



Assessing the Cross-Curricular Skills



**Northern Ireland
Curriculum**

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

Talking and Listening

(Non-statutory guidance)

Web Version



Talking and Listening

Primary (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:
<ul style="list-style-type: none"> listen to and take part in discussions, explanations, role-plays and presentations; 	<ul style="list-style-type: none"> listen for information; Pupils can make sense of what they have heard and respond appropriately to it. take on the role of someone else; Pupils are able to behave and speak as if they are someone else, for example taking on the role of a doctor making a diagnosis and asking for a syringe, etc. understand short explanations and simple discussions; Pupils can get the gist of what is being explained to them and join in with others in simple discussions, such as talking with their 'response partner' (talking partner). follow short, straightforward instructions; Pupils are able to listen to simple instructions such as "Put your litter in the bin" and carry them out.
<ul style="list-style-type: none"> contribute comments, ask questions and respond to others' points of view; 	<ul style="list-style-type: none"> ask and answer questions for specific information; Pupils ask simple questions when they want to know something in particular and give basic answers to questions.
<ul style="list-style-type: none"> communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary; 	<ul style="list-style-type: none"> use vocabulary from within their experience to describe thoughts and feelings;
<ul style="list-style-type: none"> structure talk so that ideas can be understood by others; 	<ul style="list-style-type: none"> talk about their experiences; Pupils give an account of what has happened so that others can understand it, for example talk about the places they have visited, people they have met or things they have done.
<ul style="list-style-type: none"> speak clearly and adapt ways of speaking to audience and situation; 	<ul style="list-style-type: none"> speak audibly to be heard and understood;
<ul style="list-style-type: none"> use non-verbal methods to express ideas and engage with the listener. 	<ul style="list-style-type: none"> make eye contact and take turns whilst engaging in conversation. Pupils look at someone when they are speaking to them and give others an opportunity to speak, for example when working together in pairs or small groups.

Level 2	Level 3
In familiar situations, when listening to and responding to a range of stimuli, pupils can:	In a range of situations and for a variety of audiences and purposes, pupils can:
<ul style="list-style-type: none"> identify the main points of conversations and explanations; Pupils can listen to information in familiar situations and show their understanding with an appropriate response. take part in role-play, interacting with others; During role-play, pupils can attempt to stay in character for the duration of the task, interacting with others who have taken on a complementary role. listen to and carry out a sequence of instructions; Pupils are able to listen to and make sense of a series of instructions and carry them out. 	<ul style="list-style-type: none"> listen for specific information; Pupils listen and focus on finding specific information that has been identified prior to the task. maintain a role; Pupils take on a role, maintaining it and showing their understanding of it by responding appropriately, for example taking on the character of a passenger emigrating to America during The Famine.
<ul style="list-style-type: none"> follow discussions, make contributions and observe conventions of conversation; Pupils listen to others in discussions and put forward their own points. They allow others to talk without interrupting and take turns. ask and answer questions to develop understanding; Pupils are able to ask appropriate questions to find out the answers they need. 	<ul style="list-style-type: none"> follow the main points of discussions and make contributions which show understanding; ask and respond to questions to extend understanding; Pupils can ask purposeful 'how' and 'why' questions in order to enhance their understanding.
<ul style="list-style-type: none"> use a general vocabulary to express thoughts, imaginings and opinions; Pupils are developing language and sentence structures to talk about what they think and feel and to give their opinion in a range of contexts throughout the day. 	<ul style="list-style-type: none"> explain their views/thinking; Pupils are able to say why they hold a view about a topic or issue. They can talk about how and why they have approached a task in a particular way. use an expanding vocabulary; Pupils can engage in discussions and conversations using a widening/interesting vocabulary. For example, when describing a place they have visited, they can suggest adjectives to use.
<ul style="list-style-type: none"> talk about events in sequence with supporting detail; Pupils can talk in some detail and in an order that makes sense, for example when describing how they get ready for school. 	<ul style="list-style-type: none"> sequence events and plan what to say; Pupils plan what they are going to say so that it has a structure that makes sense to the listener.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> vary their voice and intonation; Pupils use expression in different situations, changing their tone of voice accordingly.
<ul style="list-style-type: none"> use body language to show engagement. Pupils can demonstrate their involvement by responding appropriately and showing interest in what is going on, for example nodding and turning to face the speaker. 	<ul style="list-style-type: none"> understand that body language may influence the listener. Pupils 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
	In a range of situations and for a variety of audiences and purposes, pupils can:
<ul style="list-style-type: none"> listen to and take part in discussions, explanations, role-plays and presentations; 	<ul style="list-style-type: none"> listen for specific information; Pupils listen and focus on finding specific information that has been identified prior to the task. maintain a role; Pupils take on a role, maintaining it and showing their understanding of it by responding appropriately, for example taking on the character of a passenger emigrating to America during The Famine.
<ul style="list-style-type: none"> contribute comments, ask questions and respond to others' points of view; 	<ul style="list-style-type: none"> follow the main points of discussions and make contributions which show understanding; ask and respond to questions to extend understanding; Pupils can ask purposeful 'how' and 'why' questions in order to enhance their understanding.
<ul style="list-style-type: none"> communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary; 	<ul style="list-style-type: none"> explain their views/thinking; Pupils are able to say why they hold a view about a topic or issue. They can talk about how and why they have approached a task in a particular way. use an expanding vocabulary; Pupils can engage in discussions and conversations using a widening/interesting vocabulary. For example, when describing a place they have visited, they can suggest adjectives to use.
<ul style="list-style-type: none"> structure talk so that ideas can be understood by others; 	<ul style="list-style-type: none"> sequence events and plan what to say; Pupils plan what they are going to say so that it has a structure that makes sense to the listener.
<ul style="list-style-type: none"> speak clearly and adapt ways of speaking to audience and situation; 	<ul style="list-style-type: none"> vary their voice and intonation; Pupils use expression in different situations, changing their tone of voice accordingly.
<ul style="list-style-type: none"> use non-verbal methods to express ideas and engage with the listener. 	<ul style="list-style-type: none"> understand that body language may influence the listener. Pupils use body language during interaction with others to reinforce their message.

Level 4	Level 5
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:
<ul style="list-style-type: none"> listen attentively; Pupils are able to 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. develop a role; Pupils can take on a role and add their own ideas to develop the character, for example tone and body language. 	<ul style="list-style-type: none"> listen to and identify relevant information and ideas; Pupils 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. make relevant contributions in different roles; Pupils can adapt to different and evolving scenarios by maintaining a role, for example in a role-play, group discussion, improvisation, etc.
<ul style="list-style-type: none"> make relevant contributions to discussion; Pupils listen to others and respond with views based on their own experience/knowledge. They can make comments that widen the discussion. ask questions about others' points of view and respond appropriately; Pupils interact with and respond to others by making contributions that follow on from what has been said. 	<ul style="list-style-type: none"> discuss their own and others' ideas; ask questions to explore and develop ideas; Pupils listen closely, pick up on others' contributions and ask relevant questions that result in greater clarity or develop the task. Pupils can summarise their own thinking. They can question others and highlight strengths, weaknesses or limitations in others' opinions, for example when taking part in peer assessment, debates, hot seating, group discussion, etc.
<ul style="list-style-type: none"> explain information, ideas and opinions clearly; use an appropriate vocabulary; Pupils use vocabulary relevant to the context/topic being discussed. 	<ul style="list-style-type: none"> justify ideas and opinions; communicate detailed information clearly, using precise vocabulary; Pupils are able to 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 or words linked to the context of the task. For example, when discussing poetry, pupils use vocabulary such as poet, verse and rhyme.
<ul style="list-style-type: none"> plan an approach to talking; Pupils can plan what they are going to say (if the task requires it), taking account of audience and purpose. 	<ul style="list-style-type: none"> structure their talk logically and coherently; Pupils are able to 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, for example when preparing an informative talk for a video conferencing situation.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 also use a range of other language techniques, for example asking rhetorical questions when delivering a healthy eating presentation.
<ul style="list-style-type: none"> use non-verbal methods to engage the listener. Pupils can use non-verbal methods, for example pausing or using facial expression or body language, to get the interest of the listener. 	<ul style="list-style-type: none"> use non-verbal methods to maintain the interest of the listener. Pupils can use non-verbal methods, such as gesture, poise, look, facial expression, etc., to engage the listener, for example when delivering a speech they maintain eye contact with the audience.

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
	In a range of formal and informal contexts, with different audiences and for a variety of purposes, pupils can:
<ul style="list-style-type: none"> listen to and take part in discussions, explanations, role-plays and presentations; 	<ul style="list-style-type: none"> listen to and identify relevant information and ideas; Pupils 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. make relevant contributions in different roles; Pupils can adapt to different and evolving scenarios by maintaining a role, for example in a role-play, group discussion, improvisation, etc.
<ul style="list-style-type: none"> contribute comments, ask questions and respond to others' points of view; 	<ul style="list-style-type: none"> discuss their own and others' ideas; ask questions to explore and develop ideas; Pupils listen closely, pick up on others' contributions and ask relevant questions that result in greater clarity or develop the task. Pupils can summarise their own thinking. They can question others and highlight strengths, weaknesses or limitations in others' opinions, for example when taking part in peer assessment, debates, hot seating, group discussion, etc.
<ul style="list-style-type: none"> communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary; 	<ul style="list-style-type: none"> justify ideas and opinions; communicate detailed information clearly, using precise vocabulary; Pupils are able to 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 or words linked to the context of the task. For example, when discussing poetry, pupils use vocabulary such as poet, verse and rhyme.
<ul style="list-style-type: none"> structure talk so that ideas can be understood by others; 	<ul style="list-style-type: none"> structure their talk logically and coherently; Pupils are able to 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, for example when preparing an informative talk for a video conferencing situation.
<ul style="list-style-type: none"> speak clearly and adapt ways of speaking to audience and situation; 	<ul style="list-style-type: none"> 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 also use a range of other language techniques, for example asking rhetorical questions when delivering a healthy eating presentation.
<ul style="list-style-type: none"> use non-verbal methods to express ideas and engage with the listener. 	<ul style="list-style-type: none"> use non-verbal methods to maintain the interest of the listener. Pupils can use non-verbal methods, such as gesture, poise, look, facial expression, etc., to engage the listener, for example when delivering a speech they maintain eye contact with the audience.

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 wide range of formal and informal contexts, including unfamiliar audiences, and for a variety of purposes, pupils can:
<ul style="list-style-type: none"> listen to complex information and identify implicit meanings; Pupils can respond to complex information. They can process a variety of information from a range of sources, showing that they have understood the subtleties of what has been said, for example when analysing a speech by a football coach that looks at the motivational techniques used. move discussion forward in different roles; Pupils can play a meaningful part in different scenarios by proactively making contributions that keep others on task and keep the discussion moving on, for example when taking on the role of a Greenpeace representative in a group discussion about plans for locating a nuclear power plant. 	<ul style="list-style-type: none"> discuss how complex information and ideas are communicated; Pupils can clearly and accurately articulate how complex information has been conveyed and comment on the techniques that have been used to present a particular point of view, for example when participating in a group discussion analysing a political speech that they have watched/heard. make distinctive contributions in different roles; Pupils can make assured contributions in a range of different scenarios in a confident manner. They can initiate discussions and encourage the participation of others, for example when adopting the role of the chairperson in a group discussion.
<ul style="list-style-type: none"> show understanding of others' ideas by making valid contributions; ask questions to challenge others' ideas, showing sensitivity; Pupils can acknowledge, confirm and summarise what has been expressed. They can use questions effectively to clarify and challenge the views of others while demonstrating consideration for their views. 	<ul style="list-style-type: none"> 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 consensus for a particular purpose, for example when contributing to a debate about selective education.
<ul style="list-style-type: none"> express and justify complex ideas and opinions; explain information and ideas clearly, using appropriate ways to support main points; Pupils can extend and develop their ideas and opinions on more complex issues, using specific evidence and information to support an argument. Their use of language is likely to be focused and precise, for example when presenting a talk to the class describing three things they would ban from the world they explain their choice persuasively. 	<ul style="list-style-type: none"> support their opinions and arguments with appropriate evidence from a range of sources; Pupils can extend and 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, for example using emotive language when delivering a persuasive speech on the dangers of unregulated scientific enquiry.
<ul style="list-style-type: none"> organise the structure and content of talking to be concise; Pupils can demonstrate evidence of a planning process. They can organise the content so that the audience can make connections between the points, for example when giving a well planned and detailed speech on a topic, using presentation software. 	<ul style="list-style-type: none"> convey complex information by explaining it to others in an original way; Pupils can structure complex information in a way that is original and individual, for example combining text, talk and graphics to explain a concept when creating an animation.
<ul style="list-style-type: none"> use language techniques and register to achieve effects; Pupils can consciously hold the interest of the listener by using the appropriate degree of formality and tone. Their choice of vocabulary and sentence structure is aimed at creating an effect on the listener. Their talk is characterised by the use of well formed sentences using a range of techniques. 	<ul style="list-style-type: none"> exploit language techniques and register to present complex information and ideas effectively; Pupils can manipulate language to convey complex information for deliberate effect. They can clearly and accurately articulate this information, demonstrating confidence and consistency across a wide range of language techniques, for example using a range of rhetorical devices when delivering a speech.
<ul style="list-style-type: none"> use non-verbal methods to achieve effects. Pupils can select the most appropriate non-verbal method in order to hold the interest of the listener, for example pausing for humorous effect. 	<ul style="list-style-type: none"> use non-verbal methods to achieve effects. Pupils can deliberately use a full range of non-verbal methods in order to manipulate the listener.

Definition of terms

Explicit meaning

Precisely and clearly expressed ideas and information which leave nothing open to inference.

Implicit meaning

A suggested message within a text which requires deduction, for example within a fairy tale or a parable.

Genre

A type of text, classified according to specific language features, for example Narrative or Report.

Form

A text within a genre that is structured to take account of intended purpose and audience, for example a postcard or diary within the Recount genre; a recipe or a set of instructions within the Procedural genre.