**Listening and speaking**

Comprehension:

|  |
| --- |
| **Listen to and speaks about a story/ personal or factual recount/ information text****[Total 20 marks]** |
|  | **1** | **1** | **1** | **1** | **1** | **Total for Criteria** **5** |
| **Literal** | Identifies the main idea | States the facts | Identifies main characters | Identifies historical setting | Identifies locational setting |  |
| **Reorganisational** | Retells the story in the correct sequence | Recalls details | Summarises correctly | Uses a variety of linking words for sequencing | Displays a good range of vocabulary |  |
| **Inference** | Explains the main idea | Explains cause and effect/ | Makes comparisons | Understands connections between characters | Can understand background both stated and implied |  |
| **Evaluation** | Expresses feelings about the story | Relates to own life | Predicts what will happen next |  |  |  |
| **Appreciation** | Expresses opinions and judgements about content with reasons | Can make broad generalisations |  |  |  |  |
| **Total**  | **\_\_\_\_\_/ 20** |

|  |
| --- |
| **Gives instructions/directions [Total 20 marks]** |
|  | **Yes****2** | **Partially 1** | **No****0** |
| Can follow or give instructions/directions in correct order |  |  |  |
| Use concepts and vocabulary relating to instructions/direction correctly |  |  |  |
| Uses the command form of the verb |  |  |  |
| Uses a variety of linking words for sequencing |  |  |  |
| Can apply vocabulary and concepts to other contexts |  |  |  |
| **Total** | **\_\_\_\_\_\_/ 10** |

|  |
| --- |
| **Describes something [Total 20 marks]** |
|  | **Yes****2** | **Partially 1** | **No****0** |
| Can identify main features and concepts |  |  |  |
| Use a variety of senses  |  |  |  |
| Uses a variety of adjectives with accuracy |  |  |  |
| Uses comparisons |  |  |  |
| Uses non verbal cues like gestures or visual references  |  |  |  |
| **Total** | **\_\_\_\_\_\_/ 10** |

|  |
| --- |
| **Performs a poem or song [Total 20 marks]** |
|  | **Yes****2** | **Partially 1** | **No****0** |
| Identifies punctuation cues |  |  |  |
| Identifies rhyme/rhythm |  |  |  |
| Performs with comprehension |  |  |  |
| Performs with creativity and originality |  |  |  |
| Engages audience |  |  |  |
| **Total** | **\_\_\_\_\_\_/ 10** |

**Reading aloud**

Reading should assess learners’ understanding of what they read, not just their ability to recognize or decode words.

|  |
| --- |
| **Reads aloud – Prepared Text**  |
|  | **Yes****2** | **Partially 1** | **No****0** |
| Demonstrates preparation and practice  |  |  |  |
| Reads with fluency (has the ability to read easily and accurately) |  |  |  |
| Pronounces words clearly |  |  |  |
| Adjusts reading according to punctuation and language conventions and structures |  |  |  |
| Reads with expression and originality |  |  |  |
| **Total** | **\_\_\_\_\_\_/ 10** |

|  |
| --- |
| **Reads aloud – Unprepared Text**  |
|  | **Yes****2** | **Partially 1** | **No****0** |
| Is able to pronounce most words correctly on sight |  |  |  |
| Reads with fluency (has the ability to read easily and accurately) |  |  |  |
| Pronounces words clearly |  |  |  |
| Adjusts reading according to punctuation and language conventions and structures |  |  |  |
| Reads with expression and originality |  |  |  |
| **Total** | **\_\_\_\_\_\_/ 10** |

|  |
| --- |
| **Independent Reading** |
|  | **Yes****2** | **Partially 1** | **No****0** |
| Identifies and explains setting, characters and plot |  |  |  |
| Answers questions on text |  |  |  |
| Explains meaning of unfamiliar words |  |  |  |
| Retells story or main idea; Explains main idea; Expresses emotional response to texts read |  |  |  |
| Compares books read; Shares opinions on the book; Relates to own life |  |  |  |
| **Total** | **\_\_\_\_\_\_/ 10** |

**Writing**

|  |
| --- |
| **Writes a paragraph - personal recount using a frame** |
|  | **1** | **1** | **1** | **1** | **1** | **Total for Criteria** **5** |
| **Uses Writing Process** | Clear evidence of a plan | Edits to word choice | Edits to sentence structure | First draft has been revised | Neat final copy submitted |  |
| **Structure** | Sticks to the topic | Describes events in the correct order | Accurately describes setting characters and events | Captures readers interest | Appropriate tone  |  |
| **Punctuation and Vocabulary** | Displays correct punctuation  | Uses a variety of conjunctions | Uses a variety of linking words for sequencing | Displays a good range of vocabulary | Minimal spelling errors |  |
| **Language Structures and Conventions** | Well-structured paragraphs | Paragraphs begins with appropriate topic sentences | Correct use of tenses | Some evidence of figurative language | Varied sentence length |  |
| **Total**  | **\_\_\_\_\_/ 20** |

|  |
| --- |
| **Writes paragraphs – descriptions of people using a frame** |
|  | **1** | **1** | **1** | **1** | **1** | **Total for Criteria** **5** |
| **Uses Writing Process** | Clear evidence of a plan | Edits to word choice | Edits to sentence structure | First draft has been revised | Neat final copy submitted |  |
| **Structure** | Sticks to the topic | Provides physical description | Provides personality description | Captures readers’ interest | Appropriate tone  |  |
| **Punctuation and Vocabulary** | Displays correct punctuation  | Uses a variety of adjectives | Uses a variety of traits | Displays a good range of vocabulary | Minimal spelling errors |  |
| **Language Structures and Conventions** | Well-structured paragraphs | Correct use of tenses | Some evidence of figurative language | Varied use of linking words | Varied sentence length |  |
| **Total**  | **\_\_\_\_\_/ 20** |

|  |
| --- |
| **Produces a visual text** |
|  | **1** | **1** | **1** | **1** | **1** | **Total for Criteria** **5** |
| **Uses Writing Process** | Clear evidence of a plan | Edits to word choice | Edits to design elements | First draft has been revised | Neat final copy submitted |  |
| **Structure** | Sticks to the topic | Organises information | Captures viewers interest | Shows originality | Has met all requirements of the design brief |  |
| **Punctuation and Vocabulary** | Displays correct punctuation  | Evidence of figurative/persuasive language | Uses a variety of end marks (. / ! / ?) | Displays a good range of vocabulary | Minimal spelling errors |  |
| **Design Elements** | Considers layout  | Uses a variety of fonts | Uses a variety of font sizes | Varied, yet purposeful use of colour | Has a clear focal point |  |
| **Total**  | **\_\_\_\_\_/ 20** |

|  |
| --- |
| **Summarises an information text** |
|  | **1** | **1** | **1** | **1** | **1** | **Total for Criteria** **5** |
| **Uses Writing Process** | Clear evidence of a plan | Edits to word choice | Edits to sentence structure | First draft has been revised | Neat final copy submitted |  |
| **Structure** | Sticks to the topic | Describes events in the correct order | Sticks to facts and main points | Captures readers interest | Appropriate tone  |  |
| **Punctuation and Vocabulary** | Displays correct punctuation  | Uses numbering or bullet points | Has used predominantly full stops as sentence ending | Displays a good range of vocabulary | Minimal spelling errors |  |
| **Language Structures and Conventions** | Well-structured paragraphs | Correct use of tenses | Reorganises information instead of rewriting from text | Varied use of linking words | Short concise sentences |  |
| **Total**  | **\_\_\_\_\_/ 20** |

|  |
| --- |
| **Writes an information text** |
|  | **1** | **1** | **1** | **1** | **1** | **Total for Criteria** **5** |
| **Uses Writing Process** | Clear evidence of a plan | Edits to word choice | Edits to sentence structure | First draft has been revised | Neat final copy submitted |  |
| **Structure** | Sticks to the topic | Has used headings and subheadings | Has included a visual element | Captures readers interest | Appropriate tone  |  |
| **Punctuation and Vocabulary** | Consistently displays correct punctuation | Uses creative rhyming words | Uses a variety of end marks (. / ! / ?) | Displays a good range of vocabulary | Minimal spelling errors |  |
| **Language Structures and Conventions** | Well-structured paragraphs | Correct use of tenses | Varied use of linking words | Has provided factual information | Correct sentence length |  |
| **Total**  | **\_\_\_\_\_/ 20** |

|  |
| --- |
| **Writes simple instructions using a frame** |
|  | **1** | **1** | **1** | **1** | **1** | **Total for Criteria** **5** |
| **Uses Writing Process** | Clear evidence of a plan | Edits to word choice | Edits to sentence structure | First draft has been revised | Neat final copy submitted |  |
| **Punctuation, Language and Vocabulary** | Consistently displays correct punctuation | Has used correct tense  | Has avoided figurative language | Displays a good range of vocabulary | Minimal spelling errors |  |
|  | **2** | **2** | **2** | **2** | **2** | **10** |
| **Structure** | Sticks to the topic | Has included subheadings and bullet points | Short, concise sentences | Captures readers interest | Appropriate tone  |  |
| **Elements of instructions** | Instructions are clear and factual | Describes events in the correct order | Varied use of command verbs (imperatives) | Varied use of linking words showing sequencing | Has included a visual aspect (map/diagram) |  |
|  | **\_\_\_\_\_/ 30** |

|  |
| --- |
| **Writes a simple poem with a frame** |
|  | **1** | **1** | **1** | **1** | **1** | **Total for Criteria** **5** |
| **Uses Writing Process** | Clear evidence of a plan | Edits to word choice | Edits to sentence structure | First draft has been revised | Neat final copy submitted |  |
| **Structure** | Sticks to the topic | Arranged writing into verses and stanzas | Captures readers interest | Learner has not written a paragraph | Appropriate tone  |  |
| **Shows understanding of rhyme and rhythm** | Places rhyming words at end of line (if required) | Shows consistent rhyme scheme (if required) | Shows understanding of syllable count | Poem has a steady rhythm when recited  | Separated sentences using line breaks |  |
| **Punctuation and Vocabulary** | Consistently displays correct punctuation | Uses creative rhyming words | Uses a variety of end marks (. / ! / ?) | Displays a good range of vocabulary | Minimal spelling errors |  |
| **Language Structures and Conventions** | Well-structured stanzas | Correct use of tenses | Evidence of figurative language | Varied use of adjectives and adverbs  | Correct sentence length |  |
| **Originality and self-expression** | Poem evokes an emotional response | Poem tells a story | Avoids stereotypical rhymes | Is a good example of self-expression | Poem is original and creative  |  |
| **Total**  | **\_\_\_\_\_/ 30** |

|  |
| --- |
| **Writes a story using a frame** |
|  | **1** | **1** | **1** | **1** | **1** | **Total for Criteria** **5** |
| **Uses Writing Process** | Clear evidence of a plan | Edits to word choice | Edits to sentence structure | First draft has been revised | Neat final copy submitted |  |
| **Structure** | Sticks to the topic | Has a beginning, middle and conclusion | Captures readers interest | Story has setting, characters and plot | Appropriate tone  |  |
| **Content** | Clear historical setting | Clear locational setting | Characters are well described | Plot is focused and well thought out | Has a well thought out conclusion |  |
| **Punctuation and Vocabulary** | Consistently displays correct punctuation | Uses a variety of dialogue tags (said, whispered, shouted etc.) | Uses a variety of end marks (. / ! / ?) | Displays a good range of vocabulary | Minimal spelling errors |  |
| **Language Structures and Conventions** | Well-structured paragraphs | Correct use of tenses | Evidence of figurative language | Varied use of adjectives and adverbs  | Varied length of sentences |  |
| **Originality and self-expression** | Story evokes an emotional response | Story is vivid and creative | Avoids stereotypical concepts | Is a good example of self-expression | Story is an accurate reflection of learner’s best possible work |  |
| **Total**  | **\_\_\_\_\_/ 30** |

|  |
| --- |
| **Writes story with dialogue** |
|  | **1** | **1** | **1** | **1** | **1** | **Total for Criteria** **5** |
| **Uses Writing Process** | Clear evidence of a plan | Edits to word choice | Edits to sentence structure | First draft has been revised | Neat final copy submitted |  |
| **Structure** | Sticks to the topic | Describes events in the correct order | Story has setting, characters and plot | Captures readers interest | Appropriate tone  |  |
| **Content** | Clear locational setting | Clear historical setting | Characters are well described | Plot is focused and well thought out | Conclusion is well rounded  |  |
| **Language Structures and Conventions** | Well-structured paragraphs | Correct use of tenses | Some evidence of figurative language | Varied use of linking words | Varied sentence length |  |
|  | **2** | **2** | **2** | **2** | **2** | **Total for Criteria** **10** |
| **Punctuation and Vocabulary** | Displays correct punctuation for a dialogue | Uses a variety of dialogue tags (said, whispered, shouted etc.) | Uses a variety of end marks (. / ! / ?) | Displays a good range of vocabulary | Minimal spelling errors |  |
| **Total**  | **\_\_\_\_\_/ 30** |

|  |
| --- |
| **Writes a dialogue** |
|  | **1** | **1** | **1** | **1** | **1** | **Total for Criteria** **5** |
| **Uses Writing Process** | Clear evidence of a plan | Edits to word choice | Edits to sentence structure | First draft has been revised | Neat final copy submitted |  |
| **Structure** | Sticks to the topic | Describes events in the correct order | Captures readers interest | Layout is correct and easy to follow | Appropriate tone  |  |
| **Punctuation and Vocabulary** | Consistently displays correct punctuation | Uses a variety of linking words | Uses a variety of end marks (. / ! / ?) | Displays a good range of vocabulary | Minimal spelling errors |  |
| **Language Structures and Conventions** | Well-structured paragraphs | Correct use of tenses | Some evidence of figurative language | Varied use of linking words | Varied sentence length |  |
| **Elements of a dialogue** | The names are written on the left | Names separated from speech with a colon | Stage directions are added | Characters have cues for voice projection | Characters have clear traits and mannerisms |  |
|  |  |  |  |  |  |  |
| **Total**  | **\_\_\_\_\_/ 20** |

|  |
| --- |
| **Writes a book review**  |
|  | **1** | **1** | **1** | **1** | **1** | **Total for Criteria** **5** |
| **Uses Writing Process** | Clear evidence of a plan | Edits to word choice | Edits to sentence structure | First draft has been revised | Neat final copy submitted |  |
| **Structure** | Sticks to the topic | Describes events in the correct order | Captures readers interest | Learner has not written a summary | Appropriate tone  |  |
| **Punctuation and Vocabulary** | Consistently displays correct punctuation | Uses a variety of linking words | Uses a variety of end marks (. / ! / ?) | Displays a good range of vocabulary | Minimal spelling errors |  |
| **Language Structures and Conventions** | Well-structured paragraphs | Correct use of tenses | Some evidence of figurative language | Varied use of linking words | Varied sentence length |  |
| **Elements of a review** | The review mentions the book title | The review mentions the author | The review gives an outline of characters | The review contains some elements of plot | The review contains a rating |  |
| **Shows self -expression** | Learner has given their opinion about the book | Opinion makes reference to aspects of book and is not generic | Learner has indicated how book does or does not relate to their own life | Learner has given a recommendation as to who would enjoy the book | Review is an accurate reflection of learner’s best possible work |  |
| **Total**  | **\_\_\_\_\_/ 30** |