



Oral Communication Assessment

Oracy

Aims and Objectives

Lowbrook Academy aims to develop versatility in the use of language, oral presentation and performance skills.

Children will:

- express themselves with clarity, confidence and courtesy in personal, social, and public situations
- listen with discernment and courtesy
- develop a varied vocabulary to express their thoughts with confidence and imagination
- develop speech that is readily understandable and appropriate to the situation

At Lowbrook Academy Oral communication is embedded in all units of work and the encouragement and planning for all children to engage in exploratory talk is explicit in lessons. Teachers consider the pupils' social histories, relationships and personalities and design tasks that allow our children to give reasons for their views and engage intellectually with each other.

All staff at Lowbrook Academy work hard to create an atmosphere whereby children feel confident to speak and share their opinions and ideas and our oral communication assessments reflect this ethos.

Children will be **assessed** on the following skills:

1. **Speaking** Sharing of ideas with enthusiasm, fluency and effectiveness
2. **Listening** Listening and responding courteously
3. **Performing** Presenting poetry, story, drama, role-play and improvisation with an audience focus
4. **Reading** : Reading aloud with clarity and vitality, appreciating an extensive variety of Written language and text
5. **Viewing/ Presenting** Interpersonal speaking and listening, both in front of, and as part of an audience



6. **Processing** Thinking critically, processing information and exploring language.

Group Work

Children may choose a group or class project on a theme or a topic as the basis for their selections. And each child will be given an equal opportunity for their achievement to be assessed. Group presentations in each section are timed but can be performed in any order and all children will be encouraged to do their best in a friendly, relaxed atmosphere.

Assessment is ongoing and recorded for each child as objectives are met.

Assessment Grids are used to inform the Target Tracker statements in Terms 3 and 5 and saved as evidence.

There are 6 levels

Beginner/Advanced Beginner	Years 1 and 2
Intermediate /Advanced Intermediate	Years 3 and 4
Advanced /Advanced Plus	Years 5 and 6

Teachers decide if the children have achieved advanced features.

General guide for teachers

Audience

Assessments are in the presence of an attentive, listening audience, usually another small group doing the Assessment.

Communication Skills

Communication skills will be tested throughout the activities and teachers we will be looking for the ability to explain, to listen, to think and to respond with courtesy, clarity and an appropriate vocabulary.

Children are assessed on their participation as members of an audience.

Talks

Talks should be extempore. This means the talk is structured and prepared, but not written out.



Children are encouraged to use visual aids which will support key ideas and clarify these ideas for the audience.

The ideas will be delivered in a natural, spontaneous style, appropriate to the speaker and the purpose of the talk.

Topics may centre on a theme, class or group study, personal activity or interest. Children displaying enthusiasm, individuality, preparation, progressively developing language communication skills and the ability to relate to an audience will achieve well in this section.

Drama

Elements of drama in our curriculum include role, time, space, action, tension, focus, mood and symbol. (We will also be working on contrast, movement and stillness, light and dark, sound and silence).

Conventions are established procedures in drama that use techniques or processes to represent, organise or interpret ideas:

- For dramatic effect to move the storyline forward within a presentation
- In preparation, exploration and rehearsal as tools to achieve or explore dramatic purpose

Conventions may include such strategies as: flashback, flash forward, freeze-frame, narration, spoken thoughts and so on.

Techniques include use of voice, facial expression, gesture and movement and the thoughts of the character that motivate the action.

Children are encouraged to devise their own dramas. And give in a copy of their script. Enough time will be allowed in group drama for each child to demonstrate their ability and to be fully assessed.

Each child should make an equal contribution in group work.

Poetry

This should be read or spoken with understanding and the desire to engage the interest of the listening group.

Clarity, audibility and control of pace are important.

The selection chosen should be appropriate to the level being assessed.

Children may present their own work.



Group poetry speaking encourages working as a group to interpret a poem for an audience. This may include learning a poem by heart.

Storytelling

Stories should be spoken in the students' own words.
Children are encouraged to use a balance of description, narration and dialogue.
The presentation should be audience focused.

Reading

Children should read in an appropriate style for the book and aim to capture the interest of the listeners.
Selections may be made from fiction or nonfiction.

Improvisation and Role Play

In improvisation the imaginative response of children will be looked for.
Role play approximates more to real-life situations, and uses good communication skills for problem solving.

Social Speeches

Social speeches should have a sense of formality and audience.

Presentation style should be appropriate to the occasion.

Questions and Discussion

These will include exchanges between the child, teacher and listening group and will take place throughout the Assessment.

In all situations the teacher will be looking for the courtesies necessary to facilitate satisfactory discussion and the ability to think, listen and respond appropriately. **Exploratory talk** will be encouraged and **Bloom's Taxonomy** used to extend questioning

Visual Aids

These must be an integral part of the talk.
Visual aids can include models, equipment, charts, diagrams, graphs, illustrations, video, CD/DVD, computer generated displays and demonstrations.



Beginner/Beginner Advanced Level Years 1 and 2

Time: Approximately 5-7 minutes per child

Talk

Year 1 with your teacher talk for about 1½ - 2 minutes. Bring to the assessment, and talk about, an object that you like.

Year 2 talk about something you have created yourself e.g. puppet, painting, clay item, hat, booklet. Show and tell how you made it, why you made it....

2. Group presentation:

Participate in group **drama**. Act out a nursery rhyme or fairy story (or part of one)

Or

Devise a performance around a school event such as an outing, preparing for a concert, sports day, a fair, own drama

Or

Group poetry speaking with actions.

(Choose one)

Suggested time: Two or three children: 2 - 3 minutes total

Four to six children: 3 - 5 minutes total

Groups may be of any size, but the suggested maximum time for this section should be 5 minutes.

Learning Outcomes

Children will:

- Attempt audible, clear speech and use past, present and future forms accurately
Use a range of vocabulary in imaginative ways to add information and express ideas
- Attempt eye contact with the listener(s)
- Hold and show the object so that it can be seen
- Listen carefully to questions asked
As part of an audience listen attentively with sustained concentration
After listening to talks can express views about events/objects
Be able to comment how meaning was conveyed or expressed in other's talks

- Attempt to create a structured scene with a beginning, middle and end
- Create characters using costume, props, sound effects
- Memorise the words in the poem
- Understand the poem and the words used in it
- Share enjoyment while speaking the poem
- Work as a group, where required

At these levels the teacher will decide if the children have achieved at advanced levels using the differentiated learning outcomes as a guide

Intermediate Level Years 3 and 4

Time: Ten minutes per pupil.

1. Present a simple **show and tell talk**. (Can use Visualizer or Power Point for pictures only)
Limit: 2 minutes

Questions and discussion with the teacher and/or the audience may follow.
Talks must not be read, over learnt or memorised.

2. Participate in a **group drama**
or **group poetry** speaking.
(Choose one)

Suggested time: Two or three pupils: 2 - 3 minutes total

Four to six students: 3 - 5 minutes total

Groups may be of any size, but the overall maximum time for this section should be 5 minutes.

Learning Outcomes

Children will

Talk

- use audible clear speech
- establish eye contact with the audience
- use a simple structure, which will include an opening and closing statement
- hold and show the object so it can be seen by the audience

Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- make eye contact with the other person while answering

Group Drama

- create a structured scene either from imagination, a topic or centre of interest or an established story, such as a fairy story, myth, reality or script
- create characters, using movement and speech
- memorise the words
- use performance skills to ensure the scene is audience-focused
- use costumes, props, sound effects etc. to support the scene

Group Poetry Speaking

- memorise the words
- understand the poem and the words used in it
- share confidence and enjoyment while speaking the poem
- show a developing sensitivity to the poem's shape, message and mood
- speak clearly and audibly
- work as a group to present the poetry

Intermediate Advanced Level Year 4

Time: Ten minutes per pupil.

1. Present a **talk** based on a personal experience, skill or activity. Limit: 2-3 minutes

Questions and discussion with the teacher and/or the audience may follow.
Talks must not be read, over learnt or memorised.

2. Participate in a **group drama**
or group poetry speaking
or group storytelling.

(Choose one)

Suggested time: Two or three pupils: 2 - 3 minutes total

Four to six students: 3 - 5 minutes total

Groups may be any size, but an overall maximum time for this section should not exceed 5 minutes.

Learning Outcomes

Children will

Talk

- present a simple talk based on a personal experience, skill or activity



- establish a connection with the audience, using eye contact and clear, audible speech
- use the talk to reflect genuine interest in what is being shared or explained
- observe the time frame

Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- make eye contact with the other person while answering

Group Drama

- create a structured scene either from imagination, a topic or centre of interest or an established story such as a fairy story, myth, reality or script
- create characters, using movement and speech
- memorise the words
- use performance skills to ensure the scene is audience-focused
- use costumes, props, sound effects etc. to support the scene
- explore devices and conventions to shape the scene

Group Poetry Speaking

- memorise the words
- understand the poem and the words used in it
- share confidence and enjoyment while speaking the poem
- show a developing sensitivity to the poem's shape, message and mood
- speak clearly and audibly
- work as a group to present the poetry

Group Storytelling

- work in groups to plan and prepare a story for an audience
- identify and use some structures and devices for developing stories
- demonstrate performance skills to present a story to an audience

Advanced Level Years 5 and 6

Time: Ten minutes per child. At this level the children will be assessed jointly by their own and one other teacher

1. **Explain an activity** that they have been involved in or share and give opinions about an experience or event.
(Choose one) Limit: 3 minutes



Questions and discussion with the Assessor and/or the audience may follow.
Talks must not be read, over learnt or memorised.

2. Participate in a **group drama**
or **group poetry** speaking
or **group storytelling**.

(Choose one)

Suggested time: Two or three children: 3 - 4 minutes total

Four to six children: 4 - 6 minutes total

Groups may be of any size, but an overall maximum time for this section should not exceed 6 minutes.

Bring to the Assessment a book that they have read and be prepared to discuss it with the Assessor.

Learning Outcomes

Children will.

Talk

When explaining an activity that they have been involved in

- describe the activity clearly
- arrange the ideas in a logical order
- include reference to their personal involvement

When sharing and giving opinions about an experience or event

- select and organise key points about an experience or event
- base opinions on the facts presented

For either talk, children will also:

- develop a creative approach to the delivery of the talk, e.g. opening, choice of vocabulary, language, firm ending
- integrate visual aids throughout the talk
- deliver an audience-focused talk that is clear and audible
- observe the time limit



Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- make eye contact with the other person while answering
- begin to show an understanding of the elements, techniques and conventions of drama

Group Drama

- create a structured scene either from imagination, a topic or centre of interest or an established story, such as a fairy story, myth, reality or script
- create characters using movement and speech
- memorise the words
- use performance skills to ensure the scene is audience-focused
- use costumes, props, sound effects etc., to support the scene
- begin to show an understanding of the elements, techniques and conventions of drama

Group Poetry Speaking

- memorise the words
- understand the poem and the words used in it
- show sensitivity to poem's shape, message and mood
- share confidence and enjoyment while speaking the poem
- speak clearly and audibly
- work as a group to present the poetry
- explore aspects of performance such as music, movement, dance or art

Group Storytelling

- work in groups to plan and prepare a story for an audience
- identify and use some structures and devices for developing stories
- demonstrate performance skills to present a story to an audience

Book Discussion

- be familiar with the entire book
 - fiction: understand the plot and characters
 - non fiction: show an understanding of the information
- share ideas about the book clearly using full sentences and eye contact with the Assessor

Advanced Plus Level Year 6

Time: Twelve minutes per child

1. **A talk** to inform (demonstration may be included)
or share and give opinions about an experience, event or idea.

(Choose one) Limit: 3 minutes

Questions and discussion with the Assessor and/or the audience may follow.
Talks must not be read, over learnt or memorised.

2. Participate in a **group drama**
or speak or read a **poem** (group or individual)
or tell a story in their own words (group or individual).

(Choose one)

Suggested time: One child: 2 minute limit

Two or three children: 3 - 4 minutes total

Four to six children: 4 - 6 minutes total

Groups may be any size, but an overall maximum time for this section should not exceed 6 minutes.

3. Bring to the Assessment a book that they have read.

From it they will either

read aloud a short prepared passage (approximately 100 words)

or

show and **explain about a favourite page** from the book.

(Choose one)

In either option they should be prepared to discuss the book with the Assessor.

Learning Outcomes

Children will:

Talks

When giving a talk to inform



- present appropriate information as the basis for the talk
- select and organize the information into a logical structure
- include facts relevant to the topic
- summarise information at the end

When sharing and giving opinions about an experience, event, or idea

- select and organise key points about the experience, event, or idea
- base opinions on the facts presented

For either talk, children will also:

- develop a creative approach to the delivery of the talk, e.g. opening, choice of vocabulary, language, firm ending
- integrate visual aids throughout the talk
- deliver an audience-focused talk that is clear and audible
- observe the time limit

Discussion Skills

- listen carefully to the questions asked
- consider answers before responding
- hold eye contact with the other person while answering

Group Drama

- create a structured scene either from imagination, a topic or centre of interest or an established story, such as a fairy story, myth, reality or script
- create characters using movement and speech
- memorise your words
- use performance skills to ensure the scene is audience-focused
- use costumes, props, sound effects etc., to support the scene
- begin to show an understanding of the elements, techniques and conventions of Drama

Poetry Speaking: Group or Individual

- memorise the words
- understand the poem and the words in it
- share confidence and enjoyment while speaking the poem
- speak clearly and audibly
- work as a group or individual to present the poetry
- show a developing sensitivity to the poem's shape, message and mood



Group Storytelling: Group or Individual

- work individually or in groups to plan and prepare a story to be told to an audience
- identify and use some structures and devices to develop the story
- explore performance skills to present a story to an audience

Reading Aloud

- be familiar with the entire book
- read with clarity and vitality. Show an understanding of the context
- share ideas about the book clearly, using full sentences and eye contact with the Assessor

Acknowledgements

New Zealand Syllabus Speech and Language Exams 2012

Handbook For Drama in Schools Marigold Ashwell

The Primary Review Children's Social Development Peer Interaction and Classroom Learning
(Christine Howe and Neil Mercer)

National Curriculum - Literacy objectives for Spoken Language

The Early Years: Foundations for Life, Health and Learning (Independent Report) Diane Tickle

Bloom's Taxonomy

The Cambridge Review