

Requirements for Communication

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:

Talking and Listening
Pupils should be enabled to:

- listen to and take part in discussions, explanations, role plays and presentations;
- contribute comments, ask questions and respond to others' points of view;
- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
- speak clearly and structure talk so that ideas can be understood by others;
- adapt ways of speaking to audience and situation;
- use non-verbal methods to express ideas and engage with the listener.

Reading
Pupils should be enabled to:

- read a range of texts* for information, ideas and enjoyment;
- use a range of strategies to read with increasing independence;
- find, select and use information from a range of sources;
- understand and explore ideas, events and features in texts*;
- use evidence from texts* to explain opinions.

**Note on texts: Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.*

Writing
Pupils should be enabled to:

- talk about, plan and edit work;
- communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
- develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;
- write with increasing accuracy and proficiency.

Draft Levels of Progression in COMMUNICATION across the curriculum: Key Stage 3
The colours used in this document provide a means by which progression in the requirements may be tracked across the levels.

Level 1	Level 2	Level 3	Level 4
<p>In familiar situations, when listening to and responding to a range of stimuli, pupils can...</p> <ul style="list-style-type: none"> listen for information; take on the role of someone else in play; understand short explanations and simple discussions; follow single step instructions; ask and answer questions; use vocabulary from within their experience to describe thoughts and feelings; talk imaginatively in role-play situations; make some attempt to talk about their experiences; speak audibly to be heard and understood; make eye contact and take turns whilst engaging in conversation. 	<p>In familiar situations, when listening to and responding to a range of stimuli, pupils can...</p> <ul style="list-style-type: none"> identify the main points of conversations and explanations; take part in role play interacting with others; follow short, straightforward instructions; follow discussions, make contributions and observe conventions of conversation; ask questions to find out information and respond to questions from others; use a simple vocabulary to express thoughts, imaginings and opinions; sequence events; speak clearly to be heard and understood; use body language to show engagement. 	<p>In a range of situations and for a variety of audiences and purposes, pupils can...</p> <ul style="list-style-type: none"> listen for specific information; adopt a role; follow the main points of discussions and make contributions which show understanding; ask questions about what they hear; explain their views/thinking; use a suitable vocabulary; sequence events and make some attempt to plan their talk; vary their voice and intonation; understand that body language may influence the listener. 	<p>In a range of contexts taking account of a variety of purposes and different audiences, pupils can...</p> <ul style="list-style-type: none"> listen attentively; develop a role; make relevant contributions to discussion; respond appropriately to others' points of view; articulate and explain information, ideas and opinions clearly; use an appropriate vocabulary; plan an approach to talking; use language techniques and register to engage the listener; use non-verbal methods to engage the listener.
<p>When engaging with texts through modelled, shared and guided reading, pupils can...</p> <ul style="list-style-type: none"> recognise that print, pictures and images carry meaning; recognise some sounds and syllables; understand that sounds are represented by letters; recognise some familiar words, signs and symbols in the environment; use visual clues to locate information; use some language associated with books; answer questions and talk about what they have read. 	<p>In a range of short, simple texts, both reading aloud and silently, pupils can...</p> <ul style="list-style-type: none"> understand, recount and sequence events and information; use reading strategies; select information to answer questions; use alphabetical knowledge and visual clues to locate information; recognise some types and features; ask questions, express opinions and make predictions. 	<p>In a range of texts of more than one paragraph for a variety of purposes both reading aloud and silently, pupils can...</p> <ul style="list-style-type: none"> understand, sequence and paraphrase main points and information; use a range of reading strategies independently; use organisational features to locate and obtain information; understand that there are different types and features; make deductions using information from the text; express opinions and give reasons. 	<p>In a range of texts of varying lengths for a variety of purposes, pupils can...</p> <ul style="list-style-type: none"> understand, identify and summarise main points or ideas; read independently; locate relevant information and use it appropriately; recognise main features and understand how these are linked to type and purpose; understand some implicit meanings; explain and justify opinions about what they read.
<p>Following modelled and shared writing with teacher guidance, pupils can...</p> <ul style="list-style-type: none"> talk about what they are going to write; express thoughts, feelings and ideas using symbols, pictures, words, phrases and simple sentences; write words using sound-symbol correspondence; write personal key words; form lower and upper-case letters. 	<p>In a range of forms, using simple structure and organisation, pupils can...</p> <ul style="list-style-type: none"> talk about what they are going to write and how they will present their writing; make changes in relation to agreed criteria; express thoughts, feelings and ideas, from within their experience, using simple vocabulary; use basic punctuation; spell and write common and familiar words recognisably; produce legible handwriting. 	<p>In a range of forms, for specific purposes, pupils can...</p> <ul style="list-style-type: none"> talk about and plan their writing; make improvements to their writing; structure and sequence their writing; express thoughts, feelings, ideas and opinions; provide supporting detail; use a suitable vocabulary; use appropriate form; start sentences in different ways; use basic punctuation and grammar accurately; spell and write frequently used and topic words correctly; produce handwriting which is accurately formed and consistent in size. 	<p>In a range of forms and formats, for different audiences and purposes, pupils can...</p> <ul style="list-style-type: none"> check writing to make improvements in accuracy and meaning; structure writing, including using paragraphs; express thoughts, feelings, ideas and opinions, giving reasons when appropriate; express meaning clearly, using an appropriate vocabulary and level of detail; choose from and use a range of forms, as appropriate; use a range of sentence structures; use a range of punctuation accurately; use accurate grammar and spelling on most occasions.

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Draft Levels of Progression in COMMUNICATION across the curriculum: Key Stage 3

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Level 5	Level 6	Level 7
<p>In a range of formal and informal contexts and for a variety of purposes with different audiences, pupils can...</p> <ul style="list-style-type: none"> listen to and identify relevant information and ideas; make relevant contributions in different roles; ask questions to explore and develop ideas; justify and challenge ideas and opinions; communicate detailed information clearly using precise vocabulary; structure their talking; use language techniques and register to achieve effects; use non-verbal methods to achieve effects. 	<p>In a range of formal and informal contexts and for a variety of purposes, pupils can...</p> <ul style="list-style-type: none"> listen to complex information and identify implicit meanings; move discussion forward in different roles; put in words their understanding of others' ideas, showing sensitivity; express and justify complex ideas and opinions; explain information and ideas clearly and logically, using appropriate ways to support main points; plan and organise the structure and content of talking to be concise, logical and coherent; use language techniques and register to maintain the interest of the listener; use non-verbal methods to maintain the interest of the listener. 	<p>In a wide range of formal and informal contexts, including unfamiliar audiences, and for a variety of purposes, pupils can...</p> <ul style="list-style-type: none"> discuss how complex information and ideas are communicated; make distinctive contributions in different roles; engage persuasively in decision-making using agreement and challenge; support their opinions and arguments with appropriate evidence from a range of sources; convey complex information by explaining it to others in an original way; exploit language techniques and register to present complex information and ideas effectively; use non-verbal methods to maintain the interest of the listener.
<p>In a range of texts of varying lengths for a variety of purposes, including texts not specifically for their age range, pupils can...</p> <ul style="list-style-type: none"> understand, identify and summarise details, processes main points or ideas; select and manage information from a range of sources; recognise and identify writers' intentions and some implicit meanings and attitudes; differentiate between fact and opinion; describe language, structure and presentation; refer to text to justify opinions and draw conclusions. 	<p>In a range of complex texts, including those not specifically for their age range, pupils can...</p> <ul style="list-style-type: none"> identify how main points, details, processes or ideas are organised and developed; read critically to compare information from a range of sources; evaluate and adapt information; detect points of view, lines of reasoning and bias; explain the effects of language, structure and presentation; use appropriate and sufficient evidence to support their ideas and opinions. 	<p>Across a range of complex sources, including those not specifically for their age range, pupils can...</p> <ul style="list-style-type: none"> discriminate the relevance, reliability and accuracy of information; synthesize information from a range of sources; explain in detail the effects of language, structure and presentation; develop and expand on opinions, informed by well-selected evidence.
<p>In a range of forms and formats, for different audiences and purposes, including the formal, pupils can...</p> <ul style="list-style-type: none"> redraft to improve meaning; structure writing logically and coherently; use precise vocabulary to convey thoughts, ideas, information and to justify opinions; match writing to purpose and audience; present information effectively, using a formal style where appropriate; create sentence structures which help to convey meaning; use a range of punctuation consistently and accurately; use accurate grammar and spelling. 	<p>In a range of forms and formats for different purposes and audiences, including in formal and unfamiliar situations, pupils can...</p> <ul style="list-style-type: none"> redraft writing for effect; communicate ideas, information and opinions in a sustained and developed way; organise and present writing for deliberate effect; use appropriate style and tone; use complex language and sentences; use punctuation for effect. 	<p>In a range of forms and formats for different purposes and in different contexts, including for real audiences and in formal and unfamiliar situations, pupils can...</p> <ul style="list-style-type: none"> make discriminating choices about language in order to create impact; communicate complex ideas and opinions in a sustained, developed way; make use of information and evidence to support their ideas, analysis and conclusions; match style, tone and presentation to create an impact; use complex language and sentences; use punctuation for effect.