Year 6 Assessment Benchmark Objectives

Descriptors to define "Meeting" expected skill level

Exceeding: Can demonstrate ability to do more than the descriptor
Meeting: Can demonstrate the ability to achieve confidently and accurately the descriptor
Emerging: Can meet some of the descriptor but still needs more practise

L - listening
S - Writing
R - Reading
W - Writing

- If two activities in one skill area are described, teachers can select to assess one or both descriptors with the children
- Teachers may wish to assess a sample group , a group of children per term or the whole class
- The half termly assessments can be recorded on the Assessment grids.
- Once the child has reached the skills level this data can then be transferred to the school's own foundation data collection grids.
- Qualitative data can show the percentage of children EMERGING/MEETING or EXCEEDING the skill level descriptor.

The Skill Levels for Stage Four are: (from the Year 6 Tracking sheet- skills' descriptor chart)
Listening: Can understand the main points and some detail from a short spoken passage
Speaking: Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation
Reading: Can understand the main points and simple opinion of a longer written passage (e.g. letter, recipe, poem, story, an account.
        Can use a bilingual dictionary to access unfamiliar language.
Writing: Can write a short text attempting to use accurately nouns, verbs and adjectives on a familiar topic using reference materials, support

Term	Meeting the Skill descriptor	Content
Aut 1	L - Can identify and note down the description of someone's daily school routine (five statements. To include time, day and opinions) S - Can ask and answer questions with a partner about own daily routine giving four accurate responses and an attempt at accurate pronunciation (acceptable to a sympathetic native speaker- to include times, daily routine verbs, opinion) R - Can read a written six sentence text about a target language child's daily routine to include times, daily routine verbs ,opinion)	Daily routine sentences and simple questions and answers Digital 24 hour clock 1-12 o'clock

	W - Can write a five sentence description of own daily school routine . To include time, day and opinions	
Aut 2	L - Can understand a description of the rooms in a house S - Can take part in a short dialogue made up of four "at the table " phrases and questions about likes and dislikes in food. Pre-prepared as a play. R - Can read a short text of six sentences about a house and identify the key information in five of the six sentences. W - Can write a short mainly accurate description of an imaginary house and add three interesting adjectives and describe what games you can play in the garden (using the pattern "you can + infinitive)	Rooms in the house House descriptions At the table language
Spr 1	L - Can identify the likes, dislikes and sports played in a short spoken text. S - Can describe in a short five sentence spoken text a sport and how to play the sport and give an opinion of the sport R - Can read a short description of how to play a sport and explain this to a partner W - Can write a poem paradigm using the verb "to play" about sports everyone can play	Sports The verb to play Extended sentences
Spr 2	L - Can understand five statements in a spoken description (eight sentences) about someone else describing own favourite things S - Can describe a funfair to a partner/class and give opinions of the rides R - Can understand five statements in a description (eight sentences) about someone else describing own favourite things and why they like the items. Use of bilingual dictionary evident to access unfamiliar words.	my favourite things describing myself opinions and rides at the funfair

	W - Can write a five sentence description describing own favourite things, using conjunctions and giving opinions.	
Sum 1	L - Can listen to and understand a café dialogue and the items ordered and the cost of the items. S - Can participate in a café dialogue ordering three foods and two drinks. Prices and table language to be included R - Can read and access using a bilingual dictionary an authentic café menu. Understand the majority of the key foods and drinks. W - Can write a short dialogue at the café- three foods, two drinks, prices and table language to be included.	café culture menus