<table>
<thead>
<tr>
<th>Statutory Requirements</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
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</thead>
<tbody>
<tr>
<td>Requirement 1</td>
<td>Listen to and respond to what is heard</td>
<td>Listen to and understand main points of conversation</td>
<td>Listen for specific information</td>
<td>Listen attentively to all speakers and summarise what is heard</td>
<td>Listen to, identify and comment on relevant information and key points</td>
<td>Listen to and respond to complex information</td>
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<tr>
<td>Requirement 2</td>
<td>Try to take on the role of someone else</td>
<td>Take part in role play and interact with others</td>
<td>Understand and maintain a role</td>
<td>Develop a role by adding own ideas</td>
<td>Make relevant contributions in different roles</td>
<td>Identify implicit meaning</td>
<td>Initiate discussion; more assured contributions</td>
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<tr>
<td>Requirement 3</td>
<td>Participate in simple discussions</td>
<td>Follow simple instructions</td>
<td>Ask and answer appropriate questions</td>
<td>Ask questions about others’ views and develop ideas</td>
<td>Discuss own and others’ ideas</td>
<td>Develop own and others’ ideas</td>
<td>Skillfully encourage participation of others</td>
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<tr>
<td>Requirement 4</td>
<td>Follow simple instructions</td>
<td>Follow main points and make contributions that show understanding</td>
<td>Ask how and why questions to extend understanding</td>
<td>Ask questions about others’ views and interact with others</td>
<td>Make relevant contributions to widen discussions</td>
<td>Make relevant contributions to widen discussions</td>
<td>Distinctive contributions in different roles</td>
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<tr>
<td>Requirement 5</td>
<td>Use vocabulary within own experience to describe thoughts and feelings</td>
<td>Use a general vocabulary to express thoughts, feelings and opinions</td>
<td>Use an expanding and interesting vocabulary</td>
<td>Use an appropriate and relevant vocabulary</td>
<td>Use evidence to support argument</td>
<td>Use evidence to support argument</td>
<td>Use a full range of non-verbal methods to manipulate audience</td>
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<tr>
<td>Requirement 6</td>
<td>Talk about own experiences so that others can understand</td>
<td>Talk about experiences in some detail and in an order that makes sense</td>
<td>Plan and sequence so that talk makes sense</td>
<td>Plan and sequence taking account of audience and purpose</td>
<td>Organise ideas logically</td>
<td>Demonstrate evidence of concise and effective planning</td>
<td>Use voice to create deliberate effect, and manipulate response</td>
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<tr>
<td>Requirement 7</td>
<td>Speak clearly</td>
<td>Try to vary expression – change tone</td>
<td>Appropriate tone, pace and volume, beginning to stress important words and phrases using emphasis</td>
<td>Use voice to maintain interest</td>
<td>Use voice for effect</td>
<td>Confident use of a wide range of language techniques</td>
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<tr>
<td>Requirement 8</td>
<td>Make eye contact</td>
<td>Use body language – pose, gesture, facial expression – to get across a message</td>
<td>Use non-verbal methods – pose, gesture, facial expression, pause – to interest the audience</td>
<td>Use appropriate non-verbal methods to influence audience</td>
<td>Use manipulative language to present complex information</td>
<td>Use a range of language techniques to present complex information</td>
<td>Use a full range of non-verbal methods to manipulate audience</td>
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**Level 1**
- Listen to and respond to what is heard
- Try to take on the role of someone else
- Participate in simple discussions
- Follow simple instructions

**Level 2**
- Listen to and understand main points of conversation
- Take part in role play and interact with others
- Follow simple instructions
- Follow main points and make contributions that show understanding

**Level 3**
- Listen for specific information
- Understand and maintain a role
- Ask how and why questions to extend understanding
- Ask questions about others’ views and develop ideas

**Level 4**
- Listen attentively to all speakers and summarise what is heard
- Develop a role by adding own ideas
- Ask questions about others’ views and interact with others
- Make relevant contributions to widen discussions

**Level 5**
- Listen to, identify and comment on relevant information and key points
- Make relevant contributions in different roles
- Discuss own and others’ ideas
- Make relevant contributions to widen discussions

**Level 6**
- Listen to and respond to complex information
- Identify implicit meaning
- Discuss own and others’ ideas
- Make relevant contributions in different roles

**Level 7**
- Listen to and respond to complex information
- Initiate discussion; more assured contributions
- Skillfully encourage participation of others
- Distinctive contributions in different roles

**Key Stage 3 Communication**
- Ready Reckoner for Talking & Listening

**Comments, questions, responses**
- Contribute comments, ask questions and respond to others’ points of view
- Listen to and respond to complex information
- Identify implicit meaning
- Move discussion forward – ‘Have you thought about…? Perhaps you should consider…’
- Significant contributions in different roles

**Non-verbal**
- Use non-verbal methods to express ideas and engage with the listener
- Use appropriate non-verbal methods to influence audience
- Use manipulative language to present complex information
- Use a full range of non-verbal methods to manipulate audience

**Vocabulary**
- Using an expanding vocabulary
- Explain information, ideas and opinions clearly
- Use an appropriate range of language techniques
- Use appropriate non-verbal methods to influence audience

**Structure**
- Structure talk so that ideas can be understood by others
- Plan and sequence taking account of audience and purpose
- Organise ideas logically
- Demonstrate evidence of concise and effective planning

**Listening and taking part**
- Listen to and take part in discussions, explanations, role plays and presentations
- Listen to and respond to complex information
- Identify implicit meaning
- Move discussion forward – ‘Have you thought about…? Perhaps you should consider…’
- Significant contributions in different roles

**Language techniques/tone intonation**
- Spoken and written in an appropriate range of language techniques
- Listen to, identify and comment on relevant information and key points
- Make relevant contributions in different roles
- Listen to and respond to complex information
- Identify implicit meaning
- Move discussion forward – ‘Have you thought about…? Perhaps you should consider…’
- Significant contributions in different roles

**Vocabulary**
- Use a range of language techniques to present complex information
- Use a full range of non-verbal methods to manipulate audience
- Use appropriate non-verbal methods to influence audience
- Use manipulative language to present complex information

**Structure**
- Plan and sequence taking account of audience and purpose
- Organise ideas logically
- Demonstrate evidence of concise and effective planning
- Use voice to create deliberate effect, and manipulate response
- Confident use of a wide range of language techniques
- Manipulative language to present complex information
- Use a full range of non-verbal methods to manipulate audience

**Language techniques/tone intonation**
- Spoken and written in an appropriate range of language techniques
- Listen to, identify and comment on relevant information and key points
- Make relevant contributions in different roles
- Listen to and respond to complex information
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- Move discussion forward – ‘Have you thought about…? Perhaps you should consider…’
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