Key changes to level 2, 3 & 4 Benchmarks

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2 | 3 | 4 |
| **LISTENING & TALKING** |  |  |  |
| Enjoyment & Choice | No need to give a personal response to spoken texts with explanation  No need to create a range of spoken texts | No need to give personal response to spoken texts |  |
| Tools for Listening & Talking |  | Uses appropriate register ***for the most part***  When identifying features of spoken language, no need to give an explanation of their effect on the listener |  |
| Finding and Using Information |  | No need to identify audience or justify it  When commenting on content / form / style of spoken texts, comment doesn’t need to be evaluative |  |
| Understanding, analysing & Evaluating | Identification of fact/opinion difference now has ***suitable*** explanation rather than ***appropriate*** |  | Identification of persuasive language only – no need to comment appropriately on it |
| Creating Texts | No verbal / non-verbal techniques referenced  Talk should have ***relevant*** content & vocabulary, not ***appropriate***  Resources to support communication should be ***selected*** as well as used | Talks should be in a ***logical order,*** not presented in a ***coherent way*** | Talk should be structured clearly and coherently – no need to enhance impact  Resources should be ***selected*** as well as used. |
| **READING** |  |  |  |
| Enjoyment & Choice |  |  |  |
| Tools for reading | No need to make predictions  No need to demonstrate strategies for reading / understanding unfamiliar vocabulary | No need to understand some specialist and more complex vocabulary | No need to show good understanding of specialist and more complex vocabulary |
| Finding & using information | Use own words ***for the most part*** | Must now find, select ***and sort*** relevant information  Need to summarise ***key*** information in own words | Must now find, select ***and sort*** relevant information |
| Understanding, analysing & evaluating | Identifies purpose with ***suitable*** explanation, not ***appropriate***  Identifies which sources are most ***useful/reliable*** not ***useful / accurate*** | Range of close reading questions now specifies ***literal, inferential and evaluative questions*** | In identifying use of bias and persuasion, techniques listed have replaced sentence structure with ***hyperbole*** |
| **WRITING** |  |  |  |
| Enjoyment & Choice |  |  |  |
| Tools for Writing |  |  | Variety of sentence structures to use now includes ***simple and complex sentences and/or minor sentences***. Parallel structures, rhetorical questions and parenthetical asides have been removed |
| Organising & Using Information |  | Sources should be used and acknowledged, not referenced  No need to use unfamiliar / subject specific vocabulary – instead it should be ***varied*** | No need to use unfamiliar / subject specific vocabulary – instead it should be ***varied***  The line of thought should be ***structured, not clearly structured*** |
| Creating Texts | Attempts to influence reader through ***vocabulary*** and/or use of language ***as appropriate to genre***  WRITING TO PERSUADE  ***Organises ideas in a logical way***  ***Includes an introduction that makes the topic clear and a conclusion that rounds off the writing***  WRITING TO DESCRIBE AND SHARE EXPERIENCES  ***Describes thoughts and feelings***, not uses appropriate vocab to convey them  ***Attempts to engage / influence reader through vocabulary and/or use of language*** – not applies key features of chosen genre effectively  IMAGINATIVE/CREATIVE  Added: ***Applies a few features of the chosen genre***  ***Attempts to use figurative language to engage the reader, e.g. simile, metaphor, alliteration and onomatopoeia*** | WRITING TO CONVEY INFORMATION / PERSUADE  Writing should be in a ***logical order***, not expressed in a ***coherent way***  PERSONALE XPERIENCES  Events to be ***described,*** not ***described convincingly***  New: ***Engages and/or influences reader through use of language, style and/or tone***  IMAGINATIVE  Slightly expanded criteria | WRITING TO CONVEY INFORMATION  Linking phrases and topic sentences should be used ***to signpost a clear structure***  WRITING TO PERSUADE  Line of thought is to be ***clear, not clearly structured***  Language used to persuade now includes ***word choice & repetition***  PERSONAL  No need to create a sense of writer’s personality or individual voice. Instead, ***engages and/ or influences reader through use of language, style and/or tone***  No need to reflect with a sense of insight – involvement only  IMAGINATIVE/CREATIVE  Plot, character, setting to be developed ***in a satisfying way*** not ***convincingly***  No suggestion of using pace to engage the reader / achieve effects |