# Progression Tool summary table

| Name of student | |
|---|---|
| **Date of birth** | **Age** |
| **Questions completed by** **Observations completed by** | |
| **Gender** | |
| **First language** | |

| Score Summary | Date | | Date repeated | |
|---|---|---|---|---|
| | Questions | Observations | Questions | Observations |
| Total understanding of spoken language and verbal reasoning score | | | | |
| Total understanding and using vocabulary score | | | | |
| Total sentence structure and narrative score | | | | |
| Total social interaction score | | | | |

# Understanding of spoken language and verbal reasoning

### 1. They should be able to follow spoken directions that are quite complex

*Instructions to student –* **"I am going to say something you might hear a teacher say in a lesson. Listen carefully, and then tell me in your own words what you think the instruction means…**

**…a reminder year 7 – in this science experiment, it is essential that you accurately measure the liquid before you add the crystals.**

**Now… tell me in your own words what the teacher has asked the class to do."**

*Write down exactly what they say in the space below. See p26 for how to score.*

| | |
|---|---|
| Calculated score (see p26) | /5 |

### 2. They should be able to understand common, simple 'sayings' in context

*Instructions to student –* **"I am going to say a saying you might have heard and I want you to tell me what it means."**

*Write down exactly what they say in the space below. See p27 for how to score.*

**a. In a sweet shop, a mum says to her child – "Feel free to choose." What does she mean?**

**b. In an argument, the boy said to his friend – "Keep your hair on." What does he mean?**

**c. When a boy wasn't paying attention in class, the teacher said – "You're far too glued to what your mate is saying." What does he mean?**

**d. In a maths lesson, the teacher said – "I think you're on the right track." What does he mean?**

**e. At home, a mum says – "Uncle Joe is coming for a flying visit next week for tea." What does she mean?**

| Calculated score (see p27) | /5 |
|---|---|

## 3.   They should be able to understand sarcasm

*Say the sentence below with a very obvious sarcastic tone of voice. Ask them to tell you what it means.*

*Instructions to student –* **"I am going to say a sentence and want you to tell me what it means. Listen carefully to how it is said, not just the words...**

**"That's right year 7, that's just what we want, enough noise so the head can hear from his office!"**

**What do you think this teacher really means when he says the words like that?"**

*(Prompt only if needed... 'Is the teacher happy...?')*

*Write down exactly what they say in the space below. See p27 for how to score.*

| Calculated score (see p27) | /5 |
|---|---|
| Total understanding of spoken language and verbal reasoning score | |
| Using the guidance on p27, work out the total understanding of spoken language score | /15 |

# Understanding and using vocabulary

> **1. They should be able to use more objective and clearer definitions of words, as you might find in a dictionary**

| | |
|---|---|
| *Instructions to student –* **"I am going to say some words and want you to explain what you think they mean."** | |
| *Write down exactly what they say in the space below. See p28 for how to score.* | |
| **a. What does excited mean?** | |
| **b. What does invincible mean?** | |
| **c. What does edible mean?** | |
| **d. What does hilarious mean?** | |
| **e. What does legendary mean?** | |
| Calculated score (see p28) | /5 |

> **2. They should be able to understand that words have more than one meaning and be able to explain this**

| | |
|---|---|
| *Instructions to student –* **"I am going to say some words that have more than one meaning. Can you tell me two meanings for each of these words?"** | |
| *Write down exactly what they say in the space below. (Make sure students cannot see the answers.) See p28 for how to score.* | |
| **a. Cell** *(a room for a prisoner; a plant or animal cell in science; a 'box' to be completed in Excel)* | |
| **b. Bright** *(being clever; giving out light; cheerful)* | |
| **c. Spring** *(a time of the year; a type or source of water; a coiled piece of metal)* | |
| **d. Arm** *(a body part; get a weapon)* | |
| **e. Watch** *(you can wear it; you can do it to the TV; a guard or soldier can be on watch)* | |
| Calculated score (see p28) | /5 |

### 3. They should be able to use interesting vocabulary when they are prompted

*Instructions to student –* **"You know that there are lots of words that can mean similar things… like talk and chat. Can you think of as many words as you can that mean small?"**

*Write down exactly what they say in the space below. (You are aiming for around 5 words.)*
*See p28 for how to score.*

| | |
|---|---|
| Calculated score (see p28) | /5 |
| Total understanding and using vocabulary score | |
| Using the guidance on p28, work out the total understanding and using vocabulary score | /15 |

# Sentence structure and narrative

### 1. They should be able to use a range of higher level words for joining sentences

*Instructions to student –* **"I am going to say some sentences with the middle joining word missing.**

*Use resource card 1 provided (You have to use all the words in the list):* **"Have a look at these sentences and list of missing words. I will say each sentence with the word missing and you decide which connecting word best fits. Once you've decided, tell me the sentence with the missing word in place."**

*Practice item, do not score:* **He drank the milk** *(because)* **he was thirsty.**

*Write down exactly what they say in the space below (Make sure the student cannot see the answers.) See p29 for how to score.*

**a. He needed to pack his bag** *(before)* **he could go on holiday**

*Note: A student may offer 'so' as a connector here. Although not grammatically accurate, this response is colloquially acceptable. Connecting word the student said:*

**b. He had to put his socks on** *(before)* **he could put his shoes on**
*Connecting word the student said:*

**c. We went to the cinema** *(then)* **out for a pizza**

*Connecting word the student said:*

**d. It was freezing cold** *(so)* **she wore her hat and scarf**

*Connecting word the student said:*

**e. He was hungry** *(so)* **he ate a huge dinner**

*Connecting word the student said:*

### 2. They should be able to tell interesting, entertaining stories with a clear plot and often subplots

| Calculated score (see p29) | /5 |
|---|---|

*Find out if students watch the TV or have a film they particularly like. Instructions to student –* **"I want you to tell me about a recent episode of a soap/favourite TV programme or film you really like. Can you summarise what happened?"**

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

| | | |
|---|---|---|
| | | |
| Calculated score (see p29) | | /5 |

### 3. They should be able to explain a sequence of events in a simple but accurate way

*Ask students for directions from one place in school to another or to a nearby shop*

*Instructions to student –* **"OK, so I want you to pretend I'm like an alien from another planet… I know nothing! Now, can you explain to me how to get from the canteen to the gym / how to get from school to the newsagents?"** *(please pick just one option)*

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

| | |
|---|---|
| | |
| Calculated score (see p29) | /5 |
| Total sentences structure and narrative score | |
| Using the guidance on p29, work out the total sentences scoree | /15 |

# Social interaction

## 1. They should be able to enjoy jokes based on double meanings though may not always be able to explain them

*Instructions to students –* **"I am going to tell you some jokes – tell me tell me why the jokes are meant to be funny."**

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

**a. What do you get when you cross a snowman with a vampire?**

*Answer: Frostbite*

**b. What do you get when you cross a sheep with a kangaroo?**

*Answer: A woolly jumper*

**c. What do you call a dinosaur with a big vocabulary?**

*Answer: A thesaurus*

| Calculated score (see p30) | /5 |
|---|---|

## 2. They should be able to change the style of their language to suit the situation and the listener

*Instructions to student –* **"I want you to imagine it's the end of an event in school that lots of different people attend and you have been asked to help everyone and you are helping to get everyone out of the hall so that it can be locked up for the night. You are going to ask lots of different people to leave the hall; you need to change the way you ask them to suit the person you are speaking to. How might you ask these people to leave?"**

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

**a. Your head teacher**

**b. Your mum**

**c. Your friend**

**d. A young child**

| Calculated score (see p30) | /5 |
|---|---|

### 3. They should be able explain what they would do if someone didn't understand something they were saying

*Instruction to student:* **"Think about what you would do if you were talking to someone and they didn't understand what you were saying, they just don't get it. What would you do to help them understand? Think about as many different things as you can."**

*Note: In schools where students are used to high numbers of EAL students, try to make it clear that you are talking about someone who does speak English.*

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

| | |
|---|---|
| Calculated score (see p30) | /5 |
| Total social interaction score | |
| Using the guidance on p30, work out the total social interaction score | /15 |

# Understanding of spoken language and verbal reasoning observations

Are they struggling? Complete using your knowledge and/or observations in class. Only complete if you know the student well. It may be useful to complete the observations in more than one lesson as students may vary in their responses across the curriculum.

You may wish to have page 31 of the reference booklet with you at the time of the observation to help with scoring.

### 1. They should be able to follow classroom instructions

| *Young people aged 11-12 should quite easily be able to follow long instructions in the classroom and other school contexts, such as during assembly.* | |
|---|---|
| *Tick if students regularly display these behaviours. See p31 for how to score.* | ✔ |
| **a. They are amongst the last to follow an instruction** | |
| **b. They watch others carefully before carrying out instructions** | |
| **c. They appear to have better understanding on a one-to-one basis, than in a group** | |
| Calculated score (see p31) | /5 |

### 2. They should be aware when they don't understand and respond appropriately

| *Tick if students regularly display these behaviours. See p31 for how to score.* | ✔ |
|---|---|
| **a. They say what you're saying quietly to themselves, or repeat what you say rather than respond** | |
| **b. They wait for a member of staff to notice that they haven't started and will only say 'I don't know what to do' when asked directly** | |
| **c. They use distraction techniques to delay starting a task. For example, asking you questions, talking to others, misbehaving, asking for pens, pencils etc.** | |
| Calculated score (see p31) | /5 |

### 3. They should be able to understand non-literal and / or implied meaning

| | |
|---|---|
| *Young people aged 11-12 are beginning to understand non-literal language such as sarcasm but may still need overt signals to help them.* | |
| *Tick if students regularly display these behaviours. See p31 for how to score.* | ✔ |
| **a. They take comments such as 'You're all for the high jump if you carry on like this' literally** | |
| **b. They struggle to understand implied meanings such as 'I can't hear myself think Year 7'** | |
| **c. They struggle to understand idioms or non literal phrases linked to local dialect or accent, e.g. keep your eye on the ball, stand your ground, turn a blind eye etc.** | |
| Calculated score (see p31) | /5 |
| Total understanding of spoken language and verbal reasoning<br><br>Using the guidance on p31, work out the total understanding of spoken language and verbal reasoning observations score | /15 |

# Understanding and using vocabulary observations

| 1. They should find it relatively easy to learn new words and to use them in their conversations, discussions and written work | |
|---|---|
| *Tick if students regularly display these behaviours. See p31 for how to score.* | ✔ |
| a. They struggle to learn and apply the meanings of new words e.g. topic vocabulary | |
| b. They use basic or immature, descriptive words (nice, good) | |
| c. They struggle to understand 'exam question' words (explain, summarise, calculate) | |
| Calculated score (see p31) | /5 |

| 2. They should have a solid understanding of abstract concepts such as time and emotion | |
|---|---|
| *Tick if students regularly display these behaviours. See p31 for how to score.* | ✔ |
| a. They get confused by words such as: before/after; future/past; the day before yesterday; last month/next term, and as a result they may become quickly disorganised with busy homework schedules, for example | |
| b. Their emotional vocabulary seems to be limited to basic words such as happy, sad and angry | |
| c. They find it difficult to express feelings of stress or frustration constructively | |
| Calculated score (see p31) | /5 |

| 3. They should be able to express their ideas fluently and coherently with no difficulty 'finding' the words they want | |
|---|---|
| *Tick if students regularly display these behaviours. See p31 for how to score.* | ✔ |
| a. They over-use non-specific words in explanations and written work (e.g. thing, that, put, get, whatever) | |
| b. They use a lot of fillers (e.g. and that, sort of) or hesitate a lot (e.g. er, um…, y'know…, like) in verbal explanations | |
| c. They use swearing, and/or silence when asked direct questions for specific information | |
| Calculated score (see p31) | /5 |
| Total understanding and using vocabulary observations score Using the guidance on p31, work out the total understanding and using vocabulary observations score | /15 |

# Sentence structure and narrative observations

| 1. They should be able to speak in sentences that convey complex information and are clear and easy to follow | |
| --- | --- |
| *Tick if students regularly display these behaviours. See p31 for how to score.* | ✔ |
| a. They sound muddled, have lots of incomplete sentences, pauses and revisions or take a long time to organise what they want to say | |
| b. They leave out key information needed by listeners in order to understand | |
| c. When recounting events or giving detailed explanations or instructions, their responses are often not in the right order | |
| Calculated score (see p31) | /5 |

| 2. They should be able to construct longer sentences that are clear and grammatically accurate; regularly using more challenging connectives that convey complex ideas and information | |
| --- | --- |
| *Tick if students regularly display these behaviours. See p31 for how to score.* | ✔ |
| a. They speak and/or write using mainly short sentences | |
| b. They speak and/or write using lots of sentences joined with very simple connectives e.g. 'and' or 'then' | |
| c. They are reluctant to speak, particularly in groups | |
| Calculated score (see p31) | /5 |

| 3. They speak fluently, clearly and with confidence | |
| --- | --- |
| *Tick if students regularly display these behaviours. See p31 for how to score.* | ✔ |
| a. They stammer, hesitate, repeat sounds / words or get stuck | |
| b. Their speech is unclear and difficult to understand | |
| c. They find it difficult to maintain eye contact when speaking with unfamiliar peers and staff | |
| Calculated score (see p31) | /5 |
| Total sentence structure and narrative observations score<br><br>Using the guidance on p31, work out the total sentence structure and narrative observations score | /15 |

# Social interaction observations

| **1. They should show they understand the rules of conversation and be able to interact well with a range of adults and peers** | |
|---|---|
| *Tick if students regularly display these behaviours. See p31 for how to score.* | ✔ |
| a. They struggle to understand the rules of conversation, such as knowing how to listen and take turns, how to start, join in or end conversations | |
| b. They struggle to use the right style for talking to different people, for example, they talk to teachers in the same way as their peers, or their peers in the same way as they talk to their teacher | |
| c. Their interactions might seem stilted or scripted | |
| Calculated score (see p31) | /5 |

| **2. They should be able to function well in a task where working together as a group is a key skill and aim** | |
|---|---|
| *Tick if students regularly display these behaviours. See p31 for how to score.* | ✔ |
| a. They struggle to work and talk effectively in groups, for example, taking over, opting out and leaving all of the work to others or disrupting | |
| b. They struggle to understand the feelings of others and see their viewpoint | |
| c. They look 'uncomfortable' when they don't have close friends or supportive adults to help or support them | |
| Calculated score (see p31) | /5 |

| **3. They should interpret non-verbal language and recognise 'banter'** | |
|---|---|
| *Tick if students regularly display these behaviours. See p31 for how to score.* | ✔ |
| a. They struggle to understand peer humour and regularly mistake joking for teasing | |
| b. They struggle to recognise changes in teachers' vocal tones and facial expressions, for example, those which might indicate that students need to calm down | |
| c. They struggle to read non-verbal signals from peers, for example those signals which might indicate boredom with a topic | |
| Calculated score (see p31) | /5 |
| Total social interaction observations score — Using the guidance on p31, work out the total social interaction observations score | /15 |

# Profile chart

Name:

Date of birth:

Age:

Gender:

Ethnicity:

| Score | Understanding of spoken language and verbal reasoning | | Understanding and using vocabulary | | Sentence structure and narrative | | Social interaction | |
|---|---|---|---|---|---|---|---|---|
| | Questions | Observations | Questions | Observations | Questions | Observations | Questions | Observations |
| 15 | | | | | | | | |
| 13 | | | | | | | | |
| 11 | | | | | | | | |
| 9 | | | | | | | | |
| 7 | | | | | | | | |
| 5 | | | | | | | | |
| 3 | | | | | | | | |

Date:

Completed by:

# Group profile chart

| Key | | |
|---|---|---|
| Score | Colour for questions | Colour for observations |
| 15 | | |
| 13 | | |
| 11 | | |
| 9 | | |
| 7 | | |
| 5 | | |
| 3 | | |

| Name: | Understanding of spoken language and verbal reasoning | | Understanding and using vocabulary | | Sentence structure and narrative | | Social interaction | |
|---|---|---|---|---|---|---|---|---|
| | Q | Obs | Q | Obs | Q | Obs | Q | Obs |
| Example: Ben Smith | 13 | 11 | 11 | 13 | 13 | 15 | 11 | 11 |
| 1 | | | | | | | | |
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