

# Key Stage 3 Communication Ready Reckoner for Talking & Listening

Statutory Requirements	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
<b>Requirement 1</b> <b>Listen to and take part in discussions, explanations, role plays and presentations</b> (Listening and taking part)	<b>Listen</b> to and <b>respond</b> to what is heard <b>Try</b> to take on the <b>role</b> of someone else <b>Participate</b> in simple discussions <b>Follow simple instructions</b>	Listen to and <b>understand main points</b> of conversation <b>Take part in role play</b> and <b>interact</b> with others <b>Listen to</b> and <b>carry out</b> a series of simple instructions <b>in sequence</b>	Listen for <b>specific</b> information Understand and <b>maintain</b> a role	Listen <b>attentively</b> to all speakers and <b>summarise</b> what is heard <b>Develop</b> a role by adding <b>own ideas</b>	Listen to, <b>identify</b> and <b>comment on relevant</b> information and <b>key points</b> Make relevant contributions in <b>different roles</b>	Listen to and respond to <b>complex</b> information Identify <b>implicit</b> meaning <b>Move discussion forward</b> – <i>'Have you thought about...? Perhaps you should consider...'</i> <b>Significant</b> contributions in different roles	Listen to and respond to complex information <b>Initiate</b> discussion; more <b>assured</b> contributions <b>Skilfully</b> encourage <b>participation</b> of others <b>Distinctive</b> contributions in different roles
<b>Requirement 2</b> <b>Contribute comments, ask questions and respond to others' points of view</b> (Comments, questions, responses)	<b>Ask and answer simple questions</b> <b>Basic responses</b>	Ask and answer <b>appropriate</b> questions <b>Own ideas – more than one response</b> <b>Follow and contribute to discussions, taking turns</b>	Ask <b>how</b> and <b>why</b> questions to <b>extend understanding</b> Follow <b>main points</b> and make contributions <b>that show understanding</b>	Ask questions about <b>others' views</b> and <b>interact with others</b> Make <b>relevant</b> contributions to <b>widen</b> discussions	<b>Discuss</b> own and others' ideas Ask questions to <b>explore</b> and <b>develop</b> ideas <b>Summarise</b> Highlight <b>strengths</b> and <b>weaknesses</b> in others' arguments	<b>Valid</b> contributions <b>Clarify</b> and <b>challenge</b> others showing sensitivity and empathy – <i>'Earlier you said ... but don't you think? I don't agree. I feel that ...'</i>	Understand and challenge the <b>complexity</b> of an issue Achieve <b>consensus</b> <b>Persuade</b> and <b>synthesise</b> showing <b>perception</b>
<b>Requirement 3</b> <b>Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary</b> (Vocabulary)	<b>Use vocabulary</b> within own <b>experience</b> to <b>describe thoughts</b> and <b>feelings</b>	Use a <b>general</b> vocabulary to <b>express</b> thoughts, feelings and <b>opinions</b>	Use an <b>expanding</b> and <b>interesting</b> vocabulary <b>Explain</b> why they <b>hold a point of view</b>	Use an <b>appropriate</b> and <b>relevant</b> vocabulary Explain information, ideas and opinions <b>clearly</b>	<b>Clear</b> and <b>developed</b> reasons to <b>justify</b> ideas and opinions <b>Relevant, precise</b> vocabulary	Express and justify <b>complex</b> ideas and opinions Use <b>evidence</b> to <b>support</b> argument <b>Carefully chosen, focused</b> vocabulary	<b>Synthesise</b> evidence and information from a <b>range</b> of sources to support argument <b>Sophisticated</b> vocabulary
<b>Requirement 4</b> <b>Structure talk so that ideas can be understood by others</b> (Structure)	<b>Talk about own experiences</b> so that others <b>can understand</b>	Talk about experiences in some <b>detail</b> and in an <b>order that makes sense</b>	<b>Plan</b> and <b>sequence</b> so that talk makes sense	Plan and sequence taking account of <b>audience</b> and <b>purpose</b>	Organise ideas <b>logically</b>	Demonstrate evidence of <b>concise</b> and <b>effective</b> planning	Structure – <b>original, individual</b>
<b>Requirement 5</b> <b>Speak clearly and adapt ways of speaking to audience and situation</b> (Language techniques/tone intonation)	Speak <b>audibly</b>	Speak <b>clearly</b>	Try to <b>vary</b> expression – change <b>tone</b>	<b>Appropriate</b> tone, <b>pace</b> and <b>volume</b> , beginning to <b>stress</b> important words and phrases using <b>emphasis</b>	Use voice to <b>maintain</b> interest <b>Appropriate range</b> of language techniques – <i>'How would you feel if ...? I can not. I just can not ...'</i>	Use voice for <b>effect</b> Appropriate range of language techniques Appropriate degree of <b>formality</b> and tone	Use voice to create <b>deliberate effect</b> , and <b>manipulate</b> response <b>Confident</b> use of a <b>wide</b> range of language techniques <b>Manipulate</b> language to present <b>complex</b> information
<b>Requirement 6</b> <b>Use non-verbal methods to express ideas and engage with the listener</b> (Non-verbal)	<b>Make eye contact</b>	<b>Look interested</b> – nod/shake head. <b>Simple gestures</b> , some <b>facial expressions</b>	Use body language – <b>pose</b> , gesture, facial expression – to get across a message	Use non-verbal methods – pose, gesture, facial expression, <b>pause</b> – to <b>interest</b> the audience	Use non-verbal methods – gesture, facial expression, eye contact – to <b>maintain</b> interest of audience	Use appropriate non-verbal methods to <b>influence</b> audience	Use a <b>full range</b> of non-verbal methods to <b>manipulate</b> audience

# Key Stage 3 Communication Ready Reckoner for Reading

Statutory Requirements	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
<b>Requirement 1</b> <b>Read a range of texts for information, ideas and enjoyment</b> (Understand)	Meaning in <b>pictures, symbols, words, phrases</b> and <b>simple sentences</b> Teacher <b>led</b>	<b>Recount</b> (tell the story) <b>Sequence</b> (arrange in order) Teacher <b>input</b> <b>Short, simple texts</b>	<b>Recognise</b> and sequence <b>main points</b> <b>Paraphrase</b> (retelling) <b>Longer but fairly simple texts</b>	<b>Summarise</b> (select main points) Paraphrase <b>main message in own words</b> <b>Straightforward texts</b>	Summarise <b>key messages</b> Select <b>appropriate</b> details to show understanding <b>More demanding</b> texts	Use <b>detail</b> to <b>explain how</b> and <b>why</b> things have been said <b>Focus</b> on the writer <b>Complex</b> texts	<b>Fuller range</b> of how and why <b>Insight</b> <b>More complex</b> texts
<b>Requirement 2</b> <b>Use a range of strategies with increasing independence</b> (Read)	<b>Sounds</b> and <b>syllables</b> Use <b>reading strategies</b> – (pictures, prior knowledge) Teacher <b>led</b>	Use reading strategies at <b>instructional level</b> Teacher <b>input</b>	Use reading strategies <b>independently</b> with context cues	Read independently with <b>comprehension</b>			
<b>Requirement 3</b> <b>Find, select and use information from a range of sources</b> (Research)	Read <b>familiar words, signs</b> and <b>symbols</b> <b>Locate</b> simple information – <b>visual clues</b> Resources <b>provided</b>	<b>Select</b> information for <b>a specific purpose</b> <b>Alphabetical order</b> Resources provided	Use <b>organisational features</b> – alphabetical order, contents, index, reference – to locate and <b>obtain</b> information	Locate information and decide <b>if relevant</b> – internet research to suit purpose	<b>Select and manage</b> information (organise and use appropriately) <b>A range of sources</b>	<b>Compare</b> information <b>Make judgements</b> (quality and usefulness of information) <b>Adapt</b> information to suit audience and purpose A range of <b>complex</b> sources	<b>Discriminate</b> (relevance, reliability, accuracy) <b>Combine</b> information to <b>support</b> viewpoint <b>More complex</b> sources
<b>Requirement 4</b> <b>Understand and explore ideas, events and features in texts</b> (Explain)	Use <b>language of text</b> – front cover, page	<b>Recognise some forms of texts</b> – recipe, report, dictionary <b>Recognise some features</b> of texts – alphabetical order, contents page	<b>Understand</b> that there are <b>different forms and features</b> of text – newspaper article – headlines, columns etc; letter – date, address etc <b>Make deductions</b> (pick up on some things <b>not stated directly</b> )	<b>Identify</b> different features of texts and <b>how</b> these are used to convey the message – language, layout Understand <b>obvious messages</b> in texts Recognise <b>some implicit</b> meaning	<b>Describe</b> language, structure and presentation with some explanatory comments <b>Connect form, audience and purpose</b> Understand some implicit meanings and <b>attitudes</b> <b>Empathy</b> <b>Fact/opinion</b>	<b>Explain the effects of language</b> Comment on <b>techniques</b> the writer uses to make the reader respond in a certain way Recognise <b>bias</b>	<b>Detailed</b> explanations <b>Analyse</b> how and why a writer has <b>shaped</b> the reader's response by <b>deliberately</b> using different techniques
<b>Requirement 5</b> <b>Use evidence from texts to explain opinions</b> (Use evidence)	<b>Talk about</b> what they have read to <b>answer simple questions</b> – who, what, when	<b>Ask</b> questions <b>Express opinions</b> – <i>'I think'</i> <b>Make predictions</b> – what happens next	Ask and <b>respond</b> to questions for understanding <b>Give reasons for opinions</b> – <i>'I think ... because'</i>	<b>Explain opinions</b> – well thought out reasons	Evidence from text to <b>support</b> opinions and draw <b>conclusions</b>	<b>Sufficient</b> evidence from text to <b>justify</b> why ideas or opinions are correct	<b>Select carefully</b> , appropriate evidence from text to support <b>detailed</b> explanation <b>Subtle</b> evidence

# Key Stage 3 Communication Ready Reckoner for Writing

Statutory Requirements	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
<b>Requirement 1</b> <b>Talk about, plan and edit work</b> (Talk, plan, edit)	<b>Only talk</b>	Talk about <b>form</b> Talk about <b>what</b> and <b>how</b> Make <b>basic</b> changes agreed beforehand	Talk about and <b>plan</b> Make <b>improvements</b>	<b>Make use of plan</b> Make improvements to <b>accuracy</b> and <b>meaning</b> taking <b>account of feedback</b>	Plan, <b>redraft</b> taking account of <b>specific feedback</b>	Redraft <b>independently</b> for <b>effect</b>	Redraft independently for <b>impact</b>
<b>Requirement 2</b> <b>Communicate information, meaning, feelings, imaginings and ideas in a clear and organised way</b> (Content and Organisation)	<b>Own experience – symbols, pictures, words, phrases, simple sentences – with help</b>	<b>Simple recount of own experience</b> Some organisation Some help – sentence/paragraph starters, template, word bank	<b>Beyond own experience including opinions</b> (imagination) <b>Some sense of organisation</b> – beginning, middle, end <b>Supporting detail, expanding vocabulary</b> Some attempt to make writing <b>interesting</b> <b>Scaffolding</b> (some help with content and organisation)	Write thoughts, feelings, ideas, opinions – <b>with reasons</b> Organise in <b>paragraphs</b> Meaning <b>clear</b> <b>Appropriate</b> vocabulary and detail <b>Mostly independent</b>	<b>Precise</b> vocabulary <b>Justify</b> opinions More <b>extended</b> <b>Logical, coherent</b> Clear, <b>organised, appropriate</b> paragraphs	More <b>extensive</b> vocabulary <b>Expand</b> on ideas and opinions Sustained, <b>developed</b> Use information as <b>evidence</b> to <b>support</b> point of view Organise for deliberate <b>effect</b>	<b>Sophisticated</b> vocabulary Expand on <b>complex</b> ideas and opinions <b>Sustained, developed</b> <b>Synthesise</b> information to support analysis and conclusions Organise for <b>impact</b> <b>Flair</b>
<b>Requirement 3</b> <b>Develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes</b> (Purpose and Audience)	<i>Not a requirement of Level 1</i>	Write using <b>given form</b> <b>Help given</b>	Use form <b>appropriately</b> – letter, diary entry	<b>Choose form appropriate to purpose and audience</b>	<b>Match</b> writing to <b>purpose</b> and <b>audience</b> <b>Present</b> information <b>effectively</b> Choose <b>appropriate style</b>	Organise and present writing for <b>deliberate effect</b> Appropriate style and <b>tone</b>	<b>Manipulate</b> style, tone and presentation for <b>impact</b>
<b>Requirement 4</b> <b>Write with increasing accuracy and proficiency</b> (Spelling, punctuation, grammar)	<b>Write words</b> using the <b>sounds</b> letters represent Write <b>personal/familiar</b> words Some control - <b>upper and lower case letters</b>	Use <b>capital letters</b> and <b>full stops</b> Spell <b>common/familiar</b> words <b>recognisably</b> <b>Legible</b> handwriting	<b>Start sentences in different ways</b> Use capital letters, full stops, <b>question marks, exclamation marks</b> <b>Use basic grammar</b> – agreement and parts of speech Spell and write <b>frequently used</b> and <b>topic</b> words <b>accurately</b> <b>Use dictionary</b> <b>Consistent</b> handwriting	<b>Vary</b> word order Use <b>linking</b> words – and, but, because <b>Range</b> of punctuation – commas, apostrophes, speech marks Use basic grammar – tenses Use accurate spelling on <b>most occasions</b>	<b>Vary</b> sentence length and structure Range of punctuation – <b>consistent and accurate</b> <b>Accurate</b> grammar and spelling	<b>Deliberately</b> vary sentence length and structure Punctuation used for <b>effect</b>	Create <b>complex</b> sentences for <b>impact</b> Punctuation, grammar used for <b>impact</b> Accurate spelling – more <b>sophisticated words</b>