

Speak to Communicate

	VOCABULARY PROGRESSION	LANGUAGE AND TEXT FEATURES PROGRESSION	USING STRATEGIES TO COMMUNICATE PROGRESSION	INTERACTIVE LISTENING AND SPEAKING PROGRESSION
	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL BE ABLE TO:
	<ul style="list-style-type: none"> use a range of words, formulaic expressions and familiar phrases related to everyday topics and personal experiences. 	<ul style="list-style-type: none"> take part in short spoken conversations and speak by themselves using formulaic phrases and simple structures. 	<ul style="list-style-type: none"> communicate information and thoughts in familiar, predictable situations. 	<ul style="list-style-type: none"> respond to and use simple formulaic expressions in spoken language.
	<ul style="list-style-type: none"> have a limited vocabulary that includes words and phrases related to common, everyday topics and personal experiences choose appropriate vocabulary (including polite forms of words and expressions) for different contexts and audiences. 	<ul style="list-style-type: none"> take part in spoken conversations and use a few oral text types, such as simple instructions and descriptions speak using some complex phrases and structures. 	<ul style="list-style-type: none"> select and communicate information, ideas and thoughts, using appropriate words and phrases with some fluency on very familiar topics monitor and modify speech to improve the clarity and effectiveness of the communication. 	<ul style="list-style-type: none"> respond to and use skills and appropriate language to manage simple interactions and negotiate meaning respond to and use some non-verbal methods to monitor the effectiveness of interactive communication have an awareness of the conventions for taking part in interactions in familiar social and cultural settings, for example, during telephone conversations.
	<ul style="list-style-type: none"> have an extended vocabulary that relates to familiar topics and personal experiences have a knowledge of the collocations (words that commonly go together) of many words be able to use some words and phrases with figurative as well as literal meanings choose appropriate vocabulary for different contexts and audiences. 		<ul style="list-style-type: none"> select and communicate information, ideas and thoughts, using appropriate vocabulary, expressions and grammar fluently and coherently on less familiar topics use appropriate gestures, tone, pace and intonation to improve communication. 	<ul style="list-style-type: none"> respond to and use more sophisticated skills and appropriate language to monitor and improve the effectiveness of interactions respond to and use variations in tone of voice, intonation and stress (for example, the stress placed on specific words or sentences) recognise and use the vocabulary and other language features that mark the register appropriate to the topic, audience and context.
	<ul style="list-style-type: none"> have an extended vocabulary that includes some general academic and some specialised words. 	<ul style="list-style-type: none"> use complex sentence structures and more complex language features to express a point of view in spoken conversations and in more complex oral text types use appropriate language features to establish coherence in connected discourse. 	<ul style="list-style-type: none"> select, organise and communicate information, ideas and thoughts, with some details and examples, when speaking on familiar and unfamiliar topics. 	
	<ul style="list-style-type: none"> have an extended vocabulary that includes words related to work, personal, community, social and academic contexts. 	<ul style="list-style-type: none"> use complex sentence structures and extend their use of language features to achieve particular purposes. 	<ul style="list-style-type: none"> use a range of strategies to select, organise and communicate information, ideas and thoughts in extended discourse on a range of unfamiliar topics in a variety of contexts monitor and modify speech to clarify or obscure a particular point of view, attitude, bias or agenda. 	<ul style="list-style-type: none"> respond to and use appropriate skills and language to manage interactions in an increasing range of formal and informal settings respond to and use variations in tone of voice, intonation and stress respond to and use an awareness of the rules for taking part in interactions in a wide range of familiar and unfamiliar work, academic, social, community and cultural contexts.
				