Assessing speaking

Teacher's notes

Assess speaking over time and over a range of language.

Listen carefully to children speaking Spanish during everyday classroom activities.

Celebrate achievement by providing opportunities for informal performances.

Speaking assessment materials

The speaking materials in this pack are in two parts:

Part 1 has a separate page of activities for each of Grades 1 to 4 of the Languages Ladder. These are linked to the Key Stage 2 Framework objectives.

Part 2 contains picture-based activities showing progression from Grade 1 to 4 of the Languages Ladder. Teachers might like to use these activities towards the end of Key Stage 2 as a way of confirming achievement.

Developing speaking skills

Children build on their listening skills to develop their speaking.

There are notes on developing listening skills on each teacher's notes page of the listening materials. In particular

- provide children with good models of pronunciation to copy;
- give them opportunities to meet and listen to native speakers;
- use recorded materials to bring a wider range of authentic voices into the classroom;
- make speaking in the new language part of children's everyday routine;
- use rhythm and rhyme to support intonation and pronunciation;
- allow children to wait until they are ready to join in;
- regularly revisit songs and poems to help memorisation and recall;
- give children the time they need to search for a word or phrase;
- create a classroom atmosphere where they feel confident and ready to take risks.

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Assessing speaking

Part 1

The materials in part 1 support ongoing assessment in typical learning activities. Teachers build evidence of achievement over time and over a range of language.

Teacher's notes

In *Assessing speaking part 1* there are four pages of activities.

Each page relates to a separate grade of the Languages Ladder from 1 to 4.

The can do statement for the grade is at the top of the page.

This is followed by three different example activities.

In the box labelled *Achieving the grade* there are assessment notes to help teachers decide when a child has done so.

Finally, there is information linking the activities to the Key Stage 2 Framework objectives.

Planning assessment

Teachers assess children as they work individually, in small groups or in pairs in the classroom.

Activity 1 assesses spoken language used in everyday classroom routines.

Activity 2 assesses spoken language used to describe or discuss scenes shown in pictures.

Activity 3 assesses spoken language used before and during a performance or presentation.

To be secure at each grade, children's achievement is assessed in **two** different activities.

Teachers **EITHER** choose two of the three activities described **OR** choose one of the activities and replace the second activity with their own alternative.

The alternative activity must be of equivalent demand and reflect the can do statement.

Alternative activities can be sourced from the teacher's usual scheme of work, part 2 of this pack, from *Making and marking progress* or from any other Asset Languages teacher assessment material.

Linking the Languages Ladder to the Key Stage 2 Framework for Languages

In these activities, Grade 1 is linked to Year 3 of the Framework, Grade 2 to Year 4, Grade 3 to Year 5 and Grade 4 to Year 6.

Most children will be working at or around Grade 3 of the Languages Ladder after 4 years of study in Key Stage 2.

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Spanish Speaking
Part 1
Grade 1

Languages Ladder can do statement	**Speaking Grade 1**
I can say and repeat single words and short simple phrases.	

Example activities (choose two activities for assessment)

1 Children participate successfully and consistently in a range of classroom activities involving speaking, e.g. repeating the key sounds of the language, greeting one another and responding to the register.

2 Children respond to simple statements about a picture with one- or two-word answers. Their responses may not be grammatically accurate but the meaning is clear.

3 Children join in with simple songs and rhymes. They remember some key words and phrases.

Achieving the grade

Children are consistently successful in two different activities.

- At Grade 1 most speaking is repetition of simple everyday words and phrases.
- When secure in the grade, children are familiar with the key sounds of Spanish.
- They attempt to create the correct mouth shapes.
- Their pronunciation is understandable but not completely accurate.
- They join in with songs and finger rhymes in the classroom.
- They remember and reuse some familiar words including basic greetings.
- When reusing remembered language they may make some mistakes.

Links to the Key Stage 2 Framework

Oracy	**3.1**	**Listen and respond to simple rhymes, stories and songs**
	3.2	**Recognise and respond to sound patterns and words**
	3.3	**Perform simple communicative tasks using single words, phrases and short sentences**
KAL		Imitate pronunciation of sounds.
		Recognise conventions of politeness.

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Spanish Speaking
Part 1
Grade 2

Languages Ladder can do statement	**Speaking Grade 2**
I can answer simple questions and give basic information.	

Example activities (choose two activities for assessment)

1 Children participate successfully and consistently in a range of classroom activities involving speaking, e.g. answering simple questions about themselves, saying the date and the time, describing the weather. They know the word for a range of classroom objects. They ask one or two simple questions from memory, e.g. how are you? what is your name?

2 Children understand and answer questions about a picture, e.g. they say who is in the picture, where things are, how many, the colour, the size.

3 Children successfully participate in performances of simple songs or poems.

Achieving the grade

Children are consistently successful in two different activities.

- At Grade 2 children remember and reuse simple everyday phrases.
- When secure in the grade, children confidently use a limited range of familiar language.
- They enjoy speaking Spanish in the classroom and beyond, using memorised phrases.
- There may be pauses while children search for words or expressions.
- They successfully reproduce key sounds of Spanish.
- In groups, they perform simple songs and finger rhymes to an audience.

Links to the Key Stage 2 Framework

Oracy	**4.1**	**Memorise and present a short spoken text**
	4.4	**Ask and answer questions on several topics**
LLS		Use mental associations to help remember words.
		Practise new language with a friend and outside the classroom.

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Spanish Speaking
Part 1
Grade 3

Languages Ladder can do statement	Speaking Grade 3
I can ask and answer simple questions and talk about my interests.	

Example activities (choose two activities for assessment)

1 Children participate successfully and consistently in a range of classroom activities involving speaking, e.g. simple rehearsed role-play activities with a partner, using a puppet or in a small group. They ask and answer a wider range of personal and everyday questions. As their confidence grows and they start to take risks in language activities they may make more mistakes.

2 Children ask a simple range of questions about a picture, e.g. they ask who is in the picture, where things are, how many, the colour, the size. They use intonation correctly to differentiate between questions and statements.

3 Children plan and deliver to a small group a short presentation on a familiar topic of personal interest. They show that they can remember and recall previously learnt language. They say what they like or dislike using simple memorised phrases.

Achieving the grade

Children are consistently successful in two different activities.

- At Grade 3 children use familiar everyday expressions and basic phrases.
- When secure in the grade, children can make themselves understood in spoken Spanish.
- They are able to formulate simple questions and respond in simple, complete sentences.
- They enjoy speaking Spanish in the classroom and beyond, and are willing to take risks.
- Pronunciation and intonation support their ability to communicate.
- There may be pauses while they search for less familiar vocabulary.

Links to the Key Stage 2 Framework

Oracy	**5.1**	**Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts**
	5.2	**Understand and express simple opinions**
	5.4	**Prepare a short presentation on a familiar topic**
KAL		Develop accuracy in pronunciation and intonation.
LLS		Integrate new language into previously learnt language.

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Spanish Speaking
Part 1
Grade 4

Languages Ladder can do statement	**Speaking Grade 4**
I can take part in a simple conversation and I can express my opinions.	

Example activities (choose two activities for assessment)

1 Children participate successfully and consistently in a range of classroom activities involving speaking, e.g. less predictable role-play activities with a partner or in a small group. They ask and answer questions on a wider range of topics. They show confidence when speaking and are willing to take risks in language activities although their ability to manipulate language is still quite limited.

2 Children answer more open-ended questions based on a picture, e.g. about how they spend their free time, where they go on holiday, special occasions. They may ask for repetition or clarification of unfamiliar questions. When trying to create their own personal responses, pauses will be more frequent.

3 Children plan and deliver a presentation on a familiar topic. They attempt to use extended sentences and draw on a wider range of familiar vocabulary and structures. They are able to respond briefly to one or two questions at the end.

Achieving the grade

Children are consistently successful in two different activities.

- At Grade 4 children draw on a wider range of vocabulary and structures.
- When secure in the grade, children are able to produce simple sentences of their own.
- Their spoken work consists of familiar memorised phrases and simple adaptations.
- When they attempt to extend sentences or vary structures they may make some mistakes.
- They use simple strategies to maintain and repair communication.
- There may be pauses and hesitations when they try to create their own responses.

Links to the Key Stage 2 Framework

Oracy	**6.2**	**Perform to an audience**
	6.4	**Use spoken language confidently to initiate and sustain conversations and to tell stories**
KAL		Devise questions for authentic use.
LLS		Ask for repetition and clarification.

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Assessing speaking

Part 2

The materials in part 2 allow teachers to take a snapshot of a child's attainment at a particular moment.

They can be used at the end of a course of study or when the teacher considers that the child is ready to succeed at a particular grade.

They can be used to support the activities in part 1, as alternative activities or as additional checks.

These materials also provide practice for Asset Languages external assessment in speaking.

Teacher's notes

In *Assessing speaking part 2* there are four pages.

On the following two pages four different types of activity are described based on picture 1: In the park.

Each activity corresponds to a different grade of the Languages Ladder.

There is a colour version of the picture on the accompanying CD.

There are three further colour pictures on the CD shown in black and white in the pack.

Teachers can adapt the activities for picture 1 to match the other pictures.

Planning assessment

Teachers assess children individually.

Based on classroom assessment, assign an approximate Languages Ladder grade to the child.

Start with an activity at or just below the child's Languages Ladder grade.

Work through the activity covering a wide range of vocabulary and structures.

If the child is successful, this will help to confirm the grade.

You may wish to try the next activity with the child.

If the child is successful again, give classroom opportunities to consolidate the higher grade.

It is not expected that all children will progress at the same pace.

Note on Asset Languages external assessment in speaking

At Breakthrough stage, learners answer a set of questions on a topic before attempting the three activities in the picture task. They also make a short presentation on a subject of personal interest.

The format of the Preliminary stage test is similar but learners answer two follow-up questions after their presentation.

In both cases, work is marked by the teacher. Responses to the topic- and picture-based questions are recorded and sent to Asset Languages for moderation.

For more information and sample papers go to www.ocr.org.uk/asset

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Spanish Speaking
Part 2
Picture 1: In the park

Resource required	**Picture 1: In the park**

Languages Ladder can do statement **Speaking Grade 1**

I can say and repeat single words and short simple phrases.

Example activity

Teachers make short incorrect statements about a picture; children correct the information.

Example teacher statements

Talk about	**Teacher points to**	**Teacher says**
nouns	the park/dog/mother	it's the beach/cat/father
colours	the red car/blue t-shirt	the car is green/the t-shirt is white
numbers	each tree	there are three trees.

Example outcomes

To show evidence of Grade 1, children indicate that statements are incorrect by shaking their head or saying no. They provide a one- or two-word correction, e.g. *(Teacher) It's the beach. (Child) No, park.* Ignore grammatical mistakes, e.g. *No, it park.*

- Children's pronunciation is understandable but not completely accurate.
- They remember and reuse some familiar words.
- When attempting simple structures they may make some mistakes.

Resource required	**Picture 1: In the park**

Languages Ladder can do statement **Speaking Grade 2**

I can answer simple questions and give basic information.

Example activity

Teachers ask simple questions about a picture; children answer.

Example questions

weather	What is the weather like?
position	Where is, e.g. the family? the car? the dog?
colour	What colour is, e.g. the shirt? the dress?
number	How many, e.g. children are there? men are there?

Example outcomes

To show evidence of Grade 2, children successfully answer questions of different types. They answer in phrases or short sentences. Grammatical mistakes which do not impede communication are not penalised.

- Children understand a range of questions with support.
- They answer using simple everyday phrases and basic structures.
- They may pause to search for words or expressions.
- When attempting to speak in sentences they may make some mistakes.
- Their pronunciation may require effort to be understood.

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Spanish Speaking
Part 2
Picture 1: In the park

Resource required	**Picture 1: In the park**

Languages Ladder can do statement — **Speaking Grade 3**

I can ask and answer simple questions and talk about my interests.

Example activity

Children formulate and ask questions about a picture; teachers answer.

Example

Children ask a few simple questions about a picture. They ask who is in the picture, where things are, how many, the colour, the size.

Example outcomes

To show evidence of Grade 3, children formulate simple questions in Spanish.

- They remember and reuse familiar everyday expressions and basic phrases.
- Their intonation supports their ability to ask questions.
- There may be pauses while they search for less familiar vocabulary.

Resource required	**Picture 1: In the park**

Languages Ladder can do statement — **Speaking Grade 4**

I can take part in a simple conversation and I can express my opinions.

Example activity

Teachers use a picture as a starting point for a wider range of questions and requests for information; children answer.

Example questions

Ask **TWO** of these questions:

Who are the people in this picture?

Where are they?

What are they doing?

AND EITHER ask about family life, e.g.

How many people are in your family?

Tell me about your mother.

What do you like doing with your family?

OR ask about the local area, e.g.

Describe the town where you live.

What is there here for children?

Where do you like going with your friends?

Example outcomes

To show evidence of Grade 4, children produce simple sentences of their own.

- They draw on a broader range of vocabulary and structures.
- Their spoken work consists of familiar memorised phrases and simple adaptations.
- When trying to create their own responses pauses are more frequent.
- They use simple strategies to maintain and repair communication.
- When they attempt to extend sentences or vary structures they may make some mistakes.

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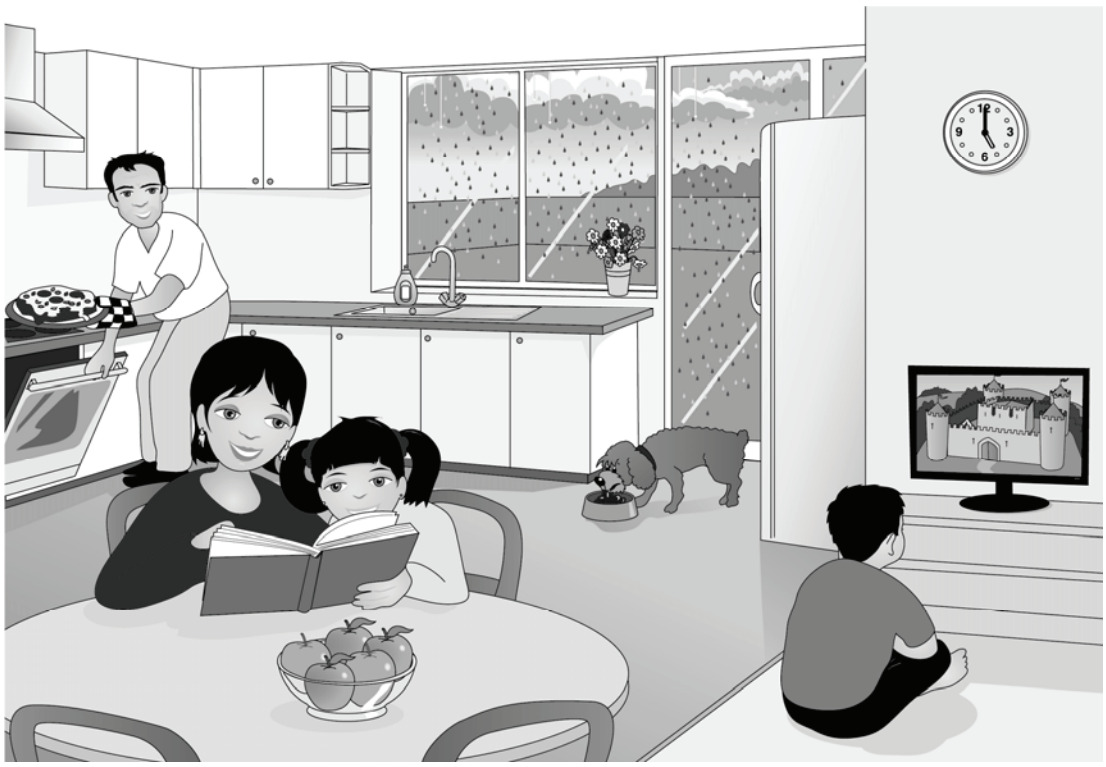
Spanish Speaking
Part 2
Pictures

Picture 1: In the park

Picture 2: At home



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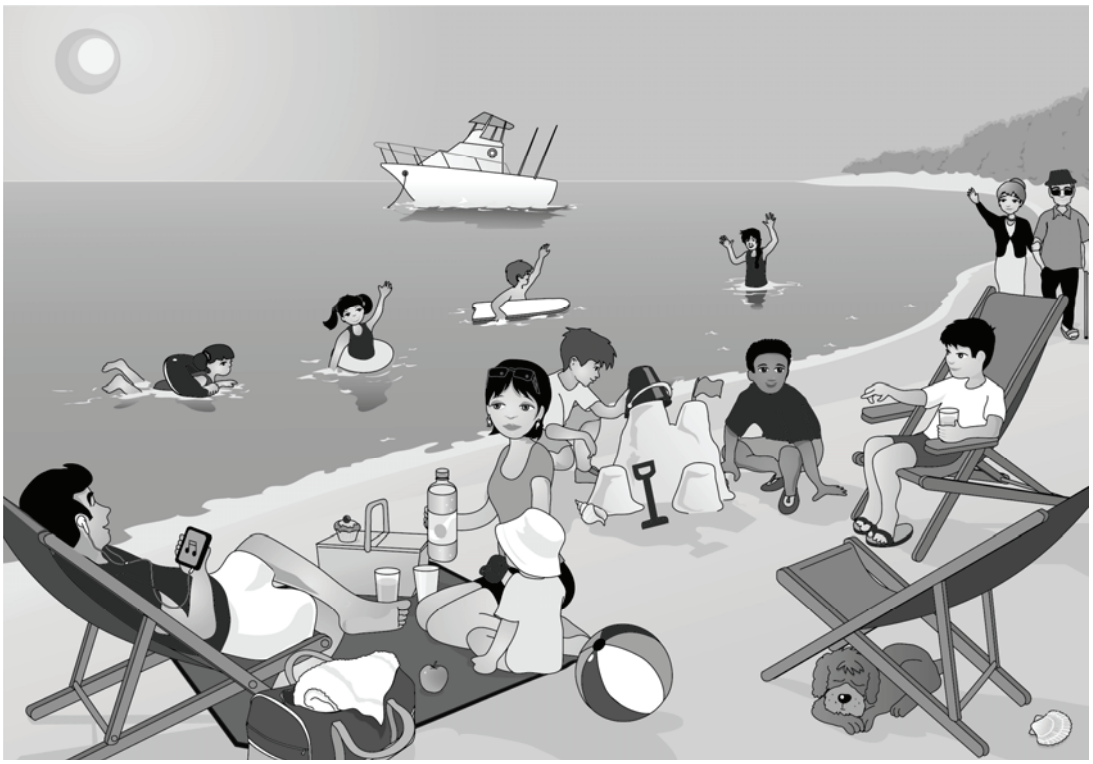
Picture 3: On the beach



Picture 4: Birthday party

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