

Year 1 Speaking and Listening Assessment Profile

Name(s): _____

Key skill from the National Curriculum	Year 1 expectation from the Assessment Profile	Not on-track	On-track	exceeding
Listen and respond appropriately to adults and their peers- listen for periods appropriate to their age i.e. maximum period (in minutes) of child's age + 1	*Demonstrates attentive listening and can express simple views on a subject. *Consistently understands simple 3 part spoken instructions e.g. <i>in P.E. - walk across the bench, get a beanbag and put it in the hoop.</i> *Note understanding of routine and non-routine instructions			
Ask relevant questions to extend their understanding and knowledge (in structured/teacher-led tasks and activities)	Will extend their understanding and knowledge by asking simple questions in a small group e.g. <i>What...? When...? Why...?</i>			
Use relevant strategies to build their vocabulary	Select specific words to make the meaning clearer. e.g. <i>"I'm going to play with the red spotty ball and then the blue one."</i>			
Articulate and justify answers, arguments and opinions	Use language to express opinion and explain e.g. <i>"I want to go and build a snowman because it's snowing and it's fun."</i>			
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing			
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Behaves appropriately during interactions and will demonstrate the use of some non-verbal gestures – looking, eye gaze, posture- turning towards the speaker when talking to others.			
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Engages in imaginative play and can act out stories and improvisations from familiar situations verbalising and using words, phrases and sentences appropriate to the situation			
Speak audibly and fluently with an increasing command of Standard English	Speak in a way that is clear and easy enough to understand (although there may still be some 'immaturities').			
Participate in discussions, presentations, performances, role play/improvisations & debates	Use character voices in context			
	Contributes appropriately to discussions making comments relevant to the topic (at times response can be egocentric but with prompts will return to topic)			
Gain, maintain and monitor interest of the listener(s)	Will vary their voice for effect e.g. <i>"I <u>really</u> want a dog for Christmas."</i>			
Consider and evaluate different viewpoints, attending to and building on the contributions of others	Responds to what they hear with relevant comments.			
Select and use appropriate registers for effective communication	Uses a more formal tone with the adults in school.			