P7 English, Speaking guidance notes

1. The learner will use phrases with up to 3 key words, signs or symbols.

1.1 I can communicate using up to 3 key words, signs or symbols.

The learner is able to use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others, for example, ‘I want big chocolate muffin’.

Evidence: Direct observation, planning records and documentation of day to day activities.

2. The learner will use regular plurals correctly.

2.1 I can be familiar with regular plurals.

The learner is able to demonstrate an understanding of regular plurals, such as, pencils, crayons, girls, boys etc.

Evidence: Direct observation, planning records and documentation of day to day activities.

2.2 I can communicate using regular plurals.

The learner is able to demonstrate use of familiar plurals in conversation or in basic sentences, for example, using a preferred method to indicate that they are using crayons to colour in a picture.

Evidence: Direct observation, planning records and documentation of day to day activities.

3. The learner will communicate ideas about past, present and future events and experiences.

3.1 I can describe an experience.

The learner is able to describe an experience using a preferred method of communication, for example, using words, signs or symbols to describe a visit to the park or museum.

Evidence: Direct observation, planning records and documentation of day to day activities.

3.2 I can link an experience and to an event or story.

Building on from 3.1 the learner will use a preferred method in linking a previous experience to a familiar event or story, for example, playing a game of football with friends and going to a live football match at a stadium.

Evidence: Direct observation, planning records and documentation of day to day activities.

3.3 I can answer questions about a story, event or experience.

The learner is able to answer simple questions regarding a story, event or experience that they been a part of, for example, 'Where did you go?', 'What did you see?', 'What were the characters names?'.

Evidence: Direct observation, planning records and documentation of day to day activities.

3.4 I can communicate about future events.

The learner is able use a preferred method to communicate about events that have not yet occured or events that are planned for the future, for example, ‘We going cinema on Friday’.

Evidence: Direct observation, planning records and documentation of day to day activities.

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3.5 I can describe what I am doing.
The learner is able to use a preferred method to describe what they are doing, for example, if they are reading a book, they might show you a sign or symbol which signifies the book.

Evidence: Direct observation, planning records and documentation of day to day activities.

4. The learner will contribute appropriately in one-to-one, small group discussions and role play.

4.1 I can communicate with peers.
The learner is able to communicate appropriately with their peers, for example, discussing a recent event.

Evidence: Direct observation, planning records and documentation of day to day activities.

4.2 I can contribute in group discussions.
The learner is able participate in group discussions, for example, providing an opinion on the subject being discussed.

Evidence: Direct observation, planning records and documentation of day to day activities.

4.3 I can contribute in role play.
The learner is able too participate in role play, for example, taking the part of a fictional character.

Evidence: Direct observation, planning records and documentation of day to day activities.

5. The learner will use the conjunction 'and'.

5.1 I can demonstrate sentences using the conjunction "and".
The learner is able to use the conjunction 'and' in familiar sentences, for example, pencils and crayons, girls and boys etc.

Evidence: Direct observation, planning records and documentation of day to day activities.

5.2 I can use the conjunction "and" to link ideas and information.
The learner is able to link ideas and information using the conjunction 'and', for example, the girl is wearing pink shoes and a yellow dress.

Evidence: Direct observation, planning records and documentation of day to day activities.

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