



## Year 4 Speaking and Listening Assessment

Key objectives	Focused objectives	Autumn	Spring	Summer
<b>1. Listen and respond appropriately to adults and their peers</b>	Listen to information, work out which elements are key and make relevant, related comments <i>e.g. 'So we need to go home and ask people of different ages what telly was like when they were young and work out how things have changed. I can ask my granny, my dad and my big sister.'</i>			
	Infer meanings, reasons and make predictions <i>e.g. 'Now, Class 4, I'm going to count to 10' – i.e. 'Mrs Jones is getting cross, we need to listen.'</i>			
<b>2. Ask relevant questions to extend their understanding and knowledge</b>	Able to use a series of questions to keep a conversation flowing <i>e.g. 'Do you like science? What do you like most about science? Have you learned about food chains yet?'</i>			
	Be aware of when they can't remember and ask for an explanation <i>e.g. 'Is the author the one that writes the story and the illustrator does the pictures?'</i>			
<b>3. Use relevant strategies to build their vocabulary</b>	Identify clearly when they haven't understood / can't remember specific vocabulary and can ask questions to clarify their understanding <i>e.g. 'What do we call a ghost again, is it a spectator or a spectre?'</i>			
<b>4. Articulate and justify answers, arguments and opinions</b>	Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan <i>e.g. 'We decided that Jenny would go first because she's the fastest and would get us a good start.'</i>			
<b>5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</b>	Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point			
	Describe events at home or school clearly including key details, a clear narrative structure and linking behaviours with emotions such as nervous, worried, angry, cross, frustrated, pleased <i>e.g. 'I shouted because I was angry.'</i>			
	Able to use fronted adverbials to increase the length and grammatical complexity of sentences <i>e.g. 'Later that day, I heard the bad news.'</i>			
<b>6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</b>	Able to sustain a conversation by giving reasons and explaining choices and views <i>e.g. 'I think we should start sorting out these pictures so we can stick them onto the paper. If we use the Pritt stick it will be quicker than using the other glue.'</i>			
<b>7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</b>	Able to discuss cause and effect <i>e.g. 'If you hold the bowl still, I'll be able to pour the mixture in with two hands. That way I won't spill any of it.'</i>			

<b>8. Speak audibly and fluently with an increasing command of standard English</b>	Produce speech that is consistently clear and easy to understand			
	Able to say words of any length with accuracy			
	Secure phonological awareness skills			
	Use formal language when appropriate in some familiar situations <i>e.g. showing a visitor around school, using language such as 'Excuse me', 'I'm pleased to meet you' and speaking in full sentences.</i>			
<b>9. Participate in discussions, presentations, performances, role play, improvisations and debates</b>	Able to take on group roles to discuss with peers <i>e.g. able to act as the chairperson or the note taker in a group</i>			
<b>10. Gain, maintain and monitor the interest of the listener(s)</b>	Add or omit detail according to how much is already known by the listener <i>e.g. 'Peter was in big trouble last evening when he didn't put Munchkin, that's our pet rabbit, away.'</i>			
	Use intonation to give added emphasis <i>e.g. "Helpful?", she cried, "You must be joking!"</i>			
<b>11. Consider and evaluate different viewpoints, attending to and building on the contributions of others</b>	Able to identify and reflect on key points of what they have just been told <i>e.g. 'So our flag is called the Union flag and not the Union Jack. The flag pole is the jack, they always call it that on the TV.'</i> <i>.'</i>			
<b>12. Select and use appropriate registers for effective communication.</b>	Understand and use popular colloquial expressions <i>e.g. 'That's sick!'</i>			