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**English Speaking Board
(International) Ltd.**



ESB Oracy Award (Entry 3)

**My Voice in the World
(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 <http://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 3): My Voice in the World 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 3-minute talk.
- Join in a range of collaborative speaking and listening tasks
- Introduce a book and poem and give a reading and recitation to a small group
- Listen actively and respond to others
- Present and support viewpoints, respond to different perspectives, and value others' contributions.

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 5 and 6 pupils (indicative age 9-11years old), but it is not prescriptive.

Qualification Information	
Accreditation information	This ESB Oracy Award (Entry 3): My Voice in the World 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 range, control and independence in speaking and listening. Learners may be beginning to organise and communicate connected ideas about familiar or accessible topics and wider issues, explain and justify viewpoints, respond to different perspectives, and contribute constructively to structured discussions and collaborative activities.
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 about the world

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

- "The World I Want to Live In" – an imagined or hopeful future
- "One Small Thing That Could Change the World" – TED-style talk
- "If I Were World Leader for a Day..." – imaginative leadership talk
- "Behind the Label" – explain the global journey of a product
- "The Person Who Changed How I See the World"
- "A Country You've Never Visited (But Wish You Could)"

Section 2: My voice for the world

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:

- Record a podcast episode: e.g., "How to Save the Planet"
- Perform a spoken word campaign message
- Create a TV/YouTube advert for a cause
- Write and deliver an open letter to the world
- Teach a younger class how to be a global citizen
- Participate in a "what if" discussion circle/Harkness discussion
- Host a 'global' news show
- Create a world charter for children
- Work together to design a 'welcome pack' to the UK or to the world
- Design a better world together

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 recite it to a small group.

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

Assessment Objectives

AO1	Communicate ideas clearly and coherently in spoken language for a range of purposes
AO2	Engage with others through listening, responding, and collaborative talk
AO3	Use appropriate language and phrasing to express needs, ideas, choices, or viewpoints
AO4	Use vocal delivery, tone, and non-verbal expression to support meaning and engage listeners
AO5	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 about the world	4
Section 2: My voice for the world	5
Section 3: My voice in stories	4
Total	13

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 about the world	Pass	Merit	Distinction
AO1: Structure and content	Talk has a clear beginning, middle and ending.	Talk has a clear beginning, middle and ending and is structured logically. There is an engaging beginning or ending.	Talk has a clear beginning, middle and ending and is structured logically. There is an engaging beginning and ending.
AO3: Explaining and reasoning	Explains ideas or issues, adding details by using linking words such as <i>because</i> , <i>so</i> , <i>but</i> .	Explains ideas or issues with added reasoning, detail, or examples, sometimes linking cause and effect (e.g. <i>"If this happens... then it means..."</i>).	Extends explanations by linking reasons, examples, and consequences, sometimes showing different viewpoints or possible outcomes.
AO4: Verbal expression	Voice is clear and audible.	Uses variation in tone, pace, or emphasis to support meaning and engage the audience.	Uses a range of vocal techniques (pause, tone, pace, pitch, emphasis) with control to enhance impact.
AO4: Non-verbal expression	Uses gesture, facial expression, or a visual aid with prompting to support meaning.	Uses gesture, facial expression, or a visual aid deliberately to support meaning.	Uses gesture, facial expression, or visual aid deliberately and effectively, choosing movements or materials to emphasise or engage.

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 for the world	Pass	Merit	Distinction
AO1: Structuring talk for purpose	Organises connected ideas in a generally logical order, showing some awareness of the task or purpose.	Structures talk clearly and logically for its purpose, using appropriate signposting (first..., another reason..., finally...) and linking reasons to their viewpoint or message.	Structures talk with control and adaptability, shaping the order and form (e.g. argument, explanation, instruction, or narrative) to suit the audience and purpose, sometimes including counterpoints, consequences, or rhetorical features.
AO2: Understanding and synthesising perspectives	Responds to others' or an audience's ideas with a short relevant comment, showing some awareness of a different viewpoint or need.	Builds on others' or an audience's perspective by comparing viewpoints, linking ideas together, or explaining how information connects.	Synthesises different perspectives, or anticipates how an audience might respond, drawing connections or contrasts and sometimes summarising shared ideas or next steps.
AO2: Facilitating and valuing contributions	Acknowledges contributions or shows awareness of the audience when prompted (e.g. <i>"yes"</i> , <i>"good idea"</i> , <i>"you might think..."</i>).	Affirms or values others' contributions, or adapts delivery to make the audience feel included (<i>"That's a good idea because..."</i> , <i>"you can try this too"</i>).	Facilitates actively by inviting contributions, affirming others, or deliberately engaging the audience (e.g. prompting reflection, redirecting focus, or encouraging action).
AO3: Reflecting on and presenting argument and justification	States simple opinions or viewpoints and gives at least one reason or an example to support them.	Presents a viewpoint with a clear reason or example, and begins to explain why it matters.	Presents a viewpoint with developed reasoning, and reflects on or evaluates it by considering alternatives, wider consequences, or what they/the group/the world might do differently.
AO4: Verbal and Non-Verbal Communication	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
A02: Questions	Responds to a question about a text with a short answer. Asks a simple, relevant question to another learner.	Responds to a question about a text clearly, providing additional information. Asks a relevant question that encourages another learner to provide additional information or explanation about their text choice.	Responds to questions thoughtfully, often adding reasoning, reflection, or connections to ideas within the text. Asks at least one thoughtful, open question to another learner about their text choice(s).
A03: Reasons	Gives a clear reason for their choice and adds <i>why/how</i> detail to explain their thinking, offering more than one connected reason. <i>(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.")</i>	Gives more developed reasons for their choice, using phrases to provide justification. <i>(e.g. "I chose this book because the boy is brave, so he keeps going even when he is scared, and this shows that he is a strong character.")</i>	Gives fully developed reasons for their choice, linking the choice of text to personal experience, wider themes, or ideas about the world.
A05: Verbal Expression	Reads and recites the chosen texts clearly and audibly enough to be heard, though pace or delivery may be rushed, hesitant, or flat.	Reads and recites the chosen texts audibly and mostly smoothly, using tone, pace, or emphasis at key moments to help the listener understand the meaning of the texts.	Uses voice with clear control to bring the texts to life, varying tone, pace, or emphasis deliberately to show meaning, mood, or character or theme, and to keep the listener engaged.
A05: Non-verbal expression	Looks towards the audience to share the chosen texts at several points.	Uses a range of non-verbal behaviours to include the audience in the chosen texts (e.g. eye contact, facial expression, gesture, or body movement).	Uses sharing behaviours, facial expression, and gesture with control and purpose to enhance performance and maintain the audience's interest.

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