

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;
- structure talk so that ideas can be understood by others;
- speak clearly and 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.

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.

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.

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Level 1	Level 2	Level 3
<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; understand short explanations and simple discussions; follow short, straightforward instructions; ask and answer questions for specific information; use vocabulary from within their experience to describe thoughts and feelings; 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; listen to and carry out a sequence of instructions; follow discussions, make contributions and observe conventions of conversation; ask and answer questions to develop understanding; use a general vocabulary to express thoughts, imaginings and opinions; talk about events in sequence with supporting detail; 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; maintain a role; follow the main points of discussions and make contributions which show understanding; ask and respond to questions to extend understanding; explain their views/thinking; use an expanding vocabulary; sequence events and plan what to say; vary their voice and intonation; understand that body language may influence the listener.
<p>Pupils can:</p> <ul style="list-style-type: none"> show understanding of the meaning carried by print, pictures and images; understand that words are made up of sounds and syllables and that sounds are represented by letters; use reading strategies; read and understand familiar words, signs and symbols in the environment; use visual clues to locate information; use language associated with texts*; talk about what they read and answer questions. 	<p>Engaging with 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 a range of reading strategies; select information for a purpose; use basic alphabetical knowledge and visual clues to locate information; recognise some forms and features of texts*; ask questions to seek clarification that develops understanding; express opinions and make predictions. 	<p>Engaging with a range of longer texts* for a variety of purposes, both reading aloud and silently, pupils can:</p> <ul style="list-style-type: none"> recognise, understand and sequence main points; paraphrase with general accuracy; choose and use reading strategies independently; use organisational features, including alphabetical order, to locate and obtain information; understand that there are different forms and features of texts*; make deductions using information from the text*; ask and respond to questions to extend understanding; express opinions and give reasons.
<p>Pupils can:</p> <ul style="list-style-type: none"> talk about what they are going to write; express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences; write words using sound-symbol correspondence; write personal and familiar words; form lower and upper-case letters. 	<p>In a limited and specified range of forms, 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 a general vocabulary; show a sense of structure and organisation; write using a given form; use basic punctuation; spell and write common and familiar words recognisably; produce legible handwriting. 	<p>In a range of specified forms and for specified audiences and purposes, pupils can:</p> <ul style="list-style-type: none"> talk about and plan their writing; make improvements to their writing; express thoughts, feelings, ideas and opinions; structure and sequence their writing; provide supporting detail using an expanding vocabulary; use the form appropriately; 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.

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

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

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The colours used in this document provide a means by which progression in the Requirements may be tracked across the levels.

Level 4	Level 5	Level 6	Level 7
<p>In a range of contexts, with different audiences and taking account of a variety of purposes, pupils can:</p> <ul style="list-style-type: none"> listen attentively; develop a role; make relevant contributions to discussions; ask questions about others' points of view and respond appropriately; 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>In a range of formal and informal contexts, with different audiences and for a variety of purposes, pupils can:</p> <ul style="list-style-type: none"> listen to and identify relevant information and ideas; make relevant contributions in different roles; discuss their own and others' ideas; ask questions to explore and develop ideas; justify ideas and opinions; communicate detailed information clearly, using precise vocabulary; structure their talk logically and coherently; 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 range of formal and informal contexts, with different audiences 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; show understanding of others' ideas by making valid contributions; ask questions to challenge others' ideas, showing sensitivity; express and justify complex ideas and opinions; explain information and ideas clearly, using appropriate ways to support main points; organise the structure and content of talking to be concise; use language techniques and register to achieve effects; use non-verbal methods to achieve effects. 	<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 achieve effects.
<p>Engaging with a range of texts* of varying lengths for a variety of purposes, pupils can:</p> <ul style="list-style-type: none"> show understanding by identifying and summarising information; paraphrase; read independently; locate relevant information and use it appropriately; recognise main features and understand how these are linked to form and purpose; understand explicit meanings and recognise some implicit meanings; explain opinions about what they read. 	<p>Engaging with a range of texts* of varying lengths for a variety of purposes, including texts* written for a wider audience, pupils can:</p> <ul style="list-style-type: none"> show understanding by identifying and summarising information, ideas and details; select and manage information from a range of sources; describe language, structure and presentation; understand some implicit meanings and attitudes; differentiate between fact and opinion; make reference to text* to support opinions and draw conclusions. 	<p>Engaging with a range of complex texts*, including those written for a wider audience, pupils can:</p> <ul style="list-style-type: none"> identify how main points, details or ideas are organised and developed; read critically to compare information from a range of sources; evaluate and adapt information; explain the effects of language, structure and presentation; identify authors' intentions; detect points of view, lines of reasoning and bias; use appropriate and sufficient evidence to justify their ideas and opinions. 	<p>Across a range of complex sources, including those produced for a wider audience, pupils can:</p> <ul style="list-style-type: none"> discriminate between different sources, recognising the relevance, reliability and accuracy of the information; synthesise information from a range of sources; explain in detail the effects of language, structure and presentation; expand on opinions, informed by well-selected evidence.
<p>In a range of forms, for different audiences and purposes, pupils can:</p> <ul style="list-style-type: none"> plan and make use of planning; check writing to make improvements in accuracy and meaning; express thoughts, feelings, ideas and opinions, giving reasons when appropriate; structure writing, including using paragraphs; express meaning clearly, using an appropriate vocabulary and level of detail; choose from and use a range of forms, as appropriate; vary word order and use linking words within sentences; use a range of punctuation accurately; use accurate grammar and spelling on most occasions. 	<p>In a range of forms, for different audiences and purposes, including in formal situations, pupils can:</p> <ul style="list-style-type: none"> redraft to improve accuracy and meaning; use precise vocabulary to convey thoughts, ideas, relevant information and to justify opinions; structure writing logically and coherently; 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, for different audiences and purposes, 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; make use of information and evidence to support ideas and opinions; organise and present writing for deliberate effect; use appropriate style and tone; create sentence structures which convey meaning clearly; use punctuation for effect. 	<p>In a range of forms, 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 and developed way; make effective use of information and evidence to support their ideas, analyses and conclusions; match style, tone and presentation to create an impact; create complex sentences for impact; use punctuation for effect.

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