

Speaking and listening improvement matrix

Speaking and listening: Year 7

Year 7 Selected Framework objectives	Helpful teaching approaches See <i>Teaching Speaking and Listening DVD ROM</i> and the <i>Key objective banks</i> for more detailed guidance.	Possible graduated pupil targets <i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of talk.
Main Focus: Speaking and composing orally		
<p>7S&L2 Recount a story, anecdote or experience, and consider how this differs from written narrative.</p> <p>7S13 Revise the stylistic conventions of the main types of non-fiction:</p> <ul style="list-style-type: none"> a) information b) recount c) explanation d) instructions e) persuasion. <p>7S&L9 Recognise the way familiar spoken texts, e.g. directions, explanations, are organised and identify their typical features, e.g. of vocabulary or tone.</p> <p>7S&L3 Tailor the structure, vocabulary and delivery of a talk or presentation so that listeners can follow it.</p> <p>7S&L4 Give clear answers, instructions or explanations that are helpfully sequenced, linked and supported by gesture or other visual aid.</p>	<ul style="list-style-type: none"> Use the teaching sequence for speaking and listening to establish forms and styles. Create a bank of talk and listening frames through analysing examples including transcripts or video examples (video examples are on the DVD ROM.) Analyse various extracts which feature discussion and debate: use transcripts as well as recordings. Ask pupils to identify and discuss features of the talk at text, sentence and word level. Ask pupils to devise wall charts or recipe cards of the various talk text types and their features for reference. Use a range of models (such as the examples on the DVD ROM) to explore and establish the language and organisation of effective presentations. Provide a bank of sentence openers which are appropriate to purpose and audience. Ask pupils to explore the ways in which spoken texts are organised to signal meaning to the reader, e.g. firstly, finally, to signal temporal order or prioritisation; whereas, on the other hand, to signal an opposing point of view. 	<ul style="list-style-type: none"> Be able to discuss the typical language and organisation of the main oral text types. Begin to use the words and phrases from the text types that have been revised in individual speaking and listening. Refer to examples and evidence to support your point of view. Deliver spoken texts more slowly and with clear pronunciation. Make a presentation clear to the listener by using appropriate phrases and connectives.
Related QCA Assessment focuses		
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.	

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Main Focus: Listening, questioning and responding		
<p>7S&L1 Use talk as a tool for clarifying ideas, e.g. by articulating problems or asking pertinent questions.</p> <p>7S&L6 Listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed.</p> <p>7S&L7 Answer questions pertinently, drawing on relevant evidence or reasons.</p> <p>7S&L12 Use exploratory, hypothetical and speculative talk as a way of researching ideas and expanding thinking.</p>	<ul style="list-style-type: none"> • Build in think and pair talk time to encourage responses. • Model listening and recalling the main points of a talk by taking notes as you listen and recording the points on an OHT. • Model (perhaps using the video examples on the <i>DVD ROM</i>), discuss and agree effective listening skills. • Model 'three-second wait time' before and after pupil responses, discuss the reasons for doing so and encourage pupils to do the same when listening to others responding to questions. • Encourage different types of note-taking to promote active listening and to organise evidence or reasons. • Model the language of hypothesising, e.g. <i>What if; If ... then.</i> • Provide opportunities for pupils to hypothesise and speculate, for example, by using mysteries and simulations. 	<ul style="list-style-type: none"> • Ask and answer relevant questions. • Try out open, closed and 'what if' questions and be able to discuss the differences in responses. • Listen carefully to what is said and take notes to recall the main points. • Respond to others by asking questions and challenging ideas. • Begin to use evidence to support a point of view or oppose that of others.
<p>Related QCA Assessment focuses</p> <p>AF2 Listen and respond to others, identifying main ideas, implicit meanings and viewpoints, and how these are presented.</p> <p>AF4 Make a range of contributions when working in groups, shaping meanings through suggestions, comments and questions and drawing ideas together.</p>		

Year 7 Selected Framework objectives	Helpful teaching approaches See <i>Teaching Speaking and Listening DVD ROM</i> and the <i>Key objective banks</i> for more detailed guidance.	Possible graduated pupil targets <i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of talk.
<p>Main Focus: Talking together</p> <p>7S&L10 Identify and report the main points emerging from discussion, e.g. to agree a course of action including responsibilities and deadlines.</p> <p>7S&L11 Adopt a range of roles in discussion, including acting as spokesperson, and contribute in different ways such as promoting, opposing, exploring and questioning.</p> <p>7S&L13 Work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas.</p> <p>7S&L14 Acknowledge other people's views, justifying or modifying their own views in the light of what others say.</p>	<ul style="list-style-type: none"> • Provide opportunities for pupils to hypothesise and speculate, for example, by using mysteries, simulations. • Ensure pupils have phrases to signal to the listener, e.g. <i>another point in favour</i>, <i>to sum up</i>, <i>finally</i>, <i>in conclusion</i>. • Allocate roles – such as observer, spokesperson, chair – to pupils and/or teaching assistants. Ask them to report back key features of successful strategies used. • Explore and model (perhaps using the video examples on the <i>DVD ROM</i>) methods for acknowledging and modifying views. • Try out dialogic discussion with a guided group, gradually giving responsibility for the discussion to the pupils. • Devise a checklist with pupils for reporting main points and to focus the feedback. (On the DVD, watch the pupils in Year 9 at School B using a checklist to record performance in speaking and listening activities. The pupils in the two lessons from School C use prompts to guide peer assessment of other pupils as part of Socratic discussions.) • Ensure pupils have access to a range of recording and note-taking formats. • Model, discuss and agree with pupils the rules for talk in different contexts (e.g. whole-class discussion, small group discussion, interviewing etc.), perhaps using the posters on the <i>DVD ROM</i>. Several of the lessons filmed for the <i>DVD ROM</i> show teachers working with pupils on rules for talk. 	<ul style="list-style-type: none"> • Listen to and recall the main points of a talk or discussion. • Choose an appropriate way of recording main points. • Try out a variety of roles in group discussions. • Adopt appropriate language for the role and try to maintain it when defending a point of view, opposing it or asking for clarification. • Acknowledge and respect other people's views and be prepared to change a point of view in the light of evidence.
<p>Related QCA Assessment focuses</p> <p>AF2 Listen and respond to others, identifying main ideas, implicit meanings and viewpoints, and how these are presented.</p> <p>AF4 Make a range of contributions when working in groups, shaping meanings through suggestions, comments and questions and drawing ideas together.</p>		

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Year 7 Selected Framework objectives	Helpful teaching approaches See <i>Teaching Speaking and Listening DVD ROM</i> and the <i>Key objective banks</i> for more detailed guidance.	Possible graduated pupil targets <i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of talk.
Main Focus: Spoken language varieties including standard English		
7S15 Vary the formality of language in speech and writing to suit different circumstances. 7S17 Use standard English consistently in formal situations and in writing. 7S&L19 Reflect on and evaluate their own presentations and those of others.	<ul style="list-style-type: none"> • Use washing line activity for sorting examples of talk into degrees of informal and formal language. • Discuss taped and videoed texts and note how standard English is not affected by accent: clarify the difference between accent and dialect. • Analyse different spoken texts for formality and standard English, discuss how choices are made for different audiences and purposes. • Model speech styles for different audiences and purposes (perhaps using the video examples on the <i>DVD ROM</i>). • Encourage pupils to annotate transcripts with their comments on effective exchanges. • Model appropriate language for reflecting and evaluating, e.g. <i>I think this went well because; Although I did this well, I need to.</i> 	<ul style="list-style-type: none"> • Begin to recognise some of the differences between formal and informal English in vocabulary and grammar. • Begin to choose formal, informal and standard English depending on the audience and purpose. • Know that it is not necessary to change an accent unless it interferes with understanding. • Use your speaking and listening journal to record how well you think you did in oral work using given criteria. Take advice on what you need to do next to improve.
Related QCA Assessment focuses 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.		

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Main Focus: Drama skills 7S&L15 Develop drama techniques to explore in role a variety of situations and texts or respond to stimuli. 7S&L16 Work collaboratively to devise and present scripted and unscripted pieces, which maintain the attention of an audience. 7S&L17 Extend their spoken repertoire by experimenting with language in different roles and dramatic contexts. 7S&L18 Develop drama techniques and strategies for anticipating, visualising and problem solving in different learning contexts.	<ul style="list-style-type: none"> Model and develop the use of drama techniques such as hot seating, freeze-frame, thought-tracking and mime (on the DVD ROM the examples from School B Year 10 and School C Year 9 show the use of role-play to support speaking and listening.) Explore the differences between scripted and unscripted pieces by improvising an additional scene for a scripted text. Provide opportunities for pupils to develop their understanding of character and atmosphere through additional stimuli, for example, role cards, props, photographs and sound. Use simulations where pupils use information to research and explore an issue in role, for example school closure or the construction of a new motorway. 	<ul style="list-style-type: none"> Begin to adopt and sustain a role. Begin to plan, script and perform drama scenes. Begin to adapt and experiment with spoken language in different contexts.
Related QCA Assessment focuses AF5 Create and sustain different roles, adapting techniques in a range of dramatic activities to explore texts, ideas and issues.		

Speaking and listening improvement matrix

Speaking and listening: Year 8

Year 8 Selected Framework objectives	Helpful teaching approaches See <i>Teaching Speaking and Listening DVD ROM</i> and the <i>Key objective banks</i> for more detailed guidance.	Possible graduated pupil targets <i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of talk.
Main Focus: Speaking and composing orally 8S&L2 Tell a story, recount an experience or develop an idea, choosing and changing the mood, tone and pace of delivery for particular effect. 8S&L4 Provide an explanation or commentary which links words with actions or images, e.g. a <i>sports commentary</i> or <i>talking to a sequence of images</i> . 8S&L8 Recognise the range of ways in which messages are conveyed, e.g. <i>tone, emphasis, status of speaker</i> . 8S9 Adapt the stylistic conventions of the main non-fiction text types to fit different audiences and purposes, e.g. <i>advertisements, documentaries, editorials</i> . 8S&L1 Reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement.	Related QCA Assessment focuses 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.	<ul style="list-style-type: none"> Choose and shape the typical language and organisation of the main oral text types to your presentation. Begin to recognise some of the ways in which speakers make choices to influence the listener. Try out different tones and gestures for effect. Ask for feedback from the audience. Continue to use a speaking and listening journal to evaluate oral work. Be more precise in evaluations: use qualifying words and give clear reasons for opinions.
	<ul style="list-style-type: none"> Use a range of models (including the film of the School B Year 10 lesson on the <i>DVD ROM</i>) to explore the language and organisation of effective presentations. Analyse text linked to pictures for relationship between the two, e.g. words clarifying pictures; words adding extra information; pictures largely standing alone. Use recorded extracts of similar oral text types. Pupils listen, watch and identify type, purpose, register, tone emphasis and status of speaker. Provide pupils with opportunities to adopt the stylistic conventions of non-fiction text types for different audiences and purposes including advertisement, documentaries, news bulletins and speeches. (The School B Year 10 lesson on the <i>DVD ROM</i> shows the teaching of a non-fiction text type which pupils then present to the rest of the class.) Encourage pupils to review and exploit conventional structures of presentations. (The teacher in the School B Year 10 lesson on the <i>DVD ROM</i> includes an opportunity for the pupils to review presentations.) Teach language models for effective, precise reflection and evaluation, e.g. <i>fairly clear, could use modal verbs more effectively, this was good because.</i> 	

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Main Focus: Listening, questioning and responding 8S&L5 Ask questions to clarify understanding and refine ideas. 8S&L6 Recognise their own skills, strategies and responses as listeners in different situations, e.g. to lyrics, directions, to information. 8S&L7 Listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus.	<ul style="list-style-type: none"> Use examples to analyse the emotional response to text, e.g. to songs or speeches. Model with a TA or other teacher how to ask questions to seek clarification or further exemplification (the School C Year 9 lesson on the <i>DVD ROM</i> shows an example of a teacher modelling questioning with another teacher in the form of an interview.) Provide opportunities to reflect on the effect directions or information has on the listener, especially in terms of clarity and organisation. Model how to reflect on a contribution by showing how to think about the talk and its effect on the listener. (The lessons on the <i>DVD ROM</i> include examples of pupils being taught how to reflect on other pupils' contributions.) Encourage pupils to consider both linguistic and paralinguistic features of their talk and the listener's response. (The School C Year 9 lesson on the <i>DVD ROM</i> shows pupils considering a range of features of other pupils' talk.) 	<ul style="list-style-type: none"> From your experience, choose and plan questions appropriate to the task, e.g. searching out information, seeking clarification or developing and challenging ideas. Be able to describe the effect of what is heard and begin to describe how that effect is created through language choice and other effects. Listen carefully to select relevant information or develop ideas.
Related QCA Assessment focuses 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.		

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Main Focus: Talking together 8S&L11 Recognise and build on other people's contributions. 8S&L12 Take different roles in discussion, helping to develop ideas, seek consensus and report the main strands of thought. 8S&L10 Use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas. <i>Reflect on their individual strengths as contributors to group talk and identify points and opportunities for development.</i>	<ul style="list-style-type: none"> • Use examples from television (or from the <i>DVD ROM</i>) to analyse how group discussion can develop or not, depending on the responses. • In guided talk, model how responses and well placed summing up can move discussion on. • Analyse examples and models of how to draw discussion together and arrive at agreed conclusions. • Encourage pupils to consider both linguistic and paralinguistic features of their talk and the listener's response. (The examples from the <i>DVD ROM</i> show pupils being taught to consider different features and listeners' response.) • Provide opportunities through, e.g., simulations or responses to literature for pupils to arrive at an agreed conclusion or action. • Try out dialogic discussion with the whole class, gradually giving responsibility for the discussion to the pupils. (Use the lessons from School A on the <i>DVD ROM</i> to provide examples of this approach.) • Try out Socratic discussion with a central group, with the rest of the class observing. (Use the lessons from School C on the <i>DVD ROM</i> to provide examples of this approach.) 	<ul style="list-style-type: none"> • Extend the range of roles taken in group activities and maintain the role throughout, especially when the role demands the individual remains neutral or supports a view different or opposite to their own. • Build on the contributions of others in group(s) by questioning and summarising. • Be able to summarise points which others make to check understanding and/or meaning. • Use appropriate language for thinking, e.g. <i>what if, if, then</i>. • Continue to use speaking and listening journal to evaluate oral work. Be more precise in evaluations: use qualifying words and give clear reasons for opinions and targets.
Related QCA Assessment focuses 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.		

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Main Focus: Spoken language varieties including standard English		
8S&L3 Make a formal presentation in standard English using appropriate rhetorical devices. 8S12 Explore and use different degrees of formality in written and oral texts, e.g. formal speeches, informal journals.	<ul style="list-style-type: none">Model formal presentations in standard English, being clear about how audience and purpose have affected your choices.Analyse spoken texts (perhaps including the examples of presentations in the School B Year 10 lesson on the <i>DVD ROM</i>) which make use of rhetorical devices such as rhetorical questions, three-part lists and two-part contrasts. Draw up a list from your analysis with comments on why they are effective.	<ul style="list-style-type: none">Know what standard English is and use it when required.Be able to describe the ways in which speakers use formal and informal language in their talk and what the effects of their choices are.Begin to use appropriate rhetorical devices to involve and influence the audience.
Related QCA Assessment focuses 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.		

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	See <i>Teaching Speaking and Listening DVD ROM</i> and the <i>Key objective banks</i> for more detailed guidance.	<i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of talk.
Main Focus: Drama skills		
8S&L13 Reflect on their participation in drama and identify areas for their development of dramatic techniques, e.g. keep a reflective record of their contributions to dramatic improvisation and presentation.	<ul style="list-style-type: none">Pupils use a speaking and listening journal to reflect on their participation in a variety of roles using subject specific vocabulary.Pupils should be encouraged to choose the most appropriate dramatic technique, for example, alter ego, role on the wall, thought, tracking, improvisation, use of mime to highlight significant moments.Work with pupils to identify key dramatic moments from texts and performances to present character, relationships or issues. (The School B Year 10 lesson on the <i>DVD ROM</i> includes the evaluation of role-play.)	<ul style="list-style-type: none">Develop own assessment criteria to record evaluations of a performance in your speaking and listening journal. Set targets for improvement.Control speech and gestures to make the role convincing and consistent.Take account of the roles of others during drama work.Structure performances to explore issues with others in role.Consistently keep in role throughout the performance.
8S&L14 Develop the dramatic techniques that enable them to create and sustain a variety of roles.		
8S&L15 Explore and develop ideas, issues and relationships through work in role.		
8S&L16 Collaborate in, and evaluate, the presentation of dramatic performances, scripted and unscripted, which explore character, relationships and issues.		
Related QCA Assessment focuses		
AF5 Create and sustain different roles, adapting techniques in a range of dramatic activities to explore texts, ideas and issues.		

Speaking and listening improvement matrix

Speaking and listening: Year 9

Year 9 Selected Framework objectives		Helpful teaching approaches	Possible graduated pupil targets
See <i>Teaching Speaking and Listening DVD ROM</i> and the <i>Key objective banks</i> for more detailed guidance.			<i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of talk.
Main Focus: Speaking and composing orally			
9S7 Analyse and exploit the stylistic conventions of the main text types, e.g. parody.	Develop interview techniques which include planning a series of linked questions, helping the respondent to give useful answers, responding to and extending the responses.	<ul style="list-style-type: none"> In setting oral tasks establish requirements regarding use of standard English and degree of formality. Use additional adults to model and then conduct mock interviews. (The School C Year 9 lesson on the <i>DVD ROM</i> shows a teacher working with a colleague to model an interview.) Explore a variety of interview techniques. (The School C Year 9 lesson on the <i>DVD ROM</i> shows pupils being taught to conduct an interview.) Provide a range of opportunities for pupils to provide feedback (the <i>DVD ROM</i> includes examples of pupils giving feedback.) 	<ul style="list-style-type: none"> Extend the use of tone and gesture for effect. Be able to use experience of types of questions to develop and shape responses during an interview. Manipulate language and structure to surprise and/or amuse the audience.
Related QCA Assessment focuses			
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.			

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Main Focus: Listening, questioning and responding 9S&L4 Reflect on and evaluate their own skills, strategies and successes as listeners in a variety of contexts. 9S&L6 Analyse bias, e.g. through the use of deliberate ambiguity, omission, abuse of evidence. 9S&L7 Identify the underlying themes, implications and issues raised by a talk, reading or programme.	<ul style="list-style-type: none"> • Use models (perhaps the lessons on the <i>DVD ROM</i> which show linked questions) to investigate ways in which questions are linked to promote extended responses. • Pupils use a two-column grid headed 'explicit points' and 'implied points' when listening to extracts from a range of recorded spoken texts. • Provide opportunities for pupils to manipulate a transcribed formal spoken text, for example, by changing selected words, phrases or rewriting into a parody. • Provide a range of opportunities for pupils to provide feedback. 	<ul style="list-style-type: none"> • Listen carefully to responses so the individual can ask questions which clarify and extend what has been said for audience clarification. • Be able to explain the various techniques speakers use to influence the listener. • Use some of those techniques to influence audiences. • Be able to reflect orally and on paper about successes as a listener.
Related QCA Assessment focuses 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.		

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Speaking and listening: Year 9

Year 9 Selected Framework objectives	Helpful teaching approaches See <i>Teaching Speaking and Listening DVD ROM</i> and the <i>Key objective banks</i> for more detailed guidance.	Possible graduated pupil targets <i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of talk.
Main Focus: Talking together		
<p>9S&L5 Compare different points of view that have been expressed, identifying and evaluating differences and similarities.</p> <p>9S&L9 Discuss and evaluate conflicting evidence to arrive at a considered viewpoint.</p> <p>9S&L10 Contribute to the organisation of group activity in ways that help to structure plans, solve problems and evaluate alternatives, and evaluate differences and similarities.</p> <p>9S&L8 Review the contributions they have made to recent discussions, recognising their strengths and identifying areas for development.</p> <p>9S&L1 Reflect on the development of their abilities as speakers and listeners in a range of different contexts and identify areas for improvement.</p>	<ul style="list-style-type: none"> Use examples from the media to analyse differences of opinion, e.g. over a controversial issue. Provide a template for pupils to record the views and then consider how far apart they actually are. Ask pupils to suggest solutions and compromises to the above to which all parties could agree. Set up a variety of different scenarios with conflicting evidence where a decision has to be taken. Each member of the group adopts a role. Following the group discussion, a decision and recommendations are recorded. Give pupils a controversial statement to discuss. Pre-prepared cards are handed out and used to add to their discussion. In guided talk, model and structure how to do this for those who need it. Use dialogic or Socratic discussion with a guided group or whole class, giving responsibility for the discussion and the feedback to the pupils. (The examples from School A and School C on the <i>DVD ROM</i> show pupils taking responsibility for these aspects.) 	<ul style="list-style-type: none"> Be able to discuss the different points of view being expressed and suggest ways to bring about an agreement in the group. Be able to adopt a viewpoint in role and argue the case, even if it is not agreed with. Ensure that contributions to discussion are constructive. Be prepared to sum up, seek an agreement in the group and offer alternatives as appropriate both in role and as an individual. Be able to reflect on and discuss personal ability as a speaker and listener and set targets for improvement.
Related QCA Assessment focuses		
<p>AF2 Listen and respond to others, identifying main ideas, implicit meanings and viewpoints, and how these are presented.</p> <p>AF4 Make a range of contributions when working in groups, shaping meanings through suggestions, comments and questions and drawing ideas together.</p>		

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Main Focus: Spoken language varieties including Standard English		
9S&L2 Use standard English to explain, explore or justify an idea.	<p>Related QCA Assessment focuses</p> <p>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.</p> <p>AF6 Identify varieties and uses of spoken language, comment on their meaning and impact and draw on these in talking to others.</p>	<ul style="list-style-type: none"> • Use small groups to brainstorm the features of more formal talk, each group to focus on one of: explain, explore, justify. • In setting oral tasks establish requirements regarding use of standard English and degree of formality. (The Year 9 School C lesson on the <i>DVD ROM</i> shows pupils adopting the required degree of formality when conducting an interview.)
		<ul style="list-style-type: none"> • Before planning a talk or contribution, decide to use standard English throughout and maintain it. • Be able to explain and justify your ideas when giving a talk.

Speaking and listening improvement matrix

Speaking and listening: Year 9

Year 9 Selected Framework objectives	Helpful teaching approaches	Possible graduated pupil targets
	See <i>Teaching Speaking and Listening DVD ROM</i> and the <i>Key objective banks</i> for more detailed guidance.	<i>Note:</i> targets to be set as appropriate for groups or individuals and to be adapted to suit different types of talk.
Main Focus: Drama skills		
9S&L11 Recognise, evaluate and extend the skills and techniques they have developed through drama.	<ul style="list-style-type: none">• Use a pupil speaking and listening journal to evaluate and extend their dramatic skills and techniques.• Provide a variety of opportunities to analyse and explore issues, ideas and meaning through appropriate contexts.• Show two versions of the same scene, interpreted by different directors. Pupils complete a template comparing the two scenes. They may consider characterisation, setting and atmosphere, dramatic tension, viewpoint. (The Year 10 lesson from School A on the <i>DVD ROM</i> shows pupils comparing two film versions of the same scene.)• Pupils annotate a scene from a play, adding director's notes to indicate how they would enhance characterisation, setting and tension.• Model how to write a comparison, incorporating contributions suggested by the class.	<ul style="list-style-type: none">• Be able to discuss and evaluate your performance and that of others objectively and work on improvements.• Ensure your performance in the drama is consistent with that of others in tone and style.• Structure performances to use pause, language and gesture to convey atmosphere and tension.• Work to maintain a particular interpretation of a scene so that the audience understands your chosen interpretation.• Be able to describe and justify individual interpretation to others either orally or on paper.
9S&L12 Use a range of drama techniques, including work in role, to explore issues, ideas and meanings, e.g. <i>by playing out hypotheses, by changing perspectives</i> .		
9S&L13 Develop and compare different interpretations of scenes or plays by Shakespeare or other dramatists.		
9S&L14 Convey action, character, atmosphere and tension when scripting and performing plays.		
Related QCA Assessment focuses		
AF5 Create and sustain different roles, adapting techniques in a range of dramatic activities to explore texts, ideas and issues.		