

# Progression Tool summary table

<b>Name of child</b>	
<b>Date of birth</b>	<b>Age</b>
<b>Questions completed by</b>	
<b>Observations completed by</b>	
<b>Gender</b>	
<b>First language</b>	

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 tell you what they need to do in order to listen really well

Instructions to child – ‘Do you know what you need to do to help you to listen really well?’

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

Calculated score (see p31)	/5

## 2. They should be able to understand spoken instructions with two to three parts

Instructions to child – ‘Listen carefully to my instructions and do what I say. Wave your hand, touch one of your knees and point to the window.’ Make sure you don’t break up the instructions into parts – say it all in one go.

Score correct for each completed instruction. See page 31 for how to score.

	
<b>a. Wave your hand</b>	
<b>b. Touch one of your knees</b>	
<b>c. Point to the window</b>	
Mark	/3
Calculated score (see p31)	/5

### 3. They should be able to understand 'how' or 'why' questions

Instructions to child – **'Do you know the story of Cinderella?'** (Or it could be any other well known story, such as Snow White, Jack and the Beanstalk, or Toy Story.) Ask a 'why' question relating to the story. For example, **'Why did Cinderella do all the cleaning in the house?'**

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

Calculated score (see p31)	/5
Total understanding spoken language scores	
Using the guidance on p31, work out the total understanding score	/15

# Understanding and using vocabulary

## 1. They should know that words can be put into groups or categories, and be able to give a number of examples for each

<i>Instructions to child – ‘I want you to think of 5 different animals.’ Leave time for them to complete the exercise. ‘Now think of 5 different clothes.’</i>	
<i>Write down what they say in the space below and mark with a tick for each correct answer given. See page 32 for how to score.</i>	✓
Animals:	
a.	
b.	
c.	
d.	
e.	
Clothes:	
a.	
b.	
c.	
d.	
e.	
Mark	/10
Calculated score (see p32)	/5

## 2. They should be able to understand a range of words relating to time, shape, texture and size - and know how to use them

<i>Instructions to child – ‘I’m going to say some words. I want you to use each one in a sentence. So, if I said ‘yellow’, you could say, ‘The sun is yellow.’ Have a try at these...’</i>	
<i>Write down what they say in the space below and mark with a tick for each correct answer. See page 32 for how to score.</i>	✓
<b>a. Round</b>	
<b>b. Soft</b>	

<b>c. Little</b>	
<b>d. Heavy</b>	
<b>e. Again</b>	
<b>f. Now</b>	
Mark	/6
Calculated score (see p32)	/5

### 3. They should be able to name objects, characters and animals from a description (children at this age should ask if they are unsure)

*Instructions to child – ‘I’m going to describe some things, so listen carefully. See if you can guess what I’m talking about...’*

*See below for examples of what to mark correct. See page 32 for how to score.*



**a. It lives in the jungle, it’s fierce, with big teeth, and it’s 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 is 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*

**d. It is a room in your house. There is a sink and a cooker to do the cooking**

*Score correct if they say kitchen*

Mark

/5

Calculated score (see p32)

/5

Total understanding and using vocabulary score

Using the guidance on page 32, work out the total understanding and vocabulary score

/15

# Sentences

## 1. They should be able to use well formed and longer sentences

<p><i>Instructions to child</i> – <b>‘I’m going to say some sentences. Can you finish them off for me? so if I said ‘On Saturday I...’ you could say ‘...went to MacDonalds or watched telly at home... or something else’</b></p>	
<p>Write down what they say in the spaces below.</p> <p>Mark correct if they can complete the sentence using 3 or more 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. See page 32 for how to score.</p>	✓
<p><b>a. I like pizza because</b> For example, score correct - ‘I like the cheesy bits’</p>	
<p><b>b. I put on my coat so...</b> For example, score correct - ‘I don’t get cold outside’</p>	
<p><b>c. For dinner I had...</b> For example, score correct - ‘Chips and beans</p>	
<p><b>d. I like to play...</b> For example, score correct - ‘With my friend Jack’</p>	
<p><b>e. Yesterday I...</b> For example, score correct - ‘Can’t remember what I done’</p>	
Mark	/5
Calculated score (see p32)	/5

## 2. They should be able to ask and answer questions starting ‘What?’, ‘Where?’ and ‘When?’

<p><i>Instructions to child</i> – <b>‘I’m going to ask you some questions. Can you answer them for me?’</b></p>	
<p>Write down what they say in the spaces below. Mark with a tick for each correct answer. The answers don’t have to be identical to the examples, but they do need to answer the question and make sense. See page 32 for how to score.</p>	✓
<p><b>a. What would you do if you were hungry?</b> For example, score correct - ‘Eat something’</p>	
<p><b>b. What colour is a lemon?</b> For example, score correct - ‘Yellow’</p>	
<p><b>c. Where do cows live?</b> For example, score correct - ‘On a farm’</p>	

<b>d. Where do you keep your food?</b> <i>For example, score correct - 'In the cupboard'</i>	
<b>e. When does it snow?</b> <i>For example, score correct - 'When it's cold'</i>	
<b>f. When would you use an umbrella?</b> <i>For example, score correct - 'When it raining'</i>	
Mark	/6
Calculated score (see p32)	/5

### 3. They should be able to answer 'What could we do next?' questions

<i>Instructions to child - 'I'm going to ask you some questions about what you could do next.'</i>	
<i>Write down what they say in the spaces below. Mark with a tick for each correct answer. The answers don't have to be identical to the examples, but do need to make sense. See page 32 for how to score.</i>	
<b>a. The school bell is ringing – what could you do next?</b> <i>For example, score correct - 'Go inside school cos playtime's finished'</i>	
<b>b. You just woke up – what could you do next?</b> <i>For example, score correct - 'Get out of bed'</i>	
<b>c. You're thirsty – what could you do next?</b> <i>For example, score correct - 'Get a drink'</i>	
<b>d. You're cold – what could you do next?</b> <i>For example, score correct - 'Tell my mum'</i>	
<b>e. You're hands are covered in paint – what could you do next?</b> <i>For example, score correct - 'Wash them with soap and everything'</i>	
Mark	/5
Calculated score (see p32)	/5
Total sentence scores	
Using the guidance on p32, work out the total sentence score	/15

# Storytelling and narrative

## 1. They should be able to list events with some detail

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 in the space below. See page 33 for how to score.

Calculated score (see p33)

/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 in the space below. See page 33 for how to score.

Calculated score (see p33)

/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 will start us off...  
Once upon a time there was a green, slimy alien who landed on earth. He was hungry so...’  
(You can give encouragement like, ‘What do you think he did next?’ and ‘Then what?’ etc.)*

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

Calculated score (see p33)

/5

Total storytelling and narrative score

Using the guidance on P33, work out the total storytelling and narrative score

/15

# Speech

## 1. They should be able to break words up into syllables

Instructions to child – ‘I’m going to say some words. I want you to clap once for each part (use the word syllable if the child knows it.) In the word, like... mum...my (clap or beat out the syllables). What about these words...?’

Mark with a tick for each correct answer. See page 34 for how to score.



a. Car – 1 clap

b. Fri / day – 2 claps

c. Sa / tur / day – 3 claps

d. Te / le / vi / sion – 4 claps

Mark

/4

Calculated score (see p34)

/5

## 2. They should be able to recognise words that rhyme

Instructions to child – ‘We’re thinking of words that rhyme. I am going to say some words, tell me if they rhyme or not. So, for example, ‘hair’ and ‘fair’ rhyme, ‘hair’ and ‘hat’ do not.’

Mark with a tick for each correct answer. See page 34 for how to score.



a. Cat... hat – rhymes

b. Train... car – doesn’t rhyme

c. Elephants... oranges – doesn’t rhyme

d. Bananas... pyjamas – rhymes

e. House... tiger – doesn’t rhyme

f. Man... can – rhymes

g. Tail... sail – rhymes

h. Cold... hot – doesn’t rhyme

Mark

/8

Calculated score (see p34)

/5

### 3. They should be able to work out what sound comes at the beginning of a word

*Instructions to child* – ‘I want you to think of what sounds come at the beginning of words. So, for example, ‘cat’ begins with ‘c’. I am going to say some words, which sound comes at the beginning of...’

Mark with a tick for each correct answer. See page 34 for how to score.



**a. Sun** - s

**b. Mat** - m

**c. Four** - f

**d. Dig** - d

Mark

/4

Calculated score (see p34)

/5

Total speech scores

Using the guidance on p34, work out the total speech score

/15

# Social interaction

## 1. They should be able to start conversations with other people and join in with group conversations

Comment on the question below based on conversations during the session. See page 35 for how to score.

Have they started any conversations during the time you have been with them?

Comment:

Calculated score (see p35)

/5

## 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? You can prompt if they are struggling, for example, ‘I don’t know that game – can you explain how you play?’

Write down what they say in the space below. See page 35 for how to score.

Calculated score (see p35)

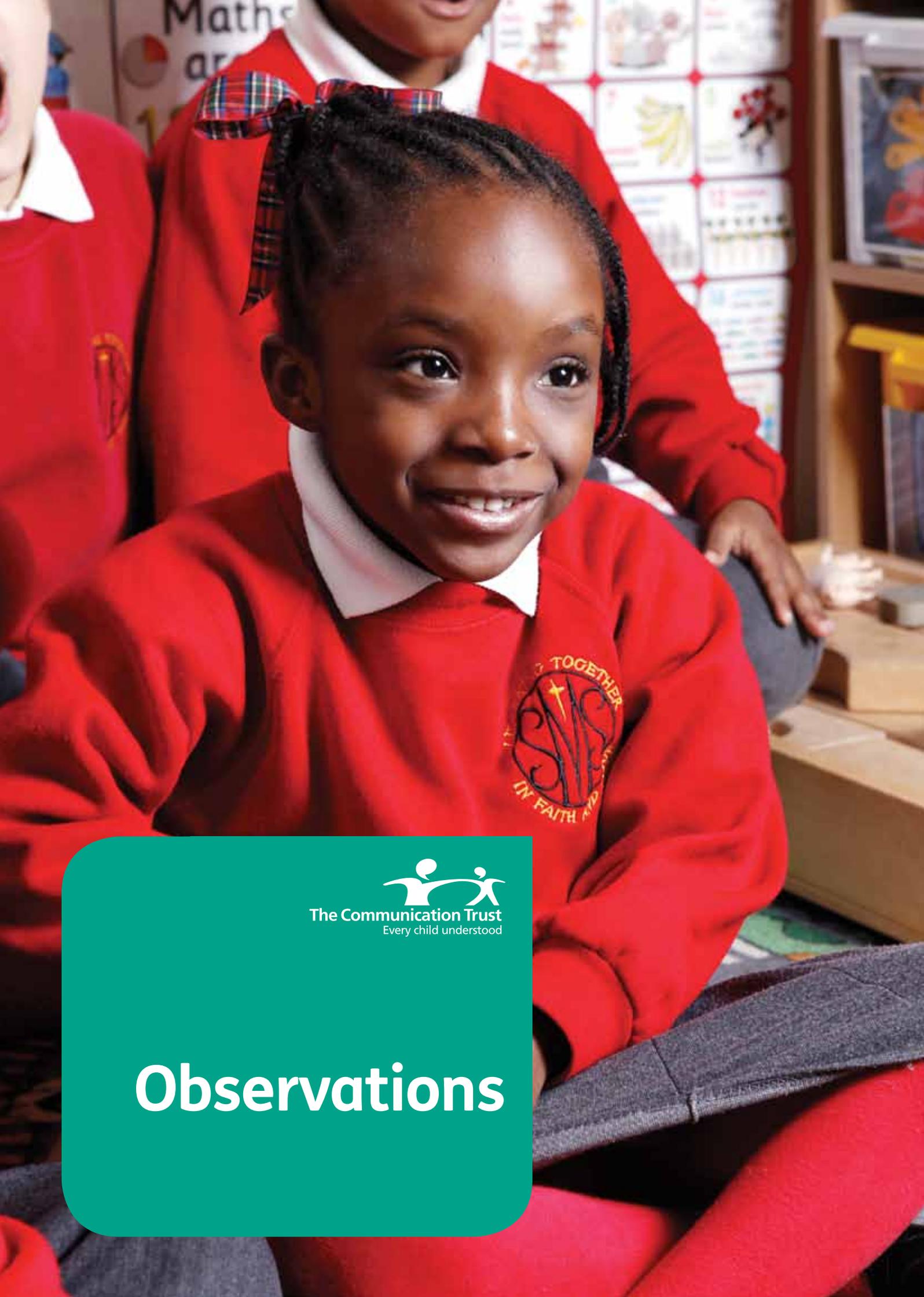
/5

### 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 3 things you like about school. Is there anything you don’t like?’

*Write down what they say in the space below. See page 35 for how to score.*

Calculated score (see p35)	/5
Total social interaction scores	
Using the guidance on p35, 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 5 and 6 should manage to concentrate, for example at carpet time, and for long enough to complete tasks in the classroom, but may struggle for extended periods of listening.

Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 36 for how to score.



**a. They fidget**

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

**c. They don't engage**

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

Calculated score (see p36)

/5

## 2. They should be able to understand instructions

Children aged 5 and 6 should be able to follow most instructions in a reception/year 1 classroom. They might struggle more, for example, in assembly or at playtime, 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 36 for how to score.



**a. They struggle to follow long or complex sentences or explanations**

**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 are able to focus on non-verbal tasks for much longer than verbal tasks**

Calculated score (see p36)

/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 36 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 p36)

/5

Total understanding spoken language observations score

Using the guidance on p36, 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 regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 36 for how to score.</i>	✓
<b>a. It seems to take a long time for them to learn new words</b>	
<b>b. They appear to learn words, then forget them</b>	
<b>c. They struggle to understand new words</b>	
Calculated score (see p36)	/5

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

<i>Children aged 5 and 6 may do these things some of the time. You are looking for children who regularly display these behaviours.</i>	
<i>Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 36 for how to score.</i>	✓
<b>a. They don't have as many words as other children of their age</b>	
<b>b. They over-use general words – 'thingy', 'that', 'put', 'get'</b>	
<b>c. They use lots of fillers or hesitate a lot, e.g. - 'um', 'er', 'y'know', 'like'</b>	
Calculated score (see p36)	/5

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

<i>Children aged 5 and 6 may do these things some of the time. You are looking for children who regularly display these behaviours.</i>	
<i>Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 36 for how to score.</i>	✓
<b>a. They use the wrong words for things, e.g. 'shark' instead of 'whale'</b>	
<b>b. They use made up words, e.g. 'cuttergrasser'</b>	
<b>c. They struggle to 'find' words they know</b>	
Calculated score (see p36)	/5
Total understanding and using vocabulary observations score	
Using the guidance on p36, 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 talk using fully formed sentences

<i>Tick if children display this behaviour. See page 36 for how to score.</i>	✓
<b>They miss out the small words in sentences that carry less meaning, e.g. 'a', 'the', 'is/was' and 'and'</b>	
Calculated score (see p36)	/5

## 2. It should be clear from their sentences whether things are happening in the present, past or future

<i>Tick if children display this behaviour. See page 36 for how to score.</i>	✓
<b>They miss off the endings of words, e.g. 'ing', 'ed' or 's'</b>	
Calculated score (see p36)	/5

## 3. They should be able to talk in longer sentences that make sense to the listener

<i>Tick if children display this behaviour. See page 36 for how to score.</i>	✓
<b>Their longer sentences sound muddled or disorganised</b>	
Calculated score (see p36)	/5
Total sentence observations score	
Using the guidance on p36, work out the total sentence 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 5-6 might find it difficult on occasion to organise their speech, especially if talking about long or complicated events, but should be easy to understand most of the time.</i>	
<i>Tick if children display this behaviour. See page 36 for how to score.</i>	
<b>They are difficult to understand when they are talking about things that have happened to them</b>	
Calculated score (see p36)	/5

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

<i>There will be times when children aged 5-6 will begin talking without you knowing the context but they should realise this and fill you in on the extra details to help you follow what they're saying.</i>	
<i>Tick if children display this behaviour. See page 36 for how to score.</i>	
<b>They start talking about things without explaining what they are talking about</b>	
Calculated score (see p36)	/5

## 3. They should be reasonably organised when they are explaining simple events

<i>There will be times when children aged 5-6 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 36 for how to score.</i>	
<b>Their stories and narratives disorganised or difficult to follow</b>	
Calculated score (see p36)	/5
Total storytelling and narrative observations score	
Using the guidance on p36, work out the total storytelling and narrative observations 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 36 for how to score.</i>	
<b>a. Their speech is unclear</b>	
<b>b. They miss out sounds from words, e.g. miss ends off words or never use some speech sounds</b>	
<b>c. They substitute one sound for another, e.g. 'a tup of toffee' (a cup of coffee), 'lellow' (yellow), 'tink' (sink)</b>	
<b>d. They do not use any sound blends at the beginnings of words, e.g. 'spider', 'drawing', 'please'</b>	
Calculated score (see p36)	/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 36 for how to score.</i>	
<b>a. They have a stammer or stutter</b>	
<b>b. They lengthen some sounds, repeat sounds or parts of words, or get stuck so that little or no sound comes out</b>	
<b>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</b>	
Calculated score (see p36)	/5

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

<i>Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 36 for how to score.</i>	
<b>a. They struggle to distinguish the differences between speech sounds</b>	
<b>b. They struggle to listen to simple words and give the initial sound</b>	
<b>c. They struggle to count out syllables in words</b>	
<b>d. They struggle to know which written letters make which sounds</b>	
Calculated score (see p36)	/5
Total speech observations score	
Using the guidance on p36, 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 36 for how to score.</i>	
<b>a. They have unusual eye contact</b>	
<b>b. They struggle to listen and take turns, or interrupt or take over conversations</b>	
<b>c. They struggle to understand feelings or facial expressions of others</b>	
Calculated score (see p36)	/5

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

<i>Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 36 for how to score.</i>	
<b>a. They struggle to join in with group conversations, games and activities</b>	
<b>b. They do not notice what others are doing or do not pick up on clues about how others are feeling</b>	
<b>c. Other children find them difficult because they can take over or get things wrong, or disrupt games</b>	
Calculated score (see p36)	/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 36 for how to score.</i>	
<b>a. They are isolated from other children</b>	
<b>b. They struggle or make no attempt to join in</b>	
<b>c. Other children find their behaviour difficult or challenging</b>	
Calculated score (see p36)	/5
Total social interaction observations score	
Using the guidance on p36, work out the total social interaction observations score	/15

# 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><b>1. Are they able to tell you what they need to do in order to really listen?</b></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><b>Score 1</b> if they were unable to come up with any ideas on how to listen</p> <p><b>Score 3</b> if they gave you 1 idea or example of something that might help them listen, for example, not wriggling around, looking at the person who is speaking, not talking, concentrating etc</p> <p><b>Score 5</b> if they gave 2 or more ideas or examples, for example, 'In our class we look at Miss Jones and stop talking.' They should come up with ideas such as: looking, sitting still and thinking about what people are saying</p>	Unable to provide an idea	1 idea	2 or more ideas
<p><b>2. Are they able to understand longer 2 to 3 part spoken instructions?</b></p> <p><i>Check how many they got correct from a total of 3 for this question and work out their score</i></p>	Unable to follow any of the instructions	1-2 parts correct	All 3 parts correct
<p><b>3. Are they able to understand 'how' or 'why' questions?</b></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><b>Score 1</b> if they gave an answer that doesn't really answer the question, e.g. 'Cos it was dirty.'</p> <p><b>Score 3</b> if they gave the right answer, but did not give the whole reason, e.g. "Cos no one else would do it."</p> <p><b>Score 5</b> if they gave a full and accurate answer, e.g. 'Because her sisters and step mother were mean and made her do it.'</p>	Inaccurate Unclear Difficult to follow	Main points provided Reasonably clear and easy to follow	Accurate Clear Easy to follow
<p><b>Total understanding spoken language score</b></p> <p>Put this score on the summary table and profile chart</p>	/15		

<b>Understanding and using vocabulary</b>	<b>Score 1</b>	<b>Score 3</b>	<b>Score 5</b>
<p><b>1. Do they know that words can be put into groups or categories, and are they able to give a number of examples for each?</b></p> <p><i>Check how many they got correct from a total of 10 for this question and work out their score</i></p>	4 or less correct	5-7 correct	8-10 correct
<p><b>2. Are they able to understand a range of words relating to time, shape, texture and size – and know in which context to use them?</b></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><b>3. Are they able to name objects, characters and animals from a description?</b></p> <p><i>Check how many they got correct from a total of 5 for this question and work out their score</i></p>	0-1 correct	2-3 correct	4-5 correct
<p><b>Total understanding and using vocabulary score</b></p> <p>Put this score on the summary table and profile chart</p>	/15		

<b>Sentences</b>	<b>Score 1</b>	<b>Score 3</b>	<b>Score 5</b>
<p><b>1. Are they able to use well formed and longer sentences?</b></p> <p><i>Check how many they got correct from a total of 5 for this question and work out their score</i></p>	0-1 correct	2-3 correct	4-5 correct
<p><b>2. Are they able to ask and answer questions starting ‘What?’, ‘Where?’ and ‘When?’</b></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><b>3. Are they able to answer ‘What could we do next?’ questions?</b></p> <p><i>Check how many they got correct from a total of 5 for this question and work out their score</i></p>	0-1 correct	2-3 correct	4-5 correct
<p><b>Total sentences score</b></p> <p>Put this score on the summary table and profile chart</p>	/15		

Storytelling and narrative	Score 1	Score 3	Score 5
<p><b>1. Are they able to list events with some detail?</b></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><b>Score 1</b> if what they told you was difficult for you to follow or isn't what they would do at the weekend</p> <p><b>Score 3</b> if they could tell you at least 2 things they did at the weekend with some detail or 3 things with less detail, for example, 'I went to town with my mum and my sister and we had a sandwich for dinner'</p> <p><b>Score 5</b> if they were able to give you information about 3 or more things they did at the weekend with some detail, for example, 'On Saturday, we went to the park and on the slides and stuff, and then we went to Gran's for dinner and played with my cousins.'</p>	<p>Inaccurate Unclear Difficult to follow</p>	<p>Main points provided Reasonably clear and easy to follow</p>	<p>Accurate Clear Easy to follow</p>
<p><b>2. Are they able to re-tell favourite stories – some as exact repetition and some in their own words?</b></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><b>Score 1</b> if they were unable to give at least 3 key points in broadly the right order and/or if their explanation was unclear, difficult to follow or inaccurate</p> <p><b>Score 3</b> if they described or named at least 2 characters and give examples of at least 3 key things that happened in broadly the right order. One mistake is allowed, e.g. giving information in the wrong order</p> <p><b>Score 5</b> if they described or named at least 3 characters and give examples of at least 4 key things that happened in broadly the right order. One mistake is allowed, e.g. giving information in the wrong order</p>	<p>Inaccurate Unclear Difficult to follow</p>	<p>Main points provided Reasonably clear and easy to follow</p>	<p>Accurate Clear Easy to follow</p>
<p><b>3. Are they able to make up their own simple stories?</b></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><b>Score 1</b> if they were unable to respond at all or gave only 1 simple idea that follows on from the story, for example, '...he eat dinner' or what they say makes no real sense</p> <p><b>Score 3</b> if they described what the alien did next in some detail with 1 or 2 ideas of what that might be, for example, '... he went looking for food and saw a boy eating an ice cream....' or if they give more ideas but they are a bit muddled</p> <p><b>Score 5</b> if they were able to take the story further describing more than one thing the alien did next or making a longer story that makes reasonably good sense</p>	<p>Unable to provide a response / gave just 1 simple idea</p>	<p>Followed on with 1 idea</p>	<p>Followed on with more than 1 idea</p>
<p>Total storytelling and narrative score</p> <p>Put this score on the summary sheet and profile chart</p>		<p>/15</p>	

Speech	Score 1	Score 3	Score 5
<p><b>1. Are they able to break words up into syllables?</b></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	2-3 correct	4 correct
<p><b>2. Are they able to recognise words that rhyme?</b></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><b>3. Are they able to work out what sound comes at the beginning of a word?</b></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	2-3 correct	4 correct
<p>Total speech score</p> <p>Put this score on the summary table and profile chart</p>	/15		

Social interaction	Score 1	Score 3	Score 5
<p><b>1. Are they able to start conversations with other people and join in with group conversations?</b></p> <p><i>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><b>2. Are they able to join in and organise role play with friends?</b></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>Did they give examples of play and could they explain how to play the games they liked?</i></p> <p><b>Score 1</b> if, for example, they responded with: ‘Play football with George and Jamal.’</p> <p><b>Score 3</b> if, for example, they responded with: ‘We play houses and police cars.’</p> <p><b>Score 5</b> if, for example, they responded with: ‘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.’</p>	No	Partially	Yes
<p><b>3. Are they able to give their opinions, and discuss ideas and feelings?</b></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><b>Score 1</b> if they were unable to give any examples at all, for example: ‘Don’t know.’</p> <p><b>Score 3</b> if they were able to give one simple example of something they liked or disliked, for example: ‘I like my teachers’/‘I don’t really like anything about school.’</p> <p><b>Score 5</b> if they were able to give 2 or more examples or one with lots of detail, for example: ‘I like playtime and dinner time the best’/‘I like it when we do art cos I am really good at drawing and like getting messy with paint and stuff.’</p>	No	Partially	Yes
<p>Total social interaction 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 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

## Sentences observations

**For each question:**

**Score 1** if the behaviour is displayed daily

**Score 3** if the behaviour is displayed weekly

**Score 5** if the behaviour is displayed rarely

## Storytelling and narrative observations

**For each question:**

**Score 1** if the behaviour is displayed daily

**Score 3** if the behaviour is displayed weekly

**Score 5** if the behaviour is displayed rarely

## Speech observations

**For questions 1 and 3:**

**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

**For question 2:**

**Score 1** if 2-3 of the behaviours are ticked

**Score 3** if 1 of the behaviours is 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 is 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 p38 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 p39). 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 p40 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