

Year Group 7 Subject English Assessment Framework: Spoken Language

Assessment Objective	Pass	Merit	Distinction
Communication	<ul style="list-style-type: none"> Expresses some ideas/information/ feelings that are not relevant to the task. Some awareness of the purpose of their presentation and occasionally achieves this purpose. 	<ul style="list-style-type: none"> Expresses some relevant ideas/information/ feelings Awareness of the purpose of their presentation and occasionally achieves this purpose. Occasional use Spoken Standard English. 	<ul style="list-style-type: none"> Expresses straightforward ideas/information/ feelings Is audible some of the time Attempts to achieve the purpose of their presentation. Attempts to use Spoken Standard English throughout.
Listening	<ul style="list-style-type: none"> Listen to questions/feedback and attempt at providing a response. 	<ul style="list-style-type: none"> Listen to questions/feedback and sometimes provide an appropriate response. 	<ul style="list-style-type: none"> Listen to questions/feedback and provides an appropriate response in a straight forward manner
Structure	<ul style="list-style-type: none"> Simple organisation and ideas not relevant and simply linked 	<ul style="list-style-type: none"> Some organisation and structure but ideas not always relevant or connected 	<ul style="list-style-type: none"> Makes an attempt to organise and structure their presentation
Vocabulary	<ul style="list-style-type: none"> Simple vocabulary choices that are not always relevant. 	<ul style="list-style-type: none"> Straightforward and relevant, vocabulary choices 	Attempts to use a range of vocabulary

Year Group 8 Subject English Assessment Framework: Spoken Language

Assessment Objective	Pass	Merit	Distinction
Communication	<ul style="list-style-type: none"> Expresses some relevant ideas/information/ feelings Awareness of the purpose of their presentation and occasionally achieves this purpose. Occasional use Spoken Standard English. 	<ul style="list-style-type: none"> Expresses straightforward ideas/information/ feelings Is audible some of the time Attempts to achieve the purpose of their presentation. Attempts to use Spoken Standard English throughout. 	<ul style="list-style-type: none"> Expresses challenging ideas/information/ feelings Is audible most of the time Achieves the purpose of their presentation most of the time. Uses Spoken Standard English most of the time.
Listening	<ul style="list-style-type: none"> Listen to questions/feedback and sometimes provide an appropriate response. 	<ul style="list-style-type: none"> Listen to questions/feedback and provides an appropriate response in a straight forward manner 	<ul style="list-style-type: none"> Listens to questions/feedback responding formally and in some detail
Structure	<ul style="list-style-type: none"> Some organisation and structure but ideas not always relevant or connected. 	<ul style="list-style-type: none"> Makes an attempt to organise and structure their presentation. 	<ul style="list-style-type: none"> Organises and structures their presentation clearly and appropriately to meet the needs of the audience
Vocabulary	<ul style="list-style-type: none"> Straightforward and relevant, vocabulary choices 	Attempts to use a range of vocabulary	<ul style="list-style-type: none"> Using a range of vocabulary

Year Group 9 Subject English Assessment Framework: Spoken Language

Assessment Objective	Pass	Merit	Distinction
Communication	<ul style="list-style-type: none"> Expresses straightforward ideas/information/ feelings Is audible some of the time Attempts to achieve the purpose of their presentation. Attempts to use Spoken Standard English throughout. 	<ul style="list-style-type: none"> Expresses challenging ideas/information/ feelings Is audible most of the time Achieves the purpose of their presentation most of the time. Uses Spoken Standard English most of the time. 	<ul style="list-style-type: none"> Expresses sophisticated ideas/information/feelings Is audible Achieves the purpose of their presentation. Uses Spoken Standard English
Listening	<ul style="list-style-type: none"> Listen to questions/feedback and provides an appropriate response in a straight forward manner 	<ul style="list-style-type: none"> Listens to questions/feedback responding formally and in some detail 	<ul style="list-style-type: none"> Listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information.
Structure	<ul style="list-style-type: none"> Makes an attempt to organise and structure their presentation 	<ul style="list-style-type: none"> Organises and structures their presentation clearly and appropriately to meet the needs of the audience 	<ul style="list-style-type: none"> Organises and structures their presentation using an effective range of strategies to engage the audience.
Vocabulary	<ul style="list-style-type: none"> Attempts to use a range of vocabulary 	<ul style="list-style-type: none"> Using a range of vocabulary 	<ul style="list-style-type: none"> Uses a sophisticated vocabulary