



## Year 1 Speaking and Listening Assessment

| Key Objective   | Focused objectives   | Autumn | Spring | Summer |
|---|--|--------|--------|--------|
| 1. Listen and respond appropriately to adults and their Peers.  | Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation   |        |        |        |
|   | Understand 2-3 part instructions that may include time concepts, e.g. using 'first', 'before', 'after' or 'when'<br><i>e.g. 'Before you sit down you need to hang up your coat and wipe your feet.'</i>  |        |        |        |
| 2. Ask relevant questions to extend their understanding and knowledge   | Ask questions to find out things using 'how' and 'why' when prompted<br><i>e.g. 'Can you think of a "why" question about this story?' – 'Why does Harry go to the island of the monsters?'</i>   |        |        |        |
|   | Be aware when they haven't understood something and is able to say, for example, 'I don't understand' (with no further elaboration).   |        |        |        |
| 3. Use relevant strategies to build their vocabulary  | Able to group and name members of categories and to suggest possible category names<br><i>e.g. 'Horse, cow and pig are all mammals'; 'Pen, pencil and ruler are stationery'; 'Rain, snow and sunshine are types of weather.'</i>                                 |        |        |        |
|   | Able to guess the word from clues, or give others clues using shape, size, function, etc. with support<br><i>e.g. 'It is long and wriggly and makes a hissing sound.'; 'It is found in the kitchen, it has a handle and a lip and you might put milk in it.'</i> |        |        |        |
| 4. Articulate and justify answers, arguments and opinions   | Use language consistently to express likes and dislikes<br><i>e.g. 'I don't like using sticky clay.'</i>   |        |        |        |
| 5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings               | Able to use early "story language"<br><i>e.g. 'Once upon a time ...'; 'One day, ...'</i>   |        |        |        |
|   | Use language to talk through a series of steps for example for simple problem solving<br><i>e.g. 'I don't have enough paint to finish my picture. I'm going to borrow some from another table.'</i>  |        |        |        |
|   | Able to join sentences using 'and'<br><i>e.g. 'I went shopping and I bought some apples.'</i>  |        |        |        |
| 6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity  |        |        |        |

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| 7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | Use language to talk self through steps required in simple problem solving<br><i>e.g. 'I have to get all the Lego bricks and sort them out. I need to find all the black ones. Then I can start making this monster.'</i> |  |  |  |
| 8. Speak audibly and fluently with an increasing command of standard English                                      | Produce speech that is clear and easy to understand, with only a few immaturities<br><i>e.g. 'w' instead of 'r', 'f' instead of 'th', complex consonant blends eg. 'sc' instead of 'scr'.</i>                             |  |  |  |
|   | Able to say words accurately with 3 syllables or less   |  |  |  |
|   | Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds  |  |  |  |
|   | Able to use appropriate tenses and word order<br><i>e.g. 'The girl walked to school' or 'Tomorrow I will be on holiday.'</i>  |  |  |  |
| 9. Participate in discussions, presentations, performances, role play, improvisations and debates                 | Remember their words and speak clearly in presentations, performances and role plays when I have just got a bit to say.   |  |  |  |
| 10. Gain, maintain and monitor the interest of the listener(s)  | Able to initiate a conversation with a class visitor by using prepared questions  |  |  |  |
|   |   |  |  |  |
| 11. Consider and evaluate different viewpoints, attending to and building on the contributions of others          | Respond to points of interest when listening to contributions of others<br><i>e.g. 'Oh I have been to Brighton Pier as well. Did you go on the helter-skelter?'</i>   |  |  |  |
| 12. Select and use appropriate registers for effective communication.   | Imitate popular language<br><i>e.g. 'It's cool', 'Hey mate!', or 'Have you seen James Bond? It's wicked.'</i>   |  |  |  |