

# 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>	

<b>Score Summary</b>	<b>Date</b>		<b>Date repeated</b>	
	Questions	Observations	Questions	Observations
Total understanding spoken language score				
Total understanding and using vocabulary score				
Total sentences score				
Total storytelling and narrative score				
Total social interaction score				

# Understanding spoken language

## 1. They should be able to use language to predict what will happen in certain situations

*Instructions to child* – **‘What would happen if someone left a pan on the cooker, heating up some beans, and forgot about it?’**

*Write down exactly what they say in the space below. See p28 for how to score*

Calculated score (see p28)

/5

## 2. They should be able to identify clearly anything they haven’t understood and be specific about the information they need

*Instructions to child* – **‘What would you say to your teacher if they asked you to measure the school playground, and you weren’t sure which bit they meant or how to measure it?’**

*Write down exactly what they say in the space below. See p28 for how to score*

Calculated score (see p28)

/5

### 3. They should be able to infer meaning, and reason and predict

*Instructions to child* – ‘I’m going to tell you something a teacher said to her class – what do you think she meant? (Say in a cross voice) “Now class 4, I’m going to count to 10.”’

*Write down exactly what they say in the space below. See p29 for how to score.*

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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 time, and know in which context to use these words

<p><i>Instructions to child – ‘I am going to say some words that are to do with time. Can you use each example in a sentence? So, if I said “today”, you might say, “We are doing PE today.”’</i>  <i>You can help out by giving an example if needed but do not score this as correct.</i></p>	
<p><i>Write down exactly what they say in the space below. Mark with a tick for each correct answer. See p29 for how to score.</i></p>	✓
<p><b>a. Hour</b>  <i>For example, score correct – ‘It took about an hour to do my homework’</i></p>	
<p><b>b. Last year</b>  <i>For example, score correct – ‘Last year I went on holiday’</i></p>	
<p><b>c. Next month</b>  <i>For example, score correct – ‘The next month is March’</i></p>	
<p><b>d. A couple of minutes</b>  <i>For example, score correct – ‘It only takes a couple of minutes for me to get to school’</i></p>	
<p><b>e. Yesterday</b>  <i>For example, score correct – ‘Yesterday I went to the park’</i></p>	
<p><b>f. Tomorrow</b>  <i>For example, score correct – ‘I’m so happy it’s Saturday tomorrow’</i></p>	
Mark	/6
Calculated score (see p29)	/5

## 2. They should be able to use a wide range of verbs to express their thoughts

<p><i>Instructions to child – ‘I am going to say some sentences. Can you think of a word or sentence that means almost the same thing, or explain what each sentence means? So, if I said, “I am crying”, you might say, “I am weeping” or “I am upset.”’</i></p>	
<p><i>Write down exactly what they say in the relevant space below. Mark with a tick for each correct answer. Their answers don’t have to be identical to the examples, but do need to show they understand the meaning of the sentence. See p29 for how to score.</i></p>	✓
<p><b>a. I am talking</b>  <i>For example, score correct – ‘Chattering’ or ‘Having a conversation’</i></p>	
<p><b>b. I am resting</b>  <i>For example, score correct – ‘Chilling’, ‘Relaxing’ or ‘Lying in my bed’</i></p>	

<b>c. I am running</b> <i>For example, score correct – ‘Speeding’, ‘I am hurrying’ or ‘Having a race’</i>	
<b>d. I am eating</b> <i>For example, score correct – ‘I am having my dinner’, ‘Munching on an apple’ or ‘Chewing my food’</i>	
Mark	/4
Calculated score (see p29)	/5

### 3. They should be able to understand a range of words relating to measurement, and know in which context to use these words

*Instructions to child – ‘I am going to say some words that are to do with measuring. Can you use each one in a sentence or explain what it means? For example, if I said “centimetre”, you might say, “There are centimetres on my ruler.”’ Help out by giving an example if needed but do not score this as correct.*

*Write down exactly what they say in the space below. Mark with a tick for each correct answer. Their answers don’t have to be identical to the examples, but do need to make sense and show they understand the meaning of the word. See p29 for how to score.*



**a. Less**

*For example, score correct – ‘10 is less than 20’*

**b. Metre**

*For example, score correct – ‘We measured the playground in metres’*

**c. Grammes**

*For example, score correct – ‘We measure in grammes when we do baking’*

**d. Mile**

*For example, score correct – ‘It’s about a mile from my house to my granny’s house’*

Mark

/4

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 use a range of regular and irregular word endings, making few errors

<p><i>Instructions to child – ‘I’m going to say some sentences and I want you to say them again, but as if they happened yesterday. So, if I said, “Today I walk”, you would say, “Yesterday I walked.”’</i></p>	
<p><i>Write down exactly what they say in the space below. Mark with a tick for each correct answer. See p30 for how to score.</i></p>	
<p><b>a. Today I fight; yesterday I f... (fought)</b></p>	
<p><b>b. Today I run; yesterday I r... (ran)</b></p>	
<p><b>c. Today I fall; yesterday I f... (fell)</b></p>	
<p><b>d. Today I catch; yesterday I c... (caught)</b></p>	
<p><i>Instructions to child – ‘Now, I’m going to say a word that there is 1 of and I want you to say it as if there were 2. So, if I said, “1 car” you would say, “2 cars”.’</i></p>	
<p><b>e. 1 goose; 2 g... (geese)</b></p>	
<p><b>f. 1 sheep; 2 sh... (sheep)</b></p>	
<p><b>g. 1 child; 2 ch... (children)</b></p>	
<p><b>h. 1 man; 2 m... (men)</b></p>	
<p>Mark</p>	/8
<p>Calculated score (see p30)</p>	/5

**2. They should be able to understand when you emphasise certain words to convey different meanings**

*Instructions to child – ‘I’m going to say 2 sentences. They have all the same words in them but I am saying them slightly differently. Can you explain how they mean slightly different things?’ Say both of the sentences below putting emphasis on the word that is underlined in each sentence.*

*Write down exactly what they say in the space below. See p30 for how to score.*

**a. I went to the library yesterday**

**b. I went to the library yesterday**

Calculated score (see p30)

/5

**3. They should be able to use complex grammar and sentences to communicate effectively in different ways, for example, to clarify, summarise, explain choices and plan**

*Instructions to child – ‘Who likes to drink tea in your house? Can you explain how you would make a cup of tea?’ You may wish to ask other specific questions, such as, ‘Can you explain why you do it in that way’, ‘Why wait until the water is boiling?’, ‘How would you find out what people like?’ or ‘When might you need to be careful?’*

*Write down exactly what they say in the space below. See p30 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 add or leave out information according to how much the listener already knows

<i>Instructions to child</i> – <b>‘Now, I wonder if you can help me? I know the story of Cinderella really well; I just can’t remember what happens at the ball. Can you tell me?’</b>	
<i>Write down exactly what they say in the space below. See p31 for how to score.</i>	
Calculated score (see p31)	/5

## 2. They should be able to put interest into their voices to make storytelling and conversation exciting and come to life

<i>Instructions to child</i> – <b>‘I am going to say some sentences in a boring way. I want you to say the same sentences, but make them seem really really exciting.’</b>	
<i>Mark correct if they are able to use their voice to make the sentence sound exciting. See p31 for how to score.</i>	
<b>a. Tomorrow is my birthday and I am having a party</b>	
<b>b. Guess what, my mum just won the lottery</b>	
<b>c. In the summer we went on holiday to Spain – it was fantastic</b>	
<b>d. Something very exciting happened in our school yesterday – you won’t believe it!</b>	
Mark	/4
Calculated score (see p31)	/5

### 3. They should be able to tell a story using a good structure and a distinct plot

*Instructions to child* – **'I am interested in your favourite book or film. Can you think of a story you really like? Can you tell me what it's about?'**

*Note down some examples of what they say in the space below. Don't worry about writing exactly what they say, but make a note of any mention of the elements listed below. See p32 for how to score.*

*Where the story is set*

*Who is in the story – the characters*

*Any exciting things that happen*

*How the characters react to things*

*How it all ends up*

Calculated score (see p32)	/5
Total storytelling and narrative scores	
Using the guidance on p32, work out the total storytelling and narrative score	/15

# Social interaction

## 1. They should be able to use formal language, when appropriate, in some familiar situations

*Instructions to child* – ‘I want you to think about the different ways we talk to people. Think about how you would talk to a visitor you were asked to show round school. [pause] Now, think about how you talk to your friends in the playground. [pause] Can you tell me 3 main ways you would talk to each differently?’

*Write down exactly what they say in the space below. See p32 for how to score.*

1.

2.

3.

Calculated score (see p32)

/5

## 2. They should be able to use their language for different reasons, such as complimenting or negotiating

*Instructions to child* – ‘We use our talking to do lots of different things – I want you to think about how you would use your talking to do some of the following things.’

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

1. Your friend has painted a really brilliant picture in art class. How would you tell him you think it's good?

2. You want to go to the park with your friends, but your dad wants you to do your homework. How might you persuade him to let you go to the park in a polite way?

**3. Your teacher has asked you to draw a map of school, but you're not sure how big it should be. How would you check it out with her?**

**4. You're fed up with some of the boys on your table borrowing your favourite rubber and not putting it back. How would you tell them this?**

Calculated score (see p33)

/5

**3. They should be able to keep conversations going with a range of different people in different situations by making relevant comments and asking questions**

*Comment on how well the child is able to keep a conversation going with you during the session. See p33 for how to score.*

*Comment*

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 to an adult

<i>Children aged 9 and 10 should be able to listen to adults and pay attention without getting distracted.</i>	
<i>Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See p34 for how to score.</i>	
<b>a. They fidget</b>	
<b>b. They don't look at who's talking</b>	
<b>c. They don't engage</b>	
<b>d. They mess about / interrupt</b>	
Calculated score (see p34)	/5

## 2. They should be able to understand instructions

<i>Children aged 9 and 10 should generally be able to follow long instructions in the classroom and in other school contexts, such as during assembly.</i>	
<i>Tick if children regularly display these behaviours (i.e. you notice them on at least a daily basis). See p34 for how to score.</i>	
<b>a. They can't follow long or complex sentences</b>	
<b>b. They watch other children so they can work out what to do</b>	
<b>c. They are the last to follow instructions</b>	
Calculated score (see p34)	/5

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

<i>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.</i>	
	
<b>a. They give irrelevant responses</b>	
<b>b. They repeat part of the question</b>	
<b>c. They answer a slightly different but related question</b>	
<b>d. They give no response</b>	
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 regularly display these behaviours (i.e. you notice them on at least a daily basis). See p34 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 appear to learn words, then forget them</b>	
<b>c. They struggle to understand new words</b>	
Calculated score (see p34)	/5

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

<i>Children aged 9 and 10 will do some of 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 p34 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 p34)	/5

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

<i>Children aged 9 and 10 will 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 p34 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 use different words for the same thing, e.g. in the middle of the apple was a cork... ..a pod, seeds and stuff</b>	
<b>d. They struggle to 'find' the words they know, e.g, that thing you use to test your temperature</b>	
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 use longer sentences with a range of complex grammar

<i>Tick if children display this behaviour. See p34 for how to score.</i>	✓
<b>They speak in shorter sentences and make little use of connecting words such as: so, then, however</b>	
Calculated score (see p34)	/5

## 2. They should know and be able to use words with irregular word endings

<i>Tick if children display this behaviour. See page 34 for how to score.</i>	✓
<b>They use regular word endings where irregular ones are needed, e.g. 'drawed' instead of 'drew', 'hided' instead of 'hid', 'mouses' instead of 'mice'</b>	
Calculated score (see p34)	/5

## 3. They should be able to talk in long sentences which are well organised and easy to follow

<i>Tick if children display this behaviour. See page 34 for how to score.</i>	✓
<b>Their longer sentences sound muddled or disorganised</b>	
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 9 and 10 should be easy to understand most of the time when they are recounting things that have happened to them.</i>	
<i>Tick if children display this behaviour. See page 34 for how to score.</i>	
<b>They are difficult to understand when they are recounting things that have happened</b>	
Calculated score (see p34)	/5

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

<i>Children aged 9 and 10 should generally be able to provide the necessary context when telling you a story or sharing information so that you are able to understand and follow what they are saying.</i>	
<i>Tick if children display this behaviour. See page 34 for how to score.</i>	
<b>They start telling stories or giving information without setting the scene</b>	
Calculated score (see p34)	/5

## 3. They should be able to tell you a story in a structured and organised way

<i>Children aged 9 and 10 should generally be able to tell you a story that is logical, easy to follow and structured, with a clear beginning, middle and end.</i>	
<i>Tick if children display this behaviour. See page 34 for how to score.</i>	
<b>Stories and narratives are disorganised or difficult to follow</b>	
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

# 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

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.	✓
<b>a. They have unusual eye contact</b>	
<b>b. They struggle to listen or take turns, interrupt more than usual, not know how to join in, or take over conversations</b>	
<b>c. They struggle to understand feelings or facial expressions of others</b>	
Calculated score (see p34)	/5

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

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.	✓
<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 others are feeling</b>	
<b>c. Other children find them difficult because they can take over, get things wrong, or disrupt games</b>	
Calculated score (see p34)	/5

## 3. They should have good language skills for talking and interacting with others

Tick if children display this behaviour. See page 34 for how to score.	✓
<b>They have limited language when talking to and interacting with others</b>	
Calculated score (see p34)	/5
Total social interaction observations score Using the guidance on p34, 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 use language to predict what will happen in certain situations?</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 have no real idea where to start or just talk generally about cooking</p> <p><b>Score 3</b> if they say something general, for example, 'It would be dangerous' or 'That is a silly thing to do' but don't really predict what will happen</p> <p><b>Score 5</b> if they are able to predict what might happen, for example, 'The beans might get really hot and burn in the pan', 'It might ruin the beans' or 'It might set on fire'</p>	No / inaccurate response	Partial explanation	Good full explanation
<p><b>2. Are they able to identify clearly anything they haven't understood and be specific about the information they need?</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><i>They should be able to explain how they would ask for clarification</i></p> <p><b>Score 1</b> if they didn't respond or said, 'I don't know'</p> <p><b>Score 3</b> if they gave a general response or said they would ask again, for example, 'Miss, I don't know what to do?'</p> <p><b>Score 5</b> if they gave a more specific explanation of what they might say, for example, 'I get you want us to measure the playground, but not sure if you mean the whole thing or just a bit'</p>	No response or says I don't know	Gives a general example or explanation of what they might say	Gives a good example of what they might say

<p><b>3. Are they able to infer meaning, and reason and predict?</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 for this question</p> <p>They should be able to show that they are not taking the information literally, but are able to understand what is meant</p> <p><b>Score 1</b> if they didn't respond or didn't infer what is meant, for example, 'Miss is counting up to 10'</p> <p><b>Score 3</b> if they understood the meaning to some extent but not fully, for example, 'Miss always says that for us to be quiet'</p> <p><b>Score 5</b> if they clearly understood the meaning, for example, 'Miss says that when she wants us to calm down – it means we're being too noisy or she's getting a bit annoyed with us'</p>	Don't understand	Partially understand	Completely understand
<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 understand a range of words relating to time, and know in which context to use these words?</b></p> <p>Check how many are correct from a total of 6 for this question and work out their score.</p>	0-2 correct	3-4 correct	5-6 correct
<p><b>2. Are they able to use a wide range of verbs to express thoughts?</b></p> <p>Check how many are correct from a total of 4 for this question and work out their score.</p>	0-1 correct	2 correct	3-4 correct
<p><b>3. Are they able to understand a range of words relating to measurement, and know in which context to use these words?</b></p> <p>Check how many are correct from a total of 4 for this question and work out their score.</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 a range of regular and irregular word endings, making few errors?</b></p> <p><i>Check how many are 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>2. Are they able to understand when you emphasise certain words to convey different meanings?</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 explain that the same sentence can mean 2 slightly different things because of the way it is said and how those meanings differ</i></p> <p><b>Score 1</b> <i>if they didn't respond or said, 'I don't know'</i></p> <p><b>Score 3</b> <i>if they gave some idea of how the same sentence can mean 2 slightly different things, for example, 'They mean something slightly different cos of how they are said'</i></p> <p><b>Score 5</b> <i>if were able to explain fully how the change of emphasis slightly alters the meaning, for example, 'One means the important thing is the library and the other is the important thing is the day, like yesterday not today'</i></p>	No idea	Partial explanation	Good full explanation
<p><b>3. Are they able to use complex grammar and sentences to communicate effectively in different ways, for example, to clarify, summarise, explain choices and plan?</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 explain how to make a cup of tea using long and complex sentences</i></p> <p><b>Score 1</b> <i>if their descriptions were short and/or inaccurate. For example, 'You put the thing in the cup. You put the water in and you drink it'</i></p> <p><b>Score 3</b> <i>if they used very short sentences or if their descriptions are longer but miss out particular elements, for example, 'First you boil the kettle and then you put the hot water on the tea. Put in milk. Put in sugar. All done'</i></p> <p><b>Score 5</b> <i>if their explanations were full and use appropriate grammar, for example, 'First you fill up the kettle with water and put it on to boil. You get a cup and put the tea bag in; then when the kettle boils you pour the hot water on the tea bag. You have to leave it for a bit and then you can take out the tea bag and add in your milk and sugar if you like it'</i></p>	No idea	Partial explanation	Good full explanation
<p><b>Total sentences score</b></p> <p><b>Put this score on the summary table and profile chart</b></p>	<b>/15</b>		

Storytelling and narrative	Score 1	Score 3	Score 5
<p><b>1. Are they able to add or leave out information according to how much the listener already knows?</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 information relating only to the ball, not the whole story of Cinderella</i></p> <p><b>Score 1</b> <i>if they were not really able to give any specific information regarding the ball or they gave lots of general information about the story of Cinderella</i></p> <p><b>Score 3</b> <i>if they were able to give you 1 or 2 specific points related to the ball, for example, ‘Cinderella went to the ball in a carriage made out of a pumpkin’ or gave information about the ball but added lots of detail regarding the general storyline as well</i></p> <p><b>Score 5</b> <i>if they are able to give 3 or 4 points relating specifically to the ball, with little or no other detail of the story, for example, ‘Cinderella went to the ball cos of her fairy godmother and she looked amazing. She danced with the prince and at midnight she had to go home, and lost her glass shoe’</i></p>	<p>No detail or too much detail about everything</p>	<p>Some specific detail</p>	<p>Specific detail related mainly to the question</p>
<p><b>2. Are they able to put interest into their voices to make storytelling and conversations exciting and come to life?</b></p> <p><i>Consider how well they did regarding 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 make the sentences sound exciting</i></p> <p><b>Score 1</b> <i>if you couldn’t detect interest in their voice for any of the examples/they are unable to repeat the sentences</i></p> <p><b>Score 3</b> <i>if you could detect interest in their voice to some degree for 1 or 2 of the sentences/they attempt to add interest but are unable to remember the sentences</i></p> <p><b>Score 5</b> <i>if a good tone of voice is used for 3 or 4 of the examples</i></p>	<p>No interest in voice</p>	<p>Partial use of interesting voice</p>	<p>Good tone of voice used</p>

<p><b>3. Are they able to tell stories that have a good structure and a distinct plot?</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 provide some information for each of the five areas listed in the questions; a beginning, middle and end; and a clear flow of information</i></p> <p><b>Score 1</b> if they really didn't know where to start or if their attempt has no real structure or sequence to it</p> <p><b>Score 3</b> if they were able to give a basic plot to the story and include at least 3 of the listed elements</p> <p><b>Score 5</b> if they were able to set the scene, give a basic plot with a reasonably well-ordered sequence of events, and include 4 or 5 of the elements listed</p>	0-2 elements covered	3 elements covered	4-5 elements covered
<p><b>Total storytelling and narrative score</b></p>			
<p>Put this score on the summary table and profile chart</p>		/15	

<b>Social interaction</b>	<b>Score 1</b>	<b>Score 3</b>	<b>Score 5</b>
<p><b>1. Are they able to use formal language, when appropriate, in some familiar situations?</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 respond, if the examples they gave are inappropriate or if they said they would talk to everyone the same</p> <p><b>Score 3</b> if they were able to give 1 appropriate idea, for example, 'I shout at my friends in the playground and that, but I wouldn't shout at a visitor'</p> <p><b>Score 5</b> if they were able to give 2 or 3 specific examples, or explained specifically how it is different. For example, 'You would just be more polite with a visitor. Like I would say, "Excuse me can I help you?", or I would call them Mr or Mrs. You wouldn't do that with your friends'</p>	0 correct	1 correct	2-3 correct

2. Are they able to use their language for different reasons, such as complimenting and negotiating?	No	Partially	Yes
<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 or gave only 1 response, or if the responses they gave were inappropriate, for example, 'I'd shout at the boys for being so stupid and annoying'</p> <p><b>Score 3</b> if they were able to give 2 appropriate responses, for example, 'I would say to my friend, "I like your picture" and I would say to the boys, "If you borrow my rubber you need to give it back"'</p> <p><b>Score 5</b> if they are able to give 3 or 4 appropriate responses. For example, 'I would try and persuade my dad. I'd promise to do my homework as soon as I got back from the park. I would ask my teacher or my friend, "How big do we need to do the map?" and I would say to the boys, "I'm not going to lend you my rubber if you don't give it back"'</p>			
<p><b>3. Are they able to keep conversations going with a range of different people in different situations by making relevant comments and asking questions?</b></p> <p>Consider how well they did regarding 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 said nothing other than answered the question and/or their non-verbal skills were poor (such as eye contact, taking turns and listening), or if they spoke too much or gave lots of irrelevant detail that didn't really support a conversation</p> <p><b>Score 3</b> if they were quiet or said very little, but their non-verbal skills were good</p> <p><b>Score 5</b> if they chatted with you between questions, occasionally initiating conversation</p>	0-1 correct	2 correct	3-4 correct
<p><b>Total social interaction score</b></p> <p>Put this score on the summary table and profile chart</p>	/15		

# Specific scoring guidelines: observations

## Understanding spoken language 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

## Understanding and using vocabulary observations

### For questions 1 and 2:

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

**Score 3** if 1 of the behaviour is 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

## 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

## Social interaction observations

### For questions 1 and 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

### For question 3:

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

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

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

# 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:		Date:		Completed by:	
	Questions	Observations	Questions	Observations	Questions	Observations	Questions	Observations	Questions	Observations	Questions	Observations
Score	Understanding		Vocabulary		Sentences		Narrative		Social			
15												
13												
11												
9												
7												
5												
3												

# Group profile chart

Name:	Understanding spoken language		Understanding and using vocabulary		Sentences		Storytelling and narrative		Social interaction	
	Q	Obs	Q	Obs	Q	Obs	Q	Obs	Q	Obs
Example: Ben Smith	13	11	11	13	13	15	11	11	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		
13		
11		
9		
7		
5		
3		