

## English (Spoken Language) - Key Criteria Pupil Tracker

ARE - 1			Points - 1-4	
Skill	Taught	Support	Independent	Recall
I am happy to talk to people in my class.				
I can speak clearly and loudly enough to communicate meaningfully.				
I can re-tell a familiar story in sentences, using narrative language.				
I keep talking about the main topic when we are talking in a group.				
I can ask question to get more information.				
I can start a conversation with an adult I know well or with my friends.				
I can listen to others and respond appropriately.				
I join in with conversations in a group.				
I join in with role play/imaginative play taking on roles of familiar characters.				

ARE - 2			Points - 5-8	
Skill	Taught	Support	Independent	Recall
I can ask question to get more information and make sure I understand something.				

I can express myself, talking in full sentences when required.				
I understand when I need to use specific words to talk about a subject, occasion or activity.				
I can take turns when talking with a partner or in a small group.				
I am beginning to recognise that people use different language for different situations.				
I can use story language, linking words and phrases to re-tell a story.				
I can change how I talk to make sure all of my friends understand what I am saying and want to listen to me.				
I am beginning to understand that I can change the way I speak to suit the people I am talking to and the situation, subject or reason for me to be talking.				
I can perform a simple poem from memory.				

ARE - 3			Points - 9-12	
Skill	Taught	Support	Independant	Recall
I can communicate (talk about) my ideas in a clear and logical way using complete sentences.				
I change the amount of detail and the difficulty of the words I use, depending on why I am talking and who I am talking to.				

I take a full part in paired and group discussions.				
I am beginning to show that I know when Standard English is required and use it.				
I can retell a story using narrative (story) language and add details that are important to the plot.				
I can show that I have listened carefully because I make appropriate comments.				
I can talk through my ideas or give information to other people.				
I can perform poems from memory, changing the expression and tone of my voice to suit the content of the poem.				

ARE - 4			Points - 13-16	
Skill	Taught	Support	Independent	Recall
I ask questions to make sure I understand. I ask questions to learn more.				
I can order, develop and communicate (talk about) my ideas in a clear and logical way using complete sentences.				
I show that I understand the main point and the details in a discussion.				
I can usually change what I am saying to suit the listener or audience to make sure they understand me. I might use different tones of voice, different				

volumes and different styles.				
I show that I understand that what I say, and the words that I choose, change for different settings and purposes.				
I can explain my answers by using evidence to back it up.				
I use Standard English when it is required.				
I can perform poems or plays from memory, using my voice to explain what the characters are like and how they are. I will do this by changing the tone, volume or style of my voice.				

ARE - 5			Points - 17-20	
Skill	Taught	Support	Independent	Recall
I can make people want to listen to be by varying my expression and the words that I use (vocabulary).				
I adapt my spoken language depending on the audience (people listening), and the reason that I am talking.				
I can develop my ideas and opinions giving enough relevant detail to explain them.				
I can express my point of view.				
I show that I understand the main points, including implied/inferred meanings in a discussion.				
I listen carefully in discussions. I make contributions and ask				

questions that respond to what other people have said.				
I am beginning to use hypothetical language to consider more than one possible outcome or solution. I might use words such as 'Suppose, possibly, imagine...'				
I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.				
I can perform poems and plays from memory, making careful choices about the expression I use, the tone of my voice and the volume. I want to help the audience understand the poem or story by listening to the way that I use my voice and the language that I use.				
I am starting to choose the best language and tone to use to suit different situations.				

ARE - 6			Points - 21-24	
Skill	Taught	Support	Independent	Recall
I talk confidently and fluently in different situations, using formal and Standard English, if necessary.				
I ask questions to develop ideas and respond to the views of other people.				
I explain my ideas and opinions giving my reasons and evidence to support what I am saying.				
I take an active part in discussions. I can take on different roles in a				

group.				
I listen to, and consider the opinions of, others in discussions.				
I make contributions to discussions. I listen to what is said by other people, decide whether I agree or disagree and respond appropriately.				
I can keep arguing my point of view or one side of an argument in a debate using formal persuasive language.				
I can talk about and explain possibilities using hypothetical and speculative language. I might use terms such as "Imagine if..." "It is possible that..." "I assume that..."				
I get people to listen to me and be interested in what I am saying through making appropriate word choices (vocabulary) and using the correct style of talking (register) to fit the purpose or context.				
I can perform my own poems and stories, using appropriate intonation, volume and expression so that literal and implied meaning is clear. (Literal = something you are told. Implied = something you have to work out for yourself).				
I can perform poems and plays from memory, making deliberate choices about the language I use to describe, explain or make characters and settings believable and create atmosphere.				

ARE - 7			Points - 25-28	
Skill	Taught	Support	Independent	Recall
I can identify key features of speech in a variety of contexts, and some key skills and strategies used by speakers.				
I can sift and summarise the most important points or key ideas from a talk or discussion.				
I can tailor the structure and vocabulary of talk to clarify ideas.				
I can use some verbal and non-verbal techniques to make talk interesting for listeners.				
I can recognise different conventions and forms in speech.				
I can use the main conventions of standard English when appropriate.				
I can contribute to discussions in different ways such as promoting, opposing, exploring and questioning.				
I can explore ideas, texts and issues through a variety of dramatic approaches and conventions.				
I can work on my own and with others to develop dramatic processes, narratives, performances or roles.				
I can identify some of the ways in which spoken English varies in different regions and settings.				
I can describe and find examples of how language is used in different contexts.				

I can understand and make use of the most common terms used to describe language when referring to their own or others' language use.				
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ARE - 8			Points - 29-32	
Skill	Taught	Support	Independent	Recall
I can analyse and explain the effect of specific features of speech, the skills and strategies used by speakers, and identify areas for improvement.				
I can interpret and make inferences from speech in a variety of contexts.				
I can select the most appropriate way to structure speech for clarity and effect, taking into account task, audience, purpose and context, and the range of supporting resources available.				
I can engage listeners' attention and interest by using a range of different verbal and non-verbal techniques.				
I can make some appropriate selections from a range of conventions and forms in speech.				
I can use standard English, adapting the level of formality to different situations.				
I can make a sustained contribution to group discussion by asking pertinent questions, making suggestions and explaining my own ideas.				



I can take a variety of designated roles in discussion including acting as spokesperson for the group by reporting the main strands of thought or decisions				
I can use specific dramatic approaches and conventions in structured ways for effective exploration of ideas, texts, issues and themes.				
I can evaluate the impact and effectiveness of a range of dramatic conventions and techniques.				
I can investigate texts from a range of historical periods to show how the English language has changed and varied over time.				
I can explain how linguistic concepts are related, and use the terminology in ways that help them describe and review language use.				

ARE - 9			Points - 33-36	
Skill	Taught	Support	Independent	Recall
I can respond to speakers and give constructive feedback, referring to skills, subject matter, intended listeners and the purpose of talk.				
I can analyse the underlying themes or issues in a range of different contexts, identifying implied and explicit meanings.				
I can select from a wide repertoire of resources and ways of organising and structuring talk to present information appropriately				

and persuasively for listeners in a range of familiar and unfamiliar contexts.				
I can develop and choose effectively from a repertoire of verbal and non-verbal techniques which actively involve listeners.				
I can use sustained standard English with the degree of formality suited to listeners and purpose.				
I can move a discussion forward by developing and drawing together ideas arising from discussion.				
I can use a wide variety of dramatic approaches and conventions to analyse complex and challenging ideas, issues, themes and texts.				
I can develop and sustain a variety of processes, narratives, performances and roles through the selection and adaptation of appropriate dramatic conventions, techniques and styles.				
I can analyse and explain, in and out of role, the use, impact and effect of different dramatic conventions and techniques.				
I can analyse and exemplify the way that forms and varieties of English used by speakers and writers can be influenced by context and purpose.				

ARE - 10			Points - 37-40	
Skill	Taught	Support	Independent	Recall
I can analyse spoken English, exploring impact and how it is achieved.				
I can speak to communicate clearly and effectively when presenting information to a given audience.				
I can express my ideas and information clearly, precisely and appropriately in spoken communication.				
In a debate or discussion, I can form independent views.				
I am able to listen to questions and feedback by responding formally and in some detail.				
I can select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.				
I can plan, organise or sustain a range of different discussions, thinking about my role within a group discussion.				
I can express challenging ideas, information and feelings using a range of vocabulary to suit my audience.				
I can utilise a range of non-verbal techniques to add to the impact of my communication.				

ARE - 11			Points - 41-44	
Skill	Taught	Support	Independent	Recall
I can discuss and analyse spoken English with confidence, exploring impact and how it is achieved.				
I am able to use a sophisticated repertoire of vocabulary to communicate ideas, information and feelings.				
I can speak to communicate clearly and purposefully, altering the register I use to suit my audience.				
I can express my ideas and information clearly, precisely and appropriately in spoken communication. I am aware of the needs of the listener.				
In a debate or discussion, I can form independent views and challenge what is heard on the grounds of reason, evidence and argument.				
I can respond appropriately to the questions and views of others, summarising main points and clarifying views.				
I am able to listen to questions/feedback, respond perceptively and elaborate with further ideas and information.				
I can participate in a range of real-life contexts in and beyond the classroom, adapting talk to situation and audience and using standard English where appropriate.				

I can select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.				
I can choose appropriately from a wide variety of roles and apply the skills they require to plan, organise or sustain a range of different discussions.				