

Speaking and Listening Observational Rubric – Year 1

A student can:	Cannot demonstrate (0 marks)	Working towards (1 mark)	Always demonstrates (2 marks)
Language: Language variation and change			
Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)			
Language: Language for interaction			
Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)			
Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)			
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)			
Language: Text structure and organisation			
Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)			
Understand patterns of repetition and contrast in simple texts (ACELA1448)			
Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)			
Language: Expressing and developing ideas			
Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)			
Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)			
Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)			
Language: Phonic and word knowledge			
Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (ACELA1457)			
Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words (ACELA1458)			

Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (ACELA1459)			
Understand how to spell one and two syllable words with common letter patterns (ACELA1778)			
Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words (ACELA1822)			

A student can:	Cannot demonstrate (0 marks)	Working towards (1 mark)	Always demonstrates (2 marks)
Literature: Literature and context			
Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students own experiences (ACELT1575)			
Literature: Responding to literature			
Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)			
Share feelings and thoughts about the events and characters in texts (ACELT1783)			
Literature: Examining literature			
Identify some features of texts including events and characters and retell events from a text (ACELT1578)			
Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)			
Literature: Creating literature			
Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)			
Innovate on familiar texts through play (ACELT1831)			
Literacy: Interacting with others?			
Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)			
Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)			
Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)			
Literacy: Interpreting, analysing, evaluating			
Describe some differences between imaginative informative and persuasive texts (ACELY1658)			
Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)			
Total:			