

Grade 1 Listening and Speaking: Term 1 - 4 Rubric

Term **1**

Name: _____ Date: _____

	1	2	3	4	5
Answers questions related to, at least, three personal details.	The learner cannot answer the questions relating to their personal details, without prompting.	The learner responds to one out of three questions.	The learner responds to two out of three questions.	The learner responds correctly to all three questions.	The learner responds to more than three questions related to their personal details.
Sequences five pictures according to the events in a story and can talk about them.	The learner finds it challenging to sequence the pictures and talk about them.	The learner is able to sequence two of the five pictures. They do need assistance when talking about them.	The learner is able to sequence three of the five pictures. They can use simple sentences to talk about them.	The learner is able to sequence four of the five pictures and use more complex sentences when talking about them.	The learner sequences all five pictures correctly and uses well-structured sentences to describe the order of events in the story.



Grade 1 Listening and Speaking: Term 1 - 4 Rubric

Term **2** Name: _____ Date: _____

	1	2	3	4	5
Answers questions related to, at least, three personal details.	The learner cannot answer the questions relating to their personal details, without prompting.	The learner responds to one out of three questions.	The learner responds to two out of three questions.	The learner responds correctly to all three questions.	The learner responds to more than three questions related to their personal details.
Sequences five pictures according to the events in a story and can talk about them.	The learner finds it challenging to sequence the pictures and talk about them.	The learner is able to sequence two of the five pictures. They do need assistance when talking about them.	The learner is able to sequence three of the five pictures. They can use simple sentences to talk about them.	The learner is able to sequence four of the five pictures and use more complex sentences when talking about them.	The learner sequences all five pictures correctly and uses well-structured sentences to describe the order of events in the story.



Grade 1 Listening and Speaking: Term 1 - 4 Rubric

Term **3** Name: _____ Date: _____

	1	2	3	4	5
Answers questions related to, at least, three personal details.	The learner cannot answer the questions relating to their personal details, without prompting.	The learner responds to one out of three questions.	The learner responds to two out of three questions.	The learner responds correctly to all three questions.	The learner responds to more than three questions related to their personal details.
Sequences five pictures according to the events in a story and can talk about them.	The learner finds it challenging to sequence the pictures and talk about them.	The learner is able to sequence two of the five pictures. They do need assistance when talking about them.	The learner is able to sequence three of the five pictures. They can use simple sentences to talk about them.	The learner is able to sequence four of the five pictures and use more complex sentences when talking about them.	The learner sequences all five pictures correctly and uses well-structured sentences to describe the order of events in the story.



Grade 1 Listening and Speaking: Term 1 - 4 Rubric

Term **4** Name: _____ Date: _____

	1	2	3	4	5
Answers questions related to, at least, three personal details.	The learner cannot answer the questions relating to their personal details, without prompting.	The learner responds to one out of three questions.	The learner responds to two out of three questions.	The learner responds correctly to all three questions.	The learner responds to more than three questions related to their personal details.
Sequences five pictures according to the events in a story and can talk about them.	The learner finds it challenging to sequence the pictures and talk about them.	The learner is able to sequence two of the five pictures. They do need assistance when talking about them.	The learner is able to sequence three of the five pictures. They can use simple sentences to talk about them.	The learner is able to sequence four of the five pictures and use more complex sentences when talking about them.	The learner sequences all five pictures correctly and uses well-structured sentences to describe the order of events in the story.



Speaking And Listening Year 1

Catherine Delamain, Jill Spring



Speaking And Listening Year 1:

Teaching English, Language and Literacy Dominic Wyse, Russell Jones, Helen Bradford, 2008 This is a text for students on initial teacher training courses which covers the theory and practice of teaching English language and literacy The book is closely related to the new National Literacy Strategy Learning Through Talk in the Early Years Elizabeth Sharp, 2005-09-14 This book is aimed at class teachers of Reception to Year 3 seeking ideas to develop their pupils speaking and listening skills The author describes each activity in an easy to follow format with links to the relevant curriculum targets The most valuable part of the book is the commentary from the author's own teaching experience This provides some useful insights such as the fact that the flow of children's ideas was improved while they had a discussion while engaged in drawing The book is easy to read It provides a practical guide to some tried and tested speaking and listening activities which may be useful for the beginning Foundation or Key Stage 1 teacher Special Do the children in your class need help with language and listening skills Lots of ideas and suggestions for activities using and encouraging talk in the classroom make this book a lively practical guide to encouraging young children to develop their verbal reasoning skills and to communicate more effectively There is advice on how to tie in these activities with the various curriculum subjects and the following are covered setting up a talk corner using story bags and story boxes using Circle Time and playing games to encourage talk In each activity there are directions for helping children with Special Educational Needs working with Teaching Assistants TAs and other adults in the classroom planning and assessing work and finding suitable resources A selection of photocopiable material is included and all the suggestions and ideas in the book have been tried and tested by the author in her own classroom The focus of this book is on young children aged 5 to 8 but the activities can be adapted to suit those younger or older *Speaking, Listening and Drama* Andy Kempe, Jan Holroyd, 2013-07-04 Written for practicing and trainee English and Drama specialists this text clarifies what constitutes useful knowledge about spoken English and how pupils aged 11-16 can develop their skills in speaking and listening through the use of drama *English 5-11* David Waugh, Wendy Jolliffe, 2016-06-23 English is central to the primary school curriculum and successfully mastering the basics has a significant influence on pupils ability to learn and achieve their future goals Now fully updated English 5-11 provides comprehensive up to date and creative guidance on teaching English in the primary school Each chapter provides the busy teacher with indispensable advice and guidance as well as opportunities to reflect upon current practice in the classroom Key areas covered include language and literacy development grammar punctuation and spelling talk for learning systematic synthetic phonics fiction poetry and non fiction drama and creativity teaching in a multilingual classroom ICT Planning and assessment This third edition reflects changes in government policy and gives greater attention knowledge about language and is closely related to the changing curriculum for primary English The highly experienced authors are former literacy advisors and have frontline teaching school management and teacher training experience This book will be an invaluable resource for all

trainee and practising teachers interested in teaching English in an accessible contemporary and dynamic way Teaching English 3-11 Julia Myers, Cathy Burnett, 2004-04-01 This title highlights aspects of progression and continuity in the teaching of English across the Foundation and Primary years and encourages readers to develop an understanding of key principles and the confidence to apply these appropriately to their classroom practice Carr V. Koch ,2011 **Teaching Speaking and Listening in the Primary School** Elizabeth Grugeon, Lorraine Hubbard, Carol Smith, Lyn Dawes, 2012-09-10 Speaking and listening along with reading and writing are essential components of literacy and learning development within the National Primary Strategy This best selling introductory text updates teachers on national developments and best practice in speaking and listening in the classroom through speaking and listening issues a review story telling and drama oral and popular culture and media planning for talk across the curriculum the impact of ICT software email internet computer games

Chataway Andrew Burnett, Jackie Wylie, 2007-06-11 Based on the research of the Bristol Language Development Scales BLADES Chataway is a structured programme of work designed to help children develop speaking skills Chataway is based around conversational skills allowing children to prepare for social challenges as well as academic work the programme is written in a clear and straightforward way with progress easy to monitor can be used with all children those with average range skills and those with special needs group work focus extra training for staff not required For all teachers and teaching assistants in settings from Foundation Stage and Key Stages 1 2 to pupils with special needs at Key Stage 3 and in Special Schools The book is also relevant for parents carers and all speech and language therapists and assistants working to develop speaking skills **Complete Year, Grade 1** ,2014-06-02 Complete Year for Grade 1 provides a whole year s worth of practice for essential school skills including consonant and vowel sounds synonyms and antonyms punctuation addition and subtraction patterns skip counting telling time and more Thinking Kids R Complete Year is a comprehensive at home learning resource with 36 lessons one for each week of the school year Practice activities for multiple subject areas including reading writing language arts and math are included in each weekly lesson to ensure mastery of all subject areas for one grade level Complete Year lessons support the Common Core State Standards now adopted in most US states Handy organizers help parents monitor and track their child s progress and provide fun bonus learning activities Complete Year is a complete solution for academic success in the coming school year **Language for Learning** Sue Hayden, Emma Jordan, 2013-03-07 Winner of the NASEN TES Book Award for Teaching and Learning 2005 this essential reference handbook provides teachers and practitioners with a practical and realistic framework for supporting pupils with speech and language difficulties in mainstream settings The book supports inclusive practice by helping readers to identify speech and language difficulties plan a differentiated curriculum facilitate the development of skills across meaningful learning experiences empower pupils to access the curriculum Supporting the latest DfES guidance on speaking and listening objectives Language for Learning comes complete with numerous photocopiable resources activities and stickers giving teachers and teaching

assistants the confidence to help children with basic speaking and communication difficulties more effectively in the mainstream classroom It will also be an extremely useful resource for specialist teachers speech and language therapists and educational psychologists

The California ELD Standards Companion Ivannia Soto,Linda Carstens,Jim Burke,2018-12-04 Just for California teachers California teachers you re going to love this Here at last is that single teaching resource for making the critical link between our ELD Standards and the CCSS ELA Standards Standard by standard you ll quickly discover how to integrate language development into your day to day content instruction armed with an insider s understanding of how best to support our many English learners Modeled after Jim Burke s Common Core series this Grades K 2 volume of The California ELD Standards Companion is every bit that version of the standards you wish you had because it s just so easy to digest and apply It s all here Horizontal and vertical views reveal how each ELD Standard changes and progresses grade by grade and proficiency level by proficiency level What the Student Does Sections also scannable by grade and proficiency level unpack in student friendly language what meeting a standard looks like in practice CCSS ELA Standards are displayed side by side with California s ELD Standards so you can appreciate the purposeful alignment between the two as the basis for remodeling instructional practice What the Teacher Does Sections provide specific instructional guidance by grade band including student prompts and tips for differentiation across proficiency level A dedicated vocabulary section offers a quick reference glossary of key words and phrases as they are used within each ELD Standard Each section concludes with a vignette from the California ELA ELD Framework to illustrate exemplary standards based instruction Thanks to the ELD Standards we are now free to teach our ELs the way we knew best all along language and content taught hand in hand across the school day Lean on Ivannia Soto and Linda Carstens California ELD Standards Companion as your one stop guide for delivering that excellent education our ELs so deeply deserve

Mapping Comprehensive Units to the ELA Common Core Standards, K-5 Kathy Tuchman Glass,2012-04-26 A GPS for connecting standards to lessons Translating the Common Core State Standards into an effective curriculum is at the top of many educators to do list and this book shows you how This text familiarizes teachers and curriculum designers with the key points of the ELA core standards and demonstrates how to design effective curriculum units to align with them The author provides practical and accessible tools for developing a map and for making the important connections among all unit map components including differentiated instruction Also included are A rationale for each of the ELA common core standards An overview of the key benefits Reproducible templates and examples of unit curriculum maps

Resources in Education,1991

Text-Dependent Questions, Grades K-5 Douglas Fisher,Nancy Frey,Heather Anderson,Marisol Thayre,2014-09-02 Fisher Frey s answer to close and critical reading Learn the best ways to use text dependent questions as scaffolds during close reading and the big understandings they yield But that s just for starters Fisher and Frey also include illustrative video texts and questions cross curricular examples and an online facilitator s guide making the two volumes of TDQ a potent

professional development tool across all of K 12 The genius of TDQ is the way Fisher and Frey break down the process into four cognitive pathways What does the text say How does the text work What does the text mean What does the text inspire you to do

Language, Power and Pedagogy Jim Cummins, 2000-09-22 Population mobility is at an all time high in human history One result of this unprecedented movement of peoples around the world is that in many school systems monolingual and monocultural students are the exception rather than the rule particularly in urban areas This shift in demographic realities entails enormous challenges for educators and policy makers What do teachers need to know in order to teach effectively in linguistically and culturally diverse contexts How long does it take second language learners to acquire proficiency in the language of school instruction What are the differences between attaining conversational fluency in everyday contexts and developing proficiency in the language registers required for academic success What adjustments do we need to make in curriculum instruction and assessment to ensure that second language learners understand what is being taught and are assessed in a fair and equitable manner How long do we need to wait before including second language learners in high stakes national examinations and assessments What role if any should be accorded students first language in the curriculum Do bilingual education programs work well for poor children from minority language backgrounds or should they be reserved only for middle class children from the majority or dominant group In addressing these issues this volume focuses not only on issues of language learning and teaching but also highlights the ways in which power relations in the wider society affect patterns of teacher student interaction in the classroom Effective instruction will inevitably challenge patterns of coercive power relations in both school and society

Drama Play Kay Hiatt, 2013-08-21 Looking for effective ways to implement the curriculum creatively Helping you to plan and deliver drama as a key tool for improving literacy this book is packed with read it and run with it activities These show how to use stories in combination with basic drama techniques to raise standards in reading writing speaking and listening Illustrated in colour it exploits children s love of good stories and role play in order to make learning fun provides clear and easy to use activities that will enhance understanding of basic drama techniques for teachers and children includes a checklist to help senior managers assess the whole school impact of these activities and offers templates for easy planning Fun and accessible this book is essential for teachers and support staff in foundation settings and key stage one classrooms It shows you how to incorporate key texts into your teaching in a creative and enjoyable way

Grade 1, Personal Narrative: Telling Our Stories, 2001

Primary English for Trainee Teachers David Waugh, Wendy Jolliffe, Kate Allott, 2023-03-15 What do I need know about English to teach it effectively in primary school How do children learn English How do I teach it What does a good primary English lesson look like This is the ultimate guide for primary trainee teachers grappling with these questions A comprehensive text supporting you to teach the National Curriculum for primary English it covers both subject knowledge and teaching theory and practice This new edition includes an updated chapter on Oracy Speaking and listening explorations of updated theory and reseach

and new links to the Core Content Framework CCF Speaking, Listening and Understanding Catherine Delamain, Jill Spring, 2018-10-03 Speaking Listening and Understanding is a practical resource packed full of games to improve young children's communication skills The second edition of this bestselling resource contains a programme of games and activities to foster the speaking listening and understanding skills of children aged from 5 to 7 years The book seeks to address language and communication difficulties for primary aged children by providing a range of fun and engaging activities Suitable for whole classes or small groups of children the activities focus on both understanding and using language in areas such as following instructions thinking skills inference describing narrating and playing with words Features include 160 games and activities which are differentiated by stages and levels of ability A clear aim equipment list and instructions for each activity Photocopiable templates for ease of use Supplementary resource sheets including pictures and scripts to use with the activities Now fully revised and updated in line with current policy and legislation this book is suitable for young children in any school setting It also includes material that may be used as an effective part of a speech and language therapy programme in consultation with a therapist This is a unique manual that will be an essential addition to the materials used by professionals working with young children **Common Core Standards For Parents For Dummies** Jared Myracle, 2014-03-03 A parent's guide to understanding the Common Core educational standards Designed to ensure a similar level of job and college preparedness for students from all backgrounds and regions the Common Core standards have been adopted in 45 states from coast to coast These new common standards are designed to bring many diverse state standards into alignment with each other in math and English to create a set of national educational standards Common Core Standards For Parents For Dummies explains this new set of standards what it means for students and how parents can get their children prepared for the school year Explains what changes to expect in the classroom Includes a grade by grade explanation of the new math and English standards Provides tips and exercises for helping students succeed For parents who want to help their kids excel at school Common Core Standards For Parents For Dummies is a handy straightforward guide that explains everything they need to know

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