Talk Boost KS1 Tracker / Year 1

Child's name .... Date of Tracker ....

Date of birth... Age: Years .... Months...................Male/Female.......................................

Name of person completing the Tracker..

Notes:

Understanding spoken language	Score 1 ✓	Score 3 ✓	Score 5 ✓
1. They should be able to tell you what they need to do in order to really listen well *Instructions to child:* **Do you know what you need to do to help you to listen really well?** *Scoring guidance: They should come up with words like looking, sitting still, thinking.*	0 ideas	1 idea	2 or more ideas
2. They should understand longer two to three-part spoken instructions *Instructions to child:* **Listen carefully to my instructions and do what I say.** *Try to give the instruction in one go; don't break it up too much.* **Wave your hand, touch one of your knees and point to the window.**	0–1 part correct	2 parts correct	3 parts correct
3. They should be able to listen carefully to a question and focus on the key information needed in the answer *Instructions to child:* **Do you know the story of Cinderella?** *(or any other well-known story, e.g. Snow White, Jack and the Beanstalk, Toy Story). Ask a 'why' question related to the story.* **Why did Cinderella do all the cleaning in the house?** *Scoring guidance:* *Score 1 for an inappropriate answer that doesn't really answer the question, e.g. Cos it was dirty.* *Score 3 for a partially correct answer that might be right, but not give the whole reason, e.g. So she can go to the ball.* *Score 5 for a good answer that is full and accurate, e.g. Because her sisters and step-mother were mean and made her do it.*	Inappropriate answer or no response	Partially correct answer	Good answer
Understanding spoken language total scores			

Understanding and using vocabulary	✓ Score 1	✓ Score 3	✓ Score 5
1. They should be able to understand that words can be put into groups or categories, and give a number of examples *Instructions to child:* a. **I want you to think of 10 different animals** b. **Now think of 10 different kinds of clothes** ***Scoring guidance:*** *Write down what they say.* *Add up the total number of animals and kinds of clothes they think of, so the total number possible is 20.* *Use the guidance opposite to determine their score, e.g. if they think of three animals and six kinds of clothes, they have a total of nine items correct and so score in the middle column.*	0–5 correct	6–14 correct	15–20 correct

Understanding and using vocabulary	✓ Score 1	✓ Score 3	✓ Score 5
2. They should understand a range of words that describe the idea of time, shape, texture and size – and know in which context to use them	0–2 correct	3–4 correct	5–6 correct

Instructions to child: **I'm going to say some words. Can you use each one in a sentence? So, if I said yellow, you could say, the sun is yellow. Have a try at these:**

Say each word, one at a time. Help by giving an example if needed, but don't score this as correct.

a. **Round**

b. **Soft**

c. **Little**

d. **Heavy**

e. **Again**

f. **Now**

Understanding and using vocabulary	✓ Score 1	✓ Score 3	✓ Score 5
3. They should be able to name objects, characters and animals from a description (children at this age should ask if they're unsure)	0–2 correct	3 correct	4–5 correct
Instructions to child: **I'm going to describe some things, so listen carefully. See if you can guess what I'm talking about:**			
a. **It lives in the jungle and is fierce with big teeth and is stripy** *Score correct if they say tiger*			
b. **It has four legs, it's something you sit on, it starts with 'ch'** *Score correct if they say chair*			
c. **It's something you wear, you wear them on your feet, you wear them in the rain and can splash in puddles with them on** *Score correct if they say wellies/wellingtons/boots*			
d. **It has wheels and handlebars and you pedal it** *Score correct if they say bike/bicycle/trike*			
e. **It's a room in your house. There's a sink and a cooker to do the cooking** *Score correct if they say kitchen*			
Understanding and using vocabulary total scores			

Sentences	✓ Score 1	✓ Score 3	✓ Score 5

1. They should be able to use well-formed and longer sentences
Instructions to child: **I'm going to say some sentences. Can you finish them for me?**
a. **I like pizza because...**
   Score correct: e.g. I like the cheesy bits
 	
b. **I put on my coat so...**
   Score correct: e.g. I don't get cold outside
 	
c. **For dinner I had...**
   Score correct: e.g. Chips and beans
 	
d. **I like to play...**
   Score correct: e.g. With my friend Jack
 	
e. **Yesterday, I...**
   Score correct: e.g. Can't remember what I done
 	
Scoring guidance: Score correct if they can complete the sentence using three or more added words. You can encourage them to say more with a phrase like 'anything else?' or 'tell me more', though it's useful to make a note when they need this help. If they need help with more than two questions, score only half a point.
	0–2 correct	3 correct	4–5 correct

Sentences	✓ Score 1	✓ Score 3	✓ Score 5
2. They should be able to ask and answer questions starting 'What?', 'Where?' and 'When?' *Instructions to child:* **I'm going to ask you some questions. Can you answer them for me?** a. **What would you do if you were hungry?** *Score correct: e.g. Eat something* b. **What colour is a lemon?** *Score correct: e.g. Yellow* c. **Where do cows live?** *Score correct: e.g. In a field/On a farm/With the farmer* d. **Where do you keep your food?** *Score correct: e.g. In the cupboard/In the fridge/In the kitchen* e. **When does it snow?** *Score correct: e.g. When it's cold/Freezing/In winter* f. **When would you use an umbrella?** *Score correct: e.g. When it raining* *Scoring guidance: The examples above show how children can answer these questions. Score correct for answers that show they can answer them in a way that makes sense.*	0–2 correct	3–4 correct	5–6 correct

Sentences	✓ Score 1	✓ Score 3	✓ Score 5
3. They should be able to answer 'What could we do next?' questions	0–2 correct	3 correct	4–5 correct
Instructions to child: I'm going to ask you some questions about what you could do next.			
a. **The school bell is ringing – what could you do next?** *Score correct:* e.g. Go inside school cos playtime's finished			
b. **You just woke up – what could you do next?** *Score correct:* e.g. Get up and get ready for school			
c. **You're thirsty – what could you do next?** *Score correct:* e.g. Get a drink			
d. **You're cold – what could you do next?** *Score correct:* e.g. Tell my mum			
e. **Your hands are covered in paint – what could you do next?** *Score correct:* e.g. Wash them with soap and everything			
Scoring guidance: The examples above show how children can answer these questions. Score correct for answers that show they can answer them in a way that makes sense.			
Sentences total scores			

Storytelling and narrative	✓ Score 1	✓ Score 3	✓ Score 5
1. They should be able to list events with some detail *Ask children what they did at an earlier time in the day or week. You'd expect to hear something that makes sense, e.g. We went to the seaside and I made the biggest sandcastle ever and we ate fish and chips.* *Instructions to child:* **What did you do at the weekend?** *(Give additional clues if needed, e.g. Did you stay at home or go out?) Write down what they say:*	Unclear Difficult to follow Inaccurate	Main points reasonably clear and easy to follow	Accurate Clear Easy to follow

Scoring guidance:

Score 1 if what they tell you is difficult to follow or isn't what they'd do at the weekend.

Score 3 if they can tell you at least two things they did at the weekend with some detail, or three things with less detail, e.g. I went to town with my mum and my sister and we had a sandwich for dinner/I stayed at home, watched telly and played out.

Score 5 if they're able to tell you about three or more things they did at the weekend with some detail, e.g. On Saturday, we went to the park and on the slides and stuff, then we went to gran's for dinner and played with my cousins.

Storytelling and narrative	✓ Score 1	✓ Score 3	✓ Score 5
2. They should be able to re-tell favourite stories – some as exact repetition and some in their own words *Instructions to child:* **Do you know the story of Cinderella? Tell me about what happens.** *Write down what they say:*	Unclear Difficult to follow Inaccurate	Main points reasonably clear and easy to follow	Accurate Clear Easy to follow

Scoring guidance:

Score 1 if they are unable to give at least three key points in broadly the right order and/or if their explanation is unclear, difficult to follow or inaccurate.

Score 3 if they describe or name at least two characters and give examples of at least three key things that happen in broadly the right order. One mistake is allowed, e.g. giving information in the wrong order.

Score 5 if they describe or name at least three characters and give examples of at least four key things that happen in broadly the right order. One mistake is allowed, e.g. giving information in the wrong order.

Storytelling and narrative	✓ Score 1	✓ Score 3	✓ Score 5
3. They should be able to make up their own simple stories *Instructions to child:* **Let's see if we can make up a story together. I'll start. Once upon a time there was a green, slimy alien who landed on earth. He was hungry, so:** *Write down what they say:*	Not able to respond	Followed with 1 idea	Followed with more than 1 idea
Storytelling and narrative total scores			

Social interaction	Score 1 ✓	Score 3 ✓	Score 5 ✓
1. They should be able to start conversations with other people and join in with group conversations *Have they initiated any conversation during the time you've been with them?*	No: they've been quiet throughout	Partially: they've talked a little	Yes: they've been chatty
2. They should be able to join in and organise role play with friends *Instructions to child:* **I'm interested in the games you like to play. What games do you play with your friends? Can you explain how to play that game?** *Do they give examples of playing with others? Write down what they say:* *Scoring guidance:* *Do they give examples of play and can they explain how to play the games they like?* *Score 1: e.g. Play football with George and Jamal.* *Score 3: e.g. We play houses and police cars.* *Score 5: e.g. We play tig at playtime; the steps are the base and if someone tigs you that means you're out and you have to help them chase the others.*	No examples or very simple explanation	1 example with some detail	More than 1 example or details given

Social interaction	Score 1 ✓	Score 3 ✓	Score 5 ✓
3. They should be able to give their opinions, and discuss ideas and feelings *Instructions to child:* **I'm interested in what you think about things. Tell me three things you like about school. Is there anything you don't like?** *Write down what they say:* *Scoring guidance:* *Score 1:* e.g. Don't know. *Score 3:* e.g. I like my teachers/I don't really like anything about school. *Score 5:* e.g. I like playtime and dinner time the best/I like it when we do art cos I'm really good at drawing and like getting messy with paint and stuff.	No examples	1 example	More than 1 example or lots of detail
Social interaction total scores			

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Child's name .... Date of Tracker ....

Date of birth...Age: Years .... Months...................Male/Female..

Name of person completing the Tracker ....

Score summary

	Total scores	Specialist support/ assessment	Targeted support needed, such as *Talk Boost KS1*	Universal good practice needed
1. Understanding spoken language		3	4–12	13–15
2. Understanding and using vocabulary		3	4–12	13–15
3. Sentences		3	4–12	13–15
4. Storytelling and narrative		3	4–12	13–15
5. Social interaction		3	4–12	13–15

Interpreting the scores

- Children falling completely in the **RED** column will need further assessment and may well need specialist support.
- Children with difficulties (mainly **AMBER**) in all areas would benefit from *Talk Boost KS1.*
- Children falling completely in the **GREEN** column don't need additional support, just universal good practice to support language and communication.
- Children with mixed profiles, e.g. with difficulties and strengths in different areas, will need additional assessment and/or support.
- It's good practice to continue monitoring all children, as difficulties with language may not always be apparent.