



**THREAD:** Responding and Interacting

**AOLE:** LLC

Progression Step 1		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<ul style="list-style-type: none"> <li>• Know that when someone else is talking others should listen.</li> <li>• Demonstrate listening behaviours and respond appropriately e.g., looking at the speaker</li> <li>• Introduce the concept of turn taking in more structured situations <i>e.g., adult led group work</i></li> <li>• Know and use question stems.</li> <li>• Answer basic questions.</li> <li>• Ask relevant questions about something they have heard.</li> <li>• Join in conversations by offering their own ideas, linked to what has been said.</li> <li>• Ask a question if they don't understand something.</li> <li>• Follow basic instructions.</li> </ul>	<p>Because But so I like I don't like who? what? when? why? Where? How? Question</p>	<p>Experience speaking and listening individually, in pairs, in groups and as members of a class.</p> <p>Practising taking turns in a conversation.</p> <p>Opportunity to talk with peers e.g., role play</p> <p>Opportunities to speak for different purposes, including to recount and convey feelings.</p>



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Progression Step 2		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<ul style="list-style-type: none"> <li>Use an increasing range of discussion skills <i>e.g., challenging, building etc.</i></li> <li>Take turns in formal and informal situations.</li> <li>To know that other people can have a different opinion and respond appropriately.</li> <li>Use formal and informal register depending on the context <i>e.g. I know the difference between classroom talk and playground talk.</i></li> <li>Understand how to ask questions to further understanding.</li> <li>Know how to express opinions, giving reasons, and provide appropriate answers to questions.</li> <li>Listen to others, understand the main points and ask for clarification if needed.</li> <li>Sustain a discussion <i>e.g., by asking questions, clarifying meaning, commenting on other points made</i></li> <li>Identify what makes a successful discussion.</li> <li>Adopt and decide on specific roles, using appropriate language in structured situations</li> </ul>	<p><b>Phrases and sentences stems</b></p> <p>I think  I agree because  I disagree because  because  but / although  however  A different opinion is  Some people think that...  even though</p>	<p>Experience speaking with different people in a variety of authentic contexts.</p> <p>Opportunities to collaborate through group work and participate in discussions.</p> <p>Opportunities to speak for a range of purposes <i>e.g.,</i> including to recount, persuade and convey feelings.</p> <p>Communicate to a range of audiences including more formal situations.</p> <p>Engage with different opinions and viewpoints in person and through audiovisual and written materials.</p> <p>Experience seeing and hearing discussions where different people talk, including successful</p>

		<p>contributors to group discussion.</p> <p>Experience seeing and hearing group discussions with people with different dialects, people with different cultural experiences.</p>
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### Progression Step 3

Knowledge and Skills	Vocabulary	Experiences and Characteristics
<ul style="list-style-type: none"> <li>Challenge others' points of view with empathy and growing sensitivity.</li> <li>Be able to use summary in group discussions <i>e.g., drawing out key ideas, bringing the discussion a close, feeding back to others</i></li> <li>Engage in a discussion that explores challenging or contentious issues.</li> <li>Participate in a discussion sustaining a role or viewpoint <i>e.g., role play, debating, hot seating</i></li> <li>Respond to others' points of view by seeking clarity, summarising, elaborating on and explaining what I have heard, read, or seen.</li> <li>Be able to listen attentively using a range of verbal and nonverbal cues <i>e.g., nodding, paraphrasing,</i></li> <li>Know that other people can have a different opinion which may be subject to bias and prejudice.</li> <li>Be able to evidence effective listening by contributing with thoughtful or considered responses.</li> <li>Be able to identify what makes a successful discussion and use these strategies or approaches in their own contributions.</li> </ul>	<p><b>Phrases and sentences stems</b></p> <p>I believe  I agree because  I disagree because  In my opinion  because  for this reason  but / although  however  A different opinion is  Some people think that...  even though  On the other hand  As a result  Whereas  Consequently  Even though  Subsequently  Similarly  In contrast to  Therefore</p> <p><b>Terminology and concepts</b></p> <p>Gesture  Tone  Eye contact</p>	<p>Opportunities to take on different roles, inc. taking responsibility for arriving at a consensus.</p> <p>Opportunities to participate in discussions for a wide range of purposes.</p> <p>Opportunities to explore challenging or contentious issues through a variety of authentic contexts.</p> <p>Experience seeing and hearing discussions where different people talk, including successful contributors to group discussion.</p> <p>Experience seeing and hearing group discussions with people with different dialects, people with</p>

	Direct Address Summary Agreement Disagreement Clarification Bias Prejudice	different cultural experiences.
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Progression Step 4		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<ul style="list-style-type: none"> <li>To know how to interrogate ideas with sensitivity whilst challenging other points of view.</li> <li>To be able to synthesise people's views and opinions.</li> <li>To use a repertoire of strategies to convey my points convincingly <i>e.g., gestures, rhetorical devices etc.</i></li> <li>To be able to listen to and respond to others skilfully and sensitively, with questions, comments, and suggestions to develop productive collaborative talk.</li> <li>To be able to consider carefully the viewpoints of others on various subjects, using them to evaluate and make judgements.</li> <li>To be able to make extensive mature and perceptive contributions with use of appropriate evidence to support points.</li> <li>To be able to sustain concentrated listening, showing understanding of complex ideas through perceptive interrogation to shape the direction of the discussion.</li> <li>To develop ideas to illuminate discussion, expanding and summarising when necessary.</li> <li>To use a wide range of appropriate and ambitious vocabulary confidently to create effect and convey precise meaning.</li> <li>Select register wholly suited to the task and audience.</li> </ul>	<p><b>Techniques and concepts</b></p> <p>Intonation Rhetorical devices Synthesis Consensus Mediate</p>	<p>Experience seeing and hearing discussions where different people talk, including successful contributors to group discussion</p> <p>Experience seeing and hearing group discussions with people with different dialects, people with different cultural experiences.</p> <p>Exploring more challenging or contentious issues.</p> <p>Participating in formal group talk situations and experiencing a range of roles, including where a consensus needs to be reached.</p> <p>Researching and reading texts about the issues discussed in order to form a body of knowledge and develop informed opinions.</p> <p>Opportunities to collaborate</p>

		and discuss in structured and exploratory ways to: understand and express opinions on views shared by others; to respond to others, build upon points already made; or to challenge other points of view.
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