



Talk Boost KS1 Tracker / Reception

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 |
|---|--------------|--------------|--------------|
| <p>1. They should be able to follow simple two-part instructions reasonably well</p> <p>Use Picture 1 and ask the following questions:</p> <p>Instructions to child: Have a look at these pictures. Now, point to the pictures I'm talking about:</p> <ol style="list-style-type: none"> The old man and something you can put on your chips Show me the shops and someone who's running The drink and the boy pointing to his teeth Show me the old lady's hat <p>Scoring guidance: Only score correct if they get both pictures right.</p> | 0–1 correct | 2 correct | 3–4 correct |
| <p>2. They should understand simple 'Why' questions</p> <p>Continue using Picture 1 and ask the following questions:</p> <p>Instructions to child: I'm going to ask you some questions about these pictures.</p> <ol style="list-style-type: none"> Why is the boy with the chips licking his lips? Score correct: e.g. <i>Because he likes chips/He's hungry:</i> NOT <i>Because his lips are sore</i> Why is the little girl running to her grandma? Score correct: e.g. <i>Cos she's happy to see her/She's excited:</i> NOT <i>Cos she's a good runner</i> Why has the old man got a stick? Score correct: e.g. <i>He needs it to walk/His legs are old:</i> NOT <i>Because he just found it</i> <p>Scoring guidance: Children don't need to say a full or perfect sentence to get a point, they just need to show they understand the question.</p> | 0 correct | 1 correct | 2–3 correct |

| Understanding spoken language | ✓ Score 1 | ✓ Score 3 | ✓ Score 5 |
|--|--------------|--------------|--------------|
| <p>3. They should be able to understand words related to colour, number and time</p> <p>Use Picture 2 and ask the following questions:</p> <p>Instructions to child: Have a look at these pictures. Now, point to the one I'm talking about:</p> <ul style="list-style-type: none"> a. Who has three balls? b. Find something blue c. Which picture shows morning? d. Who has lots of balls? e. Find something yellow f. Which picture shows winter? <p><i>Scoring guidance: Score correct any of the pictures that demonstrate the above.</i></p> | 0–2 correct | 3–4 correct | 5–6 correct |
| Understanding spoken language total scores | | | |

| Understanding and using vocabulary | ✓ Score 1 | ✓ Score 3 | ✓ Score 5 |
|---|--------------|--------------|--------------|
| <p>1. They should be able to understand a range of words related to size, space and actions</p> <p>Use Picture 3.</p> <p>Instructions to child: Have a look at these pictures. Now, point to the one I'm talking about:</p> <ul style="list-style-type: none"> a. Heavy b. Over c. Behind d. Blow e. Pull f. Break g. Open h. Next to | 0–2 correct | 3–5 correct | 6–8 correct |
| <p>2. They should be able to understand a range of simple verbs</p> <p>Use Picture 4.</p> <p>Instructions to child: I want you to find different things people are doing. Look carefully at the pictures (Picture 4). Now, point to the one I'm talking about:</p> <ul style="list-style-type: none"> a. Who is dancing? b. Who is hopping? c. Who is waving? d. Who is hiding? | 0–1 correct | 2 correct | 3–4 correct |

Understanding and using vocabulary

✓
Score 1

✓
Score 3

✓
Score 5

3. They should be able to name a range of simple words

Use Picture 5.

Instructions to child: **Have a look at the pictures and tell me what each one is. I'm going to write down what you tell me so I don't forget.**

Write down what they say:

0–4 correct

5–9 correct

10–15 correct

Scoring guidance: *How they pronounce words for this question doesn't matter; they're correct even if they mispronounce the words.*

| | | | | |
|-------------------------------------|---------|----------|--------|------|
| Fork | Knife | Glass | Banana | Egg |
| (Ask: What is he doing?) Licking | Cabbage | Carrots | Chips | Mug |
| Cakes | Orange | Potatoes | Toast | Peas |

Understanding and using vocabulary total scores

| Sentences | ✓ Score 1 | ✓ Score 3 | ✓ Score 5 |
|--|--------------|--------------|--------------|
| <p>1. They should be able to speak in longer sentences</p> <p><i>Can they describe a picture and join their ideas together? For example, ‘The boy opened the box and looked inside.’</i></p> <p><i>Use Picture 6.</i></p> <p>Instructions to child: Have a look at the pictures and tell me two things about each picture.</p> <p><i>Write down what they say. Give them an example if they’re struggling, though don’t score the example.</i></p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p> <p>f.</p> <p>Scoring guidance: <i>Score correct if they give you more than one piece of information, using more than four words in the sentence.</i></p> | 0–2 correct | 3–4 correct | 5–6 correct |

| Sentences | ✓ Score 1 | ✓ Score 3 | ✓ Score 5 |
|--|--------------|--------------|--------------|
| <p>2. They should be able to use sentence starters to put longer sentences together <i>Use the following sentence starters to encourage children to put longer sentences together.</i> <i>Instructions to child: I'm going to give you the start of a sentence and I want you to finish it, and make the longest sentence you can.</i></p> <p>a. I like sweets because... <i>Score correct: e.g. They are yummy/They my favourite: NOT Nice</i></p> <p>b. In the morning I... <i>Score correct: e.g. Get ready for school/Am fed up: NOT Sleep in</i></p> <p>c. I like going to the park because... <i>Score correct: e.g. I like playing on the swings/My dad takes me: NOT It fun</i></p> <p>d. I like coming to school because... <i>Score correct: e.g. I like my teachers/I don't really like school: NOT See friends</i></p> <p>Scoring guidance: <i>Score correct if they can finish each sentence using more than two words.</i></p> | 1 correct | 2 correct | 3–4 correct |

| Social interaction | ✓ Score 1 | ✓ Score 3 | ✓ Score 5 |
|---|---|--|--|
| <p>1. They should be able to get involved in conversations</p> <p><i>Do they get involved with conversations with you, either by offering information about themselves, chatting generally about or between the tasks or by asking questions using words like ‘what’, ‘where’ and ‘why’?</i></p> | No: they've been quiet throughout | Partially: they've talked a little | Yes: they've been chatty |
| <p>2. They should be able to take part in make-believe play and use their talking to organise their games and other people</p> <p><i>Instructions to child: I'm interested in what games you like to play. What kind of games do you like to play? Can you explain how to play...?</i></p> <p>Scoring guidance:</p> <p><i>Do they give examples of play and can they explain how to play the games they like?</i></p> <p>Score 1: e.g. Play football.</p> <p>Score 3: e.g. Play cars on mat with Jack.</p> <p>Score 5: e.g. I like playing horses with my friend Camille. We run around like horses – you have to run like this... (might demonstrate) and chase after Cara and Saria.</p> | No examples or very simple explanation | 1 example with some detail | More than 1 example or details given |
| <p>3. They should be able to take part in conversations with other people</p> <p><i>Have they joined in or started any conversation with you during the time you've been with them?</i></p> | No: they've been quiet and unresponsive | Partially: they've talked a little and/or responded non-verbally | Yes: they've been involved in appropriate conversation |
| Social interaction total scores | | | |

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Score summary

| | Total scores | Specialist support/ assessment | Targeted support needed, such as <i>Talk Boost KS1</i> | 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 |

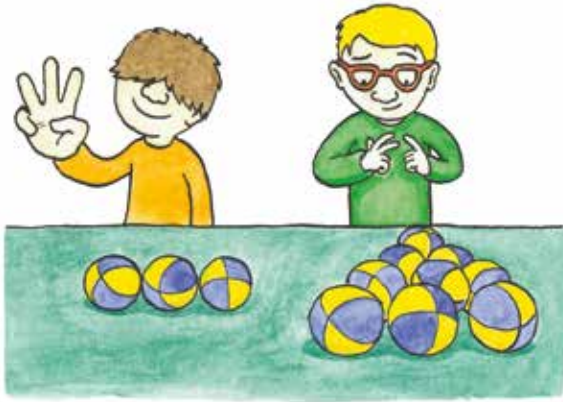
Interpreting the scores

- 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.

Picture 1



Picture 2



Picture 3



Picture 4



dance



hide

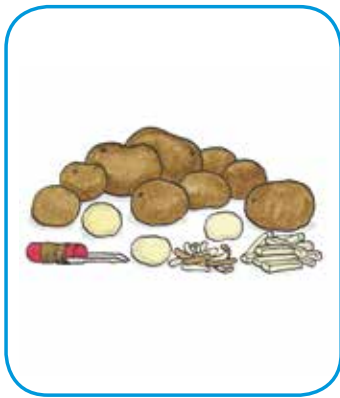
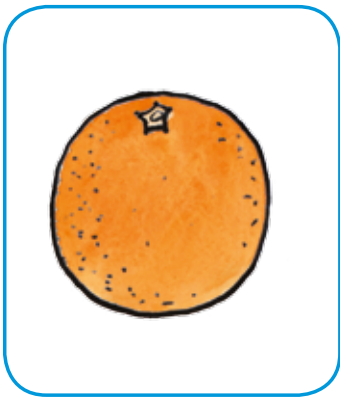
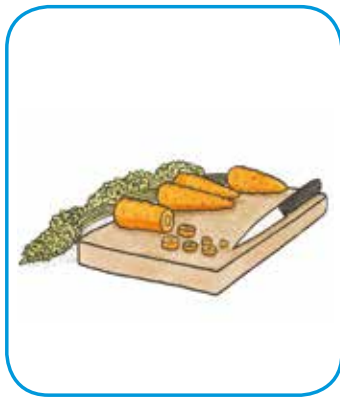
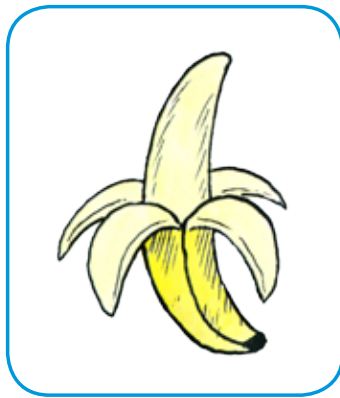


hop



wave

Picture 5



Picture 6



Picture 7

