**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 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, 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.

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**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.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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<tbody>
<tr>
<td><strong>In familiar situations, when listening to and responding to a range of stimuli, pupils can:</strong></td>
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<td><strong>In a range of situations and for a variety of audiences and purposes, pupils can:</strong></td>
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<tr>
<td>- listen for information;</td>
<td>- identify the main points of conversations and explanations;</td>
<td>- listen for specific information;</td>
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<tr>
<td>- take on the role of someone else;</td>
<td>- understand and recount events and information for a purpose;</td>
<td>- maintain a role;</td>
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<tr>
<td>- understand short explanations and simple discussions;</td>
<td>- use a range of reading strategies;</td>
<td>- follow the main points of discussions and make contributions which show understanding;</td>
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<td>- follow short, straightforward instructions;</td>
<td>- select information for a purpose;</td>
<td>- ask and respond to questions to extend understanding;</td>
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<tr>
<td>- ask and answer questions for specific information;</td>
<td>- use basic alphabetical knowledge and visual clues to locate information;</td>
<td>- explain their views/thinking;</td>
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<tr>
<td>- use vocabulary from within their experience to describe thoughts and feelings;</td>
<td>- recognise some forms and features of texts*;</td>
<td>- use an expanding vocabulary;</td>
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<td>- talk about their experiences;</td>
<td>- ask questions to seek clarification that develops understanding;</td>
<td>- sequence events and plan what to say;</td>
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<td>- speak audibly to be heard and understood;</td>
<td>- express opinions and make predictions.</td>
<td>- vary their voice and intonation;</td>
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<td>- make eye contact and take turns whilst engaging in conversation.</td>
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<td>- understand that body language may influence the listener.</td>
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**Pupils can:**

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<tr>
<td><em><em>Engaging with a range of short, simple texts</em>, both reading aloud and silently, pupils can:</em>*</td>
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<td><strong>Pupils can:</strong></td>
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<tr>
<td>- show understanding of the meaning carried by print, pictures and images;</td>
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<tr>
<td>- understand that words are made up of sounds and syllables and that sounds are represented by letters;</td>
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<tr>
<td>- use reading strategies;</td>
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<tr>
<td>- read and understand familiar words, signs and symbols in the environment;</td>
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<tr>
<td>- use visual clues to locate information;</td>
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<tr>
<td>- use language associated with texts*;</td>
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<td>- talk about what they read and answer questions.</td>
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</table>

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<td><strong>In a limited and specified range of forms, pupils can:</strong></td>
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<tr>
<td><strong>Pupils can:</strong></td>
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<tr>
<td>- talk about what they are going to write;</td>
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<tr>
<td>- express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences;</td>
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<tr>
<td>- write personal and familiar words;</td>
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<td>- form lower and upper-case letters.</td>
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<td>- write words using sound-symbol correspondence;</td>
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<td>- use basic punctuation;</td>
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<tr>
<td>- spell and write common and familiar words recognisably;</td>
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<td>- produce legible handwriting.</td>
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</tbody>
</table>

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

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For First Use 2012/13
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.

### 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 appropriate 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.

### Notes

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