**Year 5 Animal Adaptation Presentation**

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|  | **A** | **B** | **C** | **D** | **E** |
| **Creating and Responding** | You can create a well-structured and detailed spoken text to inform your class (audience) about animal adaptations (purpose), effectively using relevant language features to extend ideas. e.g. speed, tone, pitch, rhythm, body language (gestures), loudness or quietness, pauses  You can plan, rehearse and deliver detailed and sequenced presentations that include a considered selection of multimodal elements, and are highly relevant to the audience and purpose. Multimodal elements include:  *Visual*- images, colour  *Spatial*- where things are placed, camera angle  *Linguistics*- words, font  *Gestural*- movement, speed, body language  *Auditory*- sound | You can create a structured spoken text, to inform your class (audience) about animal adaptations (purpose), using relevant language features to extend ideas. e.g. speed, tone, pitch, rhythm, body language (gestures), loudness or quietness, pauses  You can plan, rehearse and deliver sequenced presentations that include multimodal elements, and are relevant to the audience and purpose. Multimodal elements include:  *Visual*- images, colour  *Spatial*- where things are placed, camera angle  *Linguistics*- words, font  *Gestural*- movement, speed, body language  *Auditory*- sound | You can create a spoken text to inform your class (audience) about animal adaptations (purpose), using language features to extend ideas e.g. speed, tone, pitch, rhythm, body language (gestures), loudness or quietness, pauses  You can plan, rehearse and deliver a presentation that include some multimodal elements and are relevant to the audience and purpose. Multimodal elements include:  *Visual*- images, colour  *Spatial*- where things are placed, camera angle  *Linguistics*- words, font  *Gestural*- movement, speed, body language  *Auditory*- sound | You can create a spoken text, using some basic language features. e.g. speed, tone, pitch, rhythm, body language (gestures), loudness or quietness, pauses  Makes presentations with some awareness of audience and/or purpose. | Does not meet the requirements of a D grade.  Does not meet the requirements of a D grade. |
| **Communication Skills** | You speak clearly and coherently, effectively varying tone, volume, pitch and pace according to the type of interaction and needs of the audience.  You purposefully use body language, gestures and eye contact to effectively maintain audience interest.  You can effectively use notes or visual aids (keynote) to stay on topic and still engage with the audience.  You effectively use a range of appropriate props or multimedia (keynote) to enhance presentations and support audience understanding. | You speak clearly and coherently, purposefully using tone, volume, pitch and pace according to the type of interaction and needs of the audience.  You use body language, gestures and/or eye contact to maintain audience interest.  You may use notes or visual aids (keynote) to stay on topic and still engage with the audience.  You use relevant props or multimedia (keynote) to enhance presentations and support audience understanding. | You speak clearly and coherently, using tone, volume, pitch and pace for the purpose of engaging an audience.  You use some body language, gestures or eye contact in order to maintain audience interest.  You may use notes or visual aids (keynote) to stay on topic and attempt to engage with your audience.  You use props or multimedia (keynote) to enhance presentations and/or support audience understanding. | You attempt to speak clearly and coherently.  You attempt to use some  non-verbal behaviours such as body language, gestures or eye-contact.  You rely on notes or visual aids (keynote) to stay on topic.  You attempt to use props or multimedia (keynote) to enhance presentations. | Does not meet the requirements of a D grade.  Does not meet the requirements of a D grade.  Does not meet the requirements of a D grade.  Does not meet the requirements of a D grade. |