







Listen with Understanding

	VOCABULARY PROGRESSION	LANGUAGE AND TEXT FEATURES PROGRESSION	COMPREHENSION PROGRESSION	LISTENING CRITICALLY 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:	MOST ADULTS WILL BE ABLE TO:
	<ul style="list-style-type: none"> • have a listening vocabulary of common nouns, verbs and familiar phrases they understand • identify words and phrases in running speech. 	<ul style="list-style-type: none"> • understand short conversations and other simple spoken language that uses formulaic expressions and simple structures. 	<ul style="list-style-type: none"> • listen for the gist or for specific information in simple speech in very familiar situations • ask for repetition or a change of pace if necessary • make connections with their own knowledge to improve their understanding. 	<ul style="list-style-type: none"> • have some awareness of people's different purposes for speaking • be aware that all speakers have a perspective (point of view). 	<ul style="list-style-type: none"> • respond to and use simple formulaic expressions in spoken language.
	<ul style="list-style-type: none"> • identify words and phrases and understand many of the words in fast speech • be aware that many words may have more than one meaning and notice when a word is used with an unfamiliar meaning. 	<ul style="list-style-type: none"> • understand spoken conversations and other simple spoken language that uses some complex structures • understand spoken conversations and other simple spoken language even when the speakers pause, repeat themselves, or make false starts. 	<ul style="list-style-type: none"> • listen for the gist or for specific information in some connected discourse on familiar topics • have an awareness of what to do and how to do it when comprehension breaks down • use some comprehension strategies. 	<ul style="list-style-type: none"> • recognise the purposes and possible uses of different kinds of connected discourse • have some awareness of their own purposes for listening. 	<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 a listening vocabulary of everyday words and some less common words • understand when a speaker uses simple figurative language, such as metaphor, symbolism or irony, for effect • identify the connotations (common associations) of familiar words. 		<ul style="list-style-type: none"> • listen for the gist or for specific information in more complex discourse • use a range of comprehension strategies • use knowledge of what to do and how to do it when comprehension breaks down • understand discourse on familiar topics. 	<ul style="list-style-type: none"> • think critically about the ideas and language as they listen, in order to understand, evaluate and respond appropriately and meet the listening purpose • use strategies to compare and evaluate information and ideas. 	<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 a listening vocabulary that includes some general academic words and some specialised words. 	<ul style="list-style-type: none"> • understand more complex spoken conversations and other simple discourse including some less-familiar oral text types • recognise the language features used to establish coherence in such discourse. 	<ul style="list-style-type: none"> • understand discourse on less familiar topics. 	<ul style="list-style-type: none"> • think about underlying meanings in order to understand not only the sense of the words, but also the intent of the speaker. 	
			<ul style="list-style-type: none"> • understand discourse on a range of topics beyond everyday contexts and immediate experiences • listen for the gist or for specific information in a wide range of oral texts • use comprehension strategies selectively and flexibly • use a range of strategies when comprehension breaks down in different listening situations. 	<ul style="list-style-type: none"> • use strategies to analyse ideas and information and to consider meaning critically • evaluate the truth, relevance or usefulness of information in relation to the speaker's (or the listener's) purpose. 	<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.
	<ul style="list-style-type: none"> • have a listening vocabulary that includes many general academic words and specialised words • understand when a speaker uses more complex figurative language, for example, by talking about the Earth as if it were a woman (personification) • understand when a speaker uses words, for effect, that have particular connotations. 	<ul style="list-style-type: none"> • recognise language features in complex extended discourse and understand the ways in which speakers use these features to achieve a purpose. 	<ul style="list-style-type: none"> • understand discourse on a range of unfamiliar topics in a variety of contexts. 	<ul style="list-style-type: none"> • use a wide range of strategies to reflect critically on purpose and meaning • evaluate a speaker's point of view, attitude, bias or agenda • have an understanding of the methods that speakers can use for specific purposes. 	