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# English Speaking Board (International) Ltd.



## ESB Oracy Award (Entry 2)

My Voice in my Community  
(unregulated)



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## ***Introduction***

English Speaking Board (International) Ltd. (ESB International) offers high-quality Speech and Language qualifications in the UK and internationally.

We aim to support learners to develop the oracy and English language skills they need to achieve their aspirations. ESB International has a full range of qualifications for learners of all ages and backgrounds which are designed to stretch the most able, support the least confident and realise the potential of all. Do contact ESB International via our website <https://esbuk.org/> if you wish to find out more about our qualifications and how learners can progress.

This suite of assessments is designed to be marked and administered internally by teaching staff and moderated externally by ESB International. ESB International carries out training, standardisation and moderation of all its assessors/moderators to ensure the assessment of your learners is consistent and of the highest quality.

When you choose to be a centre of ESB International and prepare your learners for our assessments, we offer you support via our website and your centre's online booking hub, along with training and guidance for all staff involved with the learning experience. We are here to support you so that your learners achieve and enjoy the experience of assessment with ESB International.

## Qualification Information Page

ESB Oracy Award (Entry 2): My Voice in My Community is an unregulated qualification, which promotes oracy and is designed to develop learners' speaking, reading, listening and responding skills. The qualification can build learners' confidence and help them to use their voice effectively.

Qualification Content:

- Plan and give a 2-3-minute talk.
- Join in a range of collaborative speaking and listening tasks
- Introduce a book and a poem and communicate their meaning through reading aloud and/or recitation.
- Listen actively and respond to others
- Communicate agreement and disagreement, and give opinions

A range of teaching resources are available to centres.

Learners: The qualification is predominantly aimed at Key Stage 2. The target learner groups are year 3 and 4 pupils (indicative age 7-9 years old) but this is not prescriptive.

| Qualification Information                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Accreditation information                  | ESB Oracy Award (Entry 2): My Voice in My Community is an unregulated qualification.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Qualification objective                    | The overall objective of the qualification is to develop learners' clear, effective, confident oral communication in a range of contexts.                                                                                                                                                                                                                                                                                                                                                                                                     |
| Assessment method                          | Assessment is carried out internally by teachers or centre staff through observation of learners completing a range of planned speaking and listening activities. Evidence may include audio or video recordings, observation notes, or learner workbooks, as outlined in the additional documentation for this qualification. Each learner's performance is judged against the grade descriptors provided. Centres submit a sample of assessed work for external moderation to confirm the accuracy and consistency of assessment decisions. |
| Prior knowledge, skills, and understanding | There are no formal entry requirements for this qualification. It is designed for learners at Entry Level who are developing greater independence, range and control in spoken communication. Learners may be beginning to organise connected ideas and information, explain familiar experiences and opinions in greater detail, listen and respond relevantly to others, and participate more independently in exchanges, collaborative activities and shared discussion.                                                                   |
| Quality assurance                          | Centres delivering this qualification will receive guidance and support materials from ESB International to ensure consistent assessment practice. A sample of learners' evidence will be externally moderated to confirm the accuracy of internal assessment decisions and to maintain the standard.                                                                                                                                                                                                                                         |
| Total individual assessment time           | Not formally timed. Assessment takes place during normal teaching and learning activities, allowing learners to demonstrate skills naturally across a range of classroom contexts.                                                                                                                                                                                                                                                                                                                                                            |

## ***Reasonable Adjustments***

Assessment should be a fair test of learners' skills and knowledge; for some learners the usual format of assessment may not be suitable or accessible. Learners with specific needs can apply for reasonable adjustments to be made to the assessment.

For further information on access arrangements, please see our Reasonable Adjustments and Special Considerations Policy [here](#)

## ***New Primary Qualifications – A Rationale***

Speaking and listening are at the heart of learning, giving our young people the mechanisms to explore ideas, share understanding, and build relationships. The importance of spoken language is well established in research and policy, yet opportunities to assess and celebrate it within the classroom have often been limited.

For over seventy years, ESB International has championed oracy through its externally assessed qualifications, recognising learners for their ability to communicate with purpose, authenticity, and expression. The “My Voice” suite builds on this heritage, introducing an internally assessed model designed to embed oracy development more deeply into everyday teaching and learning.

The *My Voice* qualifications provide a structured, progressive framework for developing spoken language skills in primary settings. Each qualification gives learners the chance to communicate for real purposes: to inform, imagine, express, and connect in appropriate and meaningful ways. By enabling teachers to assess learners within familiar contexts, the suite offers formal recognition of oracy as a valued area of achievement, helping to give it parity with reading and writing.

The qualifications are designed to reduce barriers to participation, with flexible tasks and supportive assessment practices. Each level is mapped carefully, with clear outcomes that reflect growing complexity, independence, range and control. The tasks themselves are rooted in genuine communication rather than artificial or formulaic “test talk,” encouraging learners to be their authentic selves. Above all, *My Voice* is designed to help children find, shape, and share their voice, building self-belief and agency.

Through activities such as planned talks, collaborative discussion, functional exchanges, role-play, storytelling, reading aloud, recitation and retelling, learners develop their ability to communicate across a range of contexts and for a range of purposes. These include:

- **Personal and social communication:** expressing experiences, feelings, needs, preferences, ideas and viewpoints, while listening and responding to others;
- **Functional and practical communication:** asking for help or permission, giving and receiving information or instructions, making suggestions and contributing to collaborative problem-solving;
- **Educational communication:** answering questions, explaining ideas, giving reasons and examples, and participating in collaborative learning;
- **Community, civic and global communication:** communicating about and participating in matters connected to the learner’s immediate environment, familiar communities and, as they progress, wider social and global issues; and
- **Expressive and interpretive communication:** exploring and discussing stories, poems and other chosen texts, and communicating meaning through reading aloud, recitation, retelling or performance.

These experiences can strengthen literacy, deepen comprehension, and support wider personal development: fostering curiosity, critical thinking, and resilience.

The *My Voice* suite supports the National Curriculum’s spoken language aims while providing a practical framework for embedding oracy into everyday teaching. Its internal assessment model gives teachers ownership of the process, encourages reflection on classroom talk, and creates ongoing opportunities for formative feedback. External moderation supports consistency and trust in outcomes, allowing schools to evidence progress with confidence.

This qualification suite reflects ESB International’s enduring mission to promote oracy as a vital life skill. By bringing our long-standing expertise into a classroom-based model, *My Voice* helps to reduce barriers for learners, ensuring that every child has the opportunity to be heard and valued.

## ***Qualification Overview***

### **Section 1: My voice in my community**

Give a 2-3-minute talk on a topic of your choice linked to the theme of community e.g.:

- Give a talk about a local place or person (e.g., park, librarian)
- Share a story about a community event or tradition
- Present a poster or visual aid about a community issue or hero
- Explain what makes your community special
- Present a profile of someone who helps your community

### **Section 2: My voice with my community**

Learners complete at least five of the following activities. Activities should be selected so that, collectively, they provide sufficient evidence against all five assessment criteria for this section.

- Explain how to carry out a helpful task (e.g., how to recycle, how to use a school resource, how to welcome a new pupil).
- Take part in a role-play offering advice or help in a real-life scenario (e.g., someone has lost something or is unsure what to do).
- Teach a useful skill or piece of knowledge to others (e.g., playground safety, preparing for a trip, being a good friend).
- Create and present a campaign message encouraging positive action (e.g., walk to school, reduce food waste, thank school staff).
- Make a (mock) emergency services call
- Take part in a group discussion to plan a mini community action/celebration
- Join a discussion/debate about an issue or idea affecting the school or community
- Take part in an interview with someone who helps or is involved in the community
- Design a dream community space together
- Host a “community conversation café”

### **Section 3: My voice in stories**

Learners complete both of the following activities:

- Introduce a book they have enjoyed and read an extract aloud to a small group.
- Introduce a poem and read it aloud or recite it to a small group.

Learners briefly discuss their choices and respond to questions about the texts.

## ***Assessment Objectives***

|            |                                                                                                                            |
|------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>A01</b> | Communicate ideas clearly and coherently in spoken language for a range of purposes                                        |
| <b>A02</b> | Engage with others through listening, responding, and collaborative talk                                                   |
| <b>A03</b> | Use appropriate language and phrasing to express needs, ideas, choices, or viewpoints                                      |
| <b>A04</b> | Use vocal delivery, tone, and non-verbal expression to support meaning and engage listeners                                |
| <b>A05</b> | Use vocal and non-verbal expression, pacing, and intonation to convey meaning when reading aloud or performing from memory |

## Assessment and Grading

The qualification is internally assessed by trained centre staff and externally moderated by ESB International.

Assessment evidence is gathered cumulatively through activities completed during normal teaching and learning. Centres compile a portfolio of evidence for each learner, which must provide sufficient evidence for assessors to make secure judgements against the qualification's assessment criteria.

The qualification contains 13 assessment criteria across three sections:

| Assessment section                    | Number of criteria |
|---------------------------------------|--------------------|
| Section 1: My voice in my community   | 4                  |
| Section 2: My voice with my community | 5                  |
| Section 3: My voice in stories        | 4                  |
| <b>Total</b>                          | <b>13</b>          |

Each criterion is assessed separately against the published grade descriptors and awarded one of the following criterion grades:

- Unsuccessful;
- Pass;
- Merit; or
- Distinction.

Criterion-level judgements are combined to determine the learner's overall qualification outcome. Overall outcomes are available at Pass, Merit and Distinction, with Unclassified used where the minimum standard for the qualification has not been met.

The grading model recognises performance across the qualification as a whole. Learners are not required to achieve the same grade in every criterion and may demonstrate different profiles of strength across activities and communication contexts. However, to achieve the qualification, learners must demonstrate successful performance in each of the three assessment sections.

Learners are not required to demonstrate every assessment objective within every activity. Evidence may be gathered across several relevant activities, provided that there is sufficient evidence to make a secure judgement against each criterion.

Registered centres receive detailed guidance on assessment, evidence requirements, grading, internal quality assurance and the calculation of overall outcomes. Centre judgements are subject to external moderation by ESB International to support the consistent application of the qualification standard.

## Grade Descriptors

| Section 1: My voice and my community | Pass                                                                                                | Merit                                                                                                                                        | Distinction                                                                                                                                       |
|--------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AO1: Structure</b>                | Talk has a clear beginning and ending.                                                              | Talk has a clear beginning, middle, and ending, with a clear link to a community topic.                                                      | Talk has a clear beginning, middle and ending, with an engaging opening or conclusion, and is structured to guide the audience through the topic. |
| <b>AO3: Explaining</b>               | Gives explanations with some detail, using conjunctions such as 'because', 'so', 'but'.             | Explains ideas with more detail, sometimes linking them together. Uses additional examples, reasons, or comparisons to support their points. | Expands ideas with several details, examples, or comparisons, and links them together clearly.                                                    |
| <b>AO4: Verbal expression</b>        | Voice is clear and audible.                                                                         | Uses some change in tone and pace to reflect meaning or emphasise key points.                                                                | Uses pause, tone, pace, pitch or emphasis deliberately and with some control to engage the audience.                                              |
| <b>AO4: Non-verbal expression</b>    | Uses gesture, facial expression or interaction with a visual aid with prompting to support meaning. | Uses gesture, facial expression or interaction with a visual aid independently to support meaning.                                           | Uses gesture, facial expression or interaction with a visual aid deliberately and with control to emphasise meaning or engage the audience.       |

NB: Examples of non-verbal communication are illustrative rather than prescriptive. No particular behaviour, including eye contact, is required. Assessors should consider whether learners use their available non-verbal resources purposefully to support meaning, interaction or audience engagement.

| Section 2: My voice with others in the community                                                                                                    | Pass                                                                                           | Merit                                                                                                                                                                                    | Distinction                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AO1:</b><br><b>Structuring instructional/informative communication</b><br>(Explain how to complete a task or solve a problem using clear steps.) | Uses expected structures, with support, to give information or instructions with some clarity. | Uses expected structures independently to give information or instructions in a clear order, often using sequencing words (e.g., <i>first, next, after that</i> ) to help others follow. | Uses expected structures independently and with control, organising information or instructions logically and clearly, using sequencing and linking words (e.g., <i>first, then, because, finally</i> ) so that others can carry out the task or understand easily. |
| <b>AO2:</b><br><b>Active listening and responding</b><br>(Check understanding or respond to follow-up questions.)                                   | Responds to others when prompted, usually with a short relevant answer.                        | Listens and gives relevant responses, sometimes adding detail or referring back to another's comment (" <i>Like Jack said...</i> ").                                                     | Listens attentively and gives responses that add detail, reasoning, or build on others' ideas to support the shared goal.                                                                                                                                           |

|                                                                                            |                                                                                                                     |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AO2: Express agreement or disagreement</b><br>appropriately, with reason or explanation | With prompting, shows simple agreement or disagreement using a word or short phrase                                 | Independently expresses agreement or disagreement with another speaker, giving a short reason or clarification (e.g. "I agree because it's safer", "I don't agree, it's too expensive").                                                         | Expresses agreement or disagreement clearly and politely, often using reasoning, examples, or alternatives to build on the discussion (e.g. "I agree with Sara because it's safer, but we could also...", "I disagree, it might be too expensive, maybe we could try..."). |
| <b>AO3: Presenting opinions and suggestions</b>                                            | States a simple opinion or suggestion in a functional phrase (e.g. " <i>I think...</i> ", " <i>We should...</i> "). | Independently states a clear, relevant opinion or suggestion and gives one reason or detail using simple linking words (e.g. because, so).<br><br>Uses appropriate functional phrases (e.g. "Shall we...?", "Could we...?", "In my opinion..."). | Clearly states an opinion or suggestion with more than one support (a second reason, example, or consequence), and adds a practical next step (e.g. " <i>so we could...</i> ", " <i>let's...</i> ", " <i>if we..., then...</i> ") to make the idea actionable.             |
| <b>AO4: Verbal and Non-Verbal Communication</b>                                            | Sometimes uses voice (e.g. louder volume, emphasis) or gesture to support meaning                                   | Uses voice (volume, emphasis, pace) or gesture without prompting, helping others to understand and stay engaged in the task or discussion.                                                                                                       | Uses voice (volume, emphasis, tone) or gesture independently and with control, noticing whether others are engaged and adjusting delivery (e.g. tone, volume, explanation) so meaning is clear and easy to follow.                                                         |

| Section 3: My voice in stories    | Pass                                                                                                                                                                                                      | Merit                                                                                                                                                                                                                                                                                                                                       | Distinction                                                                                                                                                                                                                                            |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AO2: Questions</b>             | Listens and responds to a simple question about the text with a relevant answer.                                                                                                                          | Listens and responds clearly to questions, sometimes adding extra detail.                                                                                                                                                                                                                                                                   | Listens and responds thoughtfully to questions, often adding explanation or examples.                                                                                                                                                                  |
| <b>AO3: Reasons</b>               | Gives a reason for their choice and adds extra <i>who/what/where</i> detail that helps explain their enjoyment.<br>(e.g. "I like it because the dog runs away into the mud and that bit makes me laugh.") | Gives a clear reason for their choice and adds <i>why/how</i> detail to explain their thinking, offering more than one connected reason.<br>(e.g. "I like it because it's really funny when the dog gets muddy, and I like stories that make me laugh. And I like that the girl helped the dog. She was kind, and I like kind characters.") | Gives more developed reasoning for their choice, using phrases to provide justification.<br>(e.g. "I chose this book because the boy is brave, <b>so</b> he keeps going even when he is scared, and <b>this shows that</b> he is a strong character.") |
| <b>AO5: Verbal Expression</b>     | Reads and/or recites a chosen text clearly and audibly enough to be heard, though pace or delivery may be rushed, hesitant or flat.                                                                       | Reads and/or recites audibly and mostly smoothly, using tone, pace or emphasis at key moments to help the listener understand the meaning.                                                                                                                                                                                                  | Uses voice with clear control to bring the texts to life, varying tone, pace, or emphasis deliberately to show meaning, mood, or character, and to keep the listener engaged.                                                                          |
| <b>AO5: Non-verbal expression</b> | Looks towards audience to share the chosen texts at the start and end, when prompted.                                                                                                                     | Looks towards the audience to share the story at several points, without prompting.                                                                                                                                                                                                                                                         | Uses a range of non-verbal behaviours to engage the audience with the chosen texts (e.g. eye contact, facial expression, gesture, or body movement).                                                                                                   |

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