

Ready Reckoner: Expansion Statements for Talking and Listening – LEVELS 1–5

Requirements	Level 1	Level 2	Level 3	Level 4	Level 5
	In familiar situations, when listening to and responding to a range of stimuli, pupils can:	In familiar situations, when listening to and responding to a range of stimuli, pupils can:	In a range of situations and for a variety of audiences and purposes, pupils can:	In a range of contexts, with different audiences and taking account of a variety of purposes, pupils can:	In a range of formal and informal contexts, with different audiences and for a variety of purposes, pupils can:
Listen to and take part in discussions, explanations, role-plays and presentations	<p>Listen for information</p> <p>Take on the role of someone else</p> <p>Understand short explanations and simple discussions</p> <p>Follow short, straightforward instructions</p>	<p>Identify the main points of conversations and explanations</p> <p>Take part in role-play, interacting with others</p> <p>Listen to and carry out a sequence of instructions</p>	<p>Listen for specific information</p> <p>Maintain a role</p>	<p>Listen attentively, concentrate, summarise and engage in discussion</p> <p>Develop a role and add own ideas</p>	<p>Listen to relevant information and identify key points</p> <p>Make relevant contributions in different roles</p>
Contribute comments, ask questions and respond to others' point of view	Ask and answer questions for specific information	<p>Follow discussions and contribute own points. Use conventions of conversation.</p> <p>Ask and answer questions to develop understanding</p>	<p>Follow the main points and make contributions which show understanding</p> <p>Ask how and why questions to extend understanding</p>	<p>Make relevant contributions to discussions</p> <p>Ask questions about others' views and respond appropriately</p>	<p>Discuss own and others' ideas</p> <p>Ask questions to explore, clarify and develop ideas. Summarise Highlight strengths and weaknesses</p>
Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary	Use vocabulary within their experience to describe thoughts and feelings	Use a general vocabulary and sentence structures to express thoughts, feelings and opinions	<p>Explain their views/thinking</p> <p>Use an expanding vocabulary, e.g. adjectives</p>	<p>Explain information, ideas and opinions clearly</p> <p>Use an appropriate vocabulary, e.g. related to context/topic.</p>	<p>Justify ideas and opinions</p> <p>Use precise vocabulary to communicate detailed information</p>
Structure talk so that ideas can be understood by others	Talk about their experiences	Talk about experiences in sequence with supporting detail	Plan and sequence what to say	Plan talk, taking account of audience and purpose	Structure their talk logically and coherently
Speak clearly and adapt ways of speaking to audience and situation	Speak audibly to be heard and understood	Speak clearly to be understood	Vary voice and intonation	Use appropriate tone, pace, volume and pitch . Emphasise important words.	Use language techniques to hold interest , e.g. adapting tone , asking rhetorical questions
Use non-verbal methods to express ideas and engage with the listener	Make eye contact and take turns whilst engaging in conversation	Use body language to show engagement	Use body language to influence the listener	Use non-verbal methods, e.g. pausing , using facial expression and body language to engage the listener	Use non-verbal methods – gesture, facial expression, eye contact – to maintain interest of audience.