

Pupil name .....

Class/Group .....

Date .....

	<b>AF1 Talking to others</b> Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content	<b>AF2 Talking with others</b> Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions	<b>AF3 Talking within role-play and drama</b> Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues	<b>AF4 Talking about talk</b> Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others
Level 6	<p>Across a range of contexts</p> <ul style="list-style-type: none"> <li>explore complex ideas and feelings in a range of ways, both succinct and extended</li> <li>maintain generally controlled and effective organisation of talk to guide the listener</li> <li>adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands</li> </ul>	<p>Across a range of contexts</p> <ul style="list-style-type: none"> <li>engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings</li> <li>adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion</li> </ul>	<p>Across a range of contexts</p> <ul style="list-style-type: none"> <li>demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues</li> </ul>	<p>Across a range of contexts</p> <ul style="list-style-type: none"> <li>analyse meaning and impact of spoken language variation, exploring significant details in own and others' language</li> </ul>
Level 5	<p>Across a range of contexts</p> <ul style="list-style-type: none"> <li>express and explain relevant ideas and feelings, with some elaboration to make meaning explicit</li> <li>shape talk in deliberate ways for clarity and effect to engage the listener</li> <li>adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose, and context</li> </ul>	<p>Across a range of contexts</p> <ul style="list-style-type: none"> <li>recognise significant details and implicit meanings, developing the speaker's ideas in different ways</li> <li>sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions</li> </ul>	<p>Across a range of contexts</p> <ul style="list-style-type: none"> <li>show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios</li> </ul>	<p>Across a range of contexts</p> <ul style="list-style-type: none"> <li>explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations</li> </ul>
Level 4	<p>Across a range of contexts</p> <ul style="list-style-type: none"> <li>speak in extended turns to express straightforward ideas and feelings, with some relevant detail</li> <li>structure talk in ways which support meaning and show attention to the listener</li> <li>vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context</li> </ul>	<p>Across a range of contexts</p> <ul style="list-style-type: none"> <li>show generally clear understanding of content and how it is presented, sometimes introducing new material or ideas</li> <li>take on straightforward roles and responsibilities in pairs and groups</li> </ul>	<p>Across a range of contexts</p> <ul style="list-style-type: none"> <li>convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different roles and scenarios</li> </ul>	<p>Across a range of contexts</p> <ul style="list-style-type: none"> <li>show understanding of how and why language choices vary in their own and others' talk in different situations</li> </ul>
Below level				
Insufficient evidence				
Overall assessment (tick one box only)	Level	Low	Secure	High

## **National Curriculum Attainment Targets for English: Speaking and Listening**

### **Level 6**

Pupils adapt their talk to the demands of different contexts with increasing confidence. Their talk engages the interest of the listener through the variety of its vocabulary and expression. Pupils take an active part in discussion, showing understanding of ideas and sensitivity to others. They are usually fluent in their use of standard English in formal situations.

### **Level 5**

Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature. Their talk engages the interest of the listener as they begin to vary their expression and vocabulary. In discussion, they pay close attention to what others say, ask questions to develop ideas, and make contributions that take account of others' views. They begin to use standard English in formal situations.

### **Level 4**

Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views. They use appropriately some of the features of standard English vocabulary and grammar.