

Pupil name

Class/Group

Date

		AF1 Talking to others Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content	AF2 Talking with others Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions	AF3 Talking within role-play and drama Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues	AF4 Talking about talk Understand the range and uses of spoken language, commenting on meaning and impact, and draw on this when talking to others
Level	3	In most contexts <ul style="list-style-type: none"> develop ideas and feelings through sustained speaking turns organise talk to help the listener, with overall structure evident adapt language and non-verbal features to suit content and audience 	In most contexts <ul style="list-style-type: none"> respond to the speaker's main ideas, developing them through generally relevant comments and suggestions attempt different roles and responsibilities in pairs or groups 	In most contexts <ul style="list-style-type: none"> show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios 	In most contexts <ul style="list-style-type: none"> recognise and comment on different ways that meaning can be expressed in own and others' talk
	2	In some contexts <ul style="list-style-type: none"> recount experiences and imagine possibilities, often connecting ideas vary talk in simple ways to gain and hold attention of the listener make specific vocabulary choices and use non-verbal features that show awareness of different purposes and listeners 	In some contexts <ul style="list-style-type: none"> listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn, in pairs, and small groups 	In some contexts <ul style="list-style-type: none"> extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios 	In some contexts <ul style="list-style-type: none"> show awareness of ways in which speakers vary talk, and why, through exploring different ways of speaking
	1	In some contexts <ul style="list-style-type: none"> express feelings and ideas when speaking about matters of immediate interest talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features 	In some contexts <ul style="list-style-type: none"> understand and engage with the speaker, demonstrating attentive listening engage with others through taking turns in pairs and small groups 	In some contexts <ul style="list-style-type: none"> engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement 	In some contexts <ul style="list-style-type: none"> notice simple differences in speakers' use of language and try out new words and ways of expressing meaning
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.

Pupil name

Class/Group

Date

		AF1 Talking to others Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content	AF2 Talking with others Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions	AF3 Talking within role-play and drama Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues	AF4 Talking about talk Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others
Level	4	Across a range of contexts <ul style="list-style-type: none"> • speak in extended turns to express straightforward ideas and feelings, with some relevant detail • structure talk in ways which support meaning and show attention to the listener • vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context 	Across a range of contexts <ul style="list-style-type: none"> • show generally clear understanding of content and how it is presented, sometimes introducing new material or ideas • take on straightforward roles and responsibilities in pairs and groups 	Across a range of contexts <ul style="list-style-type: none"> • convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different roles and scenarios 	Across a range of contexts <ul style="list-style-type: none"> • show understanding of how and why language choices vary in their own and others' talk in different situations
	3	In most contexts <ul style="list-style-type: none"> • develop ideas and feelings through sustained speaking turns • organise talk to help the listener, with overall structure evident • adapt language and non-verbal features to suit content and audience 	In most contexts <ul style="list-style-type: none"> • respond to the speaker's main ideas, developing them through generally relevant comments and suggestions • attempt different roles and responsibilities in pairs or groups 	In most contexts <ul style="list-style-type: none"> • show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios 	In most contexts <ul style="list-style-type: none"> • recognise and comment on different ways that meaning can be expressed in own and others' talk
	2	In some contexts <ul style="list-style-type: none"> • recount experiences and imagine possibilities, often connecting ideas • vary talk in simple ways to gain and hold attention of the listener • make specific vocabulary choices and use non-verbal features that show awareness of different purposes and listeners 	In some contexts <ul style="list-style-type: none"> • listen and respond to the speaker, making simple comments and suggestions • make helpful contributions when speaking in turn, in pairs, and small groups 	In some contexts <ul style="list-style-type: none"> • extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios 	In some contexts <ul style="list-style-type: none"> • show awareness of ways in which speakers vary talk and why, through exploring different ways of speaking
Below level					
Insufficient evidence					
Overall assessment (tick one box only)		Level	Low	Secure	High

National Curriculum Attainment Targets for English: Speaking and Listening

Level 4

Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views. They use appropriately some of the features of standard English vocabulary and grammar.

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.

Pupil name

Class/Group

Date

		AF1 Talking to others Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content	AF2 Talking with others Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions	AF3 Talking within role-play and drama Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues	AF4 Talking about talk Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others
Lev el	5	<p>Across a range of contexts</p> <ul style="list-style-type: none"> express and explain relevant ideas and feelings, with some elaboration to make meaning explicit shape talk in deliberate ways for clarity and effect to engage the listener adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose and context 	<p>Across a range of contexts</p> <ul style="list-style-type: none"> recognise significant details and implicit meanings, developing the speaker's ideas in different ways sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions 	<p>Across a range of contexts</p> <ul style="list-style-type: none"> show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios 	<p>Across a range of contexts</p> <ul style="list-style-type: none"> explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations
	4	<p>Across a range of contexts</p> <ul style="list-style-type: none"> speak in extended turns to express straightforward ideas and feelings, with some relevant detail structure talk in ways which support meaning and show attention to the listener vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context 	<p>Across a range of contexts</p> <ul style="list-style-type: none"> show generally clear understanding of content and how it is presented, sometimes introducing new material or ideas take on straightforward roles and responsibilities in pairs and groups 	<p>Across a range of contexts</p> <ul style="list-style-type: none"> convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different roles and scenarios 	<p>Across a range of contexts</p> <ul style="list-style-type: none"> show understanding of how and why language choices vary in their own and others' talk in different situations
	3	<p>In most contexts</p> <ul style="list-style-type: none"> develop ideas and feelings through sustained speaking turns organise talk to help the listener, with overall structure evident adapt language and non-verbal features to suit content and audience 	<p>In most contexts</p> <ul style="list-style-type: none"> respond to the speaker's main ideas, developing them through generally relevant comments and suggestions attempt different roles and responsibilities in pairs or groups 	<p>In most contexts</p> <ul style="list-style-type: none"> show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios 	<p>In most contexts</p> <ul style="list-style-type: none"> recognise and comment on different ways that meaning can be expressed in own and others' talk
Below level					
Insufficient evidence					
Overall assessment (tick one box only)		Level	Low	Secure	High

National Curriculum Attainment Targets for English: Speaking and Listening

Level 5

Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature. Their talk engages the interest of the listener as they begin to vary their expression and vocabulary. In discussion, they pay close attention to what others say, ask questions to develop ideas, and make contributions that take account of others' views. They begin to use standard English in formal situations.

Level 4

Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views. They use appropriately some of the features of standard English vocabulary and grammar.

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.

Pupil name

Class/Group

Date

	AF1 Talking to others Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content	AF2 Talking with others Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions	AF3 Talking within role-play and drama Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues	AF4 Talking about talk Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others
Level 6	<p>Across a range of contexts</p> <ul style="list-style-type: none"> explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands 	<p>Across a range of contexts</p> <ul style="list-style-type: none"> engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion 	<p>Across a range of contexts</p> <ul style="list-style-type: none"> demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues 	<p>Across a range of contexts</p> <ul style="list-style-type: none"> analyse meaning and impact of spoken language variation, exploring significant details in own and others' language
Level 5	<p>Across a range of contexts</p> <ul style="list-style-type: none"> express and explain relevant ideas and feelings, with some elaboration to make meaning explicit shape talk in deliberate ways for clarity and effect to engage the listener adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose, and context 	<p>Across a range of contexts</p> <ul style="list-style-type: none"> recognise significant details and implicit meanings, developing the speaker's ideas in different ways sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions 	<p>Across a range of contexts</p> <ul style="list-style-type: none"> show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios 	<p>Across a range of contexts</p> <ul style="list-style-type: none"> explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations
Level 4	<p>Across a range of contexts</p> <ul style="list-style-type: none"> speak in extended turns to express straightforward ideas and feelings, with some relevant detail structure talk in ways which support meaning and show attention to the listener vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context 	<p>Across a range of contexts</p> <ul style="list-style-type: none"> show generally clear understanding of content and how it is presented, sometimes introducing new material or ideas take on straightforward roles and responsibilities in pairs and groups 	<p>Across a range of contexts</p> <ul style="list-style-type: none"> convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different roles and scenarios 	<p>Across a range of contexts</p> <ul style="list-style-type: none"> show understanding of how and why language choices vary in their own and others' talk in different situations
Below level				
Insufficient evidence				
Overall assessment (tick one box only)	Level	Low	Secure	High

National Curriculum Attainment Targets for English: Speaking and Listening

Level 6

Pupils adapt their talk to the demands of different contexts with increasing confidence. Their talk engages the interest of the listener through the variety of its vocabulary and expression. Pupils take an active part in discussion, showing understanding of ideas and sensitivity to others. They are usually fluent in their use of standard English in formal situations.

Level 5

Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature. Their talk engages the interest of the listener as they begin to vary their expression and vocabulary. In discussion, they pay close attention to what others say, ask questions to develop ideas, and make contributions that take account of others' views. They begin to use standard English in formal situations.

Level 4

Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views. They use appropriately some of the features of standard English vocabulary and grammar.