

Speaking (AT2): Current, new and language ladder descriptors

AT2 Speaking

Level

Current level description(as on NC online website)

Modified level description(as on QCA website)

Language Ladder(as in their literature)

1

Pupils respond briefly, with single words or short phrases, to what they see and hear. Their pronunciation may be approximate, and they may need considerable support from a spoken model and from visual cues.

Pupils say single words and short, simple phrases in response to what they see and hear. They may need considerable support from a spoken model and from visual clues. They imitate correct pronunciation with some success.

I can say and repeat single words and short simple phrases.

2

Pupils give short, simple responses to what they see and hear. They name and describe people, places and objects. They use set phrases [for example, to ask for help and permission]. Their pronunciation may still be approximate and the delivery hesitant, but their meaning is clear.

Pupils answer simple questions and give basic information. They give short, simple responses to what they see and hear, and use set phrases. Their pronunciation shows an awareness of sound patterns and their meaning is clear.

I can answer simple questions and give back basic information.

3

Pupils take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond. They use short phrases to express personal responses [for example, likes, dislikes and feelings]. Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements.

Pupils ask and answer simple questions and talk about their interests. They take part in brief prepared tasks, using visual or other clues to help them initiate and respond. They use short phrases to express personal responses. Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements.

I can ask and answer simple questions and talk about my interests.

BREAKTHROUGH

You should be able to use a basic range of everyday expressions relating to personal detail;s and needs. Your pronunciation may not always be completely accurate but your meaning will be clear. You should be able to understand and use a few simple grammatical structures and sentence patterns. You should be familiar with the sound system of the language. You should be aware of how to address people both formally and informally as appropriate.

4

Pupils take part in simple structured conversations of at least three or four exchanges, supported by visual or other cues. They are beginning to use their knowledge of grammar to adapt and substitute single words and phrases. Their pronunciation is generally accurate and they show some consistency in their intonation.

Pupils take part in simple conversations, supported by visual or other cues, and express their opinions. They begin to use their knowledge of grammar to adapt and substitute single words and phrases. Their pronunciation is generally accurate and they show some consistency in their intonation.

I can take part in a simple conversation and I can express my opinions.

5

Pupils take part in short conversations, seeking and conveying information and opinions in simple terms. They refer to

recent experiences or future plans, as well as everyday activities and interests. Although there may be some mistakes, pupils make themselves understood with little or no difficulty.

Pupils give a short prepared talk that includes expressing their opinions. They take part in short conversations, seeking and conveying information, opinions and reasons in simple terms. They refer to recent experiences or future plans, as well as everyday activities and interests. They vary their language and sometimes produce more extended responses. Although there may be some mistakes, pupils make themselves understood with little or no difficulty.

I can give a short prepared talk, on a topic of my choice, including expressing my opinions.

6

Pupils take part in conversations that include past, present and future actions and events. They apply their knowledge of grammar in new contexts. They use the target language to meet most of their routine needs for information and explanations. Although they may be hesitant at times, pupils make themselves understood with little or no difficulty.

Pupils give a short prepared talk, expressing opinions and answering simple questions about it. They take part in conversations, using a variety of structures and producing more detailed or extended responses. They apply their knowledge of grammar in new contexts. Although they may be hesitant at times, pupils make themselves understood with little or no difficulty and with increasing confidence.

I can give a short prepared talk, expressing opinions and answering simple questions about it, us

PRELIMINARY

On completing this stage you should be able to use and adapt learnt language relating to a range of predictable everyday matters. Your pronunciation should be clearly understandable and you should be able to maintain a simple conversation using strategies such as asking for clarification or repetition. You should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.

7

Pupils initiate and develop conversations and discuss matters of personal or topical interest. They improvise and paraphrase. Their pronunciation and intonation are good, and their language is usually accurate.

Pupils answer unprepared questions. They initiate and develop conversations and discuss matters of personal or topical interest. They improvise and paraphrase. Their pronunciation and intonation are good, and their language is usually accurate.

I can answer unprepared questions in a conversation or following a presentation.

8

Pupils give and justify opinions and discuss facts, ideas and experiences. They use a range of vocabulary, structures and time references. They adapt language to deal with unprepared situations. They speak confidently with good pronunciation and intonation, and their language is largely accurate with few mistakes of any significance.

Pupils narrate events, tell a story or relate the plot of a book or film and give their opinions. They justify their opinions and discuss facts, ideas and experiences. They use a range of vocabulary, structures and time references. They adapt language to deal with unprepared situations. They speak confidently, with good pronunciation and intonation. Their language is largely accurate, with few mistakes of any significance

I can narrate events, tell a story or relate the plot of a book or film and give my opinions about it.

EP

Pupils discuss a wide range of factual and imaginative topics, giving and seeking personal views and opinions in informal and formal situations. They deal confidently with unpredictable elements in conversations, or with people who are unfamiliar. They speak fluently, with consistently accurate pronunciation, and can vary intonation. They give clear messages and make few errors.

Pupils take part in discussions covering a range of factual and imaginative topics. They give, justify and seek personal opinions and ideas in informal and formal situations. They deal confidently with unpredictable elements in conversations, or with people who are unfamiliar. They speak fluently, with consistently accurate pronunciation, and can vary intonation. They give clear messages and make few errors.

I can take part in a discussion, giving and justifying my opinions and ideas.

INTERMEDIATE

On completing this stage you should now be comfortable with a range of tenses, and should be able to use language relating to a range of familiar matters. You should be using and adapting language for new purposes. Your pronunciation and intonation should be generally accurate. You should be able to maintain a conversation on familiar matters or in predictable situations using a range of language and structures.