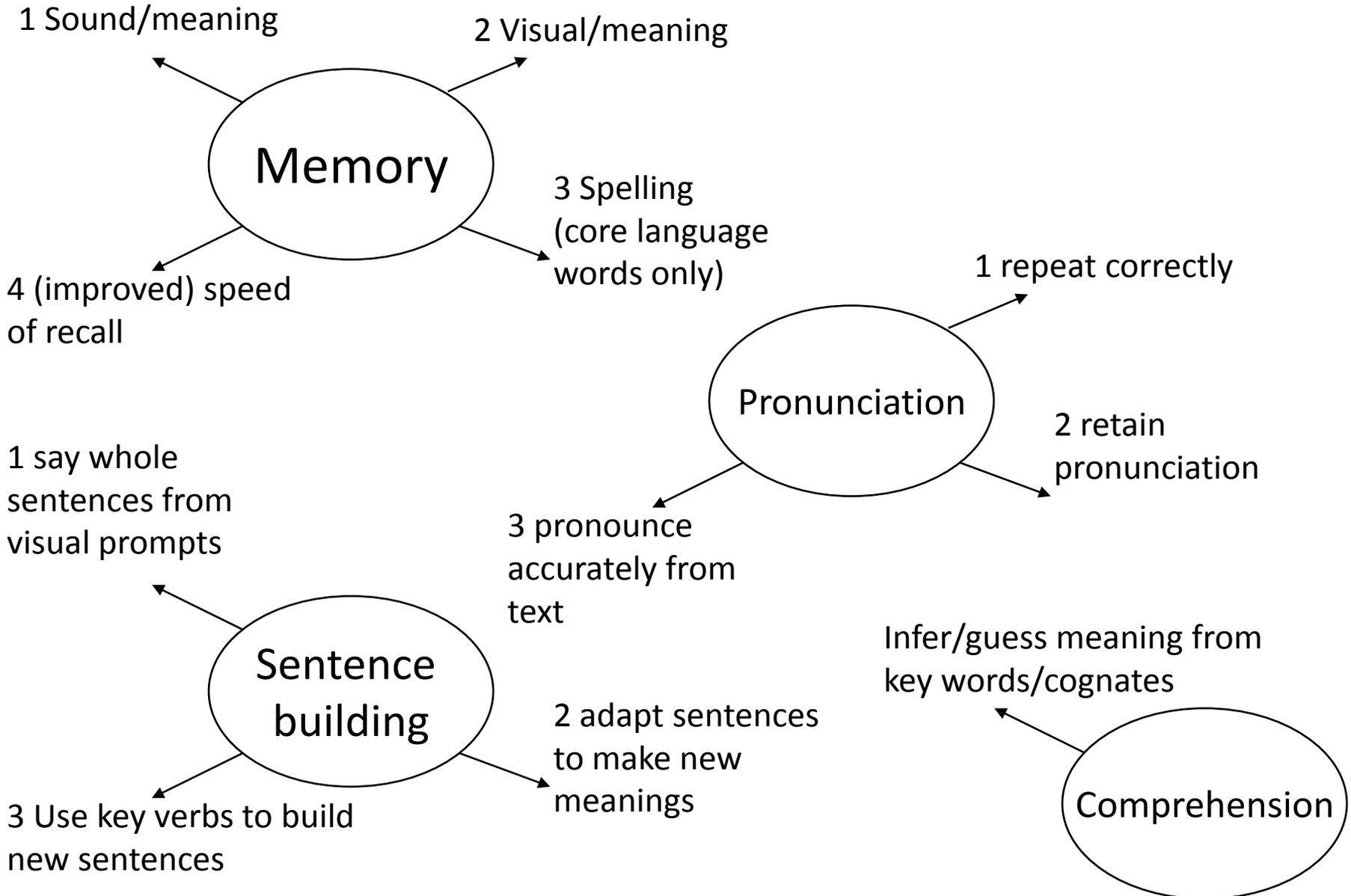


Skills-building

Active Learning in the classroom

KS3 Language Key Skills



Opinions	
Reasons	
Description	
Asking questions	
Comparisons	
Past events	
Future events	
Discussion	

Speaking Activity Student Reflection Sheet

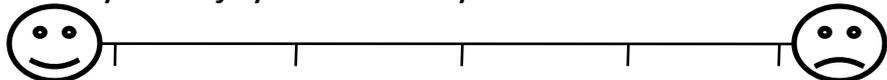
asd

School Name: _____

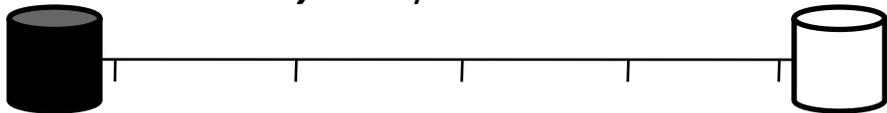
Year Group ____ Date: _____

Put a tick on the line to evaluate the speaking task.

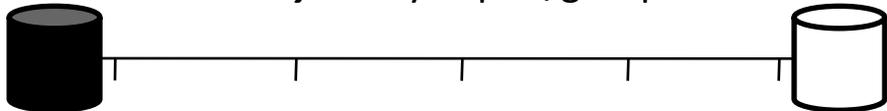
1. Did you enjoy the activity?



2. How much did **you** say in whole class work?



3. How much did **you** say in pair/group work?



4. Tick the language used in the task.

Opinions	
Reasons	
Description	
Asking questions	
Comparisons	
Past events	
Future events	
Discussion	

5. In which topic could you use this language again?

6. Write here anything you wanted to say but couldn't.

KS3 Language - Key Skills

CREATIVITY, PERFORMANCE, AUTONOMY

Creativity	Performance	Autonomy
Adapting	Memorising	Concentrating
Generating	Practising	Completing
Communicating	Refining	Asking
Describing	Evaluating	Target-setting
Inventing	Making mistakes	Evaluating
Responding	Improving	Improving
Applying	Performing	Researching

Year 7 Progress: Skills

I can read text accurately that has new language in it	I can use strategies to memorise & give a short talk	I can use all the sentence-building support on the CL sheet to write a short text	I can use the language I've learnt to make an activity for my class	I take part confidently in role plays in front of the class	I set myself targets & try to meet them
I can remember how to pronounce words correctly over time	I can use strategies to memorise single words & sentences	I can use the linking words on the CL sheet to write a short paragraph	I can adapt the language I know to create a rap/song	I take part 3 times per lesson in whole class interaction (co-teacher)	I ask questions about language & respond to my targets
I can repeat new words accurately & make links to phonics	In class & at home I can sort out which words I know and don't know	I know how to use different parts of 'tener', 'ser', & 'hay' to build my own sentences	I can use the language I know to describe a photo	I talk confidently in paired dialogues in class.	I can look up new words confidently in a dictionary
I have learnt the phonics & remember the sounds	In class I actively use music, song, gesture & colour to help me memorise	I can adapt model sentences by changing 1 or 2 words to make new meanings	I can use individual words to create a poem following a model	I can memorise & perform a song in Spanish.	I get started straight away on a new task
PRONUNCIATION	MEMORY	SENTENCE-BUILDING	CREATIVITY	PERFORMANCE	AUTONOMY

Year 7 Progress: Levels

5	5	5	5	I can understand the main points and opinions from a longer spoken passage, which includes reference to present and past or future.	I can give a short, prepared talk, expressing my opinions and referring to present and past or future events.	I can understand the main points and detail in written texts in various contexts, including present and past or future.	I can write a short text on a range of familiar topics, using simple sentences, and referring to present and past or future events.
5	5	5	5				
5	5	5	5				
4	4	4	4	I can understand the main points and some of the detail from a short spoken passage.	I can take part in a simple conversation and give my opinions. My pronunciation and intonation are generally good.	I can understand the main points and some detail from short written texts. I use context to help me deduce meaning.	I can write a short text on a familiar topic, adapting language I know. I use memorised language well.
4	4	4	4				
4	4	4	4				
3	3	3	3	I can understand the main points from a short spoken passage.	I can ask and answer simple questions and talk about my interests.	I can understand the main points from a short written text. I am able to use a dictionary with more confidence.	I can write a few sentences with support, using language I have learnt. My spelling is understandable.
3	3	3	3				
3	3	3	3				
2	2	2	2	I can understand a range of familiar words and phrases.	I can answer simple questions and give back basic information.	I can understand and read out familiar written phrases. I can use a dictionary to look up new words.	I can copy a model to write 1 or 2 short phrases and complete the words on a simple form.
2	2	2	2				
2	2	2	2				
1	1	1	1	I can understand a few familiar spoken words and phrases.	I can say and repeat words and short, simple phrases.	I can recognise and read out a few familiar words and phrases.	I can write or copy simple words correctly.
1	1	1	1				
1	1	1	1				
				LISTENING	SPEAKING	READING	WRITING
				LISTENING	SPEAKING	READING	WRITING

Year 7 Tick grid

	?	😊	☹️
Present (reg)			
Present (tener, ser, hay, estar)			
adjectives			
links			
questions			
opinions			
reasons			
negatives			
Present (rad ch)			
Future (ir a)			
spelling errors			

We will focus on these 4 during the Autumn Term.

We will add these during the Spring Term and combine with the first 4.

We will add these during the Summer Term and try to produce speaking and writing that includes all these elements.

It's always important to keep the number of spelling mistakes to a minimum!

What is the tick grid?

The tick grid is a tool to help you plan a piece of speaking or writing. You use it to decide what language to use in your work. It is also used by the teacher to mark your work and give you helpful information, for example, how many of each language element you tried to use and how many attempts were successful. It helps you to see clearly how you could improve on each piece for the next time.

What is the ? column for?

When you plan your work, your teacher will decide with you how many examples of each element you want to include. You write the number in the space provided.

What are the smiley/sad faces for?

Your teacher will put a line for each correct attempt in the smiley column and one for each unsuccessful attempt in the sad face column. It's always better to have a mark in the sad face column than a complete blank.

Self assessment

Name: _____

Area of focus	Self Asses 1 - 5
Pronunciation: I can remember how to pronounce words accurately over time	
Memory: I can use strategies to memorise words and sentences	
Creativity: I can use the language I know to describe a photo	
Performance: I can talk confidently in class	
Speaking: I can ask and answer simple questions and describe using simple sentences	

Peer assessment

Name of presenter: _____

Area of focus	Peer Asses 1 - 5
Pronunciation: S/he can remember how to pronounce words accurately over time	
Memory: S/he can use strategies to memorise words and sentences	
Creativity: S/he can use the language s/he knows to describe a photo	
Performance: S/he can talk confidently in class	
Speaking: S/he can ask and answer simple questions and describe using simple sentences	

NEW secondary curriculum (speaking related PoS)

1.1 Linguistic competence

- a. Developing the skills of listening, speaking, reading and writing in a range of situations and contexts.
- b. Applying linguistic knowledge and skills to understand and communicate effectively.

1.2 Knowledge about language

- a Understanding how a language works and how to manipulate it.

1.3 Creativity

- a Using familiar language for new purposes and in new contexts.
- b Using imagination to express thoughts, ideas, experiences and feelings.

2.2 Developing language skills

- c respond appropriately to spoken and written language
- d use correct pronunciation and intonation
- e ask and answer questions
- f initiate and sustain conversations
- k deal with unfamiliar language, unexpected responses and unpredictable situations.

3. Range and content

- a the spoken and written forms of the target language

4. Curriculum Opportunities

- a. hear, speak, read and write in the target language regularly and frequently within the classroom and beyond
- b. communicate in the target language individually, in pairs, in groups and with speakers of the target language, including native speakers where possible, for a variety of purposes
- c. use an increasing range of more complex language
- g. use the target language in connection with topics and issues that are engaging and may be related to other areas of the curriculum



Year 7 Framework - speaking

Year 8 Framework - speaking

Year 9 Framework - speaking

1.3 Being sensitive to the spoken word

Y7 Interpret speakers' intentions from intonation and tone of voice
Y7 Use intonation and tone of voice to create mood and meaning

1.4 Talking together

Y7 Construct and generate language, using a stock of words, phrases and sentences for social communication and to talk about their work
Y7 Make effective use of simple verbal or visual prompts in order to take part in conversations and discussions

1.5 Presenting and narrating

Y7 Plan and present a short talk or narrative, speaking clearly, audibly and with accurate pronunciation
Y7 Engage listeners' attention through expression and non-verbal techniques

4.4 Sentence structure

Y7 Use knowledge of word order, high-frequency words and punctuation to understand and build simple and compound sentences

4.6 Questions and negatives

Y7 Understand and use confidently some common question types in different contexts
Y7 Understand and use confidently some common negative forms in different contexts

1.3 Being sensitive to the spoken word

Y8 Explore how speakers use language for specific communicative functions
Y8 Identify and use specific language for a range of communicative functions

1.4 Talking together

Y8 Initiate and participate in unrehearsed pupil-teacher and pupil-pupil exchanges
Y8 Plan and carry out unscripted conversations and discussions, taking into account the views, preferences and ideas of each group member

1.5 Presenting and narrating

Y8 Use some complex language in a prepared but unscripted talk or narrative
Y8 Add authenticity through use of simple idioms

4.4 Sentence structure

Y8 Develop and improve sentences by adding, rearranging or replacing elements

4.6 Questions and negatives

Y8 Understand and use a range of question types
Y8 Understand and use a range of negative forms

1.3 Being sensitive to the spoken word

Y9 Listen for language variation in formal and informal contexts
Y9 Adapt the degree of formality of language to suit different situations

1.4 Talking together

Y9 Make extended and/or frequent contributions to classroom talk
Y9 Deal effectively with unexpected responses in order to sustain conversations and discussions

1.5 Presenting and narrating

Y9 Respond quickly and appropriately to audience comments or questions following a talk or narrative
Y9 Add interest through extended sentences, rhetorical devices and imaginative use of vocabulary

4.4 Sentence structure

Y9 Use knowledge of word order, phrases and clauses to understand and build a wider range of extended sentences

4.6 Questions and negatives

Y9 Make confident use of question types with simple and compound tenses
Y9 Make confident use of negative forms with simple and compound tenses

NEW GCSE Assessment criteria (speaking component - Edexcel)

<p>Communicates comprehensive and detailed information related to chosen stimulus</p> <p>Interacts very well</p> <p>Speaks very confidently and with spontaneity</p> <p>Frequently takes initiative and develops elaborate responses</p> <p>No difficulty in expressing and explaining a range of ideas and points of view</p> <p>Very little or no hesitation</p> <p>Able to deal with unpredictable elements without difficulty</p>	16-18	<p>Uses wide range of appropriate vocabulary and structures, including complex lexical items</p> <p>Consistently competent use of different tenses.</p>	6	<p>Very accurate, with only isolated and usually insignificant errors.</p> <p>Consistently good pronunciation and intonation.</p>	6
<p>Communicates detailed and relevant information related to chosen visual/topic/stimulus.</p> <p>Interacts well.</p> <p>Speaks confidently.</p> <p>Takes initiative and develops more elaborate responses.</p> <p>Has little difficulty expressing and explaining ideas and points of view.</p> <p>Little hesitation and little or no prompting necessary.</p> <p>Able to deal with unpredictable elements with some success.</p>	12-15	<p>Good variety of appropriate vocabulary and structures.</p> <p>Unambiguous use of different verb tenses.</p> <p>Generally at ease with subordination.</p>	2	<p>Some errors, especially in more complex structures, but generally accurate.</p> <p>Pronunciation and intonation generally good.</p>	2
<p>Communicates relevant information related to the chosen stimulus but with some obvious omissions.</p> <p>Some interaction</p> <p>Able to participate in familiar, straightforward discussion and conversation, but experiences problems with more complex question forms.</p> <p>Conveys opinions, but rarely expands.</p> <p>Some hesitation</p> <p>Able to deal with some unpredictable elements.</p>	8-11	<p>Adequate but predictable range of vocabulary and structures.</p> <p>May include different tenses or time frames, perhaps with some ambiguity</p> <p>Some examples of subordination</p>	3 - 4	<p>A fair number of errors made, including some basic, but communication overall unaffected.</p> <p>Pronunciation and intonation generally accurate.</p>	3 - 4
<p>Limited communication related to chosen visual/topic/stimulus.</p> <p>Some coherence in unambiguous presentation of simple information and opinions, but responses very limited.</p> <p>Very hesitant and reliant on teacher-examiner prompting.</p> <p>Able to deal with isolated unpredictable elements.</p>	4-7	<p>Limited and/or repetitive range of vocabulary or structures.</p> <p>Predominantly uses short sentences</p>	2	<p>Many basic errors, but main points communicated.</p> <p>Simple 'pre-learnt' stereotypes correct.</p> <p>Pronunciation generally understandable.</p>	2
<p>Minimal description of chosen stimulus.</p> <p>Conveys little relevant information in minimal responses (mainly one word)</p> <p>Largely disjointed and unconnected ideas.</p> <p>Very limited comprehension of basic questions.</p> <p>Wholly-reliant on teacher-examiner prompting..</p>	1-3	<p>Very limited range of basic structures</p> <p>Frequently resorts to non-target language</p> <p>Rarely offers complete sentences.</p>	1	<p>Consistently inaccurate language and pronunciation frequently impede communication</p> <p>Only isolated examples of accurate language.</p>	1