SPEAKING AND LISTENING

	EMERGING	DEVELOPING	SECURE	REFINING
Using Standard English confidently in a range of formal and informal contexts, including classroom discussion	Pupils attempt to speak with confidence but may be nervous. Standard English is sometimes used but not consistently Attempts formal and informal registers	Pupils speak with confidence for most of their piece. Standard English is mainly used but some errors made. Formal and Informal registers used but are not always consistent	Pupils speak with confidence about their chosen topic. Standard English is used consistently. Formal and informal speech is adapted for the audience.	Pupils speak with confidence and can add inflections in tone to add depth and detail. Standard English is used but adapted to fit purpose and audience and crafted for effect. Formal and informal speech is crafted to fit the purpose and audience.
Giving short speeches and presentations, expressing their own ideas and keeping to the point	Pupils express their own ideas but sometimes go off topic, not sticking to purpose and crafting to their audience.	Ideas expressed are mainly clear with some lapses in focus.	Ideas are expressed clearly and are to the point.	Ideas are expressed clearly and with relevant detail. pupils express their ideas using a range of language, structural and paralinguistic devices.
Participating in formal debates and structured discussions, summarising and/or building on what has been said	Pupils participate but are not always consistently on task. Can summarise some of what is said but will often miss some key details	Participates in formal debates and mainly engages in what has been said. Are able to summarise the key points in the discussion.	Participates in formal debates and structured discussions and is fully able to summarise events and begins to build on ideas presented by offering further comment	Participates and often leads on debates and structured discussions, can fully summarise, in a concise way, what discussions were and is able to build on what was said, adding new, engaging and interesting perspectives.
Improvising, rehearsing, performing play scripts and poetry, in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	Begins to improvise parts of a text or stimulus in order to generate discussion but this is not always maintained. Tone, intonation, role, mood and silence are sometimes attempted but often in isolation and not always to add impact.	Starts to improvise sections of a text or stimulus and discussion is generated from this, engaging other learners. This is not always consistent. Tone, intonation, role, mood and silence are sometimes used but are not yet consistent and are not linked together yet to add impact.	Evidence of clear improvisation skills being used when rehearsing and performing texts or stimulus material- this generates clear discussion around the text or stimulus. Tone, intonation, role, mood and silence are used mainly consistently to add impact, and pupils start to use these elements together to add depth to their performance	Improvisation is used at key points of a text or stimulus and is crafted for impact and effect. Discussion around this crafting is evident throughout and there is evidence of being crafted for purpose and audience. Tone, intonation, role, mood and silence are used together to create a clear impact on the audience and adds depth and further discussion and engagement to their piece.