

# Literacy and English: Development and progression in listening and talking

EARLY	FIRST	SECOND	THIRD – FOURTH
<p>Learners listen, watch and talk for a variety of purposes, contexts and audiences. They explore experiences, preferences and ideas in real and imaginary contexts through play and more structured activities, including listening to and making stories. This enables them to make sense of the world, as well as developing their language to help them express themselves more clearly and build relationships.</p> <p>Learners are beginning to use what they hear from others to inform and influence their own thinking. They are starting to recognise when it is more appropriate to talk and when to listen. They participate in conversations and discussions and are beginning to ask questions to help to clarify their thinking. They are developing the ability to hear and articulate sounds in words, so promoting their phonological awareness.</p>	<p>Learners explore the richness of language through a variety of contexts and select what they listen to and watch. They make some choices about their use of language for different purposes. They use discussion as a way of developing and extending their own thinking. They are becoming aware of how others influence their thinking and are beginning to understand the difference between fact and opinion.</p> <p>When talking in groups – in play or more structured situations – they share ideas, opinions, information and experiences respectfully. They are becoming more confident in asking questions and responding to others' questions.</p> <p>When presenting to familiar audiences, learners plan and sequence their ideas logically. In doing so they use language and resources which are appropriate to the context. They are developing an appreciation of how to engage others with their ideas through their choice of language, pace and gesture.</p> <p>Learners are becoming active listeners, and with guidance use key ideas or interesting information to make simple notes or to create new texts.</p>	<p>Learners continue to explore the richness of language and select what they listen to and watch, justifying their choices. They choose the appropriate level of formality to use when talking for different purposes, contexts and audiences. They are becoming more critical about what they listen to or watch and recognise the ways in which they are being influenced by others. They are becoming more adept at distinguishing between fact and opinion.</p> <p>When talking in groups, learners share experiences, opinions and information, and develop their ideas and understanding. They build upon one another's ideas, asking a range of questions, responding to others with respect, and drawing points together.</p> <p>When presenting to familiar and unfamiliar audiences, learners plan effectively, making use of appropriate resources to engage other people. They take into account the different needs and experiences of audiences and adapt their language, tone, pace and gesture appropriately.</p> <p>When listening to presentations or other oral texts, learners make notes and organise these to clarify their thinking about the ideas being presented or to create new texts. They use what they know about effective listening and talking to make brief but helpful comments on the contributions of other learners.</p>	<p>Learners continue to explore the richness of language experiences arising from listening, watching and talking and also make informed selections of texts. They justify this selection in terms of their own needs and preferences. Increasingly, they can articulate their appreciation of a text, identifying its main purposes, taking account of genre and techniques and demonstrating an awareness of their intended effects.</p> <p>When talking in groups, learners respect others' opinions and, when it is appropriate, ensure that others have opportunities to contribute. They encourage others to express alternative points of view and collaborate to solve problems. Learners are aware of how questions which seek to explore or challenge others' thinking can influence the quality of discussion. When talking in groups or presenting to an audience, learners communicate information of an increasingly complex nature, summarising and synthesising ideas.</p> <p>When presenting to familiar and unfamiliar audiences, learners adopt and sustain an appropriate register to suit purpose and audience. They are able to link ideas, supporting a clear line of thought through increasingly complex communications, and respond appropriately to questions from listeners.</p> <p>When listening, learners make notes and, in evaluating and synthesising this information, are able to create new texts, independently, which they can communicate to an audience.</p>