

## P8 English, Speaking guidance notes

1. The learner will use phrases with up to 4 key words, signs or symbols.

### 1.1 I can use phrases with up to 4 key words, signs or symbols.

The learner is able to link up to 4 key words, signs or symbols when communicating, for example, "I am going to walk to the shops to buy some milk."

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

2. The learner will communicate about own experiences.

### 2.1 I can communicate about my experiences to a peer.

The learner is able to link up to four key words, signs or symbols in communicating about their own experiences or in telling familiar stories to a peer, for example, 'The hairy giant shouted at Finn'.

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

### 2.2 I can communicate about my experiences to a group.

The learner is able to link up to four key words, signs or symbols in communicating about their own experiences or in telling familiar stories when in a groups, for example, 'The round ball flew at Sarah'.

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

3. The learner will use an extensive vocabulary to convey meaning to the listener.

### 3.1 I can use a range of vocabulary when communicating.

The learner is able to use a range of familiar vocabulary when communicating, for example, words that are used regularly in the classroom or at home.

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

### 3.2 I can convey meaning to the listener.

The learner is able to use an extensive vocabulary when conveying meaning to the listener, for example, 'James shouted loudly to show that he was angry'.

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

### 3.3 I can use regular plurals confidently.

The learner is able to confidently use familiar plurals when communicating.

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

4. The learner will use possessives.

### 4.1 I can use possessives.

The learner is able to use possessives, for example, 'my jacket' or 'that is my dinner'.

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

### 4.2 I can discuss ownership.

The learner is able to discuss ownership of certain objects or items with others, for example, who the school pencils belong to.

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

5. The learner will participate in role play with confidence.

### 5.1 I can participate in role play.

The learner will participate in role play within a group situation, for example, pretending to be a character in a scenario.

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

### 5.2 I can discuss roles in a role play.

The learner is able to discuss their role and their peers roles in a role play, for example, discussing who should play which part.

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

### 5.3 I can participate in familiar rhymes and songs.

The learner is able to participate in familiar rhymes or songs, joining in with the actions and words if appropriate.

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

6. The learner will use conjunctions that suggest cause.

### 6.1 I can use conjunctions to suggest cause.

The learner is able to use conjunctions that suggest cause, for example, 'cos', to link ideas.

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

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