

# 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 focus on key points in a sentence in order to answer a question

*Instructions to child – ‘I’m going to ask you a question, so listen carefully... Two buses have one passenger in each and two trains are empty, except for the driver. How many passengers are there altogether?’ You can repeat the question.*

*Write down exactly what they say in the space below. See page 32 for how to score.*

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Calculated score (see p32)

/5

## 2. They should be aware of when a message is not clear and ask for an explanation

*Instructions to child – ‘Can you tell me what the difference is between a dromedary and a camel?’ They should ask for an explanation of what a dromedary is (it’s another word for camel).*

*Write down exactly what they say in the space below. See page 32 for how to score.*

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Calculated score (see p32)

/5

### 3. They should be able to understand complex 2 to 3 part instructions

Instructions to child – **‘Listen carefully to my instructions and do what I say.’** Say the instructions at a steady pace, but in one go, being careful not to break them up as you say them. **‘Stamp your feet loudly, put your hands behind your back and then point to something blue.’**

Mark correct for each instruction completed. See page 32 for how to score.



**a. Stamp your feet loudly**

**b. Put your hands behind your back**

**c. Point to something blue**

Mark

/3

Calculated score (see p32)

/5

Total understanding spoken language score

Using the guidance on p32, work out the total understanding spoken language score

/15

# Understanding and using vocabulary

## 1. They should be able to compare words based on the way they look, how they sound and what they mean

<i>Instructions to child</i> – <b>‘What do you notice about the following words?’</b>	
<i>Mark with a tick for each correct answer. See page 33 for how to score.</i>	✓
<b>a. Hat, fat, cat</b> ( <i>all rhyme</i> )	
<b>b. Small, tiny, little</b> ( <i>all mean the same thing</i> )	
<b>c. Dog, doll, dive</b> ( <i>all start with d</i> )	
<b>d. Polar <u>b</u>ear, <u>b</u>are arm</b> ( <i>sound the same, but mean something different</i> )	
Mark	/4
Calculated score (see p33)	/5

## 2. They should be able to ‘guess the word’ when provided with clues about its shape, size and function

<i>Instructions to child</i> – <b>‘I’m going to describe some words. Can you guess what I’m talking about?’</b>	
<i>Mark with a tick for each correct answer. See page 33 for how to score.</i>	✓
<b>a. It’s a wild animal, grey and quite fat, with thick skin. It isn’t an elephant; it likes the mud and water and it has a long name and starts with ‘h’</b> ( <i>hippopotamus</i> )	
<b>b. It’s a medium-sized and round fruit that can be green or red, grows on trees and has a core</b> ( <i>apple</i> )	
<b>c. It’s often a rectangle, with 4 legs; it’s big and sometimes made of wood and you can put things on it</b> ( <i>table</i> )	
<b>d. It’s a sphere; bouncy and you can kick it or throw it</b> ( <i>ball</i> )	
Mark	/4
Calculated score (see p33)	/5

### 3. They should be able to explain what words mean

*Instructions to child – ‘I’m going to say some words. Can you tell me what they mean? So, if I said, “What does ‘car’ mean?” you could say, “It’s something you can drive and it has wheels”. Let’s try these – tell me 2 things about a...’ You can prompt by saying, ‘Can you give me another example?’ or ‘Anything else?’*

*Write down exactly what they say in the spaces below. Mark with a tick if they are able to give 1 or 2 examples that show they understand the word. See page 33 for how to score.*



**a. Coat**

*Mark correct: For example - ‘You wear it and it keeps you warm’*

**b. Television**

*Mark correct: For example - ‘A television is a big flat thing in the house that you can watch programmes on, like CBBC’*

**c. Aeroplane**

*Mark correct: For example - ‘You can go on holiday in an aeroplane... a pilot drives it’*

**d. Run**

*Mark correct: For example - ‘You have to run in a race... we run in the playground’*

Mark /4

Calculated score (see p33) /5

Total understanding and using vocabulary score  
Using the guidance on p33, work out the total understanding and using vocabulary score /15

# Sentences

## 1. They should be able to use an imaginative range of descriptive words in sentences

<p><i>Instructions to child – ‘I want you to think of lots of good describing words. For example, if we describe an elephant we might say it is huge, wrinkly and grey. Think of how you would describe some other things – think of the best describing words you can.’</i></p> <p><i>If they’re struggling, you could give another example.</i></p>	
<p><i>Write down exactly what they say in the spaces below. Mark with a tick for each correct answer. They need to give at least 2 accurate describing words. See page 33 for how to score.</i></p>	✓
<p><b>a. How would you describe a tiger?</b> <i>Mark correct: For example – ‘A tiger is fierce, stripy and lives in a jungle’</i></p>	
<p><b>b. How would you describe your house?</b> <i>Mark correct: For example – ‘Cosy, warm and a bit untidy’</i></p>	
<p><b>c. How would you describe your mum?</b> <i>Mark correct: For example – ‘My mum is fun and kind’</i></p>	
<p><b>d. How would you describe your favourite food?</b> <i>Mark correct: For example – ‘I like jelly cos it’s wobbly and fun and yummy’</i></p>	
Mark	/4
Calculated score (see p33)	/5

## 2. They should be able to use complicated grammar, and different ways to join phrases to help explain or justify

<p><i>Instructions to child – ‘I’m going to ask you some questions.’</i></p>	
<p><i>Write down exactly what they say in the spaces below. Mark with a tick for each correct answer. Their answers don’t have to be ‘right’ but they do need to give a good argument for why they think that. See page 33 for how to score.</i></p>	✓
<p><b>a. Why are too many sweets and chocolates bad for you?</b> <i>Mark correct: For example – ‘They are bad for you cos they make you fat, and if you don’t do exercise it’s even worsen.’ NOT ‘Cos my mum says I can’t have any’</i></p>	

<p><b>b. Can you explain how to make a sandwich?</b>  <i>Mark correct: For example – ‘I’m not sure cos my dad makes all the sandwiches, but it’s got bread and jam in and it’s delicious and tasty’ NOT ‘We buy them from the shops’</i></p>	
<p><b>c. A young boy is playing with matches – why is this dangerous?</b>  <i>Mark correct: For example – ‘Matches are really dangerous cos they can set the whole house on fire and everything can burn down and that would be terrible’ NOT ‘Because it’s really dangerous’</i></p>	
<p>Mark</p>	/3
<p>Calculated score (see p33)</p>	/5

### 3. They should be able to ask lots of questions to find out specific information

*Instructions to child – ‘Next year I’m going to do something very exciting – I’m going to climb Mount Everest. Can you ask me 4 questions to find out more about what I’ll be doing?’ You can encourage them by counting through the questions as they ask them.*

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

<p>Calculated score (see p33)</p>	/5
<p>Total sentences score Using the guidance on p33, work out the total sentences score</p>	/15

# Storytelling and narrative

## 1. They should be able to describe their own experiences in detail and in the right order

*Instructions to child* – **‘Tell me about a holiday, weekend activity or school trip.’**

*Write down what they say in the space below. See page 34 for how to score.*

Calculated score (see p34)

/5

## 2. They should be able to tell a story with important key components in place

*Instructions to child* – **‘Tell me about what happens in the story of Cinderella.’** *If they don’t know the story, you can choose a similar alternative.*

*Write down exactly what they say in the space below. See page 34 for how to score.*

Calculated score (see p34)

/5

### 3. They should be able to predict what could happen in a story

*Instructions to child* – ‘I’m going to tell you a little story about an adventurous girl – see if you can guess what happens to her. Sally was full of adventure and often got into all kinds of trouble. One cold winter’s day, Sally went to the local park where there was a duck pond but today the pond was completely frozen. The ducks were walking on the ice. It looked just like an ice rink. Sally’s mum had warned her never to go on the pond if it was icy because it wasn’t safe, but Sally thought she knew best, so... Can you guess what might happen next? What do you think could happen to Sally?’ *Prompt or repeat elements of the story if they are struggling to come up with any ideas, for example, ‘Can you think of anything?’*

*Write down what they say in the space below. See page 34 for how to score.*

Calculated score (see p35)	/5
Total storytelling and narrative score	
Using the guidance on p35, work out the total storytelling and narrative score	/15

# Speech

## 1. They should be able to identify the beginning and end sounds in words

*Instructions to child – ‘I’m going to say some words. Can you tell me what sound comes at the beginning and what sound comes at the end?’ You can give the instructions separately if needed, for example, ‘What sound comes at the beginning of cat? Now, what sound comes at the end of cat?’*

*Mark with a tick for each correct answer – they need to get both sounds right, the one at the beginning and the one at the end of the word. See page 36 for how to score.*

**a. Cat** (c and t)

**b. Purse** (p and s)

**c. Football** (f and l)

**d. Potatoes** (p and z)

Mark

/4

Calculated score (see p36)

/5

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

*Instructions to child – ‘I’m going to say some words. Can you tell me which ones rhyme?’*

*Mark with a tick for each correct answer. See page 36 for how to score.*

**a. Happy, snappy, telly** (happy and snappy)

**b. Strong, orange, long** (strong and long)

**c. Tiger, thing, spring** (thing and spring)

**d. Bridge, sail, fridge** (bridge and fridge)

Mark

/4

Calculated score (see p36)

/5

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

*Instructions to child – ‘I’m going to say some words. I want you to tell me how many syllables are in each word, for example, mum-my has 2 syllables. How many syllables are in these words?’*

*Mark with a tick for each correct answer. See page 36 for how to score.*



**a. Elephant** (3 syllables)

**b. Window** (2 syllables)

**c. Helicopter** (4 syllables)

**d. Fantastic** (3 syllables)

Mark

/4

Calculated score (see p36)

/5

Total speech score

Using the guidance on p36, work out the total speech score

/15

# Social interaction

## 1. They should be able to talk, listen and respond in two way conversations and group conversations

Comment on the question below based on conversations during the session. See page 37 for how to score.

Have they been able to talk, listen and respond appropriately during the time you have been with them?

Calculated score (see p37)

/5

## 2. They should be aware that they need to talk in a different way to different people

**Instructions to child – ‘I’m going to say some little phrases and sentences and for each one, I want you you to tell me if it’s the kind of thing you would say to your friends, your family or your teachers.’**

Mark with a tick for each correct answer. See page 37 for how to score.



**a. That’s wicked, right** (friends)

**b. Good morning, Mrs Jones** (teacher)

**c. Can we go to the park today?** (family)

**d. Please may I go to the toilet?** (teacher)

**e. Aw, that’s not fair, we never do what I want** (family)

**f. Fancy a game of tig?** (friends)

Mark

/6

Calculated score (see p37)

/5

**3. They should be able to talk about things that they may not be particularly interested in and stick to the topic of the conversation**

*Instructions to child – ‘I’m interested in what you think about things – tell me what you think about looking after ourselves. What are the things you think we should do to keep ourselves fit and healthy?’ Support them by prompting conversation and giving your opinions too.*

*Write down exactly what they say in the space below. See page 37 for how to score.*

Calculated score (see p37)	/5
Total social interaction score	
Using the guidance on p37, 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 understand

Children age 7-8 should have good concentration and listening skills. There may be some things they don't follow or miss, but they should ask for help or clarification if this is the case.

Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 38 for how to score.



**a. They fidget**

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

**c. They aren't engaged - 'flitting' from task to task without concentrating or completing any**

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

Calculated score (see p38)

/5

## 2. They should be able to understand instructions

Children age 7-8 should be able to follow most instructions in a year 2 classroom. If they are unsure of instructions, they should be able to ask for clarification or help.

Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 38 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 focus on non-verbal tasks, such as painting and drawing, for much longer than verbal tasks**

Calculated score (see p38)

/5

## 3. They should be able to answer questions appropriately

Tick if children's answers to questions are regularly as described behaviours (i.e. you notice them on at least a daily basis). See page 38 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 p38)

/5

Total understanding spoken language observations score

Using the guidance on p38, 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 38 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 p38)	/5

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

<i>You would not expect children age 7-8 to do these things much at all, other than when talking about really complicated things or very new information, for example in a new topic at school with lots of new words.</i>	
<i>Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 38 for how to score.</i>	✓
<b>a. Not having as many words as other children of their age</b>	
<b>b. Over-using general words, e.g. 'thingy', 'that', 'it', 'going'</b>	
<b>c. Using lots of fillers or hesitating a lot, e.g. 'um', 'er', 'y'know', 'like'</b>	
Calculated score (see p38)	/5

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

<i>You would not expect children age 7-8 to do these things much at all, other than when talking about really complicated things or very new information, for example in a new topic at school with lots of new words.</i>	
<i>Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 38 for how to score.</i>	✓
<b>a. Using the wrong words for things, e.g. 'shark' instead of 'whale'</b>	
<b>b. Using made up words, e.g. 'cuttergrasser'</b>	
<b>c. They struggle to 'find' words they know</b>	
Calculated score (see p38)	/5
Total understanding and using vocabulary observations score	
Using the guidance on page 38, 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 talk in longer sentences with a good range of 'joining' words

Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 38 for how to score.	✓
<b>a. They use a limited range of connectives, e.g. 'and', 'because'</b>	
<b>b. They use a limited range of descriptive words, e.g. 'big', 'small', 'yellow'</b>	
<b>c. They use a limited range of pronouns, e.g. 'me'</b>	
Calculated score (see p38)	/5

## 2. They should be able to use long sentences with a range of descriptive words that also demonstrate good grammar, such as correct use of plurals and tenses

Tick if children display this behaviour. See page 38 for how to score.	✓
<b>They miss off the ending of words, e.g. 'ed' off 'walked', 'es' off 'buses', or 'ly' off 'quickly'</b>	
Calculated score (see p38)	/5

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

Tick if children display this behaviour. See page 38 for how to score.	✓
<b>Their longer sentences sound muddled or disorganised</b>	
Calculated score (see p38)	/5
Total sentences observations score	
Using the guidance on p38, 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 age 7-8 should be able to make themselves understood most of the time and clarify what they mean if asked.</i>	
<i>Tick if children display this behaviour. See page 38 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 p38)	/5

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

<i>Children age 7-8 will rarely begin talking without you knowing the context and can easily set the scene for you if they forget.</i>	
<i>Tick if children display this behaviour. See page 38 for how to score.</i>	
<b>They start talking about things without explaining what they are talking about</b>	
Calculated score (see p38)	/5

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

<i>Children age 7-8 should be able to explain stories and narratives both when they are talking about them and when they write them down. They may become difficult to follow if they are trying to explain long or complicated storylines.</i>	
<i>Tick if children display this behaviour. See page 38 for how to score.</i>	
<b>Stories and narratives they tell are disorganised or difficult to follow</b>	
Calculated score (see p38)	/5
<b>Total storytelling and narrative observations score</b>	
Using the guidance on p38, 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

Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 38 for how to score.	✓
<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. 'lellow' (yellow), 'tink' (sink), 'fum' (thumb)</b>	
<b>d. They do not use any sound blends at the beginning and end of words, e.g. 'spider', 'drawing', 'please', 'stamp'</b>	
Calculated score (see p38)	/5

## 2. Their speech should be fluent most of the time

Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 38 for how to score.	✓
<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 p38)	/5

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

Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See page 38 for how to score.	✓
<b>a. They struggle to distinguish the differences between speech sounds</b>	
<b>b. They struggle to sound out and blend simple 3 and 4 letter words</b>	
<b>c. They struggle to count out syllables in words</b>	
<b>d. They struggle to sound out phonetically correct words</b>	
Calculated score (see p38)	/5
Total speech observations score	
Using the guidance on p38, 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 38 for how to score.</i>	
<b>a. They have unusual eye contact</b>	
<b>b. They struggle to listen and take turns, interrupt more than usual, they don't know how to join in or they take over conversations</b>	
<b>c. They struggle to understand feelings or facial expressions of others</b>	
Calculated score (see p38)	/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 38 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 not pick up clues about how they're 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 p38)	/5

## 3. They should be able to talk and interact with others

<i>Tick if children display this behaviour. See page 38 for how to score.</i>	
<b>They have limited use of language for talking and interacting with others</b>	
Calculated score (see p38)	/5
Total social interaction observations score	
Using the guidance on p38, work out the total social interaction observations score	/15

# Specific scoring guidelines

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 focus on key points in a sentence in order to answer a question?</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>They should be able to focus on the key information to work out there are only 2 passengers in total</i></p> <p><b>Score 1</b> if they had no real idea where to start or just talk generally about buses or trains</p> <p><b>Score 3</b> if they attempted to work it out by talking about the passengers on the bus or the fact that there is no one on the train, but didn't really go anywhere with their thinking or come up with an answer</p> <p><b>Score 5</b> if they were able to focus on the passengers, the fact that the drivers don't count and come up with a number of passengers – ideally 2, though it doesn't have to be the right number to score correct if they have gone through the right process in detail</p>	No response / inaccurate response provided	Tried to answer but couldn't remember	Right response provided / very good attempt
<p><b>2. Are they aware of when a message is not clear and able to ask for an explanation?</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>They should be able to ask or comment that they don't understand the question</i></p> <p><b>Score 1</b> if they didn't respond or talked about irrelevant things</p> <p><b>Score 3</b> if they indicated they didn't know the answer but didn't ask for an explanation, or if tried to guess the answer, e.g. 'a camel has humps'</p> <p><b>Score 5</b> if they asked for an explanation, say... they didn't know what a dromedary is or haven't heard that word before, or asked you to help them as they didn't know what to do</p>	No response / no attempt to answer the question	Says 'I don't know'	Asks for an explanation / knows the answer
<p><b>3. Are they able to understand complex 2 to 3 part 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>	0 correct	1 correct	2-3 correct
<p>Total understanding spoken language 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><b>1. Are they able to compare words based on the way they look, how they sound and what they mean?</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 correct	3-4 correct
<p><b>2. Are they able to ‘guess the word’ when provided with clues about its shape, size and function?</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 correct	3-4 correct
<p><b>3. Are they able to explain what words mean?</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 correct	3-4 correct
<p>Total understanding and using vocabulary score</p> <p>Put this score on the summary table and profile chart</p>	/15		

Sentences	Score 1	Score 3	Score 5
<p><b>1. Are they able to use an imaginative range of descriptive words in sentences?</b></p> <p><i>Check how many are 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><b>2. Are they able to use complicated grammar and different ways to join phrases to help explain or justify?</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>	0 correct	1 correct	2-3 correct
<p><b>3. Are they able to ask lots of questions to find out specific information? (this might include ‘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><i>Their responses don’t have to be perfect, but they do have to try and get more information from you by asking questions</i></p> <p><b>Score 1</b> if they were not able to respond or ask only one simple question, for example, ‘Who are you going with?’</p> <p><b>Score 3</b> if they were able to ask 2 questions that are appropriate e.g. ‘Is Mount Everest a mountain?’, ‘Where is Mount Everest?’</p> <p><b>Score 5</b> if they were able to ask 3 or more questions that are appropriate e.g. ‘Who are you going with? Why are you going to climb such a big mountain? Do you think you’ll be scared? Do you have to get fit first?’ etc.</p>	0-1 correct	2 correct	3-4 correct
<p>Total sentences 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><b>1. Are they able to describe their own experiences in detail and in the right order?</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 is lacking in detail, difficult to follow or was in a muddled or confused order</p> <p><b>Score 3</b> if they gave you some background information with details of 2 or 3 things they did, in mainly the right order, e.g. 'Our school trip was great cos we all went on a bus to a science museum and played with all the stuff... and we sat outside - that was for our lunch'</p> <p><b>Score 5</b> if they gave you more detailed information following the right order of events, e.g. 'Yesterday we went to our school trip at the science museum. The best bit was when you touched a thing that made your hair stand up on end. Cara did that and looked really funny. It was a good day, but the bus was a bit boring'</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><b>2. Are they able to tell a story with all the key components in place?</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>They should be able to know how to set the scene, have a basic story plot and have a reasonably well ordered sequence of events</p> <p><b>Score 1</b> if they really didn't know where to start or if their attempt had no real structure or good sequence to it, e.g. 'It's Cinderella and the ball, with the fairy princess, godmother, magic and the bad sisters'</p> <p><b>Score 3</b> if they were able to give the basic plot, e.g. 'It's a girl who has to clean stuff. Her sisters are so mean, but she dances with the prince at the party and leaves her shoe, but he finds her and they live in the palace happily ever after'</p> <p><b>Score 5</b> if they were able to set the scene, give a basic story plot with a reasonably well ordered sequence of events, e.g. 'There was once a girl who had to clean and cook and everything when her lazy sisters did nothing. The fairy godmother helped her go to the ball in a lovely dress, but she had to leave at midnight. The prince found her cos the glass slipper fit her foot and they lived happily ever after'</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 predict what could happen in a story?</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>They should be able to give a good example of what might happen next in the ‘story’</i></p> <p><b>Score 1</b> <i>if they were not able to respond or give an inappropriate answer, e.g. ‘She went home’</i></p> <p><b>Score 3</b> <i>if they were able to give a simple example of what might happen next, e.g. ‘She fell through the ice’</i></p> <p><b>Score 5</b> <i>if they were able to give a more detailed example of what might happen next or an example with a reason of why it happened, e.g. ‘She went on the ice and was skating around when the ice cracked and she fell in’</i></p>	Not able to respond	Followed on with 1 idea	Followed on with more than 1 idea
<p>Total storytelling and narrative score</p> <p>Put this score on the summary sheet and profile chart</p>	/15		

Speech	Score 1	Score 3	Score 5
<p><b>1. Are they able to identify the beginning and end sounds of words?</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 complex words that rhyme?</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>3. Are they able to break up words into their 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>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 talk, listen and respond in two way conversations and group conversations?</b></p> <p><i>Consider how well 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 and /or didn't seem to follow what was said	Partially – they have talked a little, but seemed to understand	Yes – they have been chatty, responsive and understood what was needed
<p><b>2. Are they aware that they need to talk in a different way to different people?</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 talk about things that they may not be particularly interested in and stick to the topic of conversation?</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 not able to respond or gave an inappropriate answer, e.g. 'We need to be good at school'</p> <p><b>Score 3</b> if they were able to talk in simple terms, taking at least two conversational turns, e.g. C/ 'It's good to be healthy and eat good foods and stuff.' A/ 'And what about exercise and keeping fit?' C/ 'That's really important and I like to go swimming to be fit'</p> <p><b>Score 5</b> if they were able to get involved in a more detailed conversation taking at least two conversational turns, e.g. C/ 'My dad says we have to eat good food like brown bread and fruit and stuff... and definitely no burgers or chips.' A/ 'That sounds interesting. What else do you think is important?' C/ 'You have to keep moving too – like running and walking, playing tag and not being a couch potato'</p>	Not really able to take part in a conversation	Able to talk a little about the topic, but not in much detail or needed lots of prompting	Able to take turns in the conversation and join in well
<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	
<p><b>For questions 1 and 3:</b></p> <p><b>Score 1</b> if 3-4 of the behaviours are ticked</p> <p><b>Score 3</b> if 1-2 of the behaviours are ticked</p> <p><b>Score 5</b> if 0 of the behaviours are ticked</p>	<p><b>For question 2:</b></p> <p><b>Score 1</b> if 2-3 of the behaviours are ticked</p> <p><b>Score 3</b> if 1 of the behaviours is ticked</p> <p><b>Score 5</b> if 0 of the behaviours are ticked</p>
Understanding and using vocabulary observations	
<p><b>For each question:</b></p> <p><b>Score 1</b> if 2-3 of the behaviours are ticked</p> <p><b>Score 3</b> if 1 of the behaviours are ticked</p> <p><b>Score 5</b> if 0 of the behaviours are ticked</p>	
Sentences observations	
<p><b>For question 1:</b></p> <p><b>Score 1</b> if 2-3 of the behaviours are ticked</p> <p><b>Score 3</b> if 1 of the behaviours are ticked</p> <p><b>Score 5</b> if 0 of the behaviours are ticked</p>	<p><b>For questions 2 and 3:</b></p> <p><b>Score 1</b> if the behaviour is displayed daily</p> <p><b>Score 3</b> if the behaviour is displayed weekly</p> <p><b>Score 5</b> if the behaviour is displayed rarely</p>
Storytelling and narrative observations	
<p><b>For each question:</b></p> <p><b>Score 1</b> if the behaviour is displayed daily</p> <p><b>Score 3</b> if the behaviour is displayed weekly</p> <p><b>Score 5</b> if the behaviour is displayed rarely</p>	
Speech observations	
<p><b>For questions 1 and 3:</b></p> <p><b>Score 1</b> if 3-4 of the behaviours are ticked</p> <p><b>Score 3</b> if 1-2 of the behaviours are ticked</p> <p><b>Score 5</b> if 0 of the behaviours are ticked</p>	<p><b>For question 2:</b></p> <p><b>Score 1</b> if 2-3 of the behaviours are ticked</p> <p><b>Score 3</b> if 1 of the behaviours is ticked</p> <p><b>Score 5</b> if 0 of the behaviours are ticked</p>
Social interaction observations	
<p><b>For questions 1 and 2:</b></p> <p><b>Score 1</b> if 2-3 of the behaviours are ticked</p> <p><b>Score 3</b> if 1 of the behaviours is ticked</p> <p><b>Score 5</b> if 0 of the behaviours are ticked</p>	<p><b>For question 3:</b></p> <p><b>Score 1</b> if the behaviour is displayed daily</p> <p><b>Score 3</b> if the behaviour is displayed weekly</p> <p><b>Score 5</b> if the behaviour is displayed rarely</p>

# 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 p40 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 p41). 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 p42 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												
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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