

## Year 6 Speaking and Listening Assessment

Key objectives	Focused objectives	Autumn	Spring	Summer
1. Listen and respond appropriately to adults and their peers	Understand the key points made by a number of speakers and to compare different points of view			
	Appreciate sarcasm when it is obvious <i>e.g. 'My best vase, broken. Now that was really clever.'</i>			
2. Ask relevant questions to extend their understanding and knowledge	Understand and use different types of questions: open, closed, rhetorical			
	Identify clearly when they haven't understood and be specific about what additional information they need <i>e.g. 'So what is the difference between transparent and translucent?'</i>			
3. Use relevant strategies to build their vocabulary	Use 'academic' vocabulary (i.e. 'Tier 2' words e.g. co-operate, analyse) but the meaning might not be accurate <i>e.g. 'I had to co-operate really hard to get my work done.'</i>			
4. Articulate and justify answers, arguments and opinions	Able to use language to negotiate with others, to explain options available and to predict possible outcomes <i>e.g. 'I will put these maths books away if you will collect the pencils. This will be quicker.'</i>			
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Tell elaborate entertaining stories which are full of detailed descriptions			
	Share ideas and information, give and receive advice, offer and take notice of the opinion of others <i>e.g. 'I think it would be a good idea to use a different colour pen so it stands out.' or 'We could strengthen the towers like this, but I think your way will work better.'</i>			
	Use long and complex sentence structures in class and other situations <i>e.g. 'I will come with you only because it means that you will stop hassling me.'</i>			
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others <i>e.g. 'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first.'</i>			
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Use inference, reasoning and prediction skills <i>e.g. 'I know you don't mean that because I have seen the other class lining up.'</i>			
	Able to negotiate an agreement explaining other options and possible outcomes <i>e.g. 'Ok, let's try the carpet first, as most of us think that will cause most friction; but the rubber mat is quite sticky and if we are wrong then the other team will win.'</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			
	Able to re-phrase what they want to say according to the audience <i>e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.</i>			
<b>9. Participate in discussions, presentations, performances, role play, improvisations and debates</b>	Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others <i>e.g. 'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first.'</i>			
	Able to present a point of view by presenting evidence and using persuasive language with academic topics <i>e.g. 'If we all recycled more, we wouldn't need to use as much energy to make new things, so it would be better for the planet.'</i>			
<b>10. Gain, maintain and monitor the interest of the listener(s)</b>	Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others <i>e.g. 'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first.'</i>			
	Sophisticated use of questions to help conversation flow			
<b>11. Consider and evaluate different viewpoints, attending to and building on the contributions of others</b>	Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise <i>e.g. I think we should all go swimming first but make sure you have enough money for the bus fare home.'</i>			
<b>12. Select and use appropriate registers for effective communication.</b>	Able to re-phrase what they want to say according to the audience <i>e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.</i>			