<table>
<thead>
<tr>
<th>AF1 Talking to others</th>
<th>AF2 Talking with others</th>
<th>AF3 Talking within role-play and drama</th>
<th>AF4 Talking about talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content</td>
<td>Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions</td>
<td>Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues</td>
<td>Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others</td>
</tr>
<tr>
<td><strong>Across a range of contexts</strong></td>
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<tr>
<td>- make creative, precise selections from a wide repertoire of strategies and conventions to meet varied speaking and listening challenges</td>
<td>- show perceptive understanding of varied, complex speech, sustaining concentrated listening and responding with flexibility to develop ideas</td>
<td>- deepen response to ideas and issues by exploiting dramatic approaches and techniques creatively, and experimenting with complex roles and scenarios</td>
<td>- reflect on and apply clear understanding and knowledge of the significance of spoken language variation, evaluating own and others' discourse</td>
</tr>
<tr>
<td>- adapt vocabulary, grammar, and non-verbal features to match context and purpose with distinct personal style</td>
<td>- initiate and lead a variety of group roles, managing and sustaining discussion with sensitivity</td>
<td>- explore complex ideas and ideas through insightful choice of speech, gesture, and movement, establishing roles and applying dramatic approaches with confidence</td>
<td>- evaluate meaning and impact of a range of significant features of language variation in own and others' discourse</td>
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<tr>
<td>- explore a wide range of subject matter with precision and effect</td>
<td>- respond to and interrogate what is said and how delivery relates to the speaker's viewpoint, shaping direction and content of talk with well-judged contributions</td>
<td>- engage complex ideas and ideas through insightful choice of speech, gesture, and movement, establishing roles and applying dramatic approaches with confidence</td>
<td>- analyse meaning and impact of spoken language variation, exploring significant details in own and others' language</td>
</tr>
<tr>
<td>- manage and manipulate talk to position the listener</td>
<td>- draw on a range of different group roles and responsibilities, sustaining effective collaboration and discussion</td>
<td>- demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues</td>
<td>- explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations</td>
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<tr>
<td>- explore complex ideas and feelings in a range of ways, both succinct and extended</td>
<td>- engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings</td>
<td>- show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios</td>
<td>- show understanding of how and why language choices vary in their own and others' talk in different situations</td>
</tr>
<tr>
<td>- maintain generally controlled and effective organisation of talk to guide the listener</td>
<td>- adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion</td>
<td>- sustain and adapt different roles and responsibilities in pairs or groups</td>
<td>- show understanding of how and why language choices vary in their own and others' talk in different situations</td>
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<tr>
<td>- adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands</td>
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</tr>
<tr>
<td>- express and explain relevant ideas and feelings, with some elaboration to make meaning explicit</td>
<td>- recognise significant details and implicit meanings, developing the speaker's ideas in different ways</td>
<td>- show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios</td>
<td>- show understanding of how and why language choices vary in their own and others' talk in different situations</td>
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<tr>
<td>- shape talk in deliberate ways for clarity and effect to engage the listener</td>
<td>- sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions</td>
<td>- show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios</td>
<td>- show understanding of how and why language choices vary in their own and others' talk in different situations</td>
</tr>
<tr>
<td>- adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose and context</td>
<td>- drawing ideas together and promoting effective discussion</td>
<td>- show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios</td>
<td>- show understanding of how and why language choices vary in their own and others' talk in different situations</td>
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<td><strong>Across a range of contexts</strong></td>
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<tr>
<td>- speak in extended turns to express straightforward ideas and feelings, with some relevant detail</td>
<td>- show generally clear understanding of content and how it is presented, sometimes introducing new material or ideas</td>
<td>- convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement, in different roles and scenarios</td>
<td>- show understanding of how and why language choices vary in their own and others' talk in different situations</td>
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<tr>
<td>- structure talk in ways which support meaning and show attention to the listener</td>
<td>- take on straightforward roles and responsibilities in pairs and groups</td>
<td>- show understanding of how and why language choices vary in their own and others' talk in different situations</td>
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<tr>
<td>- vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context</td>
<td><strong>In most contexts</strong></td>
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<tr>
<td>- develop ideas and feelings through sustained speaking turns</td>
<td>- respond to the speaker's main ideas, developing them through generally relevant comments and suggestions attempt different roles and responsibilities in pairs or groups</td>
<td>- show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios</td>
<td>- recognise and comment on different ways that meaning can be expressed in own and others' talk</td>
</tr>
<tr>
<td>- organise talk to help the listener, with overall structure evident</td>
<td>- adapt language and non-verbal features to suit content and audience</td>
<td>- extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios</td>
<td>- show understanding of ways in which speakers vary talk, and why, through exploring different ways of speaking</td>
</tr>
<tr>
<td><strong>In some contexts</strong></td>
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<tr>
<td>- recount experiences and imagine possibilities, often connecting ideas</td>
<td>- listen and respond to the speaker, making simple comments and suggestions. make helpful contributions when speaking in turn, in pairs, and in small groups</td>
<td>- extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios</td>
<td>- notice simple differences in speakers' use of language and try out new words and ways of expressing meaning</td>
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<td>- vary talk in simple ways to gain and hold the attention of the listener</td>
<td>- make helpful contributions when speaking in turn, in pairs, and in small groups</td>
<td>- extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios</td>
<td>- notice simple differences in speakers' use of language and try out new words and ways of expressing meaning</td>
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<td>- make specific vocabulary choices and use non-verbal features that show awareness of different purposes and listeners</td>
<td>- engage with others through taking turns in pairs and small groups</td>
<td>- extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios</td>
<td>- notice simple differences in speakers' use of language and try out new words and ways of expressing meaning</td>
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<tr>
<td>- express feelings and ideas when speaking about matters of immediate interest</td>
<td>- engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement</td>
<td>- extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios</td>
<td>- notice simple differences in speakers' use of language and try out new words and ways of expressing meaning</td>
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<td>- engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement</td>
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<td>- extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios</td>
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Level 4
Across a range of reading
- clear critical response develops a coherent interpretation of texts, drawing on imaginative insights and well-supported by reference to wider textual knowledge

Across a range of reading
- clear appreciation and understanding of how the text structure and language use support the writer's purpose and contribute to meaning

Across a range of reading
- relevant points clearly identified, including interpretation of extended quotations or reference to text

Across a range of reading
- comments made in terms of the writer's use of language

In most reading
- range of strategies used mostly effectively to read fluently, e.g. pronunciation, understanding and expression

In most reading
- simple, most obvious points identified through text, e.g. characters, settings, events

In some reading
- specific, straightforward information recalled, e.g. names of characters, main events

In some reading
- some simple points from familiar texts recalled with support, e.g. events or characters/families

In some reading, usually with support
- some simple points from familiar texts recalled without support, e.g. characters or events

In some reading, usually with support
- some simple facts from familiar texts recalled with support, e.g. vocabulary

Level 5
Across a range of reading
- relevant points clearly identified, including those selected from different places in the text
- comments generally supported by relevant textual reference or quotation, even when points made are not always accurate

Across a range of reading
- comments supported by evidence from different points in the text, interpreting and evaluating choices or actions

Across a range of reading
- comments made in terms of the writer's use of language

In most reading
- range of strategies used mostly effectively to read fluently, e.g. pronunciations, understanding and expression

In most reading
- simple, most obvious points identified through text, e.g. characters, events

In some reading
- straightforward information recalled, e.g. names of characters, main events

In some reading
- simple, straightforward information recalled, e.g. names of characters, main events

In some reading, usually with support
- some simple points from familiar texts recalled without support, e.g. characters or events

In some reading, usually with support
- some simple facts from familiar texts recalled without support, e.g. facts

Level 6
Across a range of reading
- relevant points clearly identified, including those selected from different places in the text
- comments generally supported by relevant textual reference or quotation, even when points made are not always accurate

Across a range of reading
- comments supported by evidence from different points in the text, interpreting and evaluating choices or actions

Across a range of reading
- comments supported by evidence from different points in the text

Across a range of reading
- relevant points clearly identified, including those selected from different places in the text
- comments generally supported by relevant textual reference or quotation, even when points made are not always accurate

Across a range of reading
- comments supported by evidence from different points in the text

In most reading
- range of strategies used mostly effectively to read fluently, e.g. pronunciation, understanding and expression

In most reading
- simple, most obvious points identified through text, e.g. characters, events

In some reading
- straightforward information recalled, e.g. names of characters, main events

In some reading
- simple, straightforward information recalled, e.g. names of characters, main events

In some reading, usually with support
- some simple points from familiar texts recalled without support, e.g. characters or events

In some reading, usually with support
- some simple points from familiar texts recalled without support, e.g. events or characters/families

Level 7
Across a range of reading
- relevant points clearly identified, including those selected from different places in the text
- comments generally supported by relevant textual reference or quotation, even when points made are not always accurate

Across a range of reading
- comments supported by evidence from different points in the text, interpreting and evaluating choices or actions

Across a range of reading
- comments supported by evidence from different points in the text

Across a range of reading
- relevant points clearly identified, including those selected from different places in the text
- comments generally supported by relevant textual reference or quotation, even when points made are not always accurate

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- range of strategies used mostly effectively to read fluently, e.g. pronunciation, understanding and expression

In most reading
- simple, most obvious points identified through text, e.g. characters, events

In some reading
- straightforward information recalled, e.g. names of characters, main events

In some reading
- simple, straightforward information recalled, e.g. names of characters, main events

In some reading, usually with support
- some simple points from familiar texts recalled without support, e.g. characters or events

In some reading, usually with support
- some simple facts from familiar texts recalled without support, e.g. facts

Level 8
Across a range of reading
- relevant points clearly identified, including those selected from different places in the text
- comments generally supported by relevant textual reference or quotation, even when points made are not always accurate

Across a range of reading
- comments supported by evidence from different points in the text, interpreting and evaluating choices or actions

Across a range of reading
- comments supported by evidence from different points in the text

Across a range of reading
- relevant points clearly identified, including those selected from different places in the text
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- some simple points from familiar texts recalled without support, e.g. characters or events

In some reading, usually with support
- some simple facts from familiar texts recalled without support, e.g. facts
AF5 – vary sentences for clarity, purpose and effect

In most writing

- relate main ideas to each other for logical coherence
- spell correctly

In some writing

- correctly use uppercase initials for personal names
- accurately use capital letters for titles and names of works
- use possessive case for nouns
- use apostrophes appropriately

AF4 – produce texts which are appropriate to task, reader and purpose

Across a range of writing

- elaborate vocabulary chosen for effect
- develop ideas appropriately
- with some deliberate and imaginative use of stylistic devices

Across a range of writing

- deliberate vocabulary chosen
- some expansion of vocabulary

AF3 – produce paragraphs and use cohesive devices

Across a range of writing

- appropriately shaped for selected form
- selection and use of some deliberate and imaginative range of stylistic devices

AF9 – use correct spelling

Across a range of writing

- correct spelling of
- correct spelling of

AF6 – write imaginative, interesting and thoughtful texts

Across a range of writing

- imaginative treatment of appropriate materials
- thorough development of ideas

AF3 – present paragraphs and use cohesive devices

Across a range of writing

- consecutive paragraphs make up a coherent whole
- proper use of paragraphs

AF7 – select appropriate and effective vocabulary

Across a range of writing

- appropriate and effective vocabulary
- vocabulary generally varied and ambitious, often polysyllabically chosen

AF1 – write with accuracy technical and cultural knowledge

Across a range of writing

- accurate, well-argued, well-illustrated generalisations
- correct spelling of

AF2 – produce texts which are appropriate to task, reader and purpose

Across a range of writing

- appropriate and effective vocabulary
- deliberate development of ideas

AF9 – use correct spelling

Across a range of writing

- correct spelling throughout
- correct spelling throughout

AF7 – select appropriate and effective vocabulary

Across a range of writing

- generalised and developed presentation of appropriate ideas
- vocabulary generally varied

AF3 – produce paragraphs and use cohesive devices

Across a range of writing

- paragraphs are correctly formed
- paragraphs are correctly formed

AF9 – use correct spelling

Across a range of writing

- use of speech punctuation
- use of speech punctuation

AF6 – write imaginative, interesting and thoughtful texts

Across a range of writing

- appropriately shaped for selected form
- deliberate and imaginative use of stylistic devices

AF3 – present paragraphs and use cohesive devices

Across a range of writing

- paragraphs are correctly formed
- paragraphs are correctly formed

AF9 – use correct spelling

Across a range of writing

- correct spelling of
- correct spelling of

AF7 – select appropriate and effective vocabulary

Across a range of writing

- generalised and developed presentation of appropriate ideas
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AF3 – produce paragraphs and use cohesive devices

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