

## Speaking endorsement

### Possible script for sharing process with pupils.

<p><i>Words to use: tick - criteria - judge the level of your endorsement</i>  <i>Words to avoid: exam - test - grade - evidence</i></p>	Language- to avoid stress
We're still waiting to hear about how your work is going to be assessed in listening, reading and writing - just as in other subjects.	Separate from exams
One of the aspects we DO know about is the speaking where the decision has definitely been made that it will be an 'endorsement' .. a separate level reported alongside your grade.	Certainty for this aspect
But note that it is NOT the single exam that it would have been. There will be no single activity which will cover all everything you need to do to get a level.	Reduce stress - chance to keep trying
But we DO need to be hearing you speak so that we can be judging a level of endorsement against the criteria we have been given.	Onus on pupil to demo
One obvious way of hearing you is when you speak aloud in lessons, whether through asking me questions, contributing to any whole-class work	Encourage natural participation
It also makes sense to try and combine the preparation we are doing for listening, reading, and especially writing exams with speaking. It is important to memorise language for any of these skills - and saying words and phrases aloud definitely helps the memorisation process, whether words or phrases.	The value of speaking for other skills
Because we have been using exam-type tasks like role play cards, photo cards and structured conversations, we may as well use these as well. They will definitely prepare you for your writing e.g. Photo card - Foundation question 1 Role play - 40 word and 90 word Conversation - all questions.	exam- <b>type</b> tasks - familiar and helpful
We will do these activities so that we can tick the different aspects you show - together. You will be aware of the level of endorsement you are working at. We will steadily build up your bank of ticks We will be contributing to the tick bank of criteria which will be used to judge the level of your endorsement.	Method for building up picture  Re-iterating that criteria are not for a single task
So firstly, here's the sheet of criteria. There are 4 aspects: C&I - Range - Accuracy - Pronunciation <b>SHOW GRID</b>	Share criteria - deliberately, so that it can be used formatively and to avoid appeals
You have to get every single bullet point ticked in any one box in order to	Process

<p>reach that level in that aspect.</p>	
<p>The most important one is <b>Communication and interaction</b> .. whatever level you get for this will be awarded if at least two other aspects are the same or higher.          You cannot get a level higher than the one you get for Communication and interaction.          SO you can see it is absolutely essential to who you can respond to question and ask questions (note the plural - I need to hear you ask at least 2!!!) ... it is not enough to be able to read aloud!</p>	<p>Priority of C+I - showing need for 2-way tasks</p>
<p>Obviously some tasks are less demanding than others e.g.</p> <ul style="list-style-type: none"> <li>• Describe a relative - quite straightforward</li> <li>• Describe a relative and say if you like them</li> <li>• Describe a relative - say if you like them - give a reason</li> <li>• Describe a relative - say if you like them- give a reason - describe a activity you usually do together</li> <li>• Describe a relative - say if you like them - give a reason - describe a activity you usually do together - give an example of what you did yesterday</li> <li>• Describe a relative - say if you like them - give a reason - describe a activity you usually do together - give an example of what you did yesterday and say what you plan to do at the weekend</li> </ul> <p>To give us a guide of what is expected for each level, there is a second grid: <b>SHOW GRID</b></p>	<p>Range</p>
<p>So - as we go through our lessons from now on, please be aware of this requirement.          I will give you the opportunity to show me you can speak.          You can take the initiative and show me what you can do!</p> <p>If you are not sure about this process, let me know, as it will be tool late after May 7<sup>th</sup> to do any changes</p>	<p>Onus on pupil to keep track and raise concerns - do not leave it until after May 7<sup>th</sup>!</p>