**Listening & Talking Benchmarks**

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| **Curriculum Organisers** | **Early Benchmarks** | **First Benchmarks** | **Second Benchmarks** | **Third Benchmarks** |
| ***Enjoyment and choice* - within a motivating and challenging environment developing an awareness of the relevance of texts in my life** |  Hears and says patterns in words.   Hears and says rhyming words and generates rhyme from a given word.   Hears and says the different single sounds made by letters.   Hears and says letter blends/sounds made by a combination of letters.  Participates actively in songs, rhymes and stories.   Chooses a story or other texts for enjoyment, making use of the cover, title, author and/or illustrator.   Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.   Engages with stories and texts in different ways, for example, retelling/re-enacting stories and/or using puppets/props. |  Selects spoken texts regularly for enjoyment or to find information for a specific purpose and gives a reason for preferences. |  Selects spoken texts regularly for enjoyment or to find information for a specific purpose. Explains preferences. |  Selects spoken texts regularly and describes, with an appropriate explanation, how well a text or source meets needs and expectations. |
| ***Tools for listening & talking* - to help me when interacting or presenting within and beyond my place of learning** |  Makes an attempt to take turns when listening and talking in a variety of contexts.   Makes an attempt to use appropriate body language when listening to others, for example, eye contact.   Listens and responds to others appropriately.  Asks questions and responds relevantly to questions from others.   Follows and gives simple instructions.   Shares ideas with a wider audience, for example, group or class. |  Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.   Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions. |  Contributes a number of relevant ideas, information and opinions when engaging with others.   Shows respect for the views of others and offers own viewpoint.   Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others’ opinions or ideas.   Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone. |  Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence.   Responds appropriately to the views of others developing or adapting own thinking.   Builds on the contributions of others, for example, by asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas.   Applies verbal and non-verbal techniques appropriately to enhance communication, for example, eye contact, body language, emphasis, pace, tone, and/or some rhetorical devices.   Uses appropriate register for purpose and audience, for the most part. |
| ***Finding and using information* - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary** |  Understands and responds to spoken texts.   Identifies new or interesting information from spoken texts. |  Identifies the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose.   Makes relevant notes under given headings and can use these for different purposes.   Uses notes to create and sequence new texts. |  Identifies the purpose of spoken texts with suitable explanation.   Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.   Makes relevant notes using own words, for the most part, and uses these to create new texts for a range of purposes. |  Identifies and gives an accurate account of the purpose and main ideas of spoken texts, with appropriate justification.  Identifies similarities and differences between texts, for example, content, style and/or language.   Uses own words to make and organise notes, selecting key information.   Uses notes to create new texts that show understanding of the issue/subject. |
| ***Understanding, analysing and evaluating -* investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes** |  Asks and answers questions about texts to show and support understanding.   Makes simple predictions about texts |  Asks and responds to different types of questions to show understanding of the main ideas of spoken texts.   Recognises simple differences between fact and opinion in spoken texts. |  Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.   Identifies the difference between fact and opinion with suitable explanation. |  Comments on the content, form and/or style of spoken texts, with supporting evidence.   Identifies persuasive techniques, for example, word choice, emotive language, repetition, rhetorical questions and/or use of statistics.   Comments appropriately on the reliability and relevance/usefulness of sources. |
| ***Creating texts* - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary** |  Talks clearly to others in different contexts, sharing feelings, ideas and thoughts.   Recounts experiences, stories and events in a logical sequence for different purposes.   Communicates and shares stories in different ways, for example, in imaginative play.   Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text. |  Communicates clearly and audibly.   Contributes to group/class discussions, engaging with others for a range of purposes.   Selects and shares ideas/information using appropriate vocabulary in a logical order.   Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs. |  Communicates clearly, audibly and with expression in different contexts.   Plans and delivers an organised presentation/talk with relevant content and appropriate structure.   Uses suitable vocabulary for purpose and audience.   Selects and uses resources to support communication. |  Communicates in a clear expressive way in a variety of contexts.   Presents ideas, information or points of view including appropriate detail or evidence.   Organises thinking and structures talks to present ideas in a logical order.   Introduces and concludes talks with some attempt to engage the audience.   Uses signposts throughout talks to provide a basic structure or argument, for example, topic sentences and/or linking phrases.   Uses appropriate tone and vocabulary for purpose and audience.   Applies verbal and non-verbal techniques in an attempt to enhance communication and engagement with audience, for example, eye contact, body language, emphasis, pace, tone and/or some rhetorical devices.   Selects and uses resources to enhance communication and engagement with audience |