



Junior Grade 1 - Year Group 3

Junior Grade 1 - Year Group 3 - Ages 7 / 8 years

Total Individual Time: 10 minutes

Section 1: Presenting - Show and Explain

Time: 2 minutes

Bring a favourite object, model or game and talk about it, so that the listeners can understand and share your enthusiasm.

Section 2: Speaking By Heart - Poetry

Time: 1 minute

Speak, from memory, a poem which you enjoy. Introduce your choice, giving the name and title and saying why you like it.

Section 3: Reading Aloud

Time: 2 minutes

Bring a favourite book suitable for your reading ability from which you have prepared a passage of about 100 words. Tell your listeners the title and author of the book and why you have enjoyed it.

Section 4: Listening and Responding

Be prepared to answer questions from the assessor and the listening group after your talk. Listen carefully to others, and contribute to discussion when you can.

Notes to Teachers:

- Read the task for each section carefully and note the time allocated.
- Study the Assessment Criteria at the PASS level to establish the minimum standard for success.
- The criteria are cumulative: Merit includes the Pass criteria and Distinction includes all that precedes it.
- Section 1, the Talk, is double weighted, carrying 40% of the marks. The three other sections each bear 20% of the marks.
- **Section 1:** Children should choose something special to them, that they have plenty to say about. It may help them to include how they came to acquire the toy, where it is kept, or something that happened to do with it. They should include personal detail to explain about object / model / game.
- **Section 2:** Help children to choose a poem, they do best with a lively one. Don't be afraid to steer them in the direction of a choice you know will give them the best opportunity of showing what they can do.
- **Section 3:** Concentrate on making the reading interesting for listeners – like a story tape. Think about and give a reason for the choice.
- **General:** Encourage lively, free speech – natural communication.

*Please notify ESB on Form SAA at the time of registering any candidate who suffers from documented dyslexia or any other long term difficulty or disability which may affect performance. This will enable the assessor to make reasonable adjustments as appropriate. There are further procedures in place via Form SC for any short term difficulty e.g. recent bereavement, illness.

Section 1 – Show and Explain

You might talk about: something that is special to you, the collection you are making, the aircraft or toy you've made, or a game you love to play.

Show the assessor that you can:

- ◆ select and talk about one or two items, perhaps from a collection
- ◆ introduce your choice
- ◆ structure your short talk neatly
- ◆ use the objects to illustrate your talk
- ◆ speak audibly and clearly enough to be heard by everyone.

Assessment Criteria for Section 1

Junior 1	Pass	Merit	Distinction
Structure	Some evidence of sequencing, to approximate time	Talk structured, with clear beginning and ending	Well thought out planning
Style	Shows personal interest in topic	Mostly natural-sounding	Lively, fluent speech
Voice	Clear, audible voice	Natural delivery	Voice has vitality
Content	General explanation	Some clear detail	Detailed explanation, with individuality
Visual Aids	Shows chosen object	Presents chosen object Confidently	Builds talk around object.
Communication	Some audience awareness	Looks up frequently	Shares content enthusiastically

Section 2 – Speaking by Heart

Examples of suitable poems at this level are: The Quarrel by Eleanor Farjeon; Please Mrs Butler by Allan Ahlberg; Some One by Walter de la Mare

Show the assessor that you can:

- ◆ choose a lively poem and learn it by heart
- ◆ speak it aloud to the listeners
- ◆ show how much you understand your poem
- ◆ help your listeners to enjoy the piece by your imaginative delivery.

Assessment Criteria for Section 2

Junior 1	Pass	Merit	Distinction
Choice of Material	Short, simple poem	Suitable length of piece	Thoughtful choice
Memory	Remembers lines with several prompts	Words generally secure	Words totally secure
Delivery / Voice / Face	Audible voice	Clear, audible voice	Uses vocal vitality and facial expression
Interpretation / Communication	Concentrates on the rhythm or structure	Catches the mood or spirit of the poem	Shows obvious enjoyment of the words

Section 3 - Reading Aloud

Examples of successful choices are: *The BFG* by Roald Dahl; *Captain Underpants* by Dave Pilkey; *George Speaks* by Dick King Smith

Show the assessor that you can:

- ◆ thoroughly prepare an interesting passage of about 100-150 words from a favourite book
- ◆ introduce the book to listeners with title and author
- ◆ hold the book up firmly while you read
- ◆ read clearly and audibly, without rushing
- ◆ use voice and face to enliven your reading.

Assessment Criteria for Section 3

Junior 1	Pass	Merit	Distinction
Choice of Material	An appropriate choice of the right length	A lively choice	A challenging choice appropriate for reading ability
Style	Introduction shows personal interest Mainly fluent	Effective introduction. Fluent reading	Lively presentation and reading
Voice	Audible voice	Clear, audible voice	Vocal strength and variety
Communication	Audience awareness at beginning and end	Looks up from time to time	Looks up whilst keeping the flow

Section 4 – Listening and Responding

Show the assessor that you can:

- ◆ listen carefully to the questions after your talk
- ◆ answer clearly and thoughtfully
- ◆ listen supportively to other speakers
- ◆ join in discussions whenever you can.

Assessment Criteria for Section 4

Junior 1	Pass	Merit	Distinction
Listening Skills	Listens quietly	Quietly supportive of others	Listens attentively
Responding to Questions	Brief responses	Fuller answers	Lively responses and related ideas
Asking Questions	Simple questions	Questions seek additional information	Thoughtful questions and relevant comments

Learning Outcomes for Junior Grade One

On completion of ESB Junior Grade One, the successful student will be able to:

- a) plan a talk of up to two minutes' duration
- b) speak in front of a small group and an assessor
- c) recite a short poem from memory
- d) read aloud a chosen passage from a favourite story
- e) introduce the poem and reading, explaining reasons for choice
- f) speak clearly enough for the listeners to hear
- g) answer questions briefly from others
- h) listen quietly to the presentations of all the others in the group
- i) ask factual questions or make relevant comments at appropriate times.

Notes: