**Speaking Progression Bridgelea Primary School** [**https://www.skillsbuilder.org/expanded-framework**](https://www.skillsbuilder.org/expanded-framework)

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| **Communication is**  Being connected to others. It means the transfer of information from one person to another. It can be verbal, non verbal, written or even visual.  **Skills Builder Speaking**  This skill is all about how to communicate effectively with others, being mindful of whether they are talking to customers, colleagues or other stakeholders and in different settings.Initially, this skill focuses on being able to speak clearly - first with well known individuals and small groups and then with those who are not known.The next stage is about being an effective speaker by making points logically, by thinking about what listeners already know and using appropriate language, tone and gesture | | | |
| **Step** | **Learner Descriptor** | **Teacher Explanation** | **Progression** |
| Step 0 | I speak clearly to someone I know | Learners speak clearly to someone they know | 1. I understand what speaking is 2. I respond to simple questions and prompts 3. I speak clearly so another person understands me |
| Step 1 | I speak clearly to small groups of people I know | Learners speak clearly to small groups of people they know | 1. I understand how to engage more than one person 2. I speak in front of others 3. I speak clearly so more than one person understands me |
| Step 2 | I speak clearly to individuals and small groups I do not know | Learners speak clearly to individuals and small groups they do not know | 1. I understand what is different about talking to people 2. I don’t know I speak clearly to individuals 3. I do not know I speak clearly to small groups I do not know |
| Step 3 | I speak effectively by making points in a logical order | Learners speak effectively by making points in a logical order | 1. I understand what it means to say things in a logical order 2. I understand why putting things in a logical order is important when speaking 3. I use different approaches to putting things in a logical order |
| Step 4 | I speak effectively by thinking about what my listeners already know | Learners speak effectively by thinking about what their listeners already know | 1. I understand why it is important to know what my listeners already know 2. I know how to build on what my listeners already know 3. I explain new concepts that listeners are able to follow |
| Step 5 | I speak effectively by using appropriate language | Learners speak effectively by using appropriate language | 1. I understand why language changes in different settings 2. I explain the difference between formal, informal and technical language 3. I judge what language is appropriate in different settings |
| Step 6 | I speak effectively by using appropriate tone, expression and gesture | Learners speak effectively by using appropriate tone, expression and gesture | 1. I know what tone is and what is appropriate in different settings 2. I know what expression is and what is appropriate in different settings 3. I know what gesture is and what is appropriate in different settings |