

# Key Assessment Criteria

## *Being a speaker*



The key assessment criteria for spoken language have been devised in such a way that they can be applied in all settings, regardless of the agreed programme of study. These criteria allow teachers to assess how well children are developing as speakers.

Teachers may wish to supplement these key assessment criteria with other criteria if they feel that this adds value.

## What the National Curriculum requires in spoken language at KS1 and KS2

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

Spoken language

## A Year 1 speaker

- I speak clearly and confidently in front of people in my class.
- I re-tell a well known story and remember the main characters.
- I hold attention when playing and learning with others.
- I keep to the main topic when we are talking in a group.
- I ask questions in order to get more information.
- I start a conversation with an adult I know well or with my friends.
- I listen carefully to the things other people have to say in a group.
- I join in with conversations in a group.
- I join in with role play.

## A Year 2 speaker

- I ask question to get more information and clarify meaning.
- I talk in complete sentences.
- I decide when I need to use specific vocabulary.
- I take turns when talking in pairs or a small group.
- I am aware that formal and informal situations require different language (beginning).
- I retell a story using narrative language and linking words and phrases.
- I hold the attention of people I am speaking to by adapting the way I talk.
- I understand how to speak for different purposes and audiences (beginning).
- I perform a simple poem from memory.

## A Year 3 speaker

- I sequence and communicate ideas in an organised and logical way, always using complete sentences.
- I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
- I take a full part in paired and group discussions.
- I show that I know when Standard English is required and use it (beginning).
- I retell a story using narrative language and add relevant detail.
- I show that I have listened carefully because I make relevant comments.
- I present ideas or information to an audience.
- I recognise that meaning can be expressed in different ways, depending on the context.
- I perform poems from memory adapting expression and tone as appropriate.

## A Year 4 speaker

- I ask questions to clarify or develop my understanding.
- I sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.
- I show that I understand the main point and the details in a discussion.
- I adapt what I am saying to the needs of the listener or audience (increasingly).
- I show that I know that language choices vary in different contexts.
- I present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.
- I justify an answer by giving evidence.
- I use Standard English when it is required.
- I perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.

## A Year 5 speaker

- I engage the listener by varying my expression and vocabulary.
- I adapt my spoken language depending on the audience, the purpose or the context.
- I develop my ideas and opinions, providing relevant detail.
- I express my point of view.
- I show that I understand the main points, including implied meanings in a discussion.
- I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.
- I use Standard English in formal situations.
- I am beginning to use hypothetical language to consider more than one possible outcome or solution.
- I perform my own compositions, using appropriate intonation and volume so that meaning is clear.
- I perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.
- I begin to select the appropriate register according to the context.

## A Year 6 speaker

- I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.
- I ask questions to develop ideas and take account of others' views.
- I explain ideas and opinions giving reasons and evidence.
- I take an active part in discussions and can take on different roles.
- I listen to, and consider the opinions of, others in discussions.
- I make contributions to discussions, evaluating others' ideas and respond to them.
- I sustain and argue a point of view in a debate, using the formal language of persuasion.
- I express possibilities using hypothetical and speculative language.
- I engage listeners through choosing appropriate vocabulary and register that it is matched to the context.
- I perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.
- I perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.