

English KS3 - COMMUNICATION SKILLS

Key to Colours

	Beginning 1	Beginning 2	Beginning 3	Developing 4	Developing 5	Developing 6	Approaching 7	Approaching 8	Approaching 9	Secure 10	Secure 11	Secure 12	Extending 13	Extending 14	Extending 15	Mastering 16	Mastering 17	Mastering 18
Communication	Listens/ watches attentively to a story or what other people say in a group and can answer a question about what they have learnt.	Asks questions in order to get more information.	Talks or signs about familiar topics to them.	Talks or signs about matters of immediate interest.	Communicates using complete sentences (either BSL or SSE)	In developing and explaining their ideas pupils speak/ sign clearly.	Takes a full part in paired and group discussions.	Sequences and communicate ideas in an organised and logical way, always using complete sentences.	Recognises that meaning can be expressed in different ways depending on the context.	Asks questions to clarify or develop their understanding.	Shows that they have understood the main point and the details in a discussion.	Sequences, develops and communicates ideas in an organised and logical way, always using complete sentences/ ideas.	Engages the listener by varying expression and vocabulary.	Performs their own compositions, using appropriate intonation and volume so that meaning is clear.	Beginning to use hypothetical language to consider more than one possible outcome or solution.	Communicates confidently and fluently in a range of situations, using formal and SE, if necessary.	Asks questions to develop ideas and take account of others' views.	Sustains and argues a point of view in a debate, using the formal language of persuasion.
	Holds attention when learning and playing with others.	Starts or joins in with a conversation on a familiar topic with an adult that they know well or with friends.	Starts or joins in with a conversation on a new topic with an adult that they know well or with friends.	Takes turns when communicating in pairs or a small group.	Holds the attention of people they are communicating with by the way they talk/sign.	Makes a conscious decision to use specific vocabulary to express themselves.	Varys the amount of detail and choice of vocabulary, depending on the purpose and the audience.	Presents ideas or information to an audience.	Retells a story using narrative language, adding appropriate detail.	Presents to an audience using appropriate intonation; controlling the tone and volume so that meaning is clear.	Adapts what they are saying to meet the needs of the audience.	Shows that they know that language choices vary in different situations.	Develops ideas and opinions, providing relevant detail.	Expresses a point of view.	Shows that they have understood the main points, including implied meaning in a discussion.	Takes an active part in discussions and can take on different roles.	Explains ideas and opinions giving reasons and evidence.	Expresses possibilities using hypothetical and speculative language.
	Keeps to the main topic when talking in a group.	Uses some communication skills (e.g. eye contact, expression etc) when taking part in a discussion.	Speaks clearly and confidently in front of people in the class.	Performs a short simple poem from memory in front of the class.	Understands how to communicate for different purposes and audiences.	Begins to use formal and informal language in different situations.	Shows that they have listened carefully through relevant comments.	Performs poems from memory adapting tone and expression as appropriate.	Shows that they know when Standard English is required and is beginning to use it (oral learners only).	Uses Standard English when it is required (oral learners)	Performs poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.	Justifies an answer by giving evidence.	Listens carefully in discussions. Makes contributions and asks questions that are responsive to others' ideas and views.	Uses Standard English in formal situations (oral learners)	Adapts their spoken/ signed language depending on the audience, the purpose or the context. Begins to select and use an appropriate register.	Listens to, and considers, the views of others in a discussion.	Makes contributions in discussions, evaluating others' ideas and responds to them.	Performs poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.
	Understands the idea of role play.	Can take on a well-known familiar role during role play.	Can sustain a well-known familiar role during role play.	Can take part in a drama that interests them with prompts and props to guide them.	Can take part in a drama that interests them, starting to create their own character.	Can take part in a drama that they are interested in, confidently creating their own character.	Beginning to create a drama based on something they've read.	Can create a drama based on something they've read, incorporating good body language and facial expressions.	Can create a drama based on something they've read, incorporating plausible dialogue.	Can understand the key features of a script, explaining how they aid performance.	Apply their knowledge of script writing to perform an unfamiliar script.	Can evaluate their performance of an unknown script and suggest improvements.	Can create their own basic script, using the appropriate features.	Can create their own advanced script, using the appropriate features.	Can create their own and others scripts, suggesting improvements.	Can improvise a familiar scene portraying characters well.	Can improvise an unfamiliar scene portraying characters well.	Can direct improvisations confidently.