**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.

**Level 1**

**In familiar situations, when listening to and responding to a range of stimuli, pupils can:**

- 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.

**Pupils can:**

- 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.

---

**Level 2**

**In familiar situations, when listening to and responding to a range of stimuli, pupils can:**

- 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.

**Engaging with a range of short, simple texts*, both reading aloud and silently, pupils can:**

- 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.

**Pupils can:**

- 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.

---

**Level 3**

**In a range of situations and for a variety of audiences and purposes, pupils can:**

- 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.

**Engaging with a range of longer texts* for a variety of purposes, both reading aloud and silently, pupils can:**

- 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.

**Pupils can:**

- 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.

**Engaging with a range of longer texts* for a variety of purposes, both reading aloud and silently, pupils can:**

- 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.

**Pupils can:**

- 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;
- form lower and upper-case letters.

**In a limited and specified range of forms, pupils can:**

- 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.

**In a range of specified forms and for specified audiences and purposes, pupils can:**

- talk about and plan their writing;
- make improvements to their writing;
- express thoughts, feelings, ideas and opinions;
- structure and sequence their writing;
- provide support and detailed guidance 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

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

### Level 4

**In a range of contexts, with different audiences and taking account of a variety of purposes, pupils can:**

- 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;

**Engaging with a range of texts* of varying lengths for a variety of purposes, pupils can:**

- 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;

**In a range of forms, for different audiences and purposes, pupils can:**

- 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.

### Level 5

**In a range of formal and informal contexts, with different audiences and for a variety of purposes, pupils can:**

- 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;

**Engaging with a range of texts* of varying lengths for a variety of purposes, including texts* written for a wider audience, pupils can:**

- 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.

**In a range of forms, for different audiences and purposes, including in formal situations, pupils can:**

- 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;

### Level 6

**In a range of formal and informal contexts, with different audiences and for a variety of purposes, pupils can:**

- 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 non-verbal methods to achieve effects;

**Engaging with a range of complex texts*, including those written for a wider audience, pupils can:**

- 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; purpose, authors’ intentions;
- detect points of view, lines of reasoning and bias;
- use appropriate and sufficient evidence to justify their ideas and opinions.

**In a range of forms, for different audiences and purposes, including in formal and unfamiliar situations, pupils can:**

- 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.

### Level 7

**In a wide range of formal and informal contexts, including unfamiliar audiences, and for a variety of purposes, pupils can:**

- 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.

**Across a range of complex sources, including those produced for a wider audience, pupils can:**

- 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.

**In a range of forms, for different purposes and in different contexts, including for real audiences and in formal and unfamiliar situations, pupils can:**

- 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.