**English – Speaking, Listening and Communication**

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| **Key Stage** | **Pathway** | **Topics** | **Description** | **Key Stage End Point (KSEP)** |
| KS1&2 | 1 | - Receptive  - Intensive Interaction  - Expressive | I can respond to my own name. I can show an understanding of familiar names within class. I can demonstrate understanding of object names in everyday contexts. I respond to tone of voice. I can follow requests that are directed at me and embedded in routine. I can respond to requests containing one key word e.g., sit down. I am able to respond to simple questions asked by a familiar adult. I can follow simple rules in a group situation. I can use brief eye contact during communicative exchanges. I can use physical contact during communicative exchanges. I am able to share attention with a trusted adult. I can develop a bond with a person over time. I can take turns during a communicative exchange. I can show a range of facial expressions. I can make choices from a limited selection using words, signs or symbols. I will make a simple request using words, signs or symbols. I can seek help or support from a trusted person when needed. I can express how I am feeling. I am able to indicate objects, people or events of personal significance. I can engage in a simple two-way exchange with a familiar adult. | Age 11 |
| KS1&2 | 2 | - Listening and Responding  - Talking in different situations  - Making Requests | I can respond to simple instructions. I can listen to the answers to my questions. During lessons, I listen so that I know what to do. I can listen to unfamiliar adults in school. I can listen to unfamiliar adults outside of school. I can listen in class and in group situations. I listen and communicate to a range of familiar adults in a safe context. I can consistently look at the person talking to me. I can communicate using a telephone call or video call. I can speak in a simple sentence. I can sometimes include 'and' in my spoken sentences. My speech is clear and can be understood by an adult. I can interact with my peers without adult support. Sometimes I communicate to people I don’t know in familiar situations. I understand that verbal interactions are about communicating. I can communicate my basic emotions. I know that I can find out what I want to know by asking an adult a question. If I am not sure of the task I will usually ask for help. I can begin to ask questions to find out more. I can communicate my needs through words, signs or symbols. | Age 11 |
| KS1&2 | 3 | - Listening and Responding  - Public Speaking  - Talking to others  - Talking with others | I can show I understand a story by answering questions about why or how. I can listen to other people's ideas and respond appropriately. With reminders, I can see that other people sometimes see things differently. I can follow 2 step instructions with support. I can stand up in class and read my work or recite some lines that I have learnt. I can communicate in an assembly when I am feeling brave. I can take part in a roleplay with support. I can talk to adults in shops and other environments. I am comfortable talking to most adults or children at school and this is my main form of communication. I know how to be polite and to say 'goodbye' when I leave. I am starting to evaluate when to talk to familiar adults and when not to. I know that saying hurtful things can upset people and I know that you should think carefully before saying things that are mean. I can say 'sorry' when I have hurt my friend. I can sometimes use a tone appropriate to the situation. I can sometimes use volume appropriate to the situation. I know that text and online messages replicate verbal communication. I know how to use a telephone and I have called familiar adults. I know that it can be unsafe to talk to strangers. I can take part in small group discussions by offering my opinion. I can use the conjunctions 'and', 'because', 'so' and 'when' when speaking. | Age 11 |
| KS3 | 1 | - Receptive  - Expressive | I can listen and attend to a familiar adult. I can listen to my peers when they communicate with me. I can look towards the person communicating with me. I can participate in a joint listening activity. I can take part in group activities. I can follow simple embedded routine instructions given to the group. I will respond to familiar requests containing two key words e.g., open the door. I will respond to novel requests when supported with visual cues. I can respond to questions about recent experiences and events. I can make prolonged eye contact with a familiar person. I am beginning to make choices about how I communicate. I can respond to music using expression, voice or movement. I will communicate a greeting and farewell message. I can use please and thank you appropriately. I can share basic information about myself. I can indicate my need for help clearly. I am starting to ask questions in familiar situations. I can express how I am feeling and begin to suggest reasons why. I can participate in a two-way conversation with a well-known adult. I am starting to participate in a two-way exchange with a peer. | Age 14 |
| KS3 | 2 | - Listening and Responding  - Public Speaking  - Talking to others | I can listen in some different situations, e.g. group work, paired work, assembly. I can listen carefully and show this by making simple comments or asking simple questions. I can demonstrate my understanding of a text by answering simple questions. I can sometimes make eye contact when someone is talking to me. I can follow 2 step instructions. I am beginning to demonstrate understanding of stories through adopting different roles. I am gaining confidence in presenting my work to the class. I am starting to express my own opinion. I am beginning to use standard English when presenting my work. I can say what I like about a piece of work. I can recite simple rhymes by heart. I can communicate and explore ideas verbally. I am using new vocabulary that I have learnt. I am beginning to vary my expression and vocabulary to interest my listeners. I can use adjectives when talking about familiar topics. I can use appropriate tone and volume. I can talk in some different situations e.g. group work, paired work, assembly. I can understand the main points of a discussion most of the time. I can take turns in conversation, listening to others so I can enter on cue. I am beginning to consider other people's opinions and point of view. | Age 14 |
| KS3 | 3 | - Listening and Responding  - Public Speaking  - Talking to others  - Talking with others | I can listen carefully in discussions and make appropriate comments. I can talk and listen in a range of situations, e.g. group work, paired work, assembly, whole class. I can respond to peer feedback in an appropriate way. I can make consistent eye contact when someone is talking to me. I speak clearly when presenting my work. I can express my opinion with confidence. I can demonstrate understanding of stories through adopting different roles. I can use standard English during discussion or presentation. I can present information in a clear sequence. I can use a variety of vocabulary, grammar and non verbal features to suit my audience, purpose and text. I can engage listeners through a variety of vocabulary and expression. I can give my peers verbal feedback with some support. I usually think about my audience and ensure what I am saying is appropriate. I can develop my ideas when speaking. I can use an appropriate pace when speaking. I can ask suitable questions during a discussion. I can consider other people's point of view and build on what they are saying. I can use description during explanations. I can express my ideas and thoughts to familiar and unfamiliar adults. I can use some conjunctions when speaking (and, but, so). | Age 14 |
| 14-19 | 1 | - Making Requests  - Interacting in a Group Situation  - Encountering Experiences/Being a Part of Things  - Developing Communication Skills | **Receptive:** I can recognise and follow routines in different settings within the community. I can perceive and respond appropriately to the behaviour or actions of my peers. I can work alongside my peers in order to achieve a shared goal. I will listen to and follow two-step directions. I can respond appropriately to instructions containing topic-specific vocabulary. I can accept or reject a suggestion made by a someone. I can respond to close-ended questions. I am able to recognise and respond to the need to wait in a queue.  **Expressive:** I can hold and carry a personal AAC device to ensure access to it. I will express an opinion as part of an adult-led group discussion. I can express my emotions using my preferred method of communication. I utilise basic gestures to communicate with others e.g., waving and nodding. I can initiate a greeting or a farewell message. I will express a celebratory message to someone. I can express choices and preferences that are indicative of personal identity. I can make choices about how to spend my leisure time. I know my food and drink preferences and will communicate these. I will communicate my desire for an activity to end or for something to stop. I will ask for help if needed to enable me to continue with a task myself. I can seek assistance from an employee in a shop or retail outlet. | Age 18 |
| 14-19 | 2 | - Creating Narratives  - Communicate Experiences  - Listening and Speaking | I can discuss my thoughts and ideas with a partner or during a whole class discussion. I can take part in role play to communicate my understanding of characters and events in texts. I will ask questions and make relevant contributions. I can use appropriate language during a discussion. I can speak loudly and clearly when presenting my work. I can make eye contact or look in the direction of the person I am talking to. I can express my own opinion in a clear way. I can answer questions in character. I can follow instructions with confidence. I can say what I enjoyed about a story with confidence. I can work cooperatively in a group. I can say what I think is successful about someone else’s work. I can take part in a two way conversation with support. I am beginning to be aware that in some situations more formal vocabulary and tone of voice is needed. I can use adjectives to give increasing detail. I can expand on my opinion by explaining why. I can speak at an appropriate pace most of the time. I can look in the direction of the person I am talking to. I can make eye contact most of the time. I can state my feelings during an event that happened to me. | Age 18 |
| 14-19 | 3 | - Creating Narratives  - Functional Skills Speaking & Listening  - Exam Technique | I can take part in formal and informal discussions. Some of the subject I talk about and listen to, are unfamiliar. I can make a relevant contribution to a discussion and I can sometimes extend my contribution. I allow other people to speak and I can listen to others’ contribution. I can prepare and present a short Power Point as a stimulus for discussion. I can present information and ideas clearly to others. I can state my opinions. I can make different kinds of contributions in discussions such summarising others’ opinions and arguing a point. I can present information/points of view clearly and use appropriate language. I can consider complex information and give a relevant, cogent response using the appropriate language. I can use persuasion to enable another person to change their viewpoint. I am aware when my peers struggle to understand what I am saying. I can take a range of roles in speaking and listening activities to move a discussion forward. I can adapt contributions to suit audience, purpose and situation. I can lead a discussion with a small group of peers, supporting and challenging their contributions when necessary. I can respond appropriately to questions on a range of straightforward topics. I can support and challenge other people's contributions in a small group discussion. I can identify and extract relevant information and detail straightforward explanations. I can respond appropriately to an opposing opinion. I can speak at appropriate volume and pace consistently. | Age 16-18 |