

Speaking And Listening Progression Chart For English 11-16

This chart is intended to help teachers to identify and promote progression in speaking and listening in English across the secondary years. It is designed to support assessment for learning, rather than as precise descriptors for formulating of final judgements about standards. The wording within the charts reflects the expectations in the Key Stage 3 Framework, QCA speaking and listening assessment focus descriptors and GCSE assessment objectives.

Progression in speaking and listening 11-16					
Areas of focus	Start of Year 7	Middle of Year 8	End of Year 9	During Year 10	End of Year 11
Speaking And Composing Orally AF1 Talk in purposeful and imaginative ways to explore ideas and feelings, using non-verbal features for clarity and effect. AF3 Adapt and vary structures and vocabulary according to purpose, listeners and what is spoken about, selecting and using the features of spoken standard English effectively.	Speak clearly and audibly to a group, in a range of contexts, varying the pace and formality of language in speech to suit different circumstances and engage the interest of listeners.	Talk in a way that engages the attention and interest of listeners through variation of pace, gesture, vocabulary and expression.	Talk confidently and listen discriminatingly in a range of contexts. Choose mood, tone and delivery for particular effect.	In individual extended contributions, vary vocabulary, expression and use different strategies to engage the listeners' interest.	In individual extended contributions, exhibit confidence and fluency in talk in a range of contexts. Demonstrate a sensitive awareness of listeners, adapting vocabulary and expression to their needs and to the context.
					AO1i Communicate clearly and imaginatively, sustaining and adapting talk and using standard English appropriately

Areas of focus	Start of Year 7	Middle of Year 8	End of Year 9	During Year 10	End of Year 11	GCSE
Listening, questioning and responding AF2 Listen and respond to others, identifying main ideas, implicit meanings and viewpoints, and how these are presented. AF4 Make a range of contributions when working in groups, shaping meanings through suggestions, comments and questions and drawing ideas together.	Listen attentively in different situations, including some with a degree of formality. Attend to what others say in group talk and class discussion. Identify the main points of a talk, reading or television programme.	Listen attentively in a range of formal and informal contexts. Attend to what others say in group and class and respond with appropriate questions and comments. Identify and discuss the main points of a talk, reading or television programme.	Sustain attention and listen analytically in a range of formal and informal contexts. Listen attentively to others and build constructively on their spoken contributions by clarifying understanding and developing ideas. Identify, comment on and ask questions about the main points of a talk, reading or television programme.	Listen with sustained attention and respond with understanding, asking questions to clarify understanding and refine ideas. Question critically, analyse and summarise the main points of a talk, reading or television programme. Identify and explain the various techniques speakers use to influence the listener.	Listen and respond with discrimination and sensitivity. Question critically, analyse and comment critically on the main points of a talk, reading or television programme, including the techniques speakers use to influence the listener.	AO1ii Participate in discussion, by both speaking and listening, judging the roles and contributions of others
Talking together AF2 Listen and respond to others, identifying main ideas, implicit meanings and viewpoints, and how these are presented. AF4 Make a range of contributions when working in groups, shaping meanings through suggestions, comments and questions and drawing ideas together.	Participate in whole-class and group discussion, asking questions and making contributions that are responsive to, and respectful of the views of others.	Contribute to whole-class and group discussion, using talk as a tool for clarifying ideas, asking questions and making contributions that take account of the views of others. Take on different roles in a discussion.	Adopt and sustain a range of roles in whole-class and group discussion and make a variety of constructive contributions. Ask questions and make contributions that clarify understanding and refine ideas.	Make appropriate and effective contributions in a range of roles in whole-class and group interaction, taking account of what others say. Use a variety of ways to support and challenge when negotiating and making decisions.	Take a variety of roles in discussion, responding discriminatingly to what others say. When discussing, negotiating and making decisions, demonstrate the capacity to make constructive contributions, to challenge and to resolve conflicts.	AO1ii Participate in discussion, by both speaking and listening, judging the roles and contributions of others

Areas of focus	Start of Year 7	Middle of Year 8	End of Year 9	During Year 10	End of Year 11	GCSE
Spoken language varieties including standard English AF3 Adapt and vary structures and vocabulary according to purpose, listeners and what is spoken about, selecting and using the features of spoken standard English effectively. AF6 Identify varieties and uses of spoken language, comment on their meaning and impact and draw on these in talking to others.	Recognise some of the differences between formal and informal English and in vocabulary and grammar. Use some of the features of standard English vocabulary and grammar appropriately.	Describe the ways in which speakers use formal and informal language in their talk and what the effects of their choices are. Use standard English to explain, explore or justify an idea in formal situations.	Analyse the features of different styles of spoken language use. Make a formal presentation in standard English, using appropriate rhetorical devices.	Use standard English when appropriate in different situations.	Use standard English vocabulary and grammar effectively in a range of situations.	AO1i Communicate clearly and imaginatively, sustaining and adapting talk and using standard English appropriately
Drama skills AF5 Create and sustain different roles, adapting techniques in a range of dramatic activities to explore texts, ideas and issues.	Respond to texts and stimuli using drama techniques. Explore situations and ideas through work in role. Contribute to planning and scripting, and participate in a collaborative performance.	Create and sustain a variety of roles by using a range of dramatic techniques to respond effectively to texts and stimuli. Plan, participate in and reflect upon dramatic performances.	Use a range of drama techniques, including work in role, to interpret texts, explore meanings and develop ideas. Participate in and evaluate dramatic performances.	Develop a convincing role in drama-focused activities, using drama techniques which engage the interest of the audience.	Create and sustain challenging roles, shaping the audience's reactions through the use of different techniques and evaluating impact.	AO1iii Adopt roles and communicate with audiences using a range of techniques