

Progression Tool summary table

Name of child	
Date of birth	Age
Questions completed by	
Observations completed by	
Gender	
First language	

Score Summary	Date		Date repeated	
	Questions	Observations	Questions	Observations
Total understanding spoken language score				
Total understanding and using vocabulary score				
Total sentences score				
Total storytelling and narrative score				
Total speech score				
Total social interaction score				

Understanding spoken language

1. They should be able to follow simple two part instructions reasonably well

Use picture 1 and give the following instructions:

Instructions to child – **‘Have a look at these pictures. Now point to the pictures I’m talking about.’**

Only mark correct if they get both pictures right; they should be able to point to the pictures in the order you say them. See page 29 for how to score.



a. The old man and something you can put on your chips

b. The kitchen and someone who’s running

c. The drink and the boy pointing to his teeth

d. The old lady’s hat and something to sit on

Mark

/4

Calculated score (see p29)

/5

2. They should be able to understand simple ‘why’ questions

Continue using picture 1 and ask the following questions:

Instructions to child - **‘I’m going to ask you some questions about these pictures.’**

Children don’t need to say a full or perfect sentence to get it right; they just need to show they understand the question. See page 29 for how to score.



a. Why is the boy with the chips licking his lips?

Mark correct: For example – ‘Because he likes chips’ / ‘He’s hungry’ NOT ‘Because his lips are sore’

b. Why is the little girl running to her grandma?

Mark correct: For example – ‘Cos she happy to see her’ / ‘She’s excited’ NOT ‘Cos she is a good runner’

c. Why has the old man got a stick?

Mark correct: For example – ‘He needs it to walk’ / ‘His legs are old’ NOT ‘Because he just found it’

Mark

/3

Calculated score (see p29)

/5

3. They should be able to understand words relating to colour, numbers and time

Use picture 2 and give the following instructions:

Instructions to child – ‘Have a look at these pictures. Now point to the picture I’m talking about.’

Mark correct if they point to an appropriate picture. See page 29 for how to score.



a. Who has three balls?

b. Find something blue

c. Which picture shows morning?

d. Point to lots of balls

e. Find something yellow

f. Which picture shows winter?

Mark

/6

Calculated score (see p29)

/5

Total understanding spoken language score

Using the guidance on p29, work out the total understanding spoken language score

/15

Understanding and using vocabulary

1. They should be able to understand a range of words relating to size, space and actions

Use picture 3 and give the following instructions:

Instructions to child – ‘**Have a look at these pictures. Now point to the picture I’m talking about.**’

Mark correct if they point to the right picture. See page 29 for how to score.



a. Behind

b. On

c. Biting

d. Morning

e. Hiding

f. Drinking

g. Splashing

h. Cutting

Mark

/8

Calculated score (see p29)

/5

2. They should be able to understand a range of simple verbs

Use picture 4 and ask the following questions:

Instructions to child – ‘**I want you to find different things people are doing. Look carefully at the pictures. Now point to the things I talk about.**’

Mark correct when they point to the right picture. See page 29 for how to score.



a. Who is dancing?

b. Who is hopping?

c. Who is waving?

d. Who is hiding?

Mark

/4

Calculated score (see p29)

/5

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

Use picture 5 and give the following instructions:

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. Mark correct if they say what the picture is. It doesn’t matter how they pronounce words, they’re correct even if they mispronounce words. See page 29 for how to score.



a. Sausages

b. Bath

c. Pictures

d. Bucket

e. Egg

f. Scissors

g. Snow

h. Carrots

i. Chips

j. Mug

k. Toothbrush

l. Potatoes

m. Toast

n. Peas

o. Cheese

Mark

/15

Calculated score (see p29)

/5

Total understanding and using vocabulary score

Using the guidance on p29, work out the total understanding and using vocabulary score

/15

Sentences

1. They should be able to speak in longer sentences

Use picture 6

Instructions to child – **‘Have a look at the pictures and tell me 2 things about each picture.’**

Write down what they say in the spaces below.

Mark correct if they give you more than 1 piece of information, using more than 4 words in the sentence – they don’t have to use the word ‘and’ in the sentence. See page 30 for how to score.



a.

b.

c.

d.

e.

f.

Mark

/6

Calculated score (see p30)

/5

2. They should be able to use sentence starters to put longer sentences together

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.’**

Write down what they say in the spaces below.

Mark correct if they can finish each sentence using more than 2 words. See page 30 for how to score.



a. I like sweets because...

Mark correct: For example – ‘They are yummy’ / ‘They are my favourite’ NOT ‘Nice’

b. In the morning I...

Mark correct: For example – ‘Get ready for school’ / ‘Am fed up’ NOT ‘Sleep in’

c. I like going to the park because...	
<i>Mark correct: For example – ‘I like playing on the swings’ / ‘My dad takes me’ NOT ‘It fun’</i>	
d. I like coming to school because...	
<i>Mark correct: For example – ‘I like my teachers’ / ‘Playtime is good’ NOT ‘See friends’</i>	
Mark	/4
Calculated score (see p30)	/5

3. They should be able to explain their ideas, talk in sentences and talk about things that have happened – and be able to explain an event or activity

Instructions to child – ‘Can you tell me what you did at the weekend?’ You could ask, ‘Did you go out somewhere or stay home?’

Write down what they say in the space below. See page 30 for how to score.

Calculated score (see p30)	/5
Total sentences score	
Using the guidance on p30, work out the total sentences score	/15

Storytelling and narrative

1. They should be able to explain a simple picture sequence

Use picture 7. Cut up the pictures into squares and get the child to place them in the right order. Once they have done this, get them to explain how to make cakes and write down what they say below.

Instructions to child – **‘Have a look at the pictures, they are all muddled up. Can you put them in the right order? (Allow some time for them to do this) Now the pictures are showing how to make cakes. Can you explain how you would make cakes?’**

Write down what they say about each picture in the spaces below. See page 31 for how to score.

Picture 1

Picture 2

Picture 3

Picture 4

Picture 5

Picture 6

Calculated score (see p31)

/5

2. They should be able to explain a familiar sequence of events

Instructions to child – ‘Can you tell me what you do in the morning before you come to school?’

Write down what they say in the space below. See page 31 for how to score.

Calculated score (see p31)

/5

3. They should be able to answer simple questions about familiar stories

Instructions to child – ‘Do you know the story of Cinderella? (if yes...) Who did Cinderella dance with at the ball? Were Cinderella’s sisters kind? Who helped Cinderella go to the ball?’

Write down what they say in the space below. If they do not know this story, ask similar simple questions about other familiar stories – e.g. Three Little Pigs, Jack and the Beanstalk, Red Riding Hood. See page 31 for how to score.

Calculated score (see p31)

/5

Total storytelling and narrative scores

Using the guidance on p31, work out the total storytelling and narrative score

/15

Speech

1. Their speech should be clear most of the time

Answer the questions below based on conversations during the session. See page 32 for how to score.

Do they have clear speech – can you understand what they say to you?	
Rarely	
Some of the time	
Most of the time	
Calculated score (see p32)	/5

2. Their speech should be fluent most of the time

Answer the questions below based on conversations during the session. See page 32 for how to score.

Do they have a stammer or avoid speaking in a number of situations?	
Doesn't stammer or avoid speaking	
Sometimes stammers and / or avoids speaking	
Stammers and / or avoids speaking most of the time	
Calculated score (see p32)	/5

3. They should use most speech sounds accurately in their speech most of the time

Note whether they do the things below. See page 32 for how to score.

	
Do they miss the ends off words completely?	
Do they say 't' instead of 'c' most of the time – e.g. 'tup of tea'?	
Do they not use 's' at the beginnings of words – e.g. saying 'tun' instead of 'sun'?	
Do they not pronounce 'y' properly – e.g. saying 'lello' instead of 'yellow'?	
Calculated score (see p32)	/5
Total speech score	
Using the guidance on p32, work out the total speech score	/15

Social interaction

1. They should be able to get involved in conversations

Comment on the question below based on conversations during the session. See page 33 for how to score.

Do they get involved in 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'?

Comment:

Calculated score (see p33)

/5

2. They should be able to take part in make-believe play and use their talking to organise their games and other people

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...?'**

Write down what they say in the space below. See page 33 for how to score.

Calculated score (see p33)

/5

3. They should be able to play games with others

Instructions to child – **'What games do you like to play in the home corner (or equivalent)?'** If they can think of a game, ask ... **'Who do you like to play that game with?'**

Write down what they say in the space below. See page 33 for how to score.

Calculated score (see p33)

/5

Total social interaction score

Using the guidance on p33, work out the total social interaction score

/15



The Communication Trust
Every child understood

Observations

Understanding spoken language observations

Are they struggling? Complete using your knowledge and/or observations in class. Only complete if you know the child well.

1. They should be able to listen and concentrate

Children aged 4 will find it difficult to sit still and concentrate for long periods of time, but should manage for short periods in groups and longer in one to one situations.

Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 34 for how to score.



a. They fidget

b. They don't look at who's talking

c. They have poor attention – 'flitting' from task to task without concentrating

d. They avoid the role play area

Calculated score (see p34)

/5

2. They should be able to understand instructions

Children aged 4 should be able to follow most instructions in a reception classroom. They might struggle at times, for example, in assembly or playtimes when instructions are for older children too.

Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 34 for how to score.



a. They can't follow long or complex sentences

b. They watch other children so they can work out what to do or are the last to follow instructions

c. They are unaware of what's happening / look lost

d. They focus on non-verbal tasks, such as painting and drawing, for much longer than verbal tasks

Calculated score (see p34)

/5

3. They should be able to answer questions appropriately

Tick if children's answers to questions are regularly as described below (i.e. you notice them on at least a daily basis). See page 34 for how to score.



a. They give irrelevant responses

b. They repeat part of the question

c. They answer a slightly different but related question

d. They give no response

Calculated score (see p34)

/5

Total understanding spoken language observations score

Using the guidance on p34, work out the total understanding spoken language observations score

/15

Understanding and using vocabulary observations

Are they struggling? Complete using your knowledge and/or observations in class.
Only complete if you know the child well.

1. They should be able to pick up new words quickly and easily

<i>Tick if children display this behaviour. See page 34 for how to score.</i>	✓
a. It seems to take a long time for them to learn new words	
b. They appear to learn words, then forget them	
c. They struggle to understand new words	
Calculated score (see p34)	/5

2. They should know the words for things within their experience

<i>Children aged 4 will do some of these things some of the time.</i>	
<i>Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 34 for how to score.</i>	✓
a. Not having as many words as other children of their age	
b. Over-using general words, e.g. 'thingy', 'that', 'it', 'going'	
c. Using lots of fillers or hesitating a lot, e.g. 'um', 'er', 'y'know', 'like'	
Calculated score (see p34)	/5

3. They should usually use the correct words for things that are familiar to them

<i>Children aged 4 will do these things some of the time.</i>	
<i>Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 34 for how to score.</i>	✓
a. Using the wrong words for things, e.g. 'dog' instead of 'cat'	
b. Using made up words, e.g. 'buzzy bug'	
c. Using different words for the same things	
d. Struggling to 'find' words they know	
Calculated score (see p34)	/5
Total understanding and using vocabulary observations score	
Using the guidance on p34, work out the total understanding and using vocabulary observations score	/15

Sentences observations

Are they struggling? Complete using your knowledge and/or observations in class.
Only complete if you know the child well.

1. They should be able to join words together to talk in sentences

<i>Tick if children display this behaviour. See page 34 for how to score.</i>	✓
They speak using mainly single words	
Calculated score (see p34)	/5

2. They should be able to use longer sentences joined up with words like 'because' and 'and'

<i>Tick if children display this behaviour. See page 34 for how to score.</i>	✓
They speak using mainly 2 or 3 word phrases	
Calculated score (see p34)	/5

3. They should be able to get their message across using words and sentences, not relying on pointing or gestures

<i>Tick if children display this behaviour. See page 34 for how to score.</i>	✓
They use lots of gestures, pointing, noises and physical movements (e.g. taking you to things) to get their messages across	
Calculated score (see p34)	/5
Total sentences observations score	
Using the guidance on p34, work out the total sentences observations score	/15

Storytelling and narrative observations

Are they struggling? Complete using your knowledge and/or observations in class.
Only complete if you know the child well.

1. They should be able to make themselves understood

<i>Children aged 4 might find it difficult on occasion to organise their talking, especially if talking about long or complicated events. They should be easy to understand most of the time.</i>	
<i>Tick if children display this behaviour. See page 34 for how to score.</i>	
They are difficult to understand when they are talking about things that have happened to them	
Calculated score (see p34)	/5

2. They should be able to make it clear what they are talking about

<i>There will be times when children aged 4 will begin talking without you knowing the context. They should realise this and fill you in with the extra details to help you follow what they're saying.</i>	
<i>Tick if children display this behaviour. See page 34 for how to score.</i>	
They start talking about things without explaining what they are talking about	
Calculated score (see p34)	/5

3. They should usually use the correct words for things that are familiar to them

<i>There will be times when children aged 4 will become difficult to follow, especially when they are telling long or complicated stories, though this should happen rarely.</i>	
<i>Tick if children display this behaviour. See page 34 for how to score.</i>	
Stories and narratives are disorganised or difficult to follow	
Calculated score (see p34)	/5
Total storytelling and narrative observations score	
Using the guidance on p34, work out the total storytelling and narrative observation score	/15

Speech observations

Are they struggling? Complete using your knowledge and/or observations in class.
Only complete if you know the child well.

1. Their speech should be clear most of the time

<i>Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 34 for how to score.</i>	
a. Their speech is unclear	
b. They miss out sounds from words, e.g. miss ends off words or never use some speech sounds	
c. They substitute one sound for another, e.g. 'a tup of toffee' (a cup of coffee) or 'pour' instead of 'four'	
Calculated score (see p34)	/5

2. Their speech should be fluent most of the time

<i>Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 34 for how to score.</i>	
a. They have a stammer or stutter	
b. They lengthen some sounds, repeat sounds or parts of words, or get stuck so that little or no sound comes out	
c. They try to hide their difficulties by avoiding speaking in certain situations or change what they were going to say mid sentence to avoid a word they find difficult	
Calculated score (see p34)	/5

3. They should be able to hear the differences between speech sounds

<i>Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 34 for how to score.</i>	
a. They struggle to distinguish the difference between speech sounds	
b. They struggle to break up words into sounds in order to read or spell	
c. They struggle to count out syllables in words	
d. They struggle to know which written letters make which sounds	
Calculated score (see p34)	/5
Total speech observations score	
Using the guidance on p34, work out the total speech observations score	/15

Social interaction observations

Are they struggling? Complete using your knowledge and/or observations in class. Only complete if you know the child well.

1. They should be able to understand the rules of conversation

<i>Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 34 for how to score.</i>	
a. They have unusual eye contact	
b. They struggle to listen or take turns, interrupt more than usual, not know how to join in, or take over conversations	
c. They struggle to understand feelings or facial expressions of others	
Calculated score (see p34)	/5

2. They should be able to talk and listen to other children

<i>Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 34 for how to score.</i>	
a. They struggle to join in with group conversations, games and activities	
b. They don't notice what others are doing or not pick up clues about how others are feeling	
c. Other children find them difficult because they can take over, get things wrong, or disrupt games	
Calculated score (see p34)	/5

3. They should be able to join in with other children and be part of a group

<i>Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 34 for how to score.</i>	
a. They are isolated from other children	
b. They struggle or make no attempt to join in	
c. Other children find their behaviour difficult or challenging	
Calculated score (see p34)	/5
Total social interaction observations score	
Using the guidance on p34, work out the total social interaction observations score	/5

Specific scoring guidelines: questions

Look at the tables below to work out the total score for each aspect of the questions section.

For questions marked with a ✓, look at how many the child got right for each question and work out their score for that question, using the descriptions in the columns.

For questions where you wrote down an answer, follow the guidance and the descriptions in the columns to work out their score for each question.

Write down the score in the **calculated score** spaces for each question provided on the **score sheet**. Add up each of the three scores to get a total score for each aspect of the questions section. **See Appendix for an example.**

Understanding spoken language	Score 1	Score 3	Score 5
<p>1. Are they able to follow simple two part instructions reasonably well?</p> <p><i>Check how many they got correct from a total of 4 for this question and work out their score</i></p>	0-1 correct	2 correct	3-4 correct
<p>2. Are they able to understand simple 'why' questions?</p> <p><i>Check how many they got correct from a total of 3 for this question and work out their score</i></p>	0 correct	1 correct	2-3 correct
<p>3. Are they able to understand words relating to colour, numbers and time?</p> <p><i>Check how many they got correct from a total of 6 for this question and work out their score</i></p>	0-2 correct	3-4 correct	5-6 correct
<p>Understanding of spoken language total score</p> <p>Put this score on the summary table and profile chart</p>	/15		

Understanding and using vocabulary	Score 1	Score 3	Score 5
<p>1. Are they able to understand a range of words?</p> <p><i>Check how many they got correct from a total of 8 for this question and work out their score</i></p>	0-2 correct	3-5 correct	6-8 correct
<p>2. Are they able to understand a range of simple verbs?</p> <p><i>Check how many they got correct from a total of 4 for this question and work out their score</i></p>	0-1 correct	2 correct	3-4 correct
<p>3. Are they able to name a range of simple words?</p> <p><i>Check how many they got correct from a total of 15 for this question and work out their score</i></p>	0-4 correct	5-9 correct	10-15 correct
<p>Understanding and using vocabulary total score</p> <p>Put this score on the summary table and profile chart</p>	/15		

Sentences	Score 1	Score 3	Score 5
<p>1. Are they able to speak in longer sentences?</p> <p><i>Check how many they got correct from a total of 6 for this question and work out their score</i></p>	0-2 correct	3-4 correct	5-6 correct
<p>2. Are they able to use sentence starters to put longer sentences together?</p> <p><i>Check how many they got correct from a total of 4 for this question and work out their score</i></p>	0-1 correct	2 correct	3-4 correct
<p>3. Can they explain their ideas, talk in sentences and talk about things that have happened? Can they explain an event or activity?</p> <p><i>Check how they responded to this question; look at the guidance below and the descriptions in the columns to the right to work out their score for this question</i></p> <p>Score 1 if what they tell you is difficult for you to follow or is in a sentence of less than 4 words</p> <p>Score 3 if they can tell you in a simple sentence what they did or even if they tell you in a sentence that they can't remember or didn't do anything, e.g. 'I forgot what I did now', 'I didn't do nothing'</p> <p>Score 5 if they're able to talk in a longer sentence or in a sentence with 'and' or 'because' e.g. 'Me just stayed home and watched telly,' 'My mum and me goed into town' or 'Have dinner in a cafe because it was a treat'</p>	Unclear Difficult to follow Inaccurate	Main points were reasonably clear and easy to follow	Accurate Clear Easy to follow
<p>Sentences total score</p> <p>Put this score on the summary table and profile chart</p>	/15		

Storytelling and narrative	Score 1	Score 3	Score 5
<p>1. Can the children explain a simple picture sequence?</p> <p>You would expect a short sentence for each picture that links together, e.g. ‘First get the bread, then...’</p> <p>Check how they responded to this question; look at the guidance below and the descriptions in the columns to the right to work out their score</p> <p>Score 1 if they are unable to put the sequence in broadly the right order and/or if their explanation is unclear, difficult to follow or inaccurate</p> <p>Score 3 if 4 pictures are in the right order and they can explain in sentences of 2 words what’s happening in each picture so that it follows in the right order of events. One mistake is allowed. They will be able to say that the pictures show someone making cakes</p> <p>Score 5 if 5 or more of the pictures are in the right order and they can explain in sentences of 3 words or more what’s happening in each picture so that it follows in the right order of events. They may also correct or rearrange pictures to make sure it makes sense in the end</p>	<p>Inaccurate Unclear Difficult to follow</p>	<p>Main points reasonably clear and easy to follow</p>	<p>Accurate Clear Easy to follow</p>
<p>2. Can they explain a familiar sequence of events?</p> <p>Check how they responded to this question; look at the guidance below and the descriptions in the columns to the right to work out their score</p> <p>Score 1 if what they tell you is difficult for you to follow or isn’t what they would do before school</p> <p>Score 3 if they can tell you one thing they do before they come to school with some detail or two things with less detail. For example, ‘I get dressed in my uniform’ or ‘I get dressed and have my breakfast.’</p> <p>Score 5 if they’re able to give you information about two or more things they do before they come to school with some detail. For example, ‘I get up and get dressed when Mum shouts me and I get my coat and walk to school.’</p>	<p>Inaccurate Unclear Difficult to follow</p>	<p>Main points reasonably clear and easy to follow</p>	<p>Accurate Clear Easy to follow</p>
<p>3. Can they answer simple questions about familiar stories?</p> <p>Check how they responded to this question; consider whether they were able to give a reasonable answer to each of the 3 questions. Use the descriptions in the columns to the right to work out their score</p>	<p>Inaccurate Unclear Difficult to follow</p>	<p>Main points reasonably clear and easy to follow</p>	<p>Accurate Clear Easy to follow</p>
<p>Storytelling and narrative total score</p> <p>Put this score on the summary table and profile chart</p>		<p>/15</p>	

Speech	Score 1	Score 3	Score 5																
<p>1. Do they have clear speech most of the time?</p> <p><i>Consider how clear their speech was whilst you were with them; look at the descriptions in the columns to the right in relation to the question above to work out their score</i></p>	Rarely	Some of the time	Most of the time																
<p>2. Is their speech fluent most of the time?</p> <p><i>Consider how fluent their speech was whilst you were with them; look at the descriptions in the columns to the right in relation to the question above to work out their score</i></p>	Rarely	Some of the time	Most of the time																
<p>3. Do they do any of the following?</p> <p><i>Consider any aspects of their speech as described below. Use these and the descriptions in the columns to the right to work out their score</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 5px;">Miss the ends off words completely</td> <td style="padding: 5px;">Most of the time</td> <td style="padding: 5px;">Sometimes</td> <td style="padding: 5px;">Rarely</td> </tr> <tr> <td style="padding: 5px;">Say 't' instead of 'c' most of the time – e.g. 'tup of tea'</td> <td style="padding: 5px;">Most of the time</td> <td style="padding: 5px;">Sometimes</td> <td style="padding: 5px;">Rarely</td> </tr> <tr> <td style="padding: 5px;">Not use 's' at the beginnings of words – e.g. saying 'tun' instead of 'sun'</td> <td style="padding: 5px;">Most of the time</td> <td style="padding: 5px;">Sometimes</td> <td style="padding: 5px;">Rarely</td> </tr> <tr> <td style="padding: 5px;">Not pronouncing 'y' properly – e.g. saying 'lello' instead of 'yellow'</td> <td style="padding: 5px;">Most of the time</td> <td style="padding: 5px;">Sometimes</td> <td style="padding: 5px;">Rarely</td> </tr> </tbody> </table>	Miss the ends off words completely	Most of the time	Sometimes	Rarely	Say 't' instead of 'c' most of the time – e.g. 'tup of tea'	Most of the time	Sometimes	Rarely	Not use 's' at the beginnings of words – e.g. saying 'tun' instead of 'sun'	Most of the time	Sometimes	Rarely	Not pronouncing 'y' properly – e.g. saying 'lello' instead of 'yellow'	Most of the time	Sometimes	Rarely	They do all 4 things most of the time	They do some of the things some of the time	They rarely do these things
Miss the ends off words completely	Most of the time	Sometimes	Rarely																
Say 't' instead of 'c' most of the time – e.g. 'tup of tea'	Most of the time	Sometimes	Rarely																
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<p>Speech total score</p> <p>Put this score on the summary table and profile chart</p>		/15																	

Social interaction	Score 1	Score 3	Score 5
<p>1. Do they get involved in 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’?</p> <p><i>Consider how they did against this question; look at the descriptions in the columns to the right to work out their score</i></p>	No – they were quiet throughout	Partially – they talked a little	Yes – they were chatty
<p>2. Can they take part in make-believe play and use their talking to organise their games and other people?</p> <p><i>Check how they responded to this question; look at the guidance below and the descriptions in the columns to the right to work out their score</i></p> <p><i>Can they give examples of play? Can they explain how to play the games they like?</i></p> <p><i>An example of a response scoring 1 – ‘Play football’</i></p> <p><i>An example of a response scoring 3 – ‘Play cars on mat with Jack’</i></p> <p><i>An example of a response scoring 5 – ‘I like playing horses with my friend Camile – we run around like horses – you have to run like this.....(might demonstrate) and chase after Cara and Saria’</i></p>	No	Partially	Yes
<p>3. Can they play games with others?</p> <p><i>Check how they responded to this question; look at the guidance below and the descriptions in the columns to the right to work out their score</i></p> <p><i>An example of a response scoring 1 – ‘Running outside’</i></p> <p><i>An example of a response scoring 3 – ‘Making cakes and stuff on mine own’</i></p> <p><i>An example of a response scoring 5 – ‘It is the baby clinic and you take your baby to be measured. I like it; you have to write it down on the paper. Jack was the dad and bringed his baby.’</i></p>	No	Partially	Yes
<p>Social interaction total score</p> <p>Put this score on the summary table and profile chart</p>	/15		

Specific scoring guidelines: observations

Understanding spoken language observations

For each question:

Score 1 if 3-4 of the behaviours are ticked

Score 3 if 1-2 of the behaviours are ticked

Score 5 if 0 of the behaviours are ticked

Understanding and using vocabulary observations

For question 1 and 2:

Score 1 if 2-3 of the behaviours are ticked

Score 3 if 1 of the behaviours are ticked

Score 5 if 0 of the behaviours are ticked

For question 3:

Score 1 if 3-4 of the behaviours are ticked

Score 3 if 1-2 behaviours are ticked

Score 5 if 0 of the behaviours are ticked

Sentences observations

For each question:

Score 1 if the behaviours are displayed daily

Score 3 if the behaviours are displayed weekly

Score 5 if the behaviours are displayed rarely

Storytelling observations

For each question:

Score 1 if the behaviours are displayed daily

Score 3 if the behaviours are displayed weekly

Score 5 if the behaviours are displayed rarely

Speech observations

For questions 1 and 2:

Score 1 if 2-3 of the behaviours are ticked

Score 3 if 1 of the behaviours are ticked

Score 5 if 0 of the behaviours are ticked

For question 3:

Score 1 if 3-4 behaviours are ticked

Score 3 if 1-2 behaviours are ticked

Score 5 if 0 of the behaviours are ticked

Social interaction observations

For each question:

Score 1 if 2-3 of the behaviours are ticked

Score 3 if 1 of the behaviours are ticked

Score 5 if 0 of the behaviours are ticked

How did they do?

Progression Tool summary table

Note the total scores for each section on the **Progression Tool summary table**, which is a separate item that can be photocopied for each child. This is a useful summary if you want to remind yourself of children's scores.

Profile chart

It can be useful to plot the child's results on to the **profile chart** (See p36 for reference). You should photocopy the profile chart for each child (item 4 of your scoring and answer sheets). This enables you to see at a glance where their areas of strength and need lie.

Look at whether the children are in the Red, Amber or Green category on the profile chart to determine whether they are reaching typical levels for language development, or whether they need targeted or specialist support. It may be that there are some areas of language where children need additional support, even though other areas are fine. It can be useful to use this profile if you repeat the Tool so that you can track children's development of language skills over time.

It might also be useful to plot a group of children's results, such as a class of children, on to the **group profile chart** (see p37). You should photocopy the group profile chart for each group of children (item 5 of your scoring and answer sheets). As a group, this enables you to see at a glance where their areas of strength and need lie.

Both the profile chart and the group profile chart use a RAG rating. Please see p38 for information on how to interpret pupils' scores.

Profile chart

Name:	Date of birth:		Age:	Gender:	Ethnicity:		Completed by:		Date:	
	Questions	Observations			Questions	Observations	Questions	Observations		Questions
Score	Understanding		Sentences		Narrative		Speech		Social	
	Questions	Observations	Questions	Observations	Questions	Observations	Questions	Observations	Questions	Observations
15										
13										
11										
9										
7										
5										
3										

Group profile chart

Name:	Understanding spoken language		Understanding and using vocabulary		Sentences		Storytelling and narrative		Speech		Social interaction	
	Q	Obs	Q	Obs	Q	Obs	Q	Obs	Q	Obs	Q	Obs
Example: Ben Smith	13	11	11	13	13	15	11	11	13	13	5	3
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												

Key	Score	Colour for questions	Colour for observations
	15	Green	Green
	13	Green	Green
	11	Yellow	Yellow
	9	Yellow	Yellow
	7	Yellow	Yellow
	5	Yellow	Yellow
	3	Red	Red