

Each table contains the progression points and standards related to the **Speaking and Listening Dimension** and the Indicators of Progress for the focus on Conventions of Language. This focus is not found beyond level 3.75.

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 comprehend and say simple one-event sentences that are grammatically correct, for example, simple active voice sentences, imperatives and simple question forms.

Students improve their ability to articulate sounds and pronounce words accurately.

Students improve their ability to recognise smaller sound units in spoken words, for example, to rhyme words, to link a shared sound pattern with a meaning to predict words, that is, their phonological knowledge.

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.

Students 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 use knowledge of oral language in a range of areas for purposeful communication.

Students say and comprehend word meanings: how to use grammar and to link sentences in larger meaning units.

Students use sentence structure and grammar that is expanding rapidly in accuracy and complexity, for example, correct use of past tense for regular verbs and the plurals of nouns, with many spontaneous self corrections made.

Students effectively use the active voice and begin to elaborate some sentences by using conjunctions.

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 comprehend and begin to use the passive voice sentence form.

Students comprehend and begin to use sentences that describe two familiar events where the order in which the events are mentioned matches the order in which they occur.

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

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Students comprehend and use well-formed direct voice sentences with adjectives and adverbs.

Students comprehend and use questions and imperative forms correctly to convey a directive/command for example, stop, be quiet.

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 bring together and use more frequently conventions of language including imperatives and simple question forms, linking sentences in larger meaning units and with the correct use of past tense for regular verbs and the plurals of nouns.

Students show an appropriate use of grammar, including the consistent use of tense and connectives such as but, so, because, and if to link ideas.

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 show subject–verb agreement (they are less likely to say, *The dogs was swimming*) and noun–pronoun agreement across two sentences.

Students use the easier conjunctions and prepositions such as *before* to link two events when access to real-world corroboration is not available.

Students use verb tense to indicate how two events are related, for example, *She knocked on the door while he was playing with his train, rather than, She knocked on the door and he played with his train.*

Students can differentiate between prepositions expressing time or place.

Students can distinguish between the adverbs for mass nouns such as *milk* or *water* and count nouns such as *dolls* or *toys*.

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 use a range of common grammatical features to sequence events such as the passive voice form and are aware that the order in which concepts or events are mentioned in a sentence do not necessarily match the order of action, for example, they are aware that for the boy was hit by the girl, the agent of the action was not the noun that was mentioned first.

Students show subject–verb agreement across two successive sentences, for example, they are less likely to say, the dogs are in the water. It swims near the boat, and verb tense agreement to indicate how two events are related.

Students use temporal and spatial connectives such as while and when more broadly to link ideas.

Students link some word meanings in spoken text in functional ways, for example, they understand how cars and boats are similar.

Students use past tense agreement more effectively to indicate the intended relationship between two events.

Students use the easier conjunctions and prepositions such as before to link two events when access to real-world corroboration is not available.

Progression Point 2.5

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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 use the simple relative pronouns such as *who* and *what* more accurately, for example, they are less likely to say the boy what ate the apple was sitting there.

Students use a range of common grammatical features to connect ideas, such as past tense agreement to indicate the intended relationship between two events.

Students comprehend and use the functional meanings of words more broadly.

Students begin to understand and use simple figurative language that applies to them, their peers and their world, for example, *Get a wriggle on* or *Pull up your socks*.

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 use a range of common grammatical features to connect ideas, for example past tense agreement to indicate the intended relationship between two events.

Students comprehend the functional meanings of words more broadly and understand that words can be defined by the functions linked with them, for example ‘bite’ means an action that is not necessarily done with teeth and one’s mouth.

Students understand and use simple figurative language that applies more broadly-
He let the cat out of the bag.

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.

Students 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

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Students understand and on some occasions use complex agreement both within and between sentences in their expression and comprehension of oral language.

Students continue to improve their use of conjunctions and prepositions to indicate relationships between events where access to real world corroboration is not available.

Students comprehend and use more complex relative clauses - *Because of the hot weather, plants didn't grow as quickly.*

Progressing towards Level 3.75

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 comprehend how some words refer to concepts that are more general or more specific than others; that word meanings can be linked by inclusive relationships, for example, *apples* and *oranges* are included in *fruits* and that *Jonathons* are included in *apples*.

Students comprehend and use generalisations in sentences when they refer to concepts in everyday contexts.

Students comprehend and use more complex idioms such as, *I’ll wait until the cows come home*.

Students comprehend and stay on the topic when presenting, recounting a narrative, discussing an explanation or describing a phenomenon.

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 show more complex grammatical

Students continue to improve their use of

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agreement within sentences, including, verb tense agreement and subject–verb agreement including, noun–pronoun agreement. For example, they are less likely to use *who*, *whom* and *that* for *what*.

conjunctions and prepositions to indicate relationships between events where access to real world corroboration is not available. They comprehend and use more complex relative clauses, for example, sentences in which a relative clause is embedded within the main sentence.

Progressing towards Level 3.75

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 learn to comprehend the grammatical differences between a command, a request and a promise. They distinguish between *I told him to leave*, *I asked him to leave* and *I promised him I would leave*. They can also distinguish between *ask* and *tell*.

Students show more complex grammatical agreement between sentences, including verb tense agreement, subject and verb agreement and noun and pronoun agreement. For example, they are less likely to use *who*, *what*, *whom* and *that* for *what*. They comprehend connectives used to position or relate sentences such as *however* or *in addition*.

Students understand generalisations when they refer to less familiar real life relationships.

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