



Junior Grade 3 - Year Group 5

Junior Grade 3 - Year group 5 – Ages 9/10 years

Total individual time - 12 minutes

Section 1: Presentation - About Your Interest

Time: 3 minutes

Explain how you achieved, made, grew or learned about something. Use visual aids, and possibly demonstration, to support your presentation.

Section 2: Speaking By Heart

Time: 2 minutes

Present a memorised piece. First introduce your choice to the listeners, telling them the title and writer and indicating your reasons for selecting it.

Section 3: Reading Aloud

Time: 2 minutes

From a book you have enjoyed suited to your reading ability, prepare 6 - 12 pages for reading aloud. The assessor will select an extract from these pages for you to present – *see note below for dyslexia etc. First, take half a minute to introduce your reading, placing the chosen passage in the context of the story.

Section 4: Taking Part - Listening and Responding

Be prepared to answer questions from the assessor and the listening group about your talk and, perhaps, your chosen book and memorised piece. Listen actively and cheerfully, finding opportunities for questions and comments.

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:** Practise openings and conclusions in small groups. Share the most original ones with the class. Discuss how displays and demonstration can be included smoothly in the talk.
- **Section 2:** Help children to choose something that they really like. 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. If drama is chosen, only hand props may be used, not costume.
- **Section 3:** Be aware of the listeners: are they getting all the effects readers are creating? Practise looking up at key moments. Make sure they check where in the story their selected range of pages come. Practise talking briefly about a book and setting a passage in context to help capture listeners' attention.
- **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: Presentation – About Your Interest

You might talk about: your dancing trophy or music certificate; your model ship or gingerbread men; growing sunflowers; the Planets; the Tudors

Show the assessor that you can:

- ◆ begin and end your talk clearly and arrange your ideas logically
- ◆ keep to the time limits
- ◆ speak naturally, without learning by heart or reading your talk
- ◆ speak clearly enough to be heard by everyone, controlling your pace
- ◆ explain your ideas in detail
- ◆ use visual aids - posters, sports kit, costume, trophies and demonstration
- ◆ present your material, using your voice and face to show your enthusiasm.

Assessment Criteria for Section 1

Junior 3	Pass	Merit	Distinction
Structure	Some evidence of organised approach, to approximate time	Talk structured, with clear beginning and ending	Well thought out and effectively planned
Style	Shows personal interest in topic, reliant on notes or learned text	Mostly natural-sounding, using brief notes if necessary	Lively free speech, unhindered by notes or memorisation
Voice	Voice clear and audible	Natural delivery	Voice has vitality
Content	General explanation	Some clear detail	Detailed explanation linked to own experience
Visual Aids	Visual aids briefly referred to in the presentation	Uses visual aids confidently	Visual material well chosen and used smoothly
Communication	Some audience awareness	Engages with listeners. Mainly controls pace	Shares content enthusiastically

Section 2: Speaking By Heart

Examples of successful memorised poems at this level are: *The Witch's Ride* by Karla Kuskin; *A Small Dragon* by Brian Patten; *Something Told Wild Geese* by Rachel Field; *Toad of Toad Hall* by AA Milne; *A Little Princess* by Frances Hodgson-Burnett

Show the assessor that you can:

- ◆ make an appropriate choice of material – thinking about content, length, complexity
- ◆ introduce and explain your choice to your listeners
- ◆ speak it aloud, from memory
- ◆ begin to use a range of vocal skills
- ◆ bring the meaning, or mood, appropriately to life.

Assessment Criteria for Section 2

Junior 3	Pass	Merit	Distinction
Choice of Material	Adequate length and difficulty	Thoughtful choice	More challenging piece
Introduction	Brief introduction and reason for choice	Fuller introduction, giving thoughtful reasons for choice	Apt introduction, awakening interest
Memory	Remembers lines with some prompts	Words generally secure	Words totally secure
Delivery/Voice/Face	Audible voice	Clear, audible voice	Vocal strength and variety
Interpretation / Communication	Concentrates on the rhythm and /or structure	Appropriate phrasing, pace and pause for understanding	Thoughtful interpretation

Section 3: Reading Aloud

Examples of successful readings at this level are: *Fergus Crane* by Paul Stewart & Chris Riddell; *Matilda* by Roald Dahl; *The Butterfly Lion* by Michael Morpurgo

Show the assessor that you can:

- ◆ choose a book appropriate to your reading ability which you have read and enjoyed
- ◆ prepare a passage of 6 to 12 pages containing dialogue, ensuring you understand and can pronounce all the words
- ◆ introduce your reading, putting the chosen passage in context
- ◆ read with clarity and appropriate volume
- ◆ use a variety of pace, pause and phrasing to bring your reading to life
- ◆ show awareness of your listeners by looking up occasionally.

Assessment Criteria for Section 3

Junior 3	Pass	Merit	Distinction
Choice of Material	An appropriate choice	A lively choice with some variety	A challenging choice appropriate for your reading ability
Introduction	Simple, brief introduction with context	Clear introduction, setting Prepared pages in context	Interest aroused by enthusiasm for book
Style and delivery	Mainly fluent reading	Lively reading with mainly appropriate pace	Clear contrast between narrative and dialogue, including appropriate pauses
Delivery / Voice / Face	Audible voice	Clear, audible voice	Vocal strength and variety
Communication	Some eye contact	Looks up occasionally whilst keeping the flow	Shows full awareness of listeners with easy eye contact

Section 4: Listening and Responding

Show the assessor that you can:

- ◆ answer questions thoughtfully and with confidence, adding to the information in your talk
- ◆ listen positively to other speakers
- ◆ ask relevant questions
- ◆ offer your own thoughts and ideas from time to time.

Assessment Criteria for Section 4

Junior 3	Pass	Merit	Distinction
Listening Skills	Listens quietly	Quietly supportive of others	Listens attentively
Responding to Questions	Brief replies, developing some answers	Fuller, more fluent answers	Lively responses with related ideas, showing excellent communication skills
Asking Questions	Simple or repetitive questions	Questions seek additional information	Thoughtful questions
Taking Part in the Group	Takes part when prompted	Engages with group	Offers own ideas and comments to support the group

Learning Outcomes for Junior Grade Three

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

- a) plan a talk of up to three minutes' duration
- b) speak in front of a small group and an assessor
- c) introduce and present a poem or piece of drama of appropriate maturity from memory
- d) prepare six to twelve pages from a favourite book
- e) read aloud a passage selected by the assessor from the prepared pages
- f) introduce the reading, placing the passage in the context of the story
- g) speak clearly enough for the listeners to hear
- h) answer questions briefly from others
- i) listen quietly to the presentations of everyone else
- j) communicate appropriately within the group environment
- k) ask questions of others at appropriate times.

Notes: