

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
<b>Level 3</b>	In most contexts <ul style="list-style-type: none"> <li>develop ideas and feelings through sustained speaking turns</li> <li>organise talk to help the listener, with overall structure evident</li> <li>adapt language and non-verbal features to suit content and audience</li> </ul>	In most contexts <ul style="list-style-type: none"> <li>respond to the speaker's main ideas, developing them through generally relevant comments and suggestions</li> <li>attempt different roles and responsibilities in pairs or groups</li> </ul>	In most contexts <ul style="list-style-type: none"> <li>show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios</li> </ul>	In most contexts <ul style="list-style-type: none"> <li>recognise and comment on different ways that meaning can be expressed in own and others' talk</li> </ul>
<b>Level 2</b>	In some contexts <ul style="list-style-type: none"> <li>recount experiences and imagine possibilities, often connecting ideas</li> <li>vary talk in simple ways to gain and hold attention of the listener</li> <li>make specific vocabulary choices and use non-verbal features that show awareness of different purposes and listeners</li> </ul>	In some contexts <ul style="list-style-type: none"> <li>listen and respond to the speaker, making simple comments and suggestions</li> <li>make helpful contributions when speaking in turn, in pairs, and small groups</li> </ul>	In some contexts <ul style="list-style-type: none"> <li>extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios</li> </ul>	In some contexts <ul style="list-style-type: none"> <li>show awareness of ways in which speakers vary talk, and why, through exploring different ways of speaking</li> </ul>
<b>Level 1</b>	In some contexts <ul style="list-style-type: none"> <li>express feelings and ideas when speaking about matters of immediate interest</li> <li>talk in ways that are audible and intelligible to familiar others</li> <li>show some awareness of the listener by making changes to language and non-verbal features</li> </ul>	In some contexts <ul style="list-style-type: none"> <li>understand and engage with the speaker, demonstrating attentive listening</li> <li>engage with others through taking turns in pairs and small groups</li> </ul>	In some contexts <ul style="list-style-type: none"> <li>engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement</li> </ul>	In some contexts <ul style="list-style-type: none"> <li>notice simple differences in speakers' use of language and try out new words and ways of expressing meaning</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 3**

Pupils talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of standard English and when it is used.

### **Level 2**

Pupils begin to show confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.

### **Level 1**

Pupils talk about matters of immediate interest. They listen to others and usually respond appropriately. They convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.