Expansion of the Levels of Progression in Communication across the Curriculum: Primary (Levels 1–5)

Talking and Listening
(Non-statutory guidance)

Web Version
Talking and Listening
Primary (Levels 1–5)

Purpose of this Document
The following guidance is intended to support teachers in their assessments of pupils in relation to the Levels of Progression for Communication.

This guidance provides more detailed explanation and exemplification of the criteria within the Levels of Progression grids. The examples provided are for illustrative purposes only and will assist teachers by indicating some typical ways in which pupils might demonstrate their competence at a given level.
**Requirements for Communication**

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:

**Talking and Listening**

Pupils should be enabled to:

- **listen to and take part in discussions, explanations, role-plays and presentations;**
- **contribute comments, ask questions and respond to others’ points of view;**
- **communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;**
- **structure talk so that ideas can be understood by others;**
- **speak clearly and adapt ways of speaking to audience and situation;**
- **use non-verbal methods to express ideas and engage with the listener;**
- **listen to information;**
- **take on the role of someone else;**
- **understand short explanations and simple discussions;**
- **follow short, straightforward instructions;**
- **ask and answer questions for specific information;**
- **ask simple questions when they want to know something in particular and give basic answers to questions;**
- **use vocabulary from within their experience to describe thoughts and feelings;**
- **talk about their experiences;**
- **speak clearly and adapt body language to show engagement;**
- **make eye contact and take turns whilst engaging in conversation.**

**In familiar situations, when listening to and responding to a range of stimuli, pupils can:**

- **be understood by others;**
- **speak audibly to be heard and understood;**
- **understand that body language may influence the listener.**

**In a range of situations and for a variety of audiences and purposes, pupils can:**

- **identify the main points of conversations and explanations;**
- **take part in role-play, interacting with others;**
- **listen to and carry out a sequence of instructions;**
- **follow discussions, make contributions and observe conventions of conversation;**
- **ask and answer questions to develop understanding;**
- **use a general vocabulary to express thoughts, imaginings and opinions;**
- **explain their views/thinking;**
- **talk about events in sequence with supporting detail;**
- **speak clearly to be heard and understood;**
- **use body language to show engagement.**

**In a range of situations, when listening to and responding to a range of stimuli, pupils can:**

- **follow the main points of discussions and make contributions which show understanding;**
- **ask and respond to questions to extend understanding;**
- **use an expanding vocabulary;**
- **talk about events in sequence with supporting detail;**
- **speak clearly to be heard and understood;**
- **use body language to show engagement.**

**In familiar situations, when listening to and responding to a range of stimuli, pupils can:**

- **follow discussions, make contributions and observe conventions of conversation;**
- **listen to and carry out a sequence of instructions;**
- **ask and answer questions for specific information;**
- **ask simple questions when they want to know something in particular and give basic answers to questions;**
- **use vocabulary from within their experience to describe thoughts and feelings;**
- **talk about their experiences;**
- **speak clearly and adapt body language to show engagement;**
- **make eye contact and take turns whilst engaging in conversation.**

**In a range of situations and for a variety of audiences and purposes, pupils can:**

- **identify the main points of conversations and explanations;**
- **take part in role-play, interacting with others;**
- **listen to and carry out a sequence of instructions;**
- **follow discussions, make contributions and observe conventions of conversation;**
- **ask and answer questions to develop understanding;**
- **use a general vocabulary to express thoughts, imaginings and opinions;**
- **explain their views/thinking;**
- **talk about events in sequence with supporting detail;**
- **speak clearly to be heard and understood;**
- **use body language to show engagement.**
Expansion of the Levels of Progression

Requirements for Communication
Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:

**Talking and Listening**
Pupils should be enabled to:

**Level 3**

- **listen to and take part in discussions, explanations, role-plays and presentations:**
  - listen for specific information; Pupils listen and focus on finding specific information that has been identified prior to the task.
  - maintain a role; Pupils take on a role, maintaining it and shewing their understanding of it by responding appropriately, for example taking on the character of a passenger emigrating to America during The Famine.

- **contribute comments, ask questions and respond to others' points of view:**
  - follow the main points of discussions and make contributions which show understanding;
  - ask and respond to questions to extend understanding; Pupils can ask purposeful 'how' and 'why' questions in order to enhance their understanding.

- **communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary:**
  - explain their views/thinking; Pupils are able to say why they hold a view about a topic or issue. They can talk about how and why they have approached a task in a particular way.
  - use an expanding vocabulary; Pupils can engage in discussions and conversations using a widening/interesting vocabulary. For example, when describing a place they have visited, they can suggest adjectives to use.

- **structure talk so that ideas can be understood by others:**
  - sequence events and plan what to say; Pupils plan what they are going to say so that it has a structure that makes sense to the listener.

- **speak clearly and adapt ways of speaking to audience and situation:**
  - vary their voice and intonation; Pupils use expression in different situations, changing their tone of voice accordingly.

- **use non-verbal methods to express ideas and engage with the listener:**
  - understand that body language may influence the listener. Pupils use body language during interaction with others to reinforce their message.

- **levels of progression**

  - **Level 4**
    - **listen attentively:** Pupils are able to give equal attention to all speakers and concentrate for the duration of the activity. They can summarise what they have listened to, answering questions and engaging in discussion.
    - **develop a role:** Pupils can take on a role and add their own ideas to develop the character, for example tense and body language.
    - **make relevant contributions to discussions:** Pupils listen to others and respond with views based on their own experience/knowledge. They can make comments that widen the discussion.
    - **ask questions about others' points of view and respond appropriately:** Pupils can ask purposeful questions in order to enhance their understanding.
    - **explain information, ideas and opinions clearly:** Pupils can explain information, ideas and opinions clearly.
    - **ask questions to explore and develop ideas:** Pupils can ask purposeful questions in order to enhance their understanding.
    - **use language techniques and register to engage others:** Pupils can use language techniques and register to engage others.
    - **use an appropriate vocabulary:** Pupils use appropriate vocabulary;
    - **use an expanding vocabulary:** Pupils can use an expanding vocabulary;
    - **structure their talk logically and coherently:** Pupils can structure their talk logically and coherently;
    - **use non-verbal methods to maintain the interest of the listener:** Pupils can use non-verbal methods, such as gesture, poise, look, facial expression, etc., to engage the listener, for example when delivering a speech.

  - **Level 5**
    - **listen to and identify relevant information and ideas:** Pupils respond to the key points of what is heard. They show that they can identify what is relevant by commenting on and taking account of ideas that are central to the task.
    - **make relevant contributions in different roles:** Pupils can adapt to different and evolving scenarios by maintaining a role, for example in a role-play, group discussion, improvisation, etc.
    - **discuss their own and others' ideas:** Pupils can exchange ideas and opinions.
    - **develop the character:** Pupils can develop the character of a person.
    - **maintain eye contact with the audience:** Pupils can maintain eye contact with the audience.
    - **structure their talk logically and coherently:** Pupils can structure their talk logically and coherently;
    - **use language techniques and register to maintain the interest of the listener:** Pupils can capture and hold the interest of the listener by adapting their tone. They also use a range of other language techniques, for example asking rhetorical questions when delivering a healthy eating presentation.
    - **use non-verbal methods to maintain the interest of the listener:** Pupils can use non-verbal methods, such as gesture, poise, look, facial expression, etc., to engage the listener, for example when delivering a speech they maintain eye contact with the audience.
Definition of terms

Explicit meaning
Precisely and clearly expressed ideas and information which leave nothing open to inference.

Implicit meaning
A suggested message within a text which requires deduction, for example within a fairy tale or a parable.

Genre
A type of text, classified according to specific language features, for example Narrative or Report.

Form
A text within a genre that is structured to take account of intended purpose and audience, for example a postcard or diary within the Recount genre; a recipe or a set of instructions within the Procedural genre.