

# 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: Primary (Levels 1–5)

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

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.

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;
- write personal and familiar words;
- form lower and upper-case letters.

## 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:

- 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.

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.

## 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.

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 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.

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.