Ready Reckoner: Talking and Listening

Requirements	Level 1	Level 2	Level 3	Level 4	Level 5
	In familiar situations, when listening to and responding to a range of stimuli, pupils can:	In familiar situations, when listening to and responding to a range of stimuli, pupils can:	In a range of situations and for a variety of audiences and purposes, pupils can:	In a range of contexts, with different audiences and taking account of a variety of purposes, pupils can:	In a range of formal and informal contexts, with different audiences and for a variety of purposes, pupils can:
1. Listen to and take part in discussions, explanations, role-plays and presentations	**Listen** for information Take on the **role of someone else** Understand **short explanations** and **simple discussions** Follow **short, straightforward** instructions	Identify the **main points** of conversations and explanations Take part in **role-play, interacting with others** Listen to and carry out a **sequence** of instructions	Listen for **specific information** **Maintain** a role	Listen **attentively, concentrate, summarise** and engage in discussion **Develop** a role and **add own ideas**	Listen to relevant information and **identify key points** Make relevant contributions in **different roles**
2. Contribute comments, ask questions and respond to others' point of view	**Ask and answer** questions for **specific information**	Follow discussions and **contribute own points**. Use **conventions of conversation**. Ask and answer questions to **develop understanding**	Follow the **main points** and make contributions which **show understanding** Ask **how** and **why** questions to **extend understanding**	Make **relevant contributions** to discussions Ask questions about **others' views** and respond **appropriately**	**Discuss** own and others' ideas Ask questions to **explore, clarify** and **develop** ideas. **Summarise** Highlight **strengths** and **weaknesses**
3. Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary	Use **vocabulary** within their **experience** to **describe thoughts** and **feelings**	Use a **general vocabulary** and **sentence structures** to express thoughts, feelings and **opinions**	**Explain** their views/thinking Use an **expanding** vocabulary, e.g. adjectives	Explain information, ideas and opinions **clearly** Use an **appropriate** vocabulary, e.g. related to context/topic.	**Justify** ideas and opinions Use **precise** vocabulary to communicate **detailed information**
4. Structure talk so that ideas can be understood by others	Talk about their **experiences**	Talk about experiences in **sequence** with **supporting detail**	Plan and **sequence** what to say	Plan talk, taking account of **audience** and **purpose**	Structure their talk **logically and coherently**
5. Speak clearly and adapt ways of speaking to audience and situation	Speak **audibly** to be heard and **understood**	Speak **clearly** to be understood	Vary **voice** and **intonation**	Use appropriate **tone, pace, volume** and **pitch**. **Emphasise** important words.	Use **language techniques** to **hold interest,** e.g. adapting **tone,** asking **rhetorical questions**
6. Use non-verbal methods to express ideas and engage with the listener	Make **eye contact** and **take turns** whilst engaging in conversation	Use **body language** to show engagement	Use body language to **influence** the listener	Use non-verbal methods, e.g. **pausing,** using **facial expression** and body language to **engage the listener**	Use non-verbal methods – gesture, facial expression, eye contact – to **maintain** interest of audience.

Ready Reckoner: Reading

Requirements	Level 1	Level 2	Level 3	Level 4	Level 5
	Pupils can:	Engaging with a range of short, simple texts*, both reading aloud and silently, pupils can:	Engaging with a range of longer texts* for a variety of purposes, both reading aloud and silently, pupils can:	Engaging with a range of texts* of varying lengths for a variety of purposes, pupils can:	Engaging with a range of texts* of varying lengths for a variety of purposes, including texts* written for a wider audience, pupils can:
1. **Read a range of texts for information, ideas and enjoyment**	Meaning in **pictures, print** and **images**	Understand, **recount and sequence**	**Recognise and sequence main points** Paraphrase **(retelling)**	**Summarise and paraphrase main message in own words**	Show understanding by summarising **key messages**
2. **Use a range of strategies to read with increasing independence**	**Sounds, syllables** and **sounds represented** by **letters** **Use reading strategies** – prior knowledge and pictures	Reading strategies at **instructional level**	Use reading strategies **independently** e.g. context cues	Read independently with comprehension	
3. **Find, select and use information from a range of sources**	Read **familiar words, signs** and *symbols* Use labels, pictures to find things – visual clues	Select info from materials they need **Alphabetical order** (first letter)	**Organisational features** Alphabetical order, contents, index, reference to locate information	Locate and decide **if relevant** e.g. internet research to suit purpose	**Select** and **manage** from a range of sources. **Organise** information
4. **Understand and explore ideas, events and features in texts**	Use language of text e.g. front, cover	Recognise **some forms and features of texts** e.g. non-fiction, dictionary	Understand **different** forms and features of text **Make deductions**	Recognise **main features** linked to form and purpose e.g. advert must be persuasive **Recognise understand explicit and some implicit meanings**	Describe language, structure and presentation: **explain reasons for this** **Connect form, audience and purpose** **Understand some implicit meanings and attitudes** **Empathy** **Fact/opinion**
5. **Use evidence from texts to explain opinions**	**Talk about** what they have read and **answer** questions.	**Ask** questions **Express opinions** **Make predictions**	Ask and **respond** to questions for understanding **Give reasons for opinions**	**Explain opinions –** thought out reasons	**Evidence from text to support opinions and draw conclusions**

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

Ready Reckoner: Writing

Requirements	Level 1	Level 2	Level 3	Level 4	Level 5
	Pupils can:	In a limited and specified range of forms, pupils can:	In a range of specified forms and for specified audiences and purposes, pupils can:	In a range of forms, for different audiences and purposes, pupils can:	In a range of forms, for different audiences and purposes, including in formal situations, pupils can:
1. **Talk about, plan and edit work**	Only **Talk**	Talk about **Form** discuss writing prompts Talk and check against criteria	**Prompts to plan** and some evidence in writing **LI and SC checked against work**	**Make use of plan** Take account of feedback on all aspects of writing **includes meaning**	**Redraft, account of feedback,** all aspects of writing **including content and structure**
2. **Communicate information, meaning, feelings, imaginings and ideas in a clear and organised way**	**Own experience –** pictures, symbols words, phrases, simple sentences	**Simple recount of own experience** **Structure showing elements of form**	**Beyond own experience including opinions** (imagination) Clear structure: **Sequence beginning, middle, and end** **SUPPORTING detail**	**Give reasons** **Use of paragraphs** **Vocabulary and added detail**	**Precise vocabulary (technical)** **Justify opinions** **Clear structure and form**
3. **Develop, express and present ideas in a variety of forms and formats using traditional and digital resources, for different audiences and purposes**	**Not a requirement of level 1**	**Use given form**	**Form meets SC requirements**	**Choose form appropriate to purpose and audience**	**Match** form and **language to audience and purpose** **Formal style if appropriate – sustaining style**
4. **Write with accuracy and proficiency**	Sound symbol correspondence Write personal and familiar words Some control – lower upper case letters	**Capital letters full stops** **Phonetically plausible** **Legible handwriting**	**Start sentences in different ways** Also **question marks, exclamation marks, basic grammar, parts of speech** **Improved spelling use of dictionary etc** **Consistent** writing	Vary word order and **linking words** Accurate use of **Commas, apostrophes and speech marks** **Accurate: tenses spelling**	**Use of clauses** **Range** of punctuation **consistent**/accurate Spell some unfamiliar words **Apply** grammar