	S1 - **Express** experience and ideas clearly.	S2 - **Structure** facts, ideas and opinions in a clear way, engaging the audience's interest.	S3 - **Communicate** ideas clearly and purposefully using fluent language.	S4 - Use register and **style** appropriate to context and audience.	S5 - **Listen** and **respond** appropriately in conversation.
Assured **Y7** - 9A* **Y8** - 9A* **Y9** - 9A*, 8A*	Expression is **confident and articulate,** conveying meaning with impressive subtlety.	Speech is **effectively structured** for the benefit of the audience.	There is an **impressive range** of vocabulary and a variety of speech structures used for effect.	The register and style is **precisely matched** to audience and purpose, with a very clear personal style emerging.	There is a **clear and very effective attempt** to **engage** with the needs of the audience or to **respond** to other's views, demonstrating excellent understanding.
Sophisticated **Y7** - 9A* **Y8** - 9A*, 8A* **Y9** - 8A	Expression is **sophisticated and articulate,** conveying meaning with some subtlety.	Speech is **carefully structured** for the benefit of the reader.	There is a wide range of vocabulary and a **variety** of speech structures used for effect.	The register and style is **matched** to audience and purpose, perhaps with a personal style emerging.	There is a **clear attempt** to **engage** with the needs of the audience or to **respond** to other's views, demonstrating excellent understanding.
Articulate **Y7** - 9A*, 8A **Y8** - 8A **Y9** - 7A, 6B	Expression is **effective**, conveying meaning carefully, with evident thought.	Speech is **securely structured**, organised to help the audience follow ideas.	There is a **range** of appropriate vocabulary and a variety of speech structures used effectively.	The register and style is **appropriate** to audience and purpose.	There is a **clear attempt** to **engage** with the needs of the audience or to **respond** to other's views, demonstrating good understanding.
Effective **Y7** - 8A **Y8** - 7A, 6B **Y9** - 5B, 5C	Speech is clear, **informative** and often effective in style.	Speech is generally well structured, with some evident **sequence**.	There is an **adequate range** of vocabulary and some attempt to structure for effect.	Mostly the register and style is **appropriate** to audience and purpose.	There is **some attempt** to **engage** with the needs of the audience or to **respond** to other's views, perhaps just with visible signs of listening.
Developing **Y7** - 7A, 6B **Y8** - 5B, 5C **Y9** - 4C, 3D	Spoken language is **sometimes awkward**, but meaning is generally clear.	Speech may be **disorganised**, but with some limited structure.	Vocabulary range is **appropriate if limited**, with repetition or simple word choices. Speech may not always be grammatically correct.	There are **attempts to engage** the audience, but they aren't always effective.	There are **attempts** to **engage** with the needs of the audience or to **respond** to other's views. There are clear visible signs of listening.
Beginning **Y7** - 5B, 5C **Y8** - 4C, 3D **Y9** - 3E, 2E	Spoken language is **sometimes awkward**, but meaning is mostly clear.	Speech has **little structure** for effect.	Vocabulary is **somewhat limited**, with repetition or simple word choices. There are some obvious errors in grammar.	There may be **attempts** to engage the audience, but they are ineffective.	There may be **some attempt** to **engage** with the needs of the audience or to **respond** to other's views. There are some visible signs of listening.
Emerging **Y7** - 4C, 3D **Y8** - 3E, 2E	Spoken language is **often awkward**. Meaning may not be clear.	Speech is **disorganised**, with little structure.	Vocabulary is **very limited**, with regular repetition or simple word choices.	There is **little grasp** of the needs of the audience.	**Little attempt** to **engage** with the needs of the audience or to **respond** to other's views.

| Y9 - 2F, 1F | | | Frequent grammatical errors. | | Perhaps some visible signs of listening. |