

**Literacy Progression Pathways**

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| Second Listening and Talking | Curriculum Organisers | Experiences and Outcomes | **Second Level Listening and Talking**Learning Steps Progression |
|  | Second 1 | Second 2 | Second 3 |
| **Enjoyment and choice** | ***I regularly select and listen to or watch texts, which I enjoy and find interesting, and I can explain why I prefer certain sources. LIT 1-01a*** | * **Select texts and other sources to listen to or watch and explain preference between those chosen.**
* **Give a personal response with relevant and linked details.**
 | * **Select texts and with support, explain preference for certain types or genres of spoken texts/sources.**
* **Give a personal response with evaluative details.**
 | * **Select texts and explain preference for certain types or genres of spoken texts/sources independently.**
* **Give a detailed personal response showing some analysis.**
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| ***I regularly select subject, purpose, format and resources to create texts of my choice.*** ***LIT 1-01a / LIT 2-01a*** | * **Create a range of spoken texts, choosing subject and appropriate resources.**
 | * **Create a range of spoken texts, choosing subject, resources and a suitable format.**
 | * **Create a range of spoken texts choosing subject, purpose, format and resources.**
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| **Tools for listening and talking** | ***When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking.*** **LIT 2-02a**  | * **Begin to demonstrate that they value others’ contributions through listening actively and by responding at an appropriate time.**
* **Build on the contributions of others by asking and answering relevant questions to aid own understanding.**
* **Demonstrate respect for others’ views and make an attempt to offer own viewpoint.**
 | * **Demonstrate that they value others’ contributions through listening actively and by responding at an appropriate time, with limited support.**
* **Build on the contributions of others by asking and answering relevant questions to develop points further.**
* **Demonstrate respect for others’ views and offer own viewpoint.**
 | * **Demonstrate that they value others’ contributions through listening actively and by responding at an appropriate time, independently.**
* **Build on the contributions of others by clarifying or paraphrasing points and by asking and answering relevant questions to develop points further.**
* **Demonstrate respect for others’ views and offer own ideas, information and opinions with coherence.**
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| ***I can recognise how the features of spoken language can help in communication and I can use what I learn. I can recognise the different features of my own and others’ spoken language.*****ENG 2-03a** | * **In a variety of contexts, including self and peer assessments, watch speeches, talks, interviews and discussions and make notes and provide comments / feedback on.**
	+ **Eye contact**
	+ **Body language**
	+ **Pace**
 | * **In a variety of contexts, including self and peer assessments, watch speeches, talks, interviews and discussions and make notes and provide comments / feedback on.**
	+ **Eye contact**
	+ **Body language**
	+ **Pace**
	+ **Gesture**
	+ **Emphasis**
 | * **In a variety of contexts, including self and peer assessments, watch speeches, talks, interviews and discussions and make notes and provide comments / feedback on.**
	+ **Eye contact**
	+ **Body language**
	+ **Pace**
	+ **Gesture**
	+ **Emphasis**
	+ **Choice of words**
	+ **Tone**
* **Rhetorical devices**
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| **Second Listening and Talking** | **Finding and using information** | ***As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.*** ***LIT 2-04a***  | * Listen and focus on hearing specific information that has been identified prior to the task.
* **Identify and discuss key ideas.**
 | * Listen and focus on hearing specific information that has been identified prior to the task.
* **Identify and discuss key ideas and purpose, with at least one piece of supporting evidence**.
 | * Listen and focus on hearing specific information that has been identified prior to the task.
* **Identify and discuss key ideas, with supporting evidence**
* **Identify the purpose, with supporting evidence.**
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| ***As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.*** **LIT 2-05a**  | * **Listen and record detailed notes under different headings.**
* **Use what has been said to create a spoken text.**
* Make an attempt to use own words when creating new texts.
 | * **Listen and record detailed notes under different headings and with support, explain them to others.**
* **Use to create spoken texts, for a range of purposes.**
* Put information listened to/watched into own words with limited support.
 | * **Listen and record detailed notes under different headings and explain them to others.**
* **Use to create spoken texts, for a wide range of purposes**.
* Put information listened to/watched into own words.
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| ***I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.*** **LIT 2-06a**  | * Sequence notes taken to create a new text independently.
 | * Organise information gathered in more than one way e.g. mind maps, posters, sketchnotes.
 | * Organise information gathered in a range of ways, e.g. mind maps, posters, sketchnotes.
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| **Understanding, analysing and evaluating** | ***I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.*** ***LIT 2-07a***  | * **Create and answer a range of questions open and closed.**
* **Answer inferential questions.**
* Contribute by proposing own viewpoint respectfully.
 | * **Create and answer a range of questions, literal and evaluative**
* **Create and answer inferential questions with support.**
* Begin to contribute with questions/comments, which support or build on the ideas of others.
* Begin to contribute with question/comment, which challenges others’ ideas, with an attempt to give reasons for viewpoint.
 | * **Create and answer a range of higher order questions.**
* **Create and answer inferential questions independently.**
* Contribute with questions/comments, which support or build on the ideas of others.
* Contribute with a question/comment that challenges others’ ideas, supported by clear reasons for their viewpoint.
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| ***To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me, and how useful these are.*** ***LIT 2-08a*** | * **Identify facts and opinions confidently.**
* Know that some sources intend to influence the opinion of their audience.
 | * **Identify facts and opinions and begin to justify their response.**

Recognise when a source is trying to influence their opinion and state how successful they feel it was. | * **Identify facts and opinions and justify their response.**
* Recognise when a source is trying to influence their opinion and state how useful is for the task.
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| Second Listening and Talking | **Creating texts** | ***When listening and talking with others for different purposes, I can:*** * ***share information, experiences and opinions***
* ***explain processes and ideas***
* ***identify issues raised and summarise main points or findings***
* ***clarify points by asking questions or by asking others to say more.***

***LIT 2-09a***  | * **Talk clearly about feelings, experiences and opinions**
* Plan and create an organised talk for the purpose of explaining and evaluating.
* **Use appropriate vocabulary, beginning to show consideration as to purpose and audience**
 | * **Talk clearly and logically about feelings, experiences and opinions**
* Plan and create an organised talk for the purpose of explaining, evaluating and persuading.
* **Use appropriate vocabulary with some consideration as to purpose and audience.**
 | * **Talk clearly, logically and sequentially in a range of contexts.**
* Plan and create an organised text for the purpose of evaluating, explaining, analysing, persuading.
* **Use appropriate vocabulary for purpose and audience.**
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| ***I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.*** **LIT 2-10a / LIT 3-10a** | * **Select and use a range of resources to support communication when giving a talk, with justification for their choice.**
 | * **Select a range of resources to plan and organise my thinking *before* I give a talk.**
 | * **Select, organise and use a range of resources effectively to support and enhance communication when I give a talk e.g. PowerPoints, objects, visuals, handouts.**
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