

APP Speaking and Listening: Territory of the AFs

About the assessment focuses

In each assessment focus, progression from one level to another is shown in the stems:

Level 1 and Level 2 – **In some contexts**

Level 3 – **In most contexts**

Level 4 and above – **Across a range of contexts**

The stems suggest the range and consistency typical of attainment at a particular level and will help you in making overall level judgements.

Materials developed by the National Strategies to support the teaching and learning of speaking and listening offer further guidance about opportunities work in the classroom, and for planning for progression.

AF1 Talking to others

Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content

In this assessment focus, the criteria describe three distinct but interrelated strands, set out in three bullet points up to level 7. At level 8, the criteria are merged into two bullet points indicating that at the highest level, skills are integrated.

Territory of the AF

AF1 bullet point 1: Sustain talk about ideas and feelings

Describes pupils' extended talk in small-group, whole-class or larger contexts.

Sustained imaginative and purposeful talk often arises when pupils are given time to plan and prepare responses to challenging tasks and questions.

Pupils are more likely to demonstrate strength in this area when they are talking about something that matters to them.

Progression is marked by the ability to talk in extended ways about increasingly complex ideas and feelings, supported by details to make meaning precise and clear.

AF1 bullet point 2: Organise talk to help and engage the listener

The key idea is about organising talk with awareness of the effect on the listener.

Progression is characterised in terms of pupils' developing ability to engage and guide their listeners' response through deliberate shaping of their talk.

AF1 bullet point 3: Adapt talk for different audiences, purposes and contexts

The key idea is 'adaptation' of talk for a range of purposes, audiences, and contexts, both formal and informal.

Progression is marked by the flexibility with which pupils vary their choices of vocabulary, grammatical structures, and non-verbal features, depending on listener(s) and content.

The criteria encompass the use of spoken Standard English where appropriate.

How and where to find evidence for AF1

Sustain talk about ideas and feelings

Pupils need to feel confident that they have something worth saying. Allowing time for planning and preparation, and sometimes giving relevant 'tools' beforehand, promotes effective talk. It also

helps to share expectations about the quality, length, and purpose of talk with pupils, for example whether they are speaking as themselves or in role.

For example, watch David (High level 7 Standard File) delivering a planned presentation to persuade his headteacher that the Year 11 prom should be held on school premises. Or watch James (High level 3 Standard File) explaining how to look after chicks, and in another activity talking in-role as a television news presenter.

Organise talk to help and engage the listener

Pupils need to consider the effect they intend to have on their listeners, and ways to make their ideas clear, coherent, and engaging, for example by addressing the listener directly, or checking their listeners' understanding. Planning and preparation time is again important. Pupils will sometimes benefit from scaffolding to support effective organisation of their talk, and to help them control and manipulate their delivery more independently across a range of contexts.

See Ben (High level 5 Standard File) organising his talk effectively to engage his audience when he pitches his ideas for a new cereal bar.

Adapt talk for different audiences, purposes, and contexts

Activities in a range of different contexts will produce evidence of pupils' ability to adapt vocabulary, grammar, and non-verbal features. For example, speaking with different levels of formality, including the use of standard spoken English, or appropriate specialist or technical language might be part of talking to a visitor in a formal context, or explaining an idea to less familiar pupils in the school. Pupils' growing awareness of ways to adapt language is also supported by assuming other roles, such as being in-role as an adult or a character from a story.

Watch Laura (Secure level 3 Standard File) change her register from an informal discussion with her teacher about a pitch for a new cereal bar, to a more formal register in her final presentation. Or look at Amy (High level 6 Standard File) discussing ideas for a performance tableau with her peers, followed by a succinct explanation for the class of her group's final tableau image.

AF2 Talking with others

Listen and respond to others, including in pairs and in groups, shaping meanings through suggestions, comments, and questions

The criteria are set out with two bullet points at each level, showing the distinct but interrelated strands within the assessment focus.

Territory of the AF

AF2 bullet point 1: listen and respond

The key idea is 'respond'. Pupils' proactive responses to what they have heard provide evidence for listening.

Evidence for listening covers both engagement with and critique of content and style.

Progression in response is characterised in terms of pupils' increasing depth of comprehension and quality of their interaction with speakers and other audio sources.

AF2 bullet point 2: group discussion and interaction

Describes pupils' facilitative roles in different kinds of pair and group work.

Evidence relates to how flexibly pupils select and adapt roles in working together to achieve shared goals.

Progression is characterised by pupils' increasing independence and autonomy.

How and where to find evidence for AF2

Listen and respond

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Pupils need a clear motive and purpose for listening, whether this is to the teacher, another pupil, a recording, or a visiting speaker, as this is what tends to determine quality of listening in 'real life'.

Whole-class teaching can provide evidence for assessment but to be worthwhile, space and time needs to be given for pupils to extend their responses beyond single words or right/wrong answers.

The best evidence is found where responses move thinking and talking on, for example in informal groups when pupils take responsibility for their own learning, or when pupils understand that moving on depends on listening.

Watch Ryan (High level 2 Standard File) working in a small group, listening and responding animatedly about possible ways to rescue a badger, and Bliss (High level 5 Standard File) who responds critically to the effects of spoken language, in a range of activities based on 'Oliver Twist'.

Group discussion and interaction

Group activities need to be purposeful and strategically planned in ways that will facilitate learning – simply putting pupils in groups does not mean they will work effectively as a group.

Roles might be formally allocated, or arise from pupils' adopted behaviour, including, for example, the role of 'observer' or group monitor to encourage reflection on how the group interacts.

Group size and composition affect the nature and extent of contributions, so pupils need to experience varieties of both.

Tasks that require some collaboration because the process of discussing them is part of achieving the goal are more suited to generating evidence for AF2 than those where all points might be considered equally valid or useful.

For example, watch Ellen (Low level 4 Standard File) directing and drawing out ideas in a group preparing for a role-play, and Connor (Secure level 6 Standard File), developing his peers' ideas in a Socratic-style group discussion.

AF3 Talking within role-play and drama

Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues.

Territory of the AF

The criterion at each level describes pupils' ability to explore ideas and issues by adopting different roles and creating imagined scenarios.

At all levels pupils' understanding of characters and ideas is enhanced through experimentation in role, building from imaginative play to establishing complex roles.

Pupils need opportunities to adapt their use of language, voice, gesture, and movement in order to develop empathy and insight into texts and issues, using a range of strategies, such as hotseating, conscience alley, and freeze-frame.

The process of working with others to create dramatic scenarios and sustain roles is an important aspect of this assessment focus: assessment should not focus solely on performance, but also on the ability to adapt and experiment in different situations.

Progression is marked by the increasing flexibility in pupils' adaptation of speech and gesture to explore ideas and issues.

How and where to find evidence for AF3

Working in role has the potential to take pupils outside their usual spoken repertoire and to extend their ability to adapt language for different purposes and contexts.

The situations and roles pupils are given will be crucial in encouraging this to happen. These should require pupils to go beyond their immediate experience of talk with family and friends, so they have to reach for something new in both what they say and how they say it.

Simulations around real-life issues and improvised drama arising from fictional texts or other stimuli can provide the framework within which pupils speak in role. These can be structured to encourage pupils to sustain their role beyond brief contributions, for example by maintaining a role when being questioned in the hotseat, or revisiting a role at different points to reflect changes in context or situation.

Here as elsewhere, pupils will sometimes require explicit teaching about how to adapt their speech to suit different people and contexts, and they will find it helpful to have some types of adaptation modelled.

Watch William (Low level 5 Standard File) extend his ideas when adopting the role of a monk at the time of the dissolution of the monasteries, and Tim (Low level 7 Standard File) use his knowledge of the television news genre to adopt the role of presenter and explore ideas from this perspective.

AF4 Talking about talk

Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others

Territory of the AF

A single criterion for each level describes pupils' abilities to reflect on how they and others use language.

Progression is characterised in terms of how effectively pupils apply this knowledge in developing their repertoire of talk and identifying the impact and meaning of specific choices.

Pupils need to learn ways of talking about talk analytically, so that they can explain and comment on the language they hear and use, just as they are used to having a metalanguage to talk about reading and writing.

Work in this assessment focus provides scope for valuing pupils' creativity in language use and their willingness to take inventive or unusual approaches to making meaning.

Work in AF4 also strengthens pupils' cultural understanding about how English varies locally and globally, and what such variations reveal about identity and cultural diversity.

How and where to find evidence for AF4

Pupils are aware of the ways speakers vary their language from an early age and all such evidence counts for the AF.

Awareness might be at a simple level of vocabulary, volume, speed of delivery or pronunciation. Pupils are also implicitly attuned to the significance of some of these variations, for example knowing that they speak differently in class and to their friends in the playground or with less familiar adults.

Listening to a wide range of speakers and experiencing occasions when they need to adapt their own language will help pupils to make explicit what they understand and provide evidence for achievement in this assessment focus.

As they make progress pupils' exploration and evaluation of talk will become increasingly considered and analytical.

Watch Sashley (High level 4 Standard File) comment on her own choices of language following her performance as Queen Elizabeth I, and Amber (Secure level 8 Standard File) evaluate the impact of a Jeremy Paxman television news interview.