

Progression of English Skills

Spoken Language

B ² * Spoken Language Criteria	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Demonstrate presentation skills in a formal setting	Speaks at an appropriate volume	<p>Stays on topic when engaging in short communication that interests them</p> <p>Holds attention when communicating with others</p> <p>Speaks clearly in front of others</p>	<p>Speaks with some confidence in front of the class</p> <p>Chooses the appropriate voice level for the audience</p> <p>Keeps the attention of others by adapting the way they talk</p> <p>Looks at the audience when communicating</p>	<p>Adjusts the style of their speech to the audience</p> <p>Changes their verbal delivery occasionally when they feel interest has been lost in what they are saying, e.g. increase in volume or change in tone</p> <p>Looks around the audience when communicating</p>	<p>Participates in ... presentations using notes where necessary</p> <p>Speaks clearly, communicating confidently and engaging with a range of audiences</p> <p>Organises longer, more developed ideas, descriptions or narratives appropriately</p>	<p>Sequences their ideas logically...</p> <p>Engages their listeners, monitoring interest using a range of skills, e.g. maintaining eye contact</p> <p>Participates in...formal presentations maintaining focus, using notes where necessary</p> <p>Chooses vocabulary according to context and purpose and which is appropriate for their audience</p>	<p>Naturally changes an element of communication when the listener is losing interest, e.g. body language, volume, intonation</p> <p>Organises speech in logical sequence, using supporting ideas and detail</p> <p>Demonstrates assured presentation skills in a formal setting</p>	Gives short speeches and presentations, expressing their own ideas and keeping to the point
Listen and respond appropriately to spoken language, including to questions and feedback on presentations	<p>Responds to questions that require simple recall</p> <p>Listens for up to five minutes</p> <p>Waits for their turn to speak</p> <p>Answers a direct question</p>	<p>Explores ideas through discussion when working with others</p> <p>Makes a contribution in small group discussions</p>	<p>Demonstrates they can take turns in discussions</p> <p>Listens and responds to others' ideas during a conversation or discussion</p> <p>Asks simple questions to gain information and clarify meaning</p>	<p>Asks more specific questions to gain information and clarify meaning</p> <p>Listens and responds to others showing understanding of more complex or longer information or instruction</p>	<p>Maintains attention and interaction within longer discussions, conversations or debates, responding appropriately to the ideas and views of others</p> <p>Asks relevant questions which</p>	<p>Asks specific questions to aid understanding, re-wording their question if they feel it was not answered clearly enough</p> <p>Sequences, develops and communicates their responses to adults</p>	<p>Asks pertinent questions designed to extend or develop ideas, understanding or knowledge</p> <p>Demonstrates attentive listening by responding to or initiating discussion,</p>	Participates in formal debates and structured discussions, summarising and/or building on what has been said

	<p>Questions the speaker to gain more understanding</p> <p>Listens and responds to staff and peers in the classroom</p> <p>Asks a question to aid understanding</p> <p>Communicates ideas with short phrases or sentences</p> <p>Modifies communication to correct misunderstanding</p>	<p>Asks questions about matters that interest them</p> <p>Listens to what others are saying in a group situation</p>		<p>Listens with interest using signals to the speaker, e.g. eye contact, nodding</p>	<p>relate to the topic and will develop understanding</p>	<p>and peers in a relevant and logical way</p>	<p>which draws on what has been said</p> <p>Often listens and responds appropriately to spoken language including to question and feedback on presentations</p>	
<p>Use spoken standard English effectively in speeches and presentations</p>		<p>Speaks using the correct register class most of the time</p> <p>Expresses own ideas and opinions in clear statements</p>	<p>Usually speaks in sentences when addressing an audience</p> <p>Speaks at a volume to be clearly heard in class</p> <p>Includes more specific vocabulary choices</p> <p>Generally speaks with clear diction</p>	<p>Speaks clearly, communicating with some confidence to familiar and unfamiliar people</p>	<p>Sustains the attention of the listeners using a range of methods, e.g. explaining viewpoints, involving the audience or using expression</p> <p>Recognises when a context requires the use of Standard English</p>	<p>Speaks confidently and fluently in a range of situations, using an increasing command of formal and Standard English as appropriate</p> <p>Adapts speech to meet the needs of the audience or context</p>	<p>Influences the audience using some techniques, e.g. imagery, humour, emotive language</p> <p>Often uses spoken Standard English effectively in speeches and presentations</p>	<p>Uses Standard English confidently in a range of formal and informal contexts</p>