

# NEWS LITERACY FRAMEWORK

## SKILL SCALES

### HOW TO USE THE SKILL SCALES

Each of the four news literacy skills has its own scale made up of eight steps. As a rough guideline, we would expect 9 to 11-year-olds to be working towards reaching all of the 'foundation' steps and progressing onto the early 'experts' steps. Students aged 12 and older will likely be working on the 'expert' steps. However, this is a guideline and students will be at different stages. They might also be at different starting points across the skills.

These skill scales are intended for use by teachers to support students to develop a deeper understanding of each skill and to understand what progress in each skill looks like. Each scale includes questions to help confirm whether a step has been reached.

### FOUNDATION VS EXPERT STEPS

The first three steps for each skill are the 'foundation' steps. These are the basic things needed to get a grounding in the skills. The 'expert' steps are more challenging and involve deeper thinking. We suggest that teachers focus on ensuring students achieve the 'foundation' steps for all four skills before moving on to the 'expert' steps.

Become an expert



OPEN-MINDEDNESS			
Listening to other viewpoints			
An open-minded person is a good listener. They pay attention to what someone else is saying and check to make sure they understand their point of view. Open-minded people want to find out why people have different opinions, and sometimes they'll change their own viewpoint if these opinions make sense.			
STEP	STUDENT DESCRIPTION	TEACHER DESCRIPTION	STUDENTS CAN
8	I adapt my own viewpoint to include other people's valid viewpoints	Learners make changes to their personal viewpoints based on consideration of other, valid viewpoints. The key development here is that students consider their analysis of the different viewpoints on an issue and make changes to their own opinion if they are convinced by some, or all, of what they've considered.	<ul style="list-style-type: none"> <li>Acknowledge the good reasoning in opposing arguments</li> <li>Adjust their own viewpoint when convinced by other arguments, and communicate how their viewpoint has changed</li> <li>Explain why they have changed their mind</li> </ul>
7	I compare other viewpoints to my own and identify the similarities and differences	Learners articulate the similarities and differences between their own viewpoint and other viewpoints on an issue. The key development here is that learners research new or different viewpoints and begin to consider them against their own.	<ul style="list-style-type: none"> <li>Make general comparisons between viewpoints</li> <li>Point out differences between their own viewpoint and others'</li> <li>Point out similarities between their own viewpoint and others'</li> </ul>
6	I research other viewpoints	Learners seek additional information to build their understanding of an issue or perspective. The key development here is that learners independently need to understand an issue, and they actively seek those out through research.	<ul style="list-style-type: none"> <li>Identify which perspectives are missing from their understanding</li> <li>Ask other people about their viewpoint</li> <li>Explain what research would be helpful to better understand the issue</li> <li>Conduct research to find out someone else's viewpoint</li> </ul>
5	I ask questions to find out what has influenced a viewpoint on the news	When presented with a viewpoint on the news, learners ask questions to find out more about that it. The key development here is that learners move to interrogating a viewpoint in detail, with the aim to develop their own understanding.	<ul style="list-style-type: none"> <li>Ask questions to find out the reasons behind someone's viewpoint</li> <li>Explain difficulties they have understanding a viewpoint and ask for clarity</li> <li>Generate and ask probing and relevant questions to deepen understanding</li> </ul>
4	I take part and respond to group discussion	Learners demonstrate that they can follow and take part in a group discussion about the news. The key development here is the ability to follow the thread of a discussion between multiple speakers and then be able to identify different viewpoints being presented to the discussion.	<ul style="list-style-type: none"> <li>Take turns in speaking and listening</li> <li>Follow the thread of a longer discussion and share the key points raised</li> <li>Connect their thoughts to what has already been said</li> <li>Make appropriate contributions</li> <li>Identify viewpoints presented in group discussion</li> </ul>
			QUESTIONS TO HELP ASSESS
			<ul style="list-style-type: none"> <li>What do you agree with in the other side's argument?</li> <li>What part of the other side's argument do you accept?</li> <li>How has your thinking changed on this?</li> <li>How would you compromise with the other side?</li> <li>Why have you/have you changed your mind?</li> <li>What do you think now compared to before?</li> <li>How is this similar or different to your own opinion?</li> <li>How does your opinion compare to theirs?</li> <li>What's different about your opinion to theirs?</li> <li>Where do you agree with them?</li> <li>Whose perspective do we need for the whole picture?</li> <li>How could you find out about viewpoints?</li> <li>What are the first questions you would ask someone who might represent a new viewpoint?</li> <li>What's your thinking on this?</li> <li>What do you think about what a said?</li> <li>How does what you're saying connect to what we've heard so far?</li> <li>Who were the last three to speak and what did they say?</li> <li>What are the different viewpoints here?</li> </ul>

Build the foundations



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STEP	STUDENT DESCRIPTION	TEACHER DESCRIPTION	STUDENTS CAN
3	I pick out the key information in extended text or speech	Learners listen to and respond to extended talk, identify the necessary key information, and retain it. The key development here is that learners listen specifically for keywords, phrases or facts that they can retain and use. They are also able to summarise.	<ul style="list-style-type: none"> <li>Identify key words and information from extended talk</li> <li>Remember words or short phrases while listening to someone talking</li> <li>Summarise what they've heard</li> <li>Explain what information is key</li> </ul>
2	I follow a conversation between two or more people and tell somebody else what I heard	Learners listen to multiple speakers, retain information and give a basic account of what the development was about to another person. The key development here is a learner's ability to repeat what they've heard.	<ul style="list-style-type: none"> <li>Use strategies to help them remember what different people have said</li> <li>Account to others what has been said</li> </ul>
1	I listen to others and ask questions about what I hear	Learners listen to others and ask relevant questions based on what they hear either for clarification or to find out further information.	<ul style="list-style-type: none"> <li>Know why listening to peers is as important as listening to adults</li> <li>Use strategies for active listening to show that they are engaged with the speaker</li> <li>Ask questions which show that they have listened to others</li> </ul>
			QUESTIONS TO HELP ASSESS
			<ul style="list-style-type: none"> <li>What has been said so far?</li> <li>Who can summarise what they've just said?</li> <li>Who can summarise what they've heard so far?</li> <li>What were the key words in what you've just said?</li> <li>What do you think they mean by that?</li> <li>Can anyone remember something someone else said?</li> <li>Could someone repeat what they've just said?</li> <li>Could someone put that into other words?</li> <li>Can you tell your partner what you've just heard &amp; say?</li> <li>Why do you think they feel that way?</li> <li>Why is it important to listen to each other?</li> <li>Why should you show the same respect to others as you do to me?</li> <li>How does it feel when you know someone isn't listening to you?</li> <li>What could you do to show you're listening to someone?</li> <li>What could you do to give someone your full attention?</li> <li>What kinds of questions show someone you're listening to what they're saying?</li> </ul>



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EXPERT

STEP	STUDENT DESCRIPTION	TEACHER DESCRIPTION	STUDENTS CAN	QUESTIONS TO HELP ASSESS
8	I adapt my own viewpoint to include other people's valid viewpoints	Learners make changes to their personal viewpoint based on consideration of other, valid viewpoints. The key development here is that students consider their analysis of the different viewpoints on an issue and make changes to their own opinion if they are convinced by some, or all, of what they've considered.	<ul style="list-style-type: none"> <li>• Acknowledge the good reasoning in opposing arguments</li> <li>• Adjust their own viewpoint when convinced by other arguments, and communicate how their viewpoint has changed</li> <li>• Explain why they have changed their mind</li> </ul>	<ul style="list-style-type: none"> <li>• What do you agree with in the other side's argument?</li> <li>• What part of the other side's argument do you accept?</li> <li>• How has your thinking changed on this?</li> <li>• How would you compromise with the other side?</li> <li>• Why have you/haven't you changed your mind?</li> <li>• What do you think now compared to before?</li> </ul>
7	I compare other viewpoints to my own and identify the similarities and differences	Learners articulate the similarities and differences between their own viewpoint and other viewpoints on an issue. The key development here is that learners research new or different viewpoints and begin to consider them against their own.	<ul style="list-style-type: none"> <li>• Make general comparisons between viewpoints</li> <li>• Point out differences between their own viewpoint and others'</li> <li>• Point out similarities between their own viewpoint and others'</li> </ul>	<ul style="list-style-type: none"> <li>• How is this similar or different to your own opinion?</li> <li>• How does your opinion compare to theirs?</li> <li>• What's different about your opinion to theirs?</li> <li>• Where do you agree with them?</li> </ul>
6	I research other viewpoints	Learners seek additional information to build their understanding of an issue or perspective. The key development here is that learners independently identify further information or viewpoints that they need to understand an issue, and they actively seek those out through research.	<ul style="list-style-type: none"> <li>• Identify which perspectives are missing from their understanding</li> <li>• Ask other people about their viewpoint</li> <li>• Explain what research would be helpful to better understand the issue.</li> <li>• Conduct research to find out someone else's viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>• Whose perspective do we need for the whole picture?</li> <li>• How could you find out about viewpoints?</li> <li>• What are the first questions you would ask someone who might represent a new viewpoint?</li> </ul>
5	I ask questions to find out what has influenced a viewpoint on the news	When presented with a viewpoint on the news, learners ask questions to find out more about that viewpoint and what influences may have affected it. The key development here is that learners move from a basic understanding of different viewpoints to interrogating a viewpoint in detail, with the aim to develop their own understanding.	<ul style="list-style-type: none"> <li>• Ask questions to find out the reasons behind someone's viewpoint</li> <li>• Explain difficulties they have understanding a viewpoint and ask for clarity</li> <li>• Generate and use probing and relevant questions to deepen understanding</li> </ul>	<ul style="list-style-type: none"> <li>• What could you ask someone else to understand their opinion better?</li> <li>• Is there anything about that viewpoint that you don't understand?</li> <li>• What do you think a 'probing' question is?</li> </ul>
4	I take part and respond to group discussion	Learners demonstrate that they can follow and take part in a group discussion about the news. The key development here is the ability to follow the thread of a discussion between multiple speakers and then engage to develop the discussion. They should be able to identify different viewpoints being presented in the discussion.	<ul style="list-style-type: none"> <li>• Take turns in speaking and listening</li> <li>• Follow the thread of a longer discussion and share the key points raised</li> <li>• Connect their thoughts to what has already been said</li> <li>• Make appropriate contributions</li> <li>• Identify viewpoints presented in group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• What's your thinking on this?</li> <li>• What do you think about what x said?</li> <li>• How does what you're saying connect to what we've heard so far?</li> <li>• Who were the last three to speak and what did they say?</li> <li>• What are the different viewpoints here?</li> </ul>



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	STEP	STUDENT DESCRIPTION	TEACHER DESCRIPTION	STUDENTS CAN	QUESTIONS TO HELP ASSESS
FOUNDATION	3	I pick out the key information in extended text or speech	Learners listen to and respond to extended talk, identify the necessary key information, and retain it. The key development here is that learners listen specifically for keywords, phrases or facts that they can retain and use. They are also able to summarise.	<ul style="list-style-type: none"><li>• Identify key words and information from extended talk</li><li>• Remember words or short phrases while listening to someone talking</li><li>• Summarise what they've heard</li><li>• Explain what information is key</li></ul>	<ul style="list-style-type: none"><li>• What has been said so far?</li><li>• Who can summarise what they just said?</li><li>• Who can summarise what they've heard so far?</li><li>• What were the key words in what was just said?</li><li>• What do you think they meant by that?</li></ul>
	2	I follow a conversation between two or more people and tell somebody else what I heard	Learners listen to multiple speakers, retain information and give a basic recount of what the conversation was about to another person. The key development here is a learner's ability to repeat what they've heard.	<ul style="list-style-type: none"><li>• Use strategies to help them remember what different people have said</li><li>• Recount to others what has been said</li></ul>	<ul style="list-style-type: none"><li>• Can anyone remember something someone else said?</li><li>• Could someone repeat what they just said?</li><li>• Could someone put that into other words?</li><li>• Can you tell your partner what you just heard x say?</li><li>• Why do you think they feel that way</li></ul>
	1	I listen to others and ask questions about what I hear	Learners listen to others and ask relevant questions based on what they hear, either for clarification or to find out further information.	<ul style="list-style-type: none"><li>• Know why listening to peers is as important as listening to adults</li><li>• Use strategies for active listening to show that they are engaged with the speaker</li><li>• Ask questions which show that they have listened to others</li></ul>	<ul style="list-style-type: none"><li>• Why is it important to listen to each other?</li><li>• Why should you show the same respect to others as you do to me?</li><li>• How does it feel to be listened to?</li><li>• How does it feel when you know someone isn't listening to you?</li><li>• What could you do to show you're listening to someone?</li><li>• What could you do to give someone your full attention?</li><li>• What kinds of questions show someone you're listening to what they're saying?</li></ul>

# SCEPTICISM



## Questioning information to find the truth

A sceptical person asks questions to find out what's true. They understand that facts can be used in different ways to support different opinions, so they make sure to check where the information is coming from and why it's been produced. They can break down an argument into its parts and question it. They are aware of the influences which affect their viewpoints on an issue in the news and where there are gaps in their knowledge.

EXPERT

STEP	STUDENT DESCRIPTION	TEACHER DESCRIPTION	STUDENTS CAN	QUESTIONS TO HELP ASSESS
8	I identify what influences my own way of thinking	Learners consider the influences that affect their personal opinions. They might consider their geographical, parental and peer influences and biases which might make them more likely to believe some things than others. The key development here is learners reflect on their personal influences.	<ul style="list-style-type: none"> <li>Identify if their perspectives have been influenced by any person, group, or experience</li> <li>Identifying which of their beliefs is most likely to change over time</li> <li>Check whether reasons have been accepted without challenge</li> </ul>	<ul style="list-style-type: none"> <li>What has influenced your thinking on this?</li> <li>How have other people or experiences influenced your view on this?</li> <li>Which of your beliefs is most likely to change over time?</li> <li>Have you accepted anything without challenging it?</li> </ul>
7	I spot poor arguments within viewpoints	Learners identify when weak reasons are given in arguments. They might do so by exposing poor logic, a lack of evidence, or omitted information. The key development here is learners combine their knowledge of an issue and what influences an argument to apply doubt to reasons.	<ul style="list-style-type: none"> <li>Think up exceptions to judgments presented to them</li> <li>Extract reasons given for a viewpoint and assess these</li> <li>Break down the logical steps of reasoning in an argument and question each step</li> <li>Decide if evidence has been used incorrectly</li> </ul>	<ul style="list-style-type: none"> <li>In what situations would this judgment not be right?</li> <li>What are the reasons that have been given?</li> <li>Have good reasons been given?</li> <li>Has this evidence been interpreted correctly?</li> <li>Can you see any reason to doubt this?</li> <li>Has the person used logical steps to form their argument?</li> <li>Are there any weaknesses in what x has said?</li> <li>What evidence is there to prove this?</li> </ul>
6	I explain how influences have impacted a viewpoint on the news	Learners show awareness of the impact influences have had on a news source and how this could affect a reader's understanding of an issue. The key development here is learners analyse what the impact of these influences has been.	<ul style="list-style-type: none"> <li>Explain how personal viewpoints might affect judgments</li> <li>Consider the influences on the author</li> <li>Recognise where the political outlook or values of a news organisation has influenced the news it presents</li> </ul>	<ul style="list-style-type: none"> <li>What might have influenced what the author is thinking?</li> <li>How has this view been influenced?</li> <li>Has the political outlook or values of the news organisation influenced their reporting?</li> <li>How might the influences on the author influence us as readers?</li> </ul>
5	I ask questions to find out what has influenced a viewpoint on the news	Learners will find out the purpose, audience and context of a news source. They might ask: who wrote this and why? Who is it intended for? When was it written? Where is it being shared? Learners should be using the Trust Project Trust Indicators. The key development here is learners seek out information to help analyse a news source.	<ul style="list-style-type: none"> <li>Find out who authored a source and why</li> <li>Find out who a source is intended for</li> <li>Find out when a source was written</li> <li>Look at where a source is shared</li> </ul>	<ul style="list-style-type: none"> <li>Who wrote this and why?</li> <li>Who is it intended for?</li> <li>When was it written?</li> <li>Where is this being shared?</li> </ul>

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	STEP	STUDENT DESCRIPTION	TEACHER DESCRIPTION	STUDENTS CAN	QUESTIONS TO HELP ASSESS
EXPERT	4	I conduct research to test the facts and evidence presented	Learners search for other sources to confirm if the facts and evidence they have been presented with are true. They look for information that contradicts the evidence presented. The key development here is learners begin to challenge the information they are presented with.	<ul style="list-style-type: none"> <li>• Look for other sources to confirm information</li> <li>• Look for further evidence to support any viewpoint presented</li> <li>• Check if information has been 'cherry picked' to support a particular viewpoint</li> <li>• Explore whether facts or evidence could be presented in a different way for a different meaning</li> </ul>	<ul style="list-style-type: none"> <li>• How could we check if this is true?</li> <li>• Do other sources confirm this is true?</li> <li>• What else do we need to know to check if this conclusion is correct?</li> <li>• Is there any evidence to the contrary?</li> <li>• Do you suspect evidence has been chosen specifically to support this opinion?</li> <li>• Could the same evidence lead us to contradictory conclusions?</li> </ul>
	3	I identify the facts and opinions in a specific news source	Learners can pick out the facts and any opinions within a news source. The key development here is learners apply their knowledge of fact and opinion to a specific news source.	<ul style="list-style-type: none"> <li>• Pick out statistics or facts within a news source</li> <li>• Summarise the opinion given</li> <li>• Explain how they know something is fact or opinion</li> </ul>	<ul style="list-style-type: none"> <li>• What are the facts and what are the opinions in this piece?</li> <li>• Can anyone summarise the opinions presented in this?</li> </ul>
FOUNDATION	2	I name some trustworthy and untrustworthy places to find the news	Learners are aware that not all news sources are trustworthy. They can list some sources where they can expect the information to be correct. Learner might begin to use the Trust Project 'Trust Indicators'. The key development here is learners build their knowledge of places to find reliable facts.	<ul style="list-style-type: none"> <li>• Show they understand that not all sources of news are trustworthy</li> <li>• Suggest organisations such as the BBC or <i>The Economist</i> as trustworthy sources</li> <li>• Highlight social media or 'fake news' websites as possibly untrustworthy places</li> </ul>	<ul style="list-style-type: none"> <li>• Why can't we trust all news sources?</li> <li>• Can you think of any news organisations we can trust?</li> <li>• What kind of sources might be untrustworthy?</li> <li>• What can we do to check if a news organisation is trustworthy?</li> <li>• Why might we think a news source can be trusted?</li> </ul>
	1	I tell the difference between fact and opinion	Learners distinguish between facts and opinions and can point them out when presented with obvious examples.	<ul style="list-style-type: none"> <li>• Point out facts and opinions when given simple, clear examples</li> </ul>	<ul style="list-style-type: none"> <li>• Can you identify a fact?</li> <li>• Can you identify an opinion?</li> <li>• What's the difference between facts and opinions?</li> </ul>



## REASONING

### *Justifying a viewpoint*

An expert at reasoning uses good reasons to make up their mind and express their viewpoint. They understand that good reasons include information and arguments that are true, relevant and don't miss things out. They are able to tell which reasons are good and why. They can order their reasons so that they support each other.

EXPERT

STEP	STUDENT DESCRIPTION	TEACHER DESCRIPTION	STUDENTS CAN	QUESTIONS TO HELP ASSESS
8	I assess how best to respond to counter arguments	Learners will hear counter-arguments, consider the best way to respond and do so appropriately. The key development here is learners apply earlier steps to opposing viewpoints which leads to strengthening their own argument.	<ul style="list-style-type: none"> <li>• Test the reasoning of counter-arguments</li> <li>• Acknowledge the valid reasoning within opposing arguments</li> <li>• Assess counter-arguments against their own reasoning</li> <li>• Use further reasoning to respond to counter-arguments</li> </ul>	<ul style="list-style-type: none"> <li>• What are the possible counter-arguments to yours?</li> <li>• What do you accept from the counter-arguments?</li> <li>• Where has the opposing side made poor reasoning?</li> <li>• Do any of the counter-arguments outweigh yours?</li> <li>• What objections can you foresee, and how will you respond?</li> </ul>
7	I build a developed argument to justify my viewpoint	Learners begin to build a developed argument which justifies their viewpoint. The key development here is learners consider the effect of their overall argument and plan how to structure the strongest argument possible.	<ul style="list-style-type: none"> <li>• Identify the strongest reasons within their argument</li> <li>• Order their reasons so they support each other</li> <li>• Check there are no contradictions in their arguments</li> <li>• Consider the key concepts and themes which their argument links to</li> </ul>	<ul style="list-style-type: none"> <li>• What is the strongest reasons within your argument?</li> <li>• Can you order your reasons from strongest to weakest?</li> <li>• What are the connections between your reasons?</li> <li>• What order would you present your reasons in?</li> <li>• Are there any contradictions in your reasons?</li> <li>• What concepts and themes does your argument link to?</li> </ul>
6	I test my reasoning	Learners review and test their reasoning. Previously, students have compiled a variety of reasons with evidence. The key development here is learners consider the strengths and weaknesses of their reasons.	<ul style="list-style-type: none"> <li>• Search for exceptions to their own judgments</li> <li>• Check that the reasons are true and relevant</li> <li>• Check that they haven't missed important information out in their reasons</li> <li>• Check that the size of the reason matches the viewpoint it supports. For example, a big viewpoint needs big reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• How could you check your reasons are true and relevant?</li> <li>• Are all of your reasons true and relevant?</li> <li>• Which of your reasons could be most easily countered?</li> <li>• Can anyone think of a better reason?</li> <li>• Have you missed any information in your reasons?</li> <li>• Are your 'big statements' matched by equally big reasons?</li> <li>• Are there any exceptions to your judgment?</li> <li>• Could someone prove you wrong?</li> </ul>
5	I give multiple reasons and pieces of evidence to justify my viewpoint	Learners compile a range of reasons and multiple pieces of evidence to justify their viewpoint. The key development here learners seek to strengthen the validity of their viewpoint by compiling multiple justifications.	<ul style="list-style-type: none"> <li>• Use the knowledge they are building on an issue as evidence for their viewpoint</li> <li>• Research and take part in discussions to uncover further evidence</li> <li>• Gather and present multiple pieces of reasons and evidence</li> </ul>	<ul style="list-style-type: none"> <li>• How many different reasons can you think of to support your viewpoint?</li> <li>• Can you find further evidence to support your viewpoint?</li> <li>• Can you list your reasons?</li> <li>• Can you list your evidence?</li> </ul>



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	STEP	STUDENT DESCRIPTION	TEACHER DESCRIPTION	STUDENTS CAN	QUESTIONS TO HELP ASSESS
EXPERT	4	I explain how my reason and evidence supports a point I've made	Learners explain why they have chosen to justify their viewpoint with their chosen reason and evidence. The key development here is that learners can articulate why they have given a specific reason and how it is relevant.	<ul style="list-style-type: none"> <li>• Say why the reason given links to the point they are making</li> <li>• Say how their evidence is relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Why have you chosen that evidence to support your viewpoint?</li> <li>• What makes that evidence relevant?</li> <li>• How does that evidence connect with your viewpoint?</li> <li>• What has led you to that conclusion?</li> </ul>
	3	I give evidence to support the reason I have given to explain my viewpoint	Learners give factual evidence which offers proof of the reason they have given. The key development here is learners find real evidence or examples which relate to the issue.	<ul style="list-style-type: none"> <li>• Present a relevant example or piece of factual evidence which supports a reason</li> </ul>	<ul style="list-style-type: none"> <li>• What's the difference between factual evidence and a reason?</li> <li>• Can you give some factual evidence to support your reason?</li> <li>• What facts support what you're saying?</li> <li>• What evidence supports what you're saying?</li> </ul>
FOUNDATION	2	I give a relevant reason to support a point I've made	Learners support a point they have made with a relevant reason. The key development here is that learners give a reason alongside their response.	<ul style="list-style-type: none"> <li>• Give a reason which links to a point they have made</li> <li>• Use 'because' to develop a point</li> </ul>	<ul style="list-style-type: none"> <li>• Can you give a reason for your point?</li> <li>• Can you back that up with a reason?</li> <li>• Can you give a 'because' to develop your point?</li> </ul>
	1	I give a basic point when asked	Learners make a point when asked to share a viewpoint on a news issue.	<ul style="list-style-type: none"> <li>• Verbally make a point about a news issue</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think about this?</li> <li>• Why have you chosen to stand there?</li> <li>• Why have you moved to that side?</li> <li>• Do you agree or disagree?</li> </ul>

## SPEAKING UP



### *Confidently communicating a viewpoint*

Speaking up is about being a confident communicator who actively joins conversations about the news and is comfortable presenting ideas and opinions about the news to those in positions of power. They can clearly communicate their point of view on the news and how they do this might change depending on the setting or audience. They can see where they might be challenged and respond to this.

EXPERT

STEP	STUDENT DESCRIPTION	TEACHER DESCRIPTION	STUDENTS CAN	QUESTIONS TO HELP ASSESS
8	I welcome and engage with different responses to what I have to say about the news	Learners respond confidently when their audience disagrees or asks probing questions. The key development here is learners' confidence to respond to others and think on their feet under more formal conditions.	<ul style="list-style-type: none"> <li>Respond appropriately to disagreement</li> <li>Confidently answer an audience's questions</li> <li>Deliver an unrehearsed response to challenge</li> </ul>	<ul style="list-style-type: none"> <li>Can you respond to that person's point?</li> <li>Would anyone like to ask the presenter a question?</li> <li>How should we respond to challenge?</li> </ul>
7	I communicate about the news with those in a position of expertise or authority	Learners share their viewpoints with adults or those in a position of power or expertise. The key development here is learners now enter discussions with decision-makers and experts.	<ul style="list-style-type: none"> <li>Seek out decision-makers or experts on an issue</li> <li>Ask decision-makers or experts relevant questions</li> <li>Share ideas and opinions with experts or decision-makers</li> <li>Appropriately challenge experts or decision-makers if they disagree</li> </ul>	<ul style="list-style-type: none"> <li>Who would you like to question on this issue?</li> <li>Who are the decision-makers and experts on this issue?</li> <li>What would you say to a decision-maker or expert?</li> <li>How would you communicate your ideas and opinions with experts?</li> <li>If you disagree with an expert, how should you communicate this?</li> </ul>
6	I vary my language and level of detail according to the context when talking about the news	Learners vary the level of detail and the language they use when presenting to make it appropriate to the audience and context. The key development here is that learners consider the context in which they are speaking and make choices about their language and the detail they include.	<ul style="list-style-type: none"> <li>Select the appropriate amount of detail needed for a given context</li> <li>Give concise contributions to discussions</li> <li>In presentations, give adequate detail</li> <li>Vary their language to maintain the audience's interest</li> </ul>	<ul style="list-style-type: none"> <li>How much detail do you think is appropriate for this audience?</li> <li>Can you present with a suitable level of detail for the audience?</li> <li>What would you say is your main point?</li> <li>Can you share your thinking in a concise way?</li> <li>How will you capture attention?</li> <li>How will you vary your language to keep your audience interested?</li> <li>How could you adapt your presentation to suit a new audience?</li> </ul>
5	I present formally about the news in front of a group	Learners plan and present verbally in front of a group. The key development here is learners prepare what they have to say and formally present it.	<ul style="list-style-type: none"> <li>Prepare a formal presentation</li> <li>Practise delivering a presentation</li> <li>Present in front of a group</li> </ul>	<ul style="list-style-type: none"> <li>What's the difference between a presentation and just 'speaking to the group'?</li> <li>What makes a good presentation?</li> <li>How will you prepare for your presentation?</li> <li>Can you practise the delivery of your presentation?</li> <li>Can you deliver your presentation using a structure and public speaking skills?</li> </ul>



# SPEAKING UP



## *Confidently communicating a viewpoint*

Speaking up is about being a confident communicator who actively joins conversations about the news and is comfortable presenting ideas and opinions about the news to those in positions of power. They can clearly communicate their point of view on the news and how they do this might change depending on the setting or audience. They can see where they might be challenged and respond to this.

	STEP	STUDENT DESCRIPTION	TEACHER DESCRIPTION	STUDENTS CAN	QUESTIONS TO HELP ASSESS
EXPERT	4	I share my opinion on a specific news issue in a group of people	Learners share a personal viewpoint when contributing to a group discussion. The key development here is learners are confident to share a personal opinion with others, rather than repeating facts or speaking about a 'low-stakes' or abstract topic.	<ul style="list-style-type: none"> <li>• Articulate their viewpoint on an issue in the news</li> <li>• Share their own viewpoint on the news with a group of people</li> </ul>	<ul style="list-style-type: none"> <li>• What is your opinion on this news story?</li> <li>• Do you agree or disagree?</li> <li>• What is your initial reaction to this news story?</li> </ul>
	3	I make points in an order that makes sense when I am speaking	Learners explain ordered ideas with relevant detail, using connectives to structure their speech. The key development here is that learners think about why it is important to order their ideas and some different ways they might do this.	<ul style="list-style-type: none"> <li>• Put points in order when speaking</li> <li>• Use connectives and more complex sentences to add detail</li> <li>• Explain the importance of structure in presenting their idea</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to structure your ideas when giving them to the group?</li> <li>• How could you connect your points and reasons?</li> <li>• Can you give us an answer using connectives?</li> <li>• Can you show you've thought about the order of your points?</li> </ul>
FOUNDATION	2	I talk in a group of people	Learners share facts or contribute to a trivial discussion when talking to a group. The key development here is learners talk in a group that they may be unfamiliar with about something specific.	<ul style="list-style-type: none"> <li>• Be heard by everyone in the group</li> <li>• Move their gaze around the group they're speaking to</li> <li>• Recount relevant facts</li> <li>• Give opinions on trivial or abstract topics</li> </ul>	<ul style="list-style-type: none"> <li>• Can you share what you think with the group?</li> <li>• How can you show you're talking to everyone?</li> <li>• Can you respond?</li> </ul>
	1	I speak clearly to another person	Learners can speak clearly to a peer or the teacher.	<ul style="list-style-type: none"> <li>• Use simple sentences to clearly organise their thoughts and ideas</li> <li>• Share these thoughts and ideas aloud, in a familiar context</li> </ul>	<ul style="list-style-type: none"> <li>• Can you tell your partner what you think and why?</li> <li>• Can you tell me what you think and why?</li> <li>• Can you tell a partner why you have stood there?</li> <li>• Can you tell a partner why you have moved to that side?</li> </ul>