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
*Content can be altered, level of challenge must be maintained. Puzzle it out word documents allow class teacher to alter content

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

(Descriptors on next page)

Term	Meeting the Skill descriptor	Content
Aut 1	L - Can identify and note down the description of someone's daily school routine (four statements. To include time, day and opinions) S - Can ask and answer questions with a partner about own daily routine giving three accurate responses and an attempt at accurate pronunciation (acceptable to a sympathetic native speaker- to include times, daily routine verbs, opinion) R – Can understand five sentences in a 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 four sentences description of own daily school routine. To include time, day and opinions (minor errors acceptable in extended sentences)	
Aut 2	L - Can understand a description of the rooms in a house and identify 4 key items S - Can take part in a short dialogue made up of at least 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 at least two interesting adjectives and describe at least one game 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 at least 5 likes, dislikes or sports played in a short-spoken text. S - Can describe in a short spoken text a sport and how to play the sport and give an opinion of the sport and be clearly understood R - Can read a short description of how to play a sport and can identify at least 3 key facts W - Can write a paradigm using the verb "to play" about sports everyone can play. At least 4 parts and paradigm are accurate	Sports The verb to play Extended sentences
Spr 2	L - Can understand four statements in a spoken description about someone else describing own favourite things S - Can describe clearly a funfair to a partner/class and give opinions of the rides R - Can understand four 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 four sentences in a description describing own favourite things, using conjunctions and giving opinions. (minor errors acceptable in extended sentences)	
Sum 1	L - Can listen to and understand a café dialogue and identify 4 facts from items ordered and the cost of the items. S - Can participate in a café dialogue ordering two foods and a drink. 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- must include three foods, two drinks, a price and an 'at the table p' phrase (e.g. are you hungry/ thirsty? What would you like? Is there a menu?)	café culture menus