Assessing the Cross-Curricular Skills

Northern Ireland
Curriculum

Revised **Expansion of the Levels of Progression**
in Communication across the Curriculum:
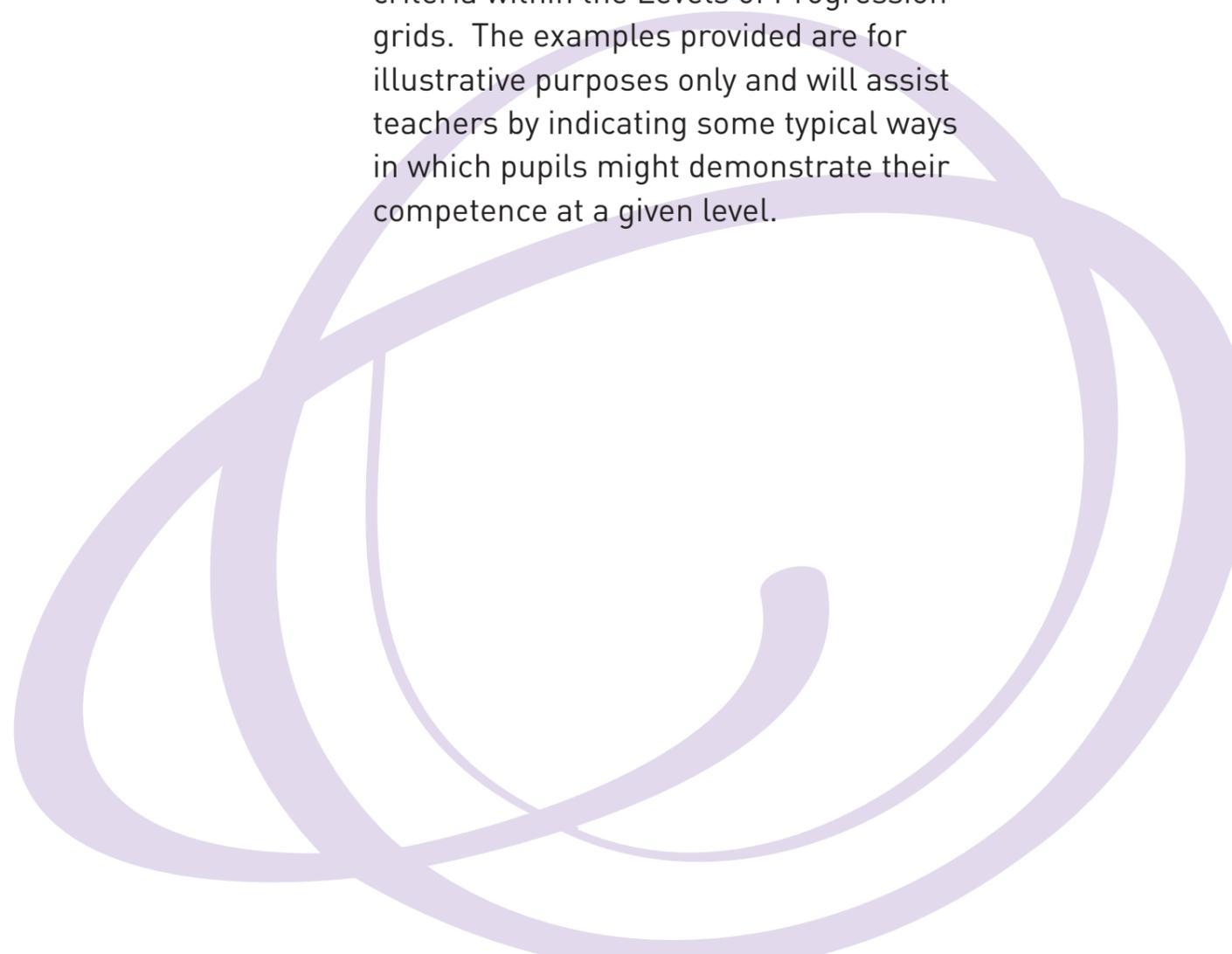Key Stage 3 (Levels 1–7)

Talking and Listening
(Non-statutory guidance)

Talking and Listening
Key Stage 3 (Levels 1–7)

Purpose of this Document

The following guidance is intended to support teachers in their assessments of pupils in relation to the Levels of Progression for Communication.

This guidance provides more detailed explanation and exemplification of the criteria within the Levels of Progression grids. The examples provided are for illustrative purposes only and will assist teachers by indicating some typical ways in which pupils might demonstrate their competence at a given level.

Talking and Listening Levels 1–7

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:	Level 1 In familiar situations, when listening to and responding to a range of stimuli, pupils can:	Level 2 In familiar situations, when listening to and responding to a range of stimuli, pupils can:	Level 3 In a range of situations and for a variety of audiences and purposes, pupils can:
1. **listen to and take part in discussions, explanations, role-plays and presentations;**	(a) **listen for information;** Pupils can make sense of what they have heard and respond appropriately to it. (b) **take on the role of someone else;** Pupils can try to behave and speak as someone else. (c) **understand short explanations and simple discussions;** Pupils can broadly understand what is being explained and join in with others in simple discussions. (d) **follow short, straightforward instructions;** Pupils can listen to simple instructions and carry them out.	(a) **identify the main points of conversations and explanations;** Pupils can listen to information in familiar situations and respond appropriately. (b) **take part in role-play, interacting with others;** Pupils can attempt to stay in role for the duration of the task, interacting with others. (c) **listen to and carry out a sequence of instructions;**	(a) **listen for specific information;** Pupils can listen and focus on finding specific information that has been identified prior to the task. (b) **maintain a role;** Pupils can take on a role, maintaining it and showing their understanding of it by responding appropriately.
2. **contribute comments, ask questions and respond to others' points of view;**	(a) **ask and answer questions for specific information;** Pupils can ask simple questions and give basic answers.	(a) **follow discussions, make contributions and observe conventions of conversation;** Pupils can listen to others in discussions and put forward their own points. They allow others to talk without interruption and take turns. (b) **ask and answer questions to develop understanding;** Pupils can ask and answer appropriate questions.	(a) **follow the main points of discussions and make contributions which show understanding;** (b) **ask and respond to questions to extend understanding;** Pupils can ask purposeful "how" and "why" questions.
3. **communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;**	(a) **use vocabulary from within their experience to describe thoughts and feelings;**	(a) **use a general vocabulary to express thoughts, imaginings and opinions;** Pupils can use language and sentence structures to talk about what they think and feel and give their opinions.	(a) **explain their views/thinking;** Pupils can say what they think about a topic or issue and why. (b) **use an expanding vocabulary;** Pupils can use a widening/interesting vocabulary.
4. **structure talk so that ideas can be understood by others;**	(a) **talk about their experiences;** Pupils can give an account of what has happened so that others can understand it.	(a) **talk about events in sequence with supporting detail;** Pupils can talk in some detail and in an order that makes sense.	(a) **sequence events and plan what to say;** Pupils can plan what they are going to say so that it makes sense to the listener.
5. **speak clearly and adapt ways of speaking to audience and situation;**	(a) **speak audibly to be heard and understood;**	(a) **speak clearly to be heard and understood;** Pupils can talk with sufficient clarity so that others can hear and make sense of what they are saying.	(a) **vary their voice and intonation;** Pupils can use expression in different situations, changing their tone of voice accordingly.
6. **use non-verbal methods to express ideas and engage with the listener.**	(a) **make eye contact and take turns whilst engaging in conversation.** Pupils can look at someone when they are speaking and give others the opportunity to speak.	(a) **use body language to show engagement.** Pupils can respond appropriately, such as nodding and turning to face the speaker, to show interest in what is going on.	(a) **understand that body language may influence the listener.** Pupils can use body language during interaction with others to reinforce their message.

Talking and Listening Levels 1–7

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:	Level 3	Level 4	Level 5
	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;**	**(a) listen for specific information;** Pupils can listen and focus on finding specific information that has been identified prior to the task. **(b) maintain a role;** Pupils can take on a role, maintaining it and showing their understanding of it by responding appropriately.	**(a) listen attentively;** Pupils can give equal attention to all speakers and concentrate for the duration of the activity. They can summarise what they have listened to, answering questions and engaging in discussion. **(b) develop a role;** Pupils can take on a role and add their own ideas to develop the character.	**(a) listen to and identify relevant information and ideas;** Pupils can respond to the key points of what is heard. They show that they can identify what is relevant by commenting on and taking account of ideas that are central to the task. **(b) make relevant contributions in different roles;** Pupils can adapt to different and evolving scenarios by maintaining a role.
2. **contribute comments, ask questions and respond to others' points of view;**	**(a) follow the main points of discussions and make contributions which show understanding;** **(b) ask and respond to questions to extend understanding;** Pupils can ask purposeful "how" and "why" questions.	**(a) make relevant contributions to discussion;** Pupils can listen to others and respond with views based on their own experience/knowledge. They can make comments that widen the discussion. **(b) ask questions about others' points of view and respond appropriately;** Pupils can interact with and respond to others by making contributions that follow on from what has been said.	**(a) discuss their own and others' ideas;** **(b) ask questions to explore and develop ideas;** Pupils can listen closely, pick up on others' contributions and ask relevant questions that either clarify or develop the task. Pupils can summarise their own thinking. They can question others and highlight strengths, weaknesses or limitations in others' opinions.
3. **communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;**	**(a) explain their views/thinking;** Pupils can say what they think about a topic or issue and why. **(b) use an expanding vocabulary;** Pupils can use a widening/interesting vocabulary.	**(a) explain information, ideas and opinions clearly;** **(b) use an appropriate vocabulary;** Pupils can use relevant vocabulary.	**(a) justify ideas and opinions;** **(b) communicate detailed information clearly, using precise vocabulary;** Pupils can offer ideas and opinions in a developed way and can offer good reasons for their views. They can choose and use the most fitting words and specialised vocabulary, linked to the context of the task.
4. **structure talk so that ideas can be understood by others;**	**(a) sequence events and plan what to say;** Pupils can plan what they are going to say so that it makes sense to the listener.	**(a) plan an approach to talking;** Pupils can plan what they are going to say, taking account of audience and purpose.	**(a) structure their talk logically and coherently;** Pupils can organise and order contributions logically so that others can understand their points easily. They can present their ideas clearly, giving an introduction and conclusion when appropriate.
5. **speak clearly and adapt ways of speaking to audience and situation;**	**(a) vary their voice and intonation;** Pupils can use expression in different situations, changing their tone of voice accordingly.	**(a) use language techniques and register to engage the listener;** Pupils can capture the attention of the listener by using appropriate tone, pitch, pace and volume and by the deliberate use of word emphasis to stress the importance of a point.	**(a) use language techniques and register to maintain the interest of the listener;** Pupils can capture and hold the interest of the listener by adapting their tone. They can use a range of other language techniques – rhetorical questions, repetition, alliteration.
6. **use non-verbal methods to express ideas and engage with the listener.**	**(a) understand that body language may influence the listener.** Pupils can use body language during interaction with others to reinforce their message.	**(a) use non-verbal methods to engage the listener.** Pupils can use non-verbal methods such as pausing or using facial expression or body language, to obtain the interest of the listener.	**(a) use non-verbal methods to maintain the interest of the listener.** Pupils can use non-verbal methods, such as gesture, pose, look, facial expression etc. to maintain the interest of the listener.

Talking and Listening Levels 1–7

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:	Level 5	Level 6	Level 7
	In a range of formal and informal contexts, with different audiences and for 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:	In a wide range of formal and informal contexts, including unfamiliar audiences, and for a variety of purposes, pupils can:
1. listen to and take part in discussions, explanations, role-plays and presentations;	**(a) listen to and identify relevant information and ideas;** Pupils can respond to the key points of what is heard. They show that they can identify what is relevant by commenting on and taking account of ideas that are central to the task. **(b) make relevant contributions in different roles;** Pupils can adapt to different and evolving scenarios by maintaining a role.	**(a) listen to complex information and identify implicit meanings;** Pupils can respond to a variety of complex information from a range of sources, showing that they have understood the subtleties of what has been said. **(b) move discussion forward in different roles;** Pupils can make contributions in different roles that keep others on task and keep the discussion moving forward.	**(a) discuss how complex information and ideas are communicated;** Pupils can clearly and accurately respond to a range of complex information to help clarify their thinking or refine their understanding. **(b) make distinctive contributions in different roles;** Pupils can make assured and confident contributions in a range of different roles.
2. contribute comments, ask questions and respond to others' points of view;	**(a) discuss their own and others' ideas;** **(b) ask questions to explore and develop ideas;** Pupils can listen closely, pick up on others' contributions and ask relevant questions that either clarify or develop the task. Pupils can summarise their own thinking. They can question others and highlight strengths, weaknesses or limitations in others' opinions.	**(a) show understanding of others' ideas by making valid contributions;** Pupils can acknowledge, confirm and summarise what has been expressed. **(b) ask questions to challenge others' ideas, showing sensitivity;** Pupils can ask questions to clarify and challenge the views of others.	**(a) engage persuasively in decision-making using agreement and challenge;** Pupils can challenge, question and articulate the complexities of an issue. They are perceptive and able to synthesise views in order to reach agreement.
3. communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;	**(a) justify ideas and opinions;** **(b) communicate detailed information clearly, using precise vocabulary;** Pupils can offer ideas and opinions in a developed way and can offer good reasons for their views. They can choose and use the most fitting words and specialised vocabulary, linked to the context of the task.	**(a) express and justify complex ideas and opinions;** Pupils can develop their ideas and opinions on more complex issues, using specific evidence and information to support an argument. **(b) explain information and ideas clearly, using appropriate ways to support main points;** Pupils can use language that is focused and precise.	**(a) support their opinions and arguments with appropriate evidence from a range of sources;** Pupils can develop their ideas and opinions on more complex issues, synthesising specific evidence and information from a range of sources to support an argument. Their use of vocabulary is likely to demonstrate a level of flair and sophistication.
4. structure talk so that ideas can be understood by others;	**(a) structure their talk logically and coherently;** Pupils can organise and order contributions logically so that others can understand their points easily. They can present their ideas clearly, giving an introduction and conclusion when appropriate.	**(a) organise the structure and content of talking to be concise;** Pupils can plan and organise the content and structure of talk so that the audience can make connections between points.	**(a) convey complex information by explaining it to others in an original way;** Pupils can organise complex information in a way that is original and individual.
5. speak clearly and adapt ways of speaking to audience and situation;	**(a) use language techniques and register to maintain the interest of the listener;** Pupils can capture and hold the interest of the listener by adapting their tone. They can use a range of other language techniques – rhetorical questions, repetition, alliteration.	**(a) use language techniques and register to achieve effects;** Pupils can deliberately influence the listener by using a range of vocabulary, sentence structures and language techniques. They can also use an appropriate degree of formality and tone.	**(a) exploit language techniques and register to present complex information and ideas effectively;** Pupils can manipulate language to convey complex information for deliberate effect, showing confidence and consistency across a wide range of language techniques.
6. use non-verbal methods to express ideas and engage with the listener.	**(a) use non-verbal methods to maintain the interest of the listener.** Pupils can use non-verbal methods, such as gesture, pose, look, facial expression etc. to maintain the interest of the listener.	**(a) use non-verbal methods to achieve effects.** Pupils can select the most appropriate non-verbal methods to influence the listener.	**(a) use non-verbal methods to achieve effects.** Pupils can use a full range of non-verbal methods to manipulate the listener.

CUSTOMER
SERVICE
EXCELLENCE ®

CSE

INVESTORS
IN PEOPLE

nqa.
ISO 9001
ISO 14001
OHSAS 18001
Registered

Rewarding Learning