



Year 2 Speaking and Listening Assessment

Key Objective	Focused objectives	Autumn	Spring	Summer
1. Listen and respond appropriately to adults and their Peers.	Know the key points they need to focus on in order to answer a question <i>e.g. 'Five buses have nine passengers each but the two trains are empty. How many passengers altogether?'</i>			
	Understand complex 2 – 3 part instructions <i>e.g. 'Choose a character from the story we have just read, then talk to your partner about how they feel at the end of the story and be ready to share your ideas.'</i>			
2. Ask relevant questions to extend their understanding and knowledge	Ask a range of different types of questions to find out specific information including 'how' and 'why' <i>e.g. 'How do we know the burglars can't get in?'</i>			
	Recognise when a message is not clear and be able to provide some information about why <i>e.g. 'Can you say that again; you used too many words' or 'It was too fast.'</i>			
3. Use relevant strategies to build their vocabulary	Recognise when they haven't understood a word or words and be able to provide some information about why <i>e.g. 'Can you say that again; you used too many words' or 'It was too fast.'</i>			
	Able to compare words by the way they look, sound or their meaning, for example bare/bear, two/to/too, and begin to comment on this <i>e.g. 'If you had a bare bear then it wouldn't have any fur!'; 'Furious and angry mean the same thing.'</i>			
4. Articulate and justify answers, arguments and opinions	Use simple conjunctions to justify or explain something <i>e.g. 'I am going to finish this picture because then I won't have to do it for homework.'</i>			
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order <i>e.g. 'Mum and the boy decided to go fishing. They put their things in the car. They drove to the lake. They started fishing. Mum caught a big fish and fell in the water.'</i>			
	Describe in 2-3 sentences how to solve a problem <i>e.g. 'First I added up all the numbers. Then I worked out how many to make 50. Then I added 50 to make 100, 'cos that's the same as £1.'</i>			
	Able to use conjunctions to increase the length and grammatical complexity of sentences, <i>e.g. 'because', 'when'.</i>			

6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Take turns to talk, listen and respond in two way conversations and groups			
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Accurately predict what will happen in a story or retelling of an event <i>e.g. 'I think he is going to fall into the water because he is not looking where he is going.'</i>			
8. Speak audibly and fluently with an increasing command of standard English	Produce speech that is consistently clear and easy to understand, with very few immaturities <i>e.g. 'f' instead of 'th', complex consonant blends, e.g. 'sc' instead of 'scr'.</i>			
	Able to say words with 4 or more syllables fairly consistently			
	Able to manipulate sounds in words such as deleting sounds from words <i>e.g. 'What word do you get if you take away the 'f' sound from 'feet'? Answer: 'eat'.</i>			
	Know that there are some terms or expressions that are only used amongst friends <i>e.g. 'Hiya!', 'See ya later!'</i>			
9. Participate in discussions, presentations, performances, role play, improvisations and debates	Take turns to talk, listen and respond in two way conversations and groups			
10. Gain, maintain and monitor the interest of the listener(s)	Usually able to keep to topic in a conversation			
	Can be easily prompted to move on if they are talking too much			
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others	Ask lots of questions to find out information and respond appropriately to the answers <i>e.g. 'It is called evaporation? OK, then the answer is that the water will evaporate when it is heated up.'</i>			
12. Select and use appropriate registers for effective communication.	Know that there are some terms or expressions that are only used amongst friends <i>e.g. 'in your face', 'wicked' and 'yeah right' with friends but not teachers.</i>			