

Each table contains the progression points and standards related to the Speaking and Listening Dimension and the Indicators of Progress for Communicating Orally.

Progressing towards Level 1

Progression Point 0.5

At 0.5, the work of a student progressing towards the standard at Level 1 demonstrates, for example:

- purposeful communication about personal experiences to peers and known adults
- contribution of ideas to discussions
- asking of simple questions in response to information presented by others
- appropriate sequencing of a small number of ideas when speaking to others in familiar contexts
- understanding of simple oral classroom instructions

Indicators of Progress

Students sequence logically and coherently a small number of ideas, such as the main events or ideas in recounting stories or personal experiences.

Students learn how to listen strategically in individual interactions and group situations, for example, they remember what they have heard and do not interrupt speakers.

Students use actions to speak and listen in meaningful ways to comprehend others and to

Students learn to listen long enough to be able to follow very simple instructions, to follow a story that has accompanying pictures, to receive feedback from others, to engage in a conversation, and to learn new ideas, new vocabulary and new ways of talking about ideas.

Students learn the values and advantages of listening carefully.

Students develop strategies to guide their speaking activity. For example, when asked to recount an experience, they gather and name some of the items they will talk about and make a picture in their mind of what they might say.

Students engage in conversation using their own experiences to identify and appropriately respond to what their peers say.

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interact during communication.

Standard 1.0

At Level 1, students use spoken language appropriately in a variety of classroom contexts. They ask and answer simple questions for information and clarification, contribute relevant ideas during class or group discussion, and follow simple instructions.

They listen to and produce brief spoken texts that deal with familiar ideas and information. They sequence main events and ideas coherently in speech, and speak at an appropriate volume and pace for listeners' needs. They self-correct by rephrasing a statement or question when meaning is not clear.

Indicators of Progress

Students sequence main events and ideas coherently in speech.

Students reflect on how talking about their ideas with others and listening to what others think can help them to learn new ideas.

Students review and evaluate the speaking and listening strategies used.

Students self-correct by rephrasing a statement or question when the intended meaning is not clear.

Students express emotional responses in speaking and listening interactions with their peers.

Progressing towards Level 2

Progression Point 1.25

At 1.25, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

- recount and description of familiar personal experiences when participating in discussions
- turn-taking during group discussion
- application of listening skills to a range of conversations and other spoken texts
- appropriate responses to what others say

Indicators of Progress

Students work out the meanings of unfamiliar words by selecting the perceptual features that are linked with them, for example, they link *tiny* with being *very small*.

Students talk about actions they intend to take, plan aloud, and say what they are going to do.

Students use a sequence of two or three information-seeking or information-clarifying questions to elicit information gradually.

Progression Point 1.5

At 1.5, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

- recounts and descriptions of familiar experiences in logical sequence
- communication with others in small group situations
- clear speech with simple phrases and sentences, and appropriate vocabulary
- application of listening skills to a range of conversations, discussions and spoken texts; about real or imagined events
- recall of what others say and answers to questions about details of what has been said

Indicators of Progress

Students say aloud some of the actions they use when

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they listen to a story that they have already experienced.		
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Progression Point 1.75

At 1.75, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

- appropriate comments and questions in group activities
- organisation of spoken texts, including features to signal when beginning to speak and when finishing
- modification of tone and pace of speaking when communicating with others
- responses, after application of listening skills, to conversations and texts about real and imaginary experiences
- retelling of some main ideas after listening to stories and viewing videos

Indicators of Progress

Students ask clarifying questions to facilitate communication.

Students visualise as they listen.

Standard 2.0

At Level 2, students listen to and produce spoken texts that deal with familiar ideas and information. They demonstrate, usually in informal situations, that they are able to speak clearly using simple utterances and basic vocabulary. They organise spoken texts using simple features to signal beginnings and endings. They vary volume and intonation patterns to add emphasis. They contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication. After listening to short live or recorded presentations, they recall some of the main ideas and information presented. They listen to others and respond appropriately to what has been said.

Indicators of Progress

Students know how to infer a speaker's intention for speaking in specific situations.

Students decide the topic of

Students listen to others' responses and respond appropriately to what has been said, and know how to judge what others might need to know when they are

Students use short-term retention strategies when listening.

Students identify the meanings of unfamiliar

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a conversation and how to link what they know with it.

Students ask clarifying questions to facilitate their understanding of a communication.

discussing a topic.

Students arrange in order the ideas they want to communicate about familiar sequences. They know how to refer to the [context](#) first before they refer to specific events, and how to prioritise the main ideas.

terms about comparatively familiar topics.

Progressing towards Level 3

Progression Point 2.25

At 2.25, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- familiar ideas and information for specified audiences and purposes in spoken texts
- clear speech in informal and classroom situations
- contribution of relevant ideas to discussions and asking of questions to clarify meaning
- retelling of some main ideas and information from texts read and viewed in class
- attentive listening to others in individual and group contexts

Indicators of Progress

Students plan, organise and rehearse their oral presentation.

Students identify the non-verbal materials they can use to support their message.

Students invite contributions from the audience and use these to modify their presentation.

Students listen strategically, for example, they visualise or rehearse what they hear, identify the topic and focus, and ask relevant questions.

Students reflect on, evaluate and modify their spoken texts to clarify meaning and information.

Students participate in small group discussions, such as inviting contributions.

Progression Point 2.5

At 2.5, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- participation for extended periods in small group situations
- adjustments of tone, volume and pace of their speech in order to communicate clearly
- rephrasing of spoken texts to clarify meaning when questioned by listeners
- comprehension by retelling what they heard, including identification of key points
- appropriate responses to what others say in individual and group contexts

Indicators of Progress

Students plan and present oral performances and descriptions of their experiences and of narratives about familiar events for a specified audience and purpose.

Students talk about what they do when they listen to a message.

Students identify materials they can use for an oral presentation, for example, supporting pictures or gestures.

Students use effective listening strategies such as rehearsing what they hear, and listening to speakers in a role-play to identify the topic and focus.

Students use ‘position-modification’ strategies; they modify their perspective when they hear issues raised by others by analysing the positions of themselves and others, identifying points of disagreement, evaluating the issues raised by others and using these to modify what they said earlier.

Students reflect on the spoken scripts they use to help themselves clarify meaning and information when they are listening.

Students discuss strategies for participating in small group discussion in various ways.

Students display actions such as listening attentively to others.

Progressing towards Level 3

Progression Point 2.75

At 2.75, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- preparation and delivery of short explanations and reports to peers on topics of interest
- communication of relevant information and responses to questions when speaking to others in a range of familiar contexts
- modification of spoken texts to clarify meaning and react to audience feedback
- attentive listening to spoken texts, and accurate retelling of key information

Indicators of Progress

Students plan, prepare and deliver short presentations on topics of interest to peers, giving relevant information and responding to questions.

Students identify the materials they can use to support a spoken presentation.

Students use effective listening strategies such as visualising or rehearsing what they hear, listening to a speaker to identify the topic and focus on asking relevant questions.

Students listen to a sentence and suggest questions it might answer.

Students reflect on, evaluate and modify their own spoken texts to clarify meaning and information.

Students discuss strategies for participating in small group discussions in various ways, for example asking clarifying questions and justifying opinions.

Students modify their spoken texts to clarify meaning and react to audience feedback.

Standard 3.0

At Level 3, students vary their speaking and listening for a small range of contexts, purposes and audiences. They project their voice adequately for an audience, use appropriate spoken language features, and modify spoken texts to clarify meaning and information.

They listen attentively to spoken texts, including factual texts, and identify the topic, retell information accurately, ask clarifying questions, volunteer information and justify opinions.

Indicators of Progress

Students use cueing strategies to support their listening and speaking plans. As part of their speaking plans, they summarise their intended presentation, note key terms and note various presentation techniques. As part of their listening plans, they practise note-taking and networking ideas, select key ideas from what they hear and note key terms, ask relevant clarifying questions and map the key ideas into a summary.

Students learn how to infer a speaker’s point of view for simple presentations and to suggest alternative perspectives. They summarise what they hear, identify the questions it answers and suggest other questions it could have answered.

Students modify their listening and speaking plans for specific purposes, for example, they plan how they will: participate in a debate by identifying the key ideas and points of view raised by other speakers and ask alternative questions about each perspective and present a report, saying how they will sequence the main and subordinate ideas, listing questions they will answer, and stating how they will cater for what listeners already know about the topic.

Students listen to a range of spoken texts and relate each one to what they know.

Progressing towards Level 4

Progression Point 3.25

At 3.25, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- awareness of purpose and audience in short presentations
- active contribution to the preparation and presentation of performances when working with small groups
- relevant questioning to clarify meaning of others’ presentations
- attentive listening to a range of spoken texts, live and recorded, about familiar ideas and information

Indicators of Progress

Students plan and organise the subject matter for spoken texts and prepare the background information on the topic so that they take account of its context, purpose and audience.

Students adopt an appropriate verbal style, including word choice, to suit a chosen text and the needs of a specified audience.

Students decide how they will adjust pace, volume, pitch and pronunciation to enhance meaning when speaking.

Students rehearse their performance and modify it appropriately.

Students say how they identify the main idea and supporting details in spoken texts such as plays, advertisements or speeches.

Progression Point 3.5

Indicators of Progress

Students organise the subject matter and adopt an appropriate verbal style, including word choice, to suit the text and the needs of a specified audience. For example, they sequence the ideas in an appropriate order to persuade peers to their

Students identify the language features of oral presentations, including the selection of particular words and terms, the types of sentences they use, the ways in which they use voice and the ways in which they use a range of visual cues and

Students use various listening strategies such as sentence-level strategies for example, predicting, clarifying, analysing and paraphrasing and text-level strategies such as, sequencing the ideas to present a description or a

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<p>point of view.</p> <p>Students adjust speech appropriately in response to verbal and non-verbal feedback from the audience.</p>	<p>actions.</p> <p>Students adjust a verbal presentation to match particular audience characteristics.</p>	<p>point of view.</p> <p>Students use various recording procedures while listening, for example, making notes for a sustained period and discussing how note-taking needs to take account of particular aspects of the context and purpose of the presentation.</p>
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Progressing towards Level 4

Progression Point 3.75

At 3.75, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- rehearsal of presentations, with attention to variation of pace, volume, pitch and pronunciation to enhance meaning
- constructive responses to verbal and non-verbal audience feedback; for example, by rephrasing for clarification
- identification of main ideas and some supporting details in spoken and multimodal texts
- summary of main ideas after listening to others’ presentations

Indicators of Progress

Students plan and organise the subject matter for spoken texts, and prepare the background information on the topic so that they take account of its context, purpose and audience.

Students adopt an appropriate verbal style, including word choice, to suit a chosen text and the needs of a specified audience.

Students rehearse their performances and modify them appropriately, for example, they decide how they will adjust pace, volume, pitch and pronunciation to enhance meaning when speaking.

Students say how they identify the main idea and supporting details in spoken texts such as plays, advertisements or speeches and then do so.

Students respond constructively to listener feedback, for example, they rephrase for clarification, pursue a direction suggested by listeners, or modify features such as pace, tone or volume.

Students reflect on and evaluate the effectiveness of some of these strategies.

Standard 4.0

At Level 4, students plan, rehearse and make presentations for different purposes. They sustain a point of view and provide succinct accounts of personal experiences or events. They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning.

When listening to spoken texts, they identify the main idea and supporting details and

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summarise them for others. They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.

Indicators of Progress

Students plan, rehearse and make presentations for various purposes.

Students use various strategies to enhance listening to the texts introduced in this phase, for example, they take notes, paraphrase and summarise.

Students use discussion strategies for participating effectively in groups to collate ideas and enhance their knowledge. For example, to solve problems, they focus on listening, respecting and responding to other people's comments and discuss without dominating.

Students adjust their speaking to account for context, purpose and audience, and vary tone, volume and pace of speech to emphasise meaning.

Progressing towards Level 5

Progression Point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- use of some multimodal texts to support meaning in presentations for a variety of purposes and audiences
- understanding of features of effective oral communication and use of these understandings in evaluating others’ presentations
- a range of oral responses to texts, themes and issues
- responsive listening to a range of spoken texts, including small group discussions that deal with common themes of interest

Indicators of Progress

Students say how they go about analysing a spoken text and apply their procedures to the speech of others, for example, in small group discussions, by listening to guest speakers and advertisements.

Students develop procedures for analysing and evaluating the spoken language others use to talk about challenging themes and issues.

Students use a range of strategies for assisting participation in spoken communication, including strategies for thinking analytically about spoken texts and for evaluating texts from a range of perspectives.

Progression Point 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- use of detail and supporting evidence when speaking about their own opinions and ideas
- use of introductions, conclusions and visual support materials appropriate to the purpose, audience and context
- awareness of the needs and interests of the audience in development of their own spoken texts
- questioning that clarifies and builds on ideas presented by others
- inclusion of main ideas when taking notes from others’ presentations

Indicators of Progress

Students use strategies for thinking analytically and creatively about spoken texts and for evaluating texts from a range of perspectives.

Students use the most appropriate persuasive strategies.

Students enhance their spoken presentation by using various organisational criteria, such as evidence, valid sources to support an opinion, timing and behaviour appropriate to the occasion.

Progressing towards Level 5

Progression Point 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- selection of appropriate features of spoken language to shape a text for a specific audience and purpose
- use of a range of strategies to influence audiences; for example, imagery, humour, anecdotes or emotive language
- development of a range of spoken texts that deal with challenging ideas and issues, including informative, imaginative and persuasive texts
- use of supporting evidence for their own opinions about others' presentations
- use of graphic organisers to assist with note-taking and summaries of key ideas from spoken texts

Indicators of Progress

Students use graphic organisers to assist with note-taking. They use these to summarise key ideas and provide evidence for their opinions.

Students think analytically and creatively about spoken texts and evaluate them from a range of perspectives.

Students identify and note the persuasive techniques used by speakers to influence audiences, such as figurative language, imagery or the imaginative ordering of ideas, and reflect on and use these techniques in their own presentations.

Students selectively and strategically use various persuasive strategies.

Students vary presentations on the same topic for different types of audiences and purposes.

Students use various multimedia resources to inform a message and to enhance others' comprehension, for example, to persuade an audience.

Standard 5.0

At Level 5, students express creative and analytical responses to texts, themes and issues. They identify main issues in a topic and provide supporting detail and evidence for opinions. They critically evaluate the spoken language of others and select, prepare and present spoken texts for specific audiences and purposes. They use a variety of

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multimodal texts to support individual presentations in which they inform or persuade an audience.

When listening to others, students ask clarifying questions and build on the ideas of others. They identify key ideas and take notes. They show an awareness of the influence of audience on the construction and presentation of spoken texts, and of how situational and sociocultural factors affect audience responses.

Indicators of Progress

Students use a variety of active and critical listening strategies .

Students ask clarifying questions when listening to others and build on the ideas of others.

Students identify key ideas and take notes.

Progressing towards Level 6

Progression Point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- presentation of a range of spoken text types; for example, anecdotes, reports, speeches, debates
- contributions to discussions with peers to compare ideas, express opinions and develop conclusions about themes and issues
- analysis of relationships between texts, contexts, speakers and listeners
- effective use of features of spoken language to influence specific audiences
- identification of criteria to evaluate the effectiveness of spoken presentations

Indicators of Progress

Students integrate and synthesise ideas.

Students combine spoken and visual text.

Students use various recording procedures such as note-taking and meaning mapping.

Students link ideas with the contexts or cultures in which they arise.

Students present complex issues or information imaginatively to interest an audience.

Progression Point 5.5

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- use of evidence to justify and support opinions
- critical analysis of the relationship between spoken texts, contexts, speakers and listeners
- selection of persuasive language and non-verbal techniques to influence specific audiences
- responsive listening to a range of spoken texts dealing with complex subject matter

Indicators of Progress

Students identify and record strategies used to interest

Students use critical analysis

Students link ideas with the contexts or cultures in which

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and engage audiences, for example, as the use of humour, emotion, anecdotes, and multimedia.

and comparison strategies.

Students integrate and synthesise ideas.

they arose.

Progressing towards Level 6

Progression Point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- comparison and contrast of the use of language and multimedia in spoken texts in different contexts
- identification of key ideas and information in order to develop responses to spoken texts
- presentation of coherent arguments for particular points of view using evidence to systematically support the point of view
- critical responses to a range of spoken texts dealing with complex subject matter

Indicators of Progress

Students use critical analysis and comparison strategies.

Students link ideas with the contexts or cultures in which they arise.

Students present complex issues or information imaginatively to interest an audience.

Standard 6.0

At Level 6, students analyse critically the relationship between texts, contexts, speakers and listeners in a range of situations. When engaged in discussion, they compare ideas, build on others' ideas, provide and justify other points of view, and reach conclusions that take account of aspects of an issue. In their presentations, they make effective use of the structures and features of spoken language to deal with complex subject matter in a range of situations.

They draw on a range of strategies to listen to and present spoken texts, including note-taking, combining spoken and visual texts, and presenting complex issues or information imaginatively to interest an audience.

Indicators of Progress

Students manage and direct

Students build an awareness of how individuals differ in

Students comprehend and use the conventions used to

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their learning.

Students discuss and negotiate ideas they are learning and use the discussion to enhance what they know.

their use of the conventions used to communicate.

Students build their awareness of how this knowledge can empower and enhance an individual's capacity to communicate.

communicate in various social and cultural interactions, for example, in classroom transactions, and in adolescent peer –groups.

Students learn how to “read” communication situations in terms of the conventions used by the group.