

## Session 2: A time and a place for everything. How and when to use formative, summative, periodic (and dynamic?) assessment.

### Handout 4 – Renewed Framework Objectives – Strand 1 Listening & Speaking

#### 1.1 Understanding and responding to the spoken word

Year 7	Year 8	Year 9
Identify gist and some detail in face-to-face exchanges, spoken passages, stories and songs	Understand information at the first attempt, including language spoken at near-normal speed	Understand longer sequences of speech, noting relevant points for oral feedback and discussion

#### 1.2 Developing capability and confidence in listening

Year 7	Year 8	Year 9
Sustain perseverance and concentration when listening to speech containing some unfamiliar but accessible language in familiar contexts	Sustain perseverance and concentration when listening to speech containing familiar language used in new contexts	Listen to authentic speech from different sources, identifying how spoken language varies according to context and purpose

#### 1.3 Being sensitive to the spoken word

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> <li>Interpret speakers' intentions from intonation and tone of voice</li> <li>Use intonation and tone of voice to convey mood and meaning</li> </ul>	<ul style="list-style-type: none"> <li>Explore how speakers use language for specific communicative functions</li> <li>Identify and use specific language for a range of communicative functions</li> </ul>	<ul style="list-style-type: none"> <li>Listen for language variation in formal and informal contexts</li> <li>Adapt the degree of formality of language to suit different situations</li> </ul>

#### 1.4 Talking together

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> <li>Construct and generate language, using a stock of words, phrases and sentences for social communication and to talk about their work</li> <li>Make effective use of simple verbal or visual prompts in order to take part in conversations and discussions</li> </ul>	<ul style="list-style-type: none"> <li>Initiate and participate in unrehearsed pupil-teacher and pupil-pupil exchanges</li> <li>Plan and carry out unscripted conversations and discussions, taking into account the views, preferences and ideas of each group member</li> </ul>	<ul style="list-style-type: none"> <li>Make extended and/or frequent contributions to classroom talk</li> <li>Deal effectively with unexpected responses in order to sustain conversations and discussions</li> </ul>

#### 1.5 Presenting and narrating

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> <li>Plan and present a short talk or narrative, speaking clearly, audibly and with accurate pronunciation</li> <li>Engage listeners' attention through expression and non-verbal techniques</li> </ul>	<ul style="list-style-type: none"> <li>Use some complex language in a prepared but unscripted talk or narrative</li> <li>Add authenticity through use of simple idioms</li> </ul>	<ul style="list-style-type: none"> <li>Respond quickly and appropriately to audience comments or questions following a talk or narrative</li> <li>Add interest through extended sentences, rhetorical devices and imaginative use of vocabulary</li> </ul>

