



KS4 Target	S&L 1 Demonstrate presentation skills in a formal setting.	S&L 2 Listen and respond appropriately to spoken language, including to questions and feedback in presentations.	S&L 3 Use spoken Standard English effectively in speeches and presentations.
1 in some activities, with support	<p><b>SEN:</b> Pupils show awareness of different purposes of spoken language (discussion, presentation and drama). They show understanding of how to participate in these activities appropriately. They may be able to take part and express meaning/communicate/participate through verbal or non-verbal communication (e.g. hands up).</p> <p><b>EAL:</b> Pupils begin to express meanings through speech in pairs and small groups. Some knowledge of spoken English is expressed and communicated. Shows an increasing knowledge of Literacy through their verbal communication.</p>		
2 in some activities, usually with support	<ul style="list-style-type: none"> <li>Express feelings and ideas when speaking about matters of immediate interest</li> <li>Show some awareness of the listener by making changes to language and non-verbal features</li> </ul>	<ul style="list-style-type: none"> <li>Able to demonstrate attentive listening</li> <li>Able to engage with others in the discussion (Both of the above may not be sustained)</li> </ul>	<ul style="list-style-type: none"> <li>Talk in ways that are audible and intelligible to familiar others</li> <li>Show some awareness of the listener by making changes to language and non-verbal features</li> </ul>
3 in some activities/topics	<ul style="list-style-type: none"> <li>Recount experiences and imagine possibilities, often connecting ideas</li> <li>Vary talk in simple ways to gain and hold the attention of the listener</li> </ul>	<ul style="list-style-type: none"> <li>Listens during a group or paired discussion</li> <li>Beginning to make simple comment and suggestions</li> </ul>	<ul style="list-style-type: none"> <li>Make specific vocabulary choices and use non-verbal features that show awareness of different purposes and listeners</li> <li>Demonstrates awareness of the listener by making changes to language and non-verbal features</li> </ul>
4 across a range of topics	<ul style="list-style-type: none"> <li>Develop ideas and feelings through sustained speaking turns</li> <li>Organise talk to help the listener, with overall structure evident (may need support e.g. writing frame)</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to show understanding of others in a group</li> <li>Responds to others during discussion and feedback</li> </ul>	<ul style="list-style-type: none"> <li>Adapt language and non-verbal features to suit content and audience</li> <li>Beginning to make some deliberate vocabulary and grammar choices</li> </ul>
5 across a range of topics	<ul style="list-style-type: none"> <li>Speak in extended turns to express straightforward ideas and feelings, with some relevant detail</li> <li>Structure talk in ways which support meaning and show attention to the listener</li> </ul>	<ul style="list-style-type: none"> <li>Sustains listening and shows a generally clear understanding of others</li> <li>Responds and makes helpful contributions during discussion and feedback, sometimes introducing new ideas</li> </ul>	<ul style="list-style-type: none"> <li>Vary vocabulary, grammar and non-verbal features to suit audience, purpose and context</li> <li>Vocabulary and grammar choices show awareness of main features of Standard English</li> </ul>
6 across a range of topics	<ul style="list-style-type: none"> <li>Express relevant ideas and feelings, with some elaboration to explain points</li> <li>Beginning to shape talk in deliberate ways for clarity and effect</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to recognise the significant ideas expressed by others</li> <li>Takes part fully in discussion through contributions, introducing new ideas</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to adapt vocabulary, grammar and non-verbal features deliberately in consideration of audience, purpose and context</li> <li>Features of Standard English used with reasonable accuracy</li> </ul>
7 across a range of topics	<ul style="list-style-type: none"> <li>Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit</li> <li>Shape talk in deliberate ways for clarity and effect to engage the listener</li> </ul>	<ul style="list-style-type: none"> <li>Recognises significant details expressed by others and implied meanings</li> <li>Making effective contributions, building on the points of others, to move the discussion forward</li> </ul>	<ul style="list-style-type: none"> <li>Adapt vocabulary, grammar and non-verbal features in ways well-matched to audience, purpose and context</li> <li>Uses well-judged vocabulary and sentence structures, competent and appropriate use of standard English</li> </ul>
8 across a range of topics	<ul style="list-style-type: none"> <li>Beginning to explore more complex ideas and feelings, both in making succinct points and through extended talks</li> <li>Developing controlled and effective organisation of talk to guide the listener</li> </ul>	<ul style="list-style-type: none"> <li>Awareness shown of other speakers' aims through discussions of increasing complexity</li> <li>Beginning to take a leading role, shaping the overall direction of talk with effective contributions</li> </ul>	<ul style="list-style-type: none"> <li>Adapt vocabulary, grammar and non-verbal features to meet the demands of an increasing range of contexts</li> <li>Uses a range of well-judged vocabulary and sentence structures to achieve different purposes, including competent and appropriate use of standard English</li> </ul>
9 across a range of topics	<ul style="list-style-type: none"> <li>Explore complex ideas and feelings in a range of ways, both succinct and extended</li> <li>Maintain generally controlled and effective organisation of talk to guide the listener</li> </ul>	<ul style="list-style-type: none"> <li>Shows full awareness of fellow speakers' aims and engages with complex material making perceptive responses</li> <li>Takes a leading role to promote effective discussion and the participation of others</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to make apt and flexible choices of vocabulary, grammar and non-verbal features, showing awareness of different registers</li> <li>Makes appropriate, controlled, effective use of standard English vocabulary and grammar</li> </ul>