

Each table contains the progression points and standards related to the **Speaking and Listening Dimension** and the Indicators of Progress for the focus on Purposes of Communication. 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 various non-verbal cues in communication, for example, shrugs, nods and frowns.

Students use speech to request and obtain relevant information, for example, the name of a peer, access to a toy.

Students communicate and converse purposefully with peers and some familiar adults, for example, they ask for a statement to be repeated or clarified, take turns in discussion, or request to join in an activity.

Students give relevant instructions and directions to someone else to complete a familiar, concrete task.

Students speak at an appropriate volume and pace.

Standard 1.0

At Level 1, students use spoken language appropriately in a variety of classroom

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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 ask and answer questions for information and clarification, know how to request that information be repeated, make relevant contributions during class or group discussion, offer suggestions and take turns.

Students use spoken language appropriately in a variety of classroom contexts.

Students speak in an audible voice at an appropriate volume and pace for listeners' needs.

Students take turns to speak, listen to others' suggestions and talk about what they are going to do, for example, they work out simple rules for turn-taking and contributing in groups.

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 communicate briefly with others, for example, in small groups with familiar peers or adults, listen and respond to what others say, take turns to speak, and talk about how they and others participate in conversations, using 'the rules' for taking turns and contributing in groups.

Students explain their views to others, and decide how to report the group's views to a larger group, for example, they work out and agree on criteria they would use to select a new video for the class to watch.

Students modify the tone, volume and pace of their speech to communicate what they want to say most clearly.

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 communicate for longer periods in small groups with peers or familiar adults, speak with clarity, and adjust their tone, volume and pace to communicate most effectively, for example, to create or emphasise meaning.

They pause to allow others to comment and question, and to provide themselves time to assemble on-going meaning. Students take steps to retain the interest and focus of listeners when telling a story.

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 initiate and conclude conversations about familiar topics in everyday contexts.

Students communicate for extended periods in a range of contexts with peers or adults.

Students adjust their tone, volume and pace to emphasise meaning.

Students communicate effectively in small groups, for example, they take steps to ensure equitable turn-taking, sharing ideas, and integrating the outcomes into an agreed consensus or group knowledge.

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 participate in everyday conversation, speak clearly when required in informal situations, pronounce most words accurately, use appropriate volume, pace their speech so that it is understandable, use appropriate intonation patterns to add emphasis, and use eye contact.

Students organise spoken texts using appropriate features to signal beginnings and endings.

Students make relevant comments in groups, and stay on the topic of a discussion about everyday events.

Students ask clarifying questions so as to facilitate communication.

Students participate in and contribute to small and large group discussions, display appropriate turn-taking behaviours, listen to and acknowledge others' responses, and respond appropriately to what has been said.

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 appropriate conventions for communicating in groups: they listen to the views, feelings and preferences of others in the group, contribute relevant ideas to the discussion and ask clarifying questions.

Students use conventions appropriate to formal speech situations: they use appropriate volume, pace speech at a rate that is understandable and take account of the audience.

Students use appropriate supporting media to facilitate communicating their message.

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 display actions such as listening attentively to others and taking turns in speaking during group discussions.

Students take different roles in group interactions, for example role of leader, discussant, recorder and apply these when completing group tasks, using language appropriate to each role.

Students reflect on how to use resources such as group members, electronic and paper resources and time efficiently to complete communication tasks and to identify key small group functions such as the distribution of tasks, checking progress, making backup plans.

Students adjust what they say to fit the audience and context when talking about familiar topics, and judge how much their peers might know.

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 judge what others might know when they are explaining simple phenomena or describing everyday events.

Students select and use appropriate words to explain simple phenomena or to describe events.

Students learn to negotiate a group approach to a task or an issue; they listen to the views, feelings and preferences of others in the group, plan together the steps or actions to take and identify how each person can contribute to the outcome, for example, learning to bring together the views of the group, planning the group activity and sharing the work load.

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 display speech patterns appropriate to a small range of situations; they speak with a clear purpose in mind and modify the content for different audiences. They project their voice adequately for an audience and use appropriate spoken language features. For formal communication situations, they speak in complete sentences, select and pronounce words correctly and speak at an appropriate volume and speed.

Students display effective speaking and listening skills in peer group oral communication activities; they listen to and acknowledge the contributions of others, share knowledge equitably, discuss alternatives, negotiate a compromise if necessary and synthesise a group outcome.

Students use a range of images and sounds, both conventional and electronic, to support their oral presentation.

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 plan and rehearse using audio or video technology, to adjust content and language to suit the audience and context.

Students select the main idea for a spoken presentation.

Students know how to select background information for an oral presentation.

Students use some of the conventions for working in a small group discussion context, for example, they listen constructively and support others, take turns to alternate between taking the lead and being a team member and work together to collate a group outcome or a report.

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 modify their oral presentations to cater for different audiences, for example, they use physical gestures and modulate their voice.

Students understand and use various ways of maintaining a discussion, for example, constructive ways of responding to criticism, seeking clarification, offering ideas and suggesting a change in the style of the presentation.

Students perform various functions in a group discussion. For example, they operate as a listener, a discussion leader and a supporter.

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 stay on the topic when presenting a point of view or an opinion, or when discussing another person's point of view.

Students take turns when discussing opinions or explanations.

Students adjust what they say to suit an audience when discussing unfamiliar topics and phenomena and judge what others might know.