

Each table contains the progression points and standards related to the **Speaking and Listening Dimension** and the Indicators of Progress for the focus on Ideas Communicated.

**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 talk about their personal experiences and comprehend and respond to those of peers in appropriate ways.

Students recall the names of familiar objects and events in their environments and comprehend individual words, for example, they can point to or otherwise indicate objects, actions and perceptual attributes, such as *big* versus *little* when these are named.

Students comprehend and respond to oral scripts both with and without parallel visual information (for example, they listen to short stories, do a Big Book activity, or watch a video).

They look for relevant sentence forms (various grammatical forms, one-event sentences), and ‘tell’ the events in a story in the correct order by using pictures or other supports.

Students comprehend simple classroom instructions both for managing behaviour and for learning. They can interpret them as an action

Students ask and answer simple questions about ideas heard or seen, for example, answer *who*, *where* and *when* questions for a picture book in which they have participated.

Students contribute ideas to discussions about familiar events.

Students experiment with communicating in different ways; they speak, sing favourite songs and rhymes and may use these in play.

sequence.

## ***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 listen with sustained concentration, for example, they identify points of interest when listening to an explanation.

Students name signs and symbols in their environment.

Students retell stories and order events using story language, for example, using different techniques to recall and invent well-structured stories.

Students listen and follow instructions accurately, asking for help and clarification if necessary, for example, they follow simple and then more complex directions.

Students begin to talk about simple causal relationships in their experiences.

Students sing their favourite songs, recall nursery rhymes and suggest rhyming words, and listen to stories and provide parts that are repeated.

Students, with support, can discuss similarities and differences between what they hear and their experiences, for example, they say what their life is like and how it differs from the life of a child presented in a story they heard.

**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 recall, recount and describe in a logical sequence familiar experiences and events, and their feelings and beliefs.

Students retell stories they have heard, ordering events using story language and various techniques to recall and invent well-structured stories.

Students vary what they say in line with their intended purposes, for the goal of describing a situation they have experienced or to retell a story or an activity in which they have engaged.

Students begin to talk about their feelings, preferences, values for particular stories or games, or why they enjoy viewing a television programme or singing a particular song.

Students dictate a story or a message to accompany a sequence of actions or a set of pictures or paintings.

Students comprehend individual words and provide synonyms.

Students comprehend and refer to individual words (that is, receptive vocabulary) and relevant sentence forms (various grammatical forms, one-event sentences).

Students answer questions about main details in a presentation.

Students link events or ideas they hear with similar experiences they have had.

Students select a set of pictures that best matches a sequence of sentences they hear.

Students apply accurately spoken instructions and ask for help and clarification if necessary.

Students listen to and/or watch a story, say how they felt, and begin to examine how it was presented, that is, they begin to select the main aspects of a presentation and link them with the feelings it generates in them.

**Progressing towards Level 2**

***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 recount and describe familiar experiences and events in a logical sequence, and describe their feelings and beliefs.

Students vary what they say in line with their intended purposes, for example, to describe, or to retell.

Students comment on, evaluate, and talk about characters in stories or television programmes, and about how they are similar to or different from people they know.

Students show knowledge of simple narrative genres by suggesting how stories might finish, and by suggesting new endings to stories.

Students give simple directions for more familiar contexts.

Students recount real and imagined stories using the conventions of familiar story language, for example, they maintain the theme through the narration and refer to relevant detail.

Students understand how to create spoken texts to communicate their intended message and to meet their goals and purposes.

Students recall what was said in order and answer questions about details in a presentation.

Students listen to others in their class, ask relevant questions and follow instructions, for example,

Students listen to a story and select the main idea and some of the subordinate ideas.

Students select the words in a spoken text that describe the individuals or objects, the actions and how they were done.

Students respond to familiar spoken texts in different ways and link them to their own experiences.

Students describe the characters and events referred to in a presentation, identify key aspects such as highlights, and make relevant and constructive comments.

Students say how the events in a story they hear could be understood differently from

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<p>Students ask who, what, when, where, why and how questions about events and stories they have heard and use questioning more strategically to collect information.</p>	<p>they listen to the rules for playing a game and ask questions about them.</p>	<p>the perspectives of others.</p> <p>Students say how a story they have heard might have been told differently from the perspective of other characters.</p> <p>Students learn the meanings of unfamiliar words by linking them with situational and language contexts.</p>
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**Progressing towards Level 2**

***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 recount a serialised story about either real or imaginary events and with little visual information.

Students recount, retell or describe earlier familiar experiences and events, feelings and beliefs.

Students explain a reasonably familiar phenomenon.

Students instruct or state a sequence of actions.

Students say effectively the main and subordinate ideas, and sequence the ideas appropriately.

Students vary what they say in line with their intended purposes, for example, they can describe, retell or explain appropriately.

Students use appropriate language styles for opening and closing their oral presentations.

Students combine language and actions to communicate less familiar ideas such as explanations more clearly.

Students tell a story that they have heard from the perspectives of other characters.

Students recall the main and subordinate ideas, one or two main ideas from what they heard, and say the ideas in sequence.

Students answer questions about details and predict what might happen.

Students identify how a speaker stressed the main points in a story by repeating particular phrases.

## 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*

<p>Students produce spoken texts that deal with familiar ideas and information.</p> <p>Students give simple directions and explanations.</p> <p>Students gather information by asking a sequence of questions.</p> <p>Students respond to questions asked with appropriate information or give opinions.</p>	<p>Students listen to spoken texts that deal with familiar ideas and information and recall some of the main ideas and information presented, predict what will happen next, and relate it to similar experiences they have had.</p> <p>Students ask relevant questions to assist in clarifying and understanding what has been said.</p> <p>Students suggest the questions the text answered and what they think the speaker wanted to tell.</p>	<p>Students suggest how the text might have been said differently by others.</p> <p>Students understand the beginning and ending ideas of a spoken message.</p> <p>Students suggest how the text might have been said differently if it had been written in other contexts familiar to them.</p> <p>Students distinguish fact from opinion in a spoken presentation.</p>
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**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 participate in and contribute to small group discussions, for example, conversations about everyday topics . They ask relevant questions, reply to questions asked with appropriate information or give opinions, listen to and acknowledge the contributions of others and display appropriate turn-taking behaviours. During conversations, for example, they pursue the main topic of the conversation, add to an evolving theme, and use clarifying questions to add to what they know.

Students present a short spoken text for a specified purpose and audience, such as an imaginative story or a narrative set in another culture or time in history. They use appropriate spoken

Students select or write and present verse such as a short poem. They use appropriate expression, tone and volume.

Students prepare and deliver short reports about familiar events or topics, for example, they report on a hobby or a recent excursion.

Students use speaking and listening to elicit information about a topic, for example, they interview peers about their pets or holidays.

Students retell accurately information they have heard, and recall the main ideas or the events in a story in chronological order, relate it to similar experiences, and predict what will happen

Students identify new words and terms and work out their meanings.

Students express their beliefs about why a text may have been said, and give its intended message and purpose.

Students follow up others’ points and indicate whether they agree or disagree in a small group or a class discussion.

Students identify the features used in the presentation to communicate the main points, for example, how the main sections in a story or a description were indicated using a second voice, music, etc.

Students actively include

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<p>language and sequence the events while recounting.</p> <p>Students explain a process or phenomenon, give simple directions and present information about a topic of interest to them. They include relevant information and sequence the details effectively.</p>	<p>next.</p> <p>Students recognise/identify character and tone in the spoken text and infer the motives of characters.</p>	<p>and respond to all members of the group, for example, encouraging contributions by use of questions, eye contact and people's names when discussing an issue.</p>
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**Progressing towards Level 3**

***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 describe an activity, event or discussion to the class using technology.

Students sustain a conversation about an issue such as a problem or their evaluation of a story or a video. They explain or support their view or choice with reasons.

Students prepare a short oral performance such as a role-play.

Students describe the features of an effective conversation or spoken explanation.

Students provide alternative perspectives to the presentations of others and include evidence to support

Students use what they know about the features of different texts to generate spoken messages, for example what they know about simple procedures to give the instructions for a game or for assembling an object and what they know about descriptions to describe a topic of personal interest such as a hobby or a sport.

Students retell what they heard and identify the distinguishing features of each type of text, for example, they listen to a story and use a diagram to record the events in order (such as a flow chart or a network map) and then describe them in order.

Students compare the

Students select the key ideas in a spoken presentation such as a story, a description of a familiar item or event, or a person’s work or hobbies and describe how they could be implemented using another spoken context, for example, as a conversation between two people, a story, or a news item.

Students identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus, for example, listening for words and phrases such as *now*, *then*, and *next* as a video moves from presenter to film clip.

Students infer the feelings, behaviour or relationships

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their perspective.

Students provide a modification to an earlier presentation they have made by taking on issues raised by others.

Students use speech to collect information, for example, they generate different types of questions to interview a family or class peer.

different contributions of words, music and images in brief presentations such as a TV programme and identify and analyse some of the features that contribute to the delivery of the message.

between characters in a narrative they have heard.

Students listen to an imaginative text and act out the key ideas in various ways, for example, in games, drama and puppet plays.

**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 prepare and deliver short explanations or reports to peers on a topic of interest, giving relevant information and responding to questions.

Students produce brief spoken texts with some of the distinguishing features of media texts such as advertisements, intended to persuade peers.

Students use knowledge of word meaning patterns to work out the meanings of unknown words.

Students use what they know about the features of different texts to generate spoken messages: they use what they know about simple persuasive texts to design and deliver a slogan or advice for example, how to take care of pets when

Students listen to conversations, narratives or explanations, and identify the questions answered and how the ideas presented relate to what they know.

Students listen to two or more speakers talking about the same topic, and: identify the main points made by each speaker, examine how each speaker organised what they said, and compare how well the speakers presented their points of view.

Students identify how spoken messages relating to a particular topic or issue by different speakers are influenced by particular speaker and listener features such as their age, who they are talking to, how well they know each other and their purpose for communicating.

Students use what they know about the features of a narrative text to listen to a story and produce an oral story map of the main events in order.

Students listen to simple narratives and non-fiction texts for example, explanations or descriptions and identify differences between their oral presentations.

Students listen to verse such as a narrative poem and ask questions about it.

Students listen to a radio or television commercial and identify the techniques used to persuade individuals to purchase it.

Students listen to a text and ask, What does this text do to me? or, Who benefits

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<p>you go on holidays, and what they know about descriptions to talk about an experience that was personally significant to them.</p>		<p>from the way the text is presented?</p>
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### **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 make presentations using a cue card with a summary of their presentation for example, an outline of a narrative or a description of an experience, the key points in a persuasive piece or a debate and with reminders of various presentation techniques for example, pauses, stress, repetition, humour, gesture.

Students plan how they will use different types of questions to collect new knowledge during a spoken presentation, the types of questions they might ask, the order in which they will ask the questions, and the value of different types of questions and when to use each, for example, closed versus open questions, rhetorical questions, leading questions.

Students identify how a

Students contribute to discussions about the less familiar topics by: asking relevant clarifying questions, responding with relevant information or opinions and giving reasons for opinions and summarising the discussion.

Students report the outcomes of projects, literature reviews and simple research activities; they describe the focus of the report, the main points they identified and their conclusions.

Students participate in informal debates; they present their point of view on an issue or perspective, support it with evidence, link it broadly with the issue and offer a conclusion.

Students participate in everyday conversations and speak informally on topics and about ideas that are of

Students identify the topic, retell accurately key information, identify questions the text answers, answer literal and inferential questions, and justify inferences and opinions, for example, they predict the consequences for a narrative.

Students identify or infer the intended purpose of writing the text and the questions it answers.

Students suggest alternative perspectives to those presented in the text.

Students distinguish relevant information, ideas and opinions from those that are irrelevant for its intended purpose.

Students work out the meanings of unfamiliar words and concepts.

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spoken explanation, a report or a description of a topic may vary for different audiences, for example, how a discussion of bike safety might vary for an adult and a child audience.

interest to the peer group.

**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 show their knowledge of spoken narrative genres, for example, they compose a spoken recount or narrative by using what they know about how to arrange simple and compound sentences in order, for maximum effect and they use what they know about the features of narrative speech to prepare a sequel to a story they heard.

Students prepare, produce and present performances such as plays or radio broadcasts. For example, to present a spoken argument they sequence their points logically, provide supporting evidence for them and use appropriate persuasive language.

Students display an awareness of purpose and audience in their preparation and choice of wording.

Students communicate their interpretations of texts they hear to others through presentations.

Students use their knowledge of rhyme and rhythm to compose and deliver a verse such as simple poetry for a given topic.

Students ask relevant questions.

Students identify most main ideas and some supporting details and communicate these to others through presentations.

Students analyse the use of various language techniques for particular purposes and goals, for example, they analyse the use of persuasive language techniques such as emphasis, intonation, gesture and rhetoric to communicate a point of view, and the use of fact and opinion.

### ***Progression Point 3.5***

At 3.5, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- consideration of purpose and audience in preparation of presentations
- variation in tone, volume, and pace of speech to add emphasis
- use of multimedia to enhance meaning when communicating ideas and information to others
- attentive listening and appropriate responses to spoken and multimodal texts that include unfamiliar ideas and information.

#### ***Indicators of Progress***

Students prepare, produce and present oral performances for the range of spoken texts.

Students organise the subject matter and adopt an appropriate verbal style, including selecting word choice to suit the text, goals and purpose for communicating and the needs of the audience.

Students use various speech techniques to present a persuasive argument and to attract and retain the attention of the audience.

Students present arguments and participate in debates using the conventions and language of debate, including procedures for inviting and responding to questions and issues raised by the audience, including those that confront the speaker’s position.

Students use various graphic idea organisers such as mind maps, network maps, flow diagrams or free recall diagrams to prepare their outline of a spoken presentation. For example, their response to a point of view they heard targeting an issue relevant to them.

Students use multimedia support to improve the quality of a spoken report, for example, PowerPoint to enhance their report about the use of hardwood timbers.

Students design a spoken set of instructions to explain how to do a particular procedure.

Students identify the main idea and supporting details.

Students listen to a simple story and identify the ways in which particular characters and events are portrayed and evaluate how characters or events are portrayed in a spoken text when music, imagery and/or gesture are used in parallel.

Students identify and analyse linguistic structures and features of the text. For example, they identify simple figurative techniques such as the use of humour, irony and colloquialisms.

Students discuss how they identify linguistic structures and features of the text and how knowing about them helps them to identify and use them in spoken texts.

Students analyse and evaluate how speakers effectively present points of view through their use of language and gestures.

Students identify and

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		analyse a speaker's topic, purpose and perspective.
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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 prepare, produce and present oral performances, such as poetry and commentaries, or formulate a point of view about an issue and support it with evidence or arguments.

Students use appropriate speaking and listening strategies to organise the subject matter to be presented, for example, in a report. They categorise and prioritise the information to be used and adopt an appropriate verbal style, including word choice, to suit the text and the needs of a specified audience.

Students modify their presentations to account for their purpose and the audience after they receive feedback from the audience that identifies their

Students use dialogue to learn more about particular issues and topics, for example, they prepare and use a sequence of knowledge gathering questions to guide their discussion. They use a set of questions to guide an interview that include a series of open-ended questions to deepen an inquiry into a particular issue.

Students improve their presentation of a spoken text by replacing repeated nouns, verbs, adjectives and adverbs with synonyms.

Students identify the main idea and supporting details and summarise these for others.

Students identify the goals and purposes of the

Students identify for themselves the purposes of communication and the questions they intend to answer.

Students identify the opinions of others in the texts. They listen to differing opinions about an issue and relate them to their own view.

Students collate other viewpoints and discuss how alternative viewpoints are raised. They listen to several spoken messages that present points of view for and against a particular issue and use them to synthesise and present an opinion.

Students identify variations in language use in several presentations that target a particular issue. For example, they explore how

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viewpoints and alternative interpretations.  Students respond constructively to verbal and non-verbal listener feedback by rephrasing for clarification or departing from a prepared text to pursue an idea.	communication, and the questions it intends to answer.  Students discuss the typical linguistic structures and features of texts they hear.	language use differs across different cultures, age groups or social situations.
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### **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 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 present simple prepared reports describing investigative projects.  Students use a knowledge of direct and reported speech to compose a newspaper report.  Students analyse how a speaker's beliefs, values and experiences affect their presentation of a topic.	Students present a prepared speech to a familiar audience by using a set of pre-planned voice and body language techniques and evaluate these.  Students sustain a point of view and provide succinct accounts of personal experiences or events.  Students identify the main idea and supporting details of spoken texts and summarise them for others.	Students identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.  Students record the key ideas in a short presentation of up to five main sections relating to a topic of interest (for example, a healthy diet) and use them to compose their own version of it.  Students identify the forms and features of the texts and how they have been constructed to present particular views.
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**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 report on a project about a topic of interest using the relevant features and conventions of investigative reporting.

Students compose a spoken news bulletin about a current issue using headlines, stories and photos from a newspaper.

Students use speech and language abilities to collect information through interviews, for example, they research a topic on attitudes to water conservation by interviewing people in different age ranges.

Students make a presentation to persuade and influence an audience using techniques including selecting specific vocabulary, body language, facial expressions and multimedia.

Students summarise and take notes about the main issues, identify the questions answered, discuss with peers the ideas and issues raised in spoken texts, and provide their opinions on the issues and their considered reasons for their opinions, for example, they evaluate a speech that examines the use of stereotypes in people’s decision making that are based on race, age or social status.

Students identify the persuasive techniques used to influence an audience, for example, how aspects of body language including gestures, facial expressions, intonation and timing can influence audiences.

Students explore how a text is constructed to present particular views and identify alternative views.

***Progression Point 4.5***

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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 prepare a spoken text that they present in an appropriate text type, such as role-play, narrative, prepared talk, debate or submission to inform or persuade an audience or to express a point of view.

Students select and use appropriate language techniques in their presentation to influence the audience. These include intonation, timing and language appropriate to the audience and the context.

Students use knowledge of narrative structure and characterisation to analyse and evaluate a movie or a video in the fairytale genre.

Students include an introduction, conclusion and multimedia presentation to suit the purpose and context and modify their speech to account for the audience.

Students use speech and language abilities to collect primary and secondary information to research an issue in topics such as local industry, geography, drama or history. This may include preparing and conducting interviews.

Students analyse and discuss spoken presentations and infer some of the values, the political and sociocultural attitudes and assumptions made through the language used by the speaker.

Students identify the features of well-organised and effective spoken texts of various types and use them to enhance their presentations.

Students use what they know about persuasive techniques in multimedia presentations to spoken texts, for example, they analyse commercials and compose others that have an alternative focus.

Students evaluate the reliability of the information in a presentation by using various criteria such as the listener's existing knowledge and how the speaker uses language, logic, evidence, and persuasive techniques.

Students use notes to identify main issues in a topic and have some evidence to support their opinion.

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**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 summarise key ideas and provide evidence for their opinions.

Students identify how techniques including figurative language, imagery, imaginative ordering of ideas, humour, anecdotes or emotive language are used and can influence the ideas being communicated.

Students identify and note how persuasive techniques can be used by speakers to influence or persuade an audience.

Students identify how knowing the likely audience for one's spoken text affects how one prepares it, for example, a television

Students identify how political, historical, gender-specific and socio-cultural attitudes and stereotypes are presented in spoken text.

Students present a set of ideas in various oral forms, for example, they present key ideas about a topic in verse form, using what they know about rhyme and rhythm; present an informational talk about how particular explorers are presented in history texts by reading two or more sources; write and present a short play based on a topic in history such as early explorers.

Students listen to news reports that present alternative points of view about a particular issue and present their preferred position.

Students use a knowledge of persuasive techniques in multimedia presentations to identify the main message and the persuasive means used, for example, they analyse a commentary on the need to conserve hardwoods and increase pine plantations.

Students evaluate several poems on a particular topic for a familiar audience using different speech patterns.

programme for young children compared with one for adults.		
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**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 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 socio-cultural factors affect audience responses.**

*Indicators of Progress*

<p>Students express creative and analytical responses to texts, themes and issues.</p> <p>Students use a variety of multimedia resources to support individual presentations in which they inform or persuade an audience.</p>	<p>Students identify main issues in a topic and provide supporting detail and evidence for opinions.</p> <p>Students evaluate critically the spoken language of others.</p>	<p>Students identify the influence of audience on the construction and presentation of spoken texts.</p> <p>Students identify how situational and socio-cultural factors affect audience responses.</p>
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**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 write and present a point of view on a relevant current issue.

Students make formal presentations for a particular audience and for a particular purpose. For example to defend a position, to entertain, to inform, to persuade.

Students present their interpretation of a complex theme or issue in an appropriate way.

Students compare ideas, provide opinions and develop conclusions on the themes and issues through discussions with peers.

Students examine spoken texts by asking clarifying questions, and by identifying criteria to evaluate and contribute to a conclusion that reflects a range of points of view and builds on the ideas of others.

Students evaluate and review two or more instances of a particular type of text to present orally for example, verse or poetry.

Students analyse two or three spoken texts to analyse how a particular group is stereotyped, for example, changes in how indigenous Australians are portrayed in films over the 20th century.

Students compare their ideas on complex themes and issues with those of peers and identify alternative perspectives and why these arise. They: produce their interpretation of a complex theme or issue and present it in an appropriate way, for example, in a dramatic monologue or role-play in a peer group discussion, receive feedback and evaluation and modify their text accordingly, respond to the texts of others on the theme or issue by challenging their perspectives or ideas through questions of clarification and amplification, identify criteria to evaluate spoken texts and use them for this, contribute to a conclusion that reflects a range of points of view and builds on the ideas of others in the group; and reflect on the

implications for effective speaking and listening.

### ***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 analyse, evaluate and construct a range of complex texts in which key ideas and issues are presented.

Students vary and combine the complex forms and features of communications required for further learning, life and the workplace.

Students use evidence from spoken texts to justify and support opinions and conclusions reached, building on the ideas of others.

Students display greater breadth in their speaking and listening skills by applying their enhanced knowledge of how to analyse critically the relationship between texts, contexts, speakers and listeners in a range of

Students produce spoken responses on an issue, discuss alternative perspectives and use various multimedia resources such as video, audio or film to scaffold and support their presentation.

Students present in different ways for different audiences on complex issues, selecting particular persuasive techniques to influence an audience.

Students interpret a spoken presentation, for example, a political speech using what they know about speech patterns and techniques and body language.

Students analyse how various techniques are used to communicate beliefs and values, for example, they analyse two spoken

Students evaluate participation in group discussions and in formal presentations in terms of a number of criteria, for example, accuracy, relevance and organisation of information.

Students ask questions as a way to broaden and enrich discussions.

Students analyse the relationship between spoken texts, contexts, speakers and listeners, and infer how different perspectives influence speaking and listening.

Students listen to a range of spoken texts, such as radio or television interviews or persuasive speeches on particular themes and issues and identify the implied or stated meanings.

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situations.

selections from novels or  
two spoken advertisements.

**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 discuss implied or stated meanings in spoken presentations and compare and contrast the use of language and multimedia and how this affects presentations.

Students design and implement more formal presentations, for example, an argument for a particular point of view using evidence logically and coherently.

Students enhance oral presentations by using information from a range of sources.

Students evaluate the effectiveness of formal and informal presentations.

Students listen and respond critically to a range of spoken texts that deal with a complexity of purpose and subject matter. They identify key ideas and information in order to develop their responses to spoken texts.

Students analyse how characterisation is presented in a spoken presentation such as a drama.

Students analyse spoken examples of teenage narratives to identify their relevance to students growing up in contemporary Australian society.

***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**

## Speaking and Listening – Ideas Communicated - Developmental Overview

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 use a variety of verbal and non-verbal techniques for presentations (e.g., modulation of voice, inflection, tempo, enunciation, physical gestures) and demonstrate poise and self-control while presenting.

Students respond to questions and feedback about their own presentations (e.g., they defend ideas, expand on a topic, and use logical arguments).