



# Talk Boost KS2 Tracker / Years 3 & 4

## Year 3

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

Age: Years..... Months.....Male/Female..... What language(s) does the child speak at home?.....

Name of person completing the Tracker .....

### Year 3: Score summary BEFORE *Talk Boost KS2*

	Total score BEFORE <i>Talk Boost KS2</i>	Working below age expectations	Working towards age expectations			Working at age expectations
Listening carefully		0-5	6	7	8	9-15
Vocabulary		0-5	6	7	8	9-15
Telling stories and saying what happens		0-5	6	7	8	9-15
Working with others and having conversations		0-5	6	7	8	9-15
<b>Overall total score</b>		0-23	24-27	28-31	32-35	36-60
	<b>BEFORE score: action to take</b>	<b>Further investigation or referral to a speech and language therapist</b>	<b>Targeted support, e.g. <i>Talk Boost KS2</i></b>			<b>Quality first teaching</b>

### Year 3: Score summary AFTER *Talk Boost* KS2

	Total score AFTER <i>Talk Boost</i> KS2	Working below age expectations	Working towards age expectations			Working at age expectations
Listening carefully		0–5	6	7	8	9–15
Vocabulary		0–5	6	7	8	9–15
Telling stories and saying what happens		0–5	6	7	8	9–15
Working with others and having conversations		0–5	6	7	8	9–15
<b>Overall total score</b>		0–23	24–27	28–31	32–35	36–60
	<b>AFTER score: action to take</b>	<b>Further investigation or referral to a speech and language therapist</b>	<b>Continued targeted support within class using the strategies introduced in <i>Talk Boost</i> KS2</b>			<b>Quality first teaching</b>

## Year 4

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

Age: Years..... Months..... Male/Female..... What language(s) does the child speak at home?.....

Name of person completing the Tracker .....





### Year 4: Score summary BEFORE *Talk Boost KS2*

	Total score BEFORE <i>Talk Boost KS2</i>	Working below age expectations	Working towards age expectations			Working at age expectations
Listening carefully		0–6	7–8	9–10	11–12	13–15
Vocabulary		0–6	7–8	9–10	11–12	13–15
Telling stories and saying what happens		0–6	7–8	9–10	11–12	13–15
Working with others and having conversations		0–6	7–8	9–10	11–12	13–15
<b>Overall total score</b>		0–27	28–35	36–43	44–51	52–60
	<b>AFTER score: action to take</b>	Further investigation or referral to a speech and language therapist	Targeted support, e.g. <i>Talk Boost KS2</i>			Quality first teaching





## Year 4: Score summary AFTER *Talk Boost KS2*

	Total score AFTER <i>Talk Boost KS2</i>	Working below age expectations	Working towards age expectations			Working at age expectations
Listening carefully		0–6	7–8	9–10	11–12	13–15
Vocabulary		0–6	7–8	9–10	11–12	13–15
Telling stories and saying what happens		0–6	7–8	9–10	11–12	13–15
Working with others and having conversations		0–6	7–8	9–10	11–12	13–15
<b>Overall total score</b>		0–27	28–35	36–43	44–51	52–60
	<b>AFTER score: action to take</b>	<b>Further investigation or referral to a speech and language therapist</b>	<b>Continued targeted support within class using the strategies introduced in <i>Talk Boost KS2</i></b>			<b>Quality first teaching</b>

# Talk Boost KS2 Tracker / Years 3 & 4

<b>Listening carefully</b> <b>QUESTIONS</b>	 Score 0	 Score 1	 Score 2	 Score 3
<p><i>Say to the child: I'm going to ask you some questions to find out how good you are at listening carefully. Sometimes I might not explain very well what you have to do, or I might make a mistake, but I'm sure you'll let me know if there's anything you don't understand.</i></p>				
<p><b>1. Children can follow instructions with three parts</b></p> <p><i>Use Picture 1 and say to the child: Listen to everything I say before you start. Show me the children sharing a book, the maths display and the child with headphones.</i></p> <p><b>Scoring guidance:</b> <i>If the child asks you to repeat the instruction, use this as their response to Question 3.</i></p> <p><i>You may repeat the instruction once, but it must be the whole instruction.</i></p> <p><b>Score 0</b> <i>if they ask you to repeat the instruction again.</i></p>	Can't follow	Identifies 1 part	Identifies 2 parts	Identifies all 3 parts
<p><b>2. Children understand instructions with three concepts</b></p> <p><i>Continue using Picture 1 and say to the child: Show me the child with brown hair who is standing behind the group on the left.</i></p> <p><b>Scoring guidance:</b> <i>If the child asks you to repeat the instruction, use this as their response to Question 3 (unless you already did this in Question 1).</i></p> <p><i>You may repeat the instruction once, but it must be the whole instruction.</i></p> <p><b>Score 0</b> <i>if they ask you to repeat the instruction again.</i></p>	Can't follow	Identifies 1 part	Identifies 2 parts	Identifies all 3 parts

Listening carefully QUESTIONS	✓ Score 0	✓ Score 1	✓ Score 2	✓ Score 3
<p><b>3. Children are aware when a message is unclear and are able to ask for clarification</b></p> <p><i><b>EITHER:</b> Omit this question if the child asked you to repeat the instruction in Questions 1 or 2: <b>Score 3.</b></i></p> <p><i><b>OR:</b> Using Picture 1, ask the child the following, but cough or mumble the word in <b>bold</b> to see if the child asks you to repeat the instruction:</i></p> <p><b>Show me the child who is reading something on their own.</b></p> <p><i>If the child asks for clarification or says they don't understand, repeat the instruction clearly.</i></p> <p><i><b>Scoring guidance:</b> Score this item based on whether they ask for clarification or not; it doesn't matter what they point to.</i></p>	Unaware the message is unclear/ Guesses/ Doesn't ask for clarification		Aware that something is unclear, e.g. looks confused, but doesn't ask for clarification unless prompted, e.g. 'What's wrong?'	Asks you to repeat/ Asks for clarification/ Says they don't understand
<p><b>4. Children are able to ask for specific clarification related to what is unclear</b></p> <p><i>Point to Picture 1 and say to the child: <b>Show me the square thing.</b></i></p> <p><i>Choose one of the square items beforehand so you can clarify for the child if they ask.</i></p> <p><i><b>Scoring guidance:</b> If the child guesses one of the square items, prompt them by saying: <b>Not that square thing.</b></i></p> <p><i><b>Score 2</b> if they then ask which one.</i></p> <p><i>If they say 'I don't understand', prompt with 'What don't you understand?'</i></p> <p><i><b>Score 1</b> if they can't explain further.</i></p> <p><i><b>Score 2</b> if they then say 'Which square thing?'</i></p> <p><i><b>Score 3</b> if they ask immediately 'Which square thing?'</i></p>	Guesses	Says 'I don't understand' but unable to explain further	Says 'I don't understand' and when asked what they don't understand, asks 'Which square thing?'/ Guesses but then asks	Asks 'Which square thing?'

<b>Listening carefully</b> <b>OBSERVATIONS: complete these without the child</b>	 <b>Score 0</b>	 <b>Score 1</b>	 <b>Score 2</b>	 <b>Score 3</b>
<p><b>1. Shows appropriate listening skills, e.g. sitting still, looking at the speaker, thinking about the same thing</b></p> <p><i>Scoring guidance: Reminders may be verbal or visual, e.g. referring to ‘good listening’ posters in the classroom.</i></p>	Only with frequent prompting	Some of the time; occasional reminders	Most of the time; occasional reminders	Most of the time; very few reminders
<b>Listening carefully</b> <b>TOTAL SCORES</b>	<p> <b>Questions _____ + Observations _____</b>  <b>=</b>  <b>Year 3:</b> Add BEFORE on page 1/AFTER on page 2  <b>Year 4:</b> Add BEFORE on page 3/AFTER on page 4         </p>			

## Vocabulary QUESTIONS

✓  
Score 0

✓  
Score 1

✓  
Score 2

✓  
Score 3

Children learn new words every day. The ability to learn, store and recall new words depends on having established word learning skills. These include phonological awareness (an awareness of sounds in words) and semantic skills (understanding the meaning of words, including inferred meaning). Children of school age are typically able to use these skills.

### 1. Children are able to provide information about the sounds in words

*Say to the child:* **The word 'opposite' has three syllables and 'after' has two syllables. Tell me how many syllables there are in:**

- Telephone
- Rabbit
- Knife

*Note if the child says the word out loud or claps the word to work it out.*

*Say to the child:* **Which sound is the same in these two words:**

- Chin – Chalk?
- Long – Wrong?

*Say to the child:* **Give me three words that rhyme with:**

- Meet
- Bake

*Say to the child:* **Tell me the sounds in these words, for example 'fat' has /f/ /a/ and /t/**

- Get
- Shell
- Post

No  
response/  
0 correct

1–4 correct

5–8 correct

9–10  
correct



Vocabulary QUESTIONS	✓ Score 0	✓ Score 1	✓ Score 2	✓ Score 3
<p><b>2. Children are able to provide some information about the meaning of a word, e.g. what it's used for or where they've come across it before</b></p> <p><i>Say to the child: I'm going to say a word; if you don't know the word, tell me. If you have heard the word before I'd like you to put it into a sentence to show me what it means. For example, if I said 'independently', you might say 'Sometimes I don't need help and I can work independently in the classroom'.</i></p> <p><i>Choose just <b>one</b> of the following words and say:</i></p> <p><b>Your word is 'available' [OR] 'environment'.</b></p> <p><i>Use the other word when you re-do the Tracker <b>after</b> Talk Boost KS2.</i></p>	Doesn't know the word	Says they recognise the word, but can't put it in a sentence	Attempts to put word in a sentence but the meaning is unclear	Able to clearly explain word in a sentence
<p><b>3. Children have word categories and are able to place known words into groups or give exemplars of groups</b></p> <p><b>Note:</b> <i>For this question you'll need to time one minute.</i></p> <p><i>Say to the child: I'm going to give you a word and I'd like you to say as many words as you can that fit into that category in one minute. For example, if I said 'clothes', you might say 'shoes, trousers, coat' and so on.</i></p> <p><i>Choose just <b>one</b> of the following words and say:</i></p> <p><b>Your word is 'animals' [OR] 'food'.</b></p> <p><i>Count how many words the child says in one minute.</i></p> <p><i>Use the other word when you re-do the Tracker <b>after</b> Talk Boost KS2.</i></p> <p><b>Scoring guidance:</b> 'Shark', 'snake' and 'beetle' are all acceptable answers for 'animals'.</p>	0–12 words	13–17 words	18–20 words	21+ words

## Vocabulary QUESTIONS

### 4. Children are able to use a wide variety of adjectives and verbs

Say to the child: I'm going to say a word and I'd like you to give me other words that mean the same thing, but are more interesting. For example, if I say 'hot', you might say 'burning' or 'scorching'.

Choose just **one** of the following words and say:

**Your word is 'large' [OR] 'small'.**

Use the other word when you re-do the Tracker **after** Talk Boost KS2.

✓  
Score 0

No  
response

✓  
Score 1





1 example

✓  
Score 2

2 examples

✓  
Score 3

3+  
examples

<b>Vocabulary</b> <b>OBSERVATIONS: complete these without the child</b>	 Score 0	 Score 1	 Score 2	 Score 3
<b>1. Uses age-appropriate vocabulary when talking, e.g. not just basic words such as ‘chair’, ‘cup’, ‘go’, ‘said’ or a simple range of colours</b>	Rarely uses more than basic vocabulary	Uses more than basic vocabulary if prompted	Uses more than basic vocabulary	Uses a range of words, including topic-related and process words, e.g. ‘adapt’ or ‘investigate’
<b>Vocabulary</b> <b>TOTAL SCORES</b>	<b>Questions _____ + Observations _____</b> <b>=</b> <b>Year 3:</b> Add BEFORE on page 1/AFTER on page 2 <b>Year 4:</b> Add BEFORE on page 3/AFTER on page 4			

## Telling stories and saying what happens

### QUESTIONS

✓  
Score 0

✓  
Score 1

✓  
Score 2

✓  
Score 3

We recommend that you write down or record the child's answers to Questions 1 and 3.

#### 1. Children are able to join sentences in a variety of ways, e.g. 'if', 'because', 'so'

Use Picture 2 and say to the child: **Look at these pictures. This is Harry.** [Point to the boy in the pictures]. **Have a good look at all the pictures first, so that you know what happens. Can you tell me a story about what Harry did last weekend?**

You may prompt the child to see if they can say more than a single short phrase, e.g. 'Can you tell me anything else?'

Write down what they say:

**Scoring guidance:** Consider the child's response as a whole.

**Score 0:** e.g. 'Harry fed the ducks.'

**Score 1:** e.g. 'Harry got some bread. He fed the ducks. He played on the slide.'

**Score 2:** e.g. 'Harry and his friend went to the park. They fed the ducks and then they went on the slide. Then they went home.'

**Score 3:** e.g. 'Last weekend Harry and Amrit went to the park. Harry took some bread so he could feed the ducks. After that they played on the swings and had fun. Then they went home.'

Says single short phrase, e.g. 'Fed the ducks'

Says short sentence about each picture, e.g. 'Harry got some bread. He fed the ducks. He played on the slide'

Says short sentences using some conjunctions, e.g. mostly 'and' or 'and then'

Completes story including setting, e.g. 'Last weekend...', all relevant details and joins ideas with suitable conjunctions

**Telling stories and saying what happens**  
**QUESTIONS**

**2. Children are able to use 'because' in a sentence to indicate cause/effect**

Use Picture 3 and say to the child: **Look at this picture and tell me what's happening and why.**

✓  
Score 0

✓  
Score 1

✓  
Score 2

✓  
Score 3

Says single short phrase, e.g. 'Girl sad' or 'Drop ice cream'

Says short sentence about the picture, e.g. 'The girl is sad'

Expresses more than 1 idea in a well-ordered sentence, e.g. 'The girl is sad – she dropped her ice cream'

Gives sentence using 'because' (or 'cos'), e.g. 'The girl is sad because she dropped her ice cream'

## Telling stories and saying what happens

### QUESTIONS

#### 3. Children's stories have a good structure with a distinct plot, an exciting event, clear resolution and conclusion

Use Picture 4 and say to the child: **Look at these pictures. I want you to make up a story using some or all of these pictures for your ideas. Try to make it as interesting as you can. Think about what you want to say first.**

You may prompt the child to see if they can say more than a single short phrase, e.g. 'Can you tell me anything else?'

Write down what they say:

**Scoring guidance:** Consider the child's response as a whole.

**Score 0:** e.g. 'There's a castle with gold. The dragon got the gold. The soldier-man got the crown. The end.'

**Score 1:** e.g. 'One day a dragon stole some gold. The girl got a sword and went in the woods. She got the crown from the dragon and gave it to the king.'

**Score 2:** e.g. 'Once upon a time there was a king who lived in a castle. One day a dragon stole the king's crown. The princess said she would find the crown but the king wasn't sure as he knew how dangerous



Score 0



Score 1



Score 2







Score 3





Says single short phrase for each picture; ideas not clearly joined

Gives overall impression of beginning, middle and end to the story

Gives idea of beginning, middle and end, e.g. using phrases such as 'Once upon a time' and links some ideas

Includes setting, distinct plot and clear conclusion, with varied vocabulary

<b>Telling stories and saying what happens</b> <b>QUESTIONS</b>	 Score 0	 Score 1	 Score 2	 Score 3
<p><i>the dragon was. The princess went through the woods and met a knight. They found the dragon and got the king's crown and took it back to the castle. The king was happy.'</i></p> <p><b>Score 3:</b> <i>e.g. 'Once upon a time there was an old king who lived in a great castle. One day a dragon stole the king's crown but the king was too old and weak to get it back. The king's only daughter, Princess Tora, said "Don't worry, father. I will find the dragon and slay it and get your crown back for you." The king wasn't sure as he knew how strong and dangerous the dragon was. So the princess disguised herself in a suit of armour and rode out without anyone recognising her', etc.</i></p>				
<p><b>4. Children use regular and irregular word endings</b></p> <p><i>Using the child's response to Questions 1 and 3, score according to their use of past tense and plurals.</i></p>	Little or no use of past tense or plural nouns	Inconsistent use of past tense or plural nouns	Regular verbs and nouns correct but some errors	All verbs correct in past tense and appropriate use of plurals, e.g. 'children'

<b>Telling stories and saying what happens</b> <b>OBSERVATIONS: complete these without the child</b>	 <b>Score 0</b>	 <b>Score 1</b>	 <b>Score 2</b>	 <b>Score 3</b>
<b>1. Uses narrative skills when telling a story (including saying personal 'news'), including clear structure and relevant detail</b>	Says single short phrase for 1 or 2 ideas only; ideas not clearly joined	Says single short sentences with some attempt to join ideas, e.g. 'and then'	Says short sentences using some conjunctions to join ideas	Gives complete narrative including setting, what happens and clear conclusion; joins ideas with suitable conjunctions
<div style="display: flex; justify-content: space-between;"> <div data-bbox="91 1075 1456 1332"> <b>Telling stories and saying what happens</b>  <b>TOTAL SCORES</b> </div> <div data-bbox="1456 1075 2150 1332"> <b>Questions _____ + Observations _____</b>  <b>=</b>  <b>Year 3:</b> Add BEFORE on page 1/AFTER on page 2  <b>Year 4:</b> Add BEFORE on page 3/AFTER on page 4 </div> </div>				



**Working with others and having conversations**  
**OBSERVATIONS: complete these without the child**

✓  
Score 0

✓  
Score 1

✓  
Score 2

✓  
Score 3

There are no QUESTIONS for this section.

**1. Chats in small groups to other children in the classroom**

Rarely or never chats with other children when in a small group in the classroom

Sometimes chats with friends

Chats comfortably with friends and sometimes with other children

Always chats in a small group with confidence





**2. Makes simple, relevant comments in class discussions**





Never/rarely comments in an appropriate way

Sometimes comments in an appropriate way if asked directly; limited response, e.g. expresses likes or shows agreement with someone else

Makes simple appropriate comments, e.g. expresses likes

Says own relevant ideas, possibly with reasons or adding interesting, new ideas confidently

<b>Working with others and having conversations</b> <b>OBSERVATIONS: complete these without the child</b>	 <b>Score 0</b>	 <b>Score 1</b>	 <b>Score 2</b>	 <b>Score 3</b>
<b>3. Communicates effectively in pairs and small groups, e.g. keeps on topic, shares ideas and information, gives and receives advice, offers and takes notice of opinions</b>	Rarely or never communicates effectively when speaking in small groups so difficult to assess	Sometimes communicates effectively in small groups when supported, e.g. makes requests, asks questions, gives explanations	Sometimes communicates effectively in small groups, e.g. comments on or suggests ideas	Usually communicates effectively in small groups, e.g. gives other children constructive feedback, persuades or negotiates
<b>4. Understands and uses conversational rules, e.g. maintains topics, asks appropriate questions, takes turns</b>	Rarely or never uses conversational rules	Sometimes uses conversational rules when prompted	Uses conversational rules but inconsistently	Uses conversational rules well

<b>Working with others and having conversations</b> <b>OBSERVATIONS: complete these without the child</b>	 <b>Score 0</b>	 <b>Score 1</b>	 <b>Score 2</b>	 <b>Score 3</b>
<b>5. Using formal language in some situations</b>	Never or always uses formal language	Sometimes copies formal language if modelled first, e.g. 'You will need to say "Excuse me, Mrs Clarke" before you collect the scissors from the shelf'	Sometimes uses formal language independently but inconsistently, unless given a reminder	Spontaneously uses formal language in some situations, e.g. when showing a visitor around school
<b>Working with others and having conversations</b> <b>TOTAL SCORES</b>	<b>Questions _____ + Observations _____</b> <b>=</b> <b>Year 3:</b> Add BEFORE on page 1/AFTER on page 2 <b>Year 4:</b> Add BEFORE on page 3/AFTER on page 4			