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 don't follow the same order as the words in the sentence

Instructions to student – **"I am going to say a sentence that you might hear in PE. I want you to explain what needs to be done in the order it needs to be done in. Listen carefully, and then tell me in your own words and in the right order, what needs to be done…**

Before you get your equipment, decide who you're working with and what positions you're playing

Now… in the right order, tell me what you need 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 'infer' meaning – working out meaning that isn't given directly

Instructions to student – **"I am going to say some sentences with implied or hidden meaning. I want you to explain to me what each of them means. For example, 'she wolfed down her dinner' would mean that she was really hungry!"** *Prompt if needed - e.g. "She got home and slumped down on the sofa sighing in relief - means pleased to be home/relaxed"*

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

a. She grabbed her coat and bag and dashed out of the door *(she was in a hurry/late)*

b. It's our geography field trip tomorrow and we're outside on the wild and windy moors - please remember it's November, so come prepared *(dress warmly)*

c. It's noisy and some students are messing about in the lesson; the teacher says "This is the end of a very long day year 9 and we've got a lot to get through" *(stop messing around)*

d. He was in desperate need of a shower *(he was dirty)*

e. No homework from you again Amy? What's your excuse this time? Dog ate it? Wind blew it away? *(Teacher thinks that: Amy regularly forgets homework / gives farfetched excuses)*

Calculated score (see p26)	/5

3. They should be able to think about how they might persuade other people, including what they'll say if others' views are different from their own

Instructions to student – **"I want you to think about how you might persuade me that my opinion is wrong. So if I said for example, that** *(choose one of the following)* **all music should be banned or football is stupid or chocolate is disgusting, how would you persuade me I was wrong, what would you say?"**

Ⓡ *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 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 words and in different ways

Instructions to student – **"You know that there are some words that can have slightly different meanings, for example, "lie" – can mean lie down or tell a lie. Can you think about three slightly different meanings for the word "bright" and say it in three different sentences to show what it means?"**

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

a.

b.

c.

Calculated score (see page 27)	
	/5

2. They should be able to explain and define more difficult words and give examples of what they mean

Instructions to student – **"I am going to say some words one at a time and want you to tell me what they mean. For example, if I said what does "justice" mean, you might say it's about fairness and the law is meant to make sure justice happens.**

So what does each of the following words mean?"

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

a. Dialogue

b. Parliament

c. Irrelevant

d. Approximately

e. Preference

Calculated score (see p27)	/5

3. They should be able to use more difficult or formal words when prompted in formal speaking and writing tasks

Instructions to student – **"I am going to describe someone as you would if you were talking to a mate. Can you think of how you would change the way you would describe this person if you were talking in a formal situation, maybe to an important adult?"**

Give the student Resource sheet 1 for them to read as you talk through this question.

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

a. James is so full of himself – he's a pain

b. Our teacher Mr Wiseman is great, he really knows his stuff

c. Jodie does my head in, she's always got to be right

d. That bus driver's evil, he just treats us like rubbish

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 talk using complete, grammatically correct sentences, with an average length of 7-12 words

Instructions to student – **"I want you to tell me about something good you've done recently or a good programme you've watched. I am just going to record what you are telling me so I don't forget."**

Note: The conversation can be about anything the student is interested in.

® *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 join spoken and written sentences using more difficult connecting words

Instructions to student – **"Have a look at the sheet with the sentence on it and have a look at the connecting words on the separate page. I will say the sentence with the connecting words missing and you decide which one fits best. Once you've decided, tell me the sentence with the missing words in place. Some of the words can be used more than once."**

Give the student resource sheets 2 and 3.

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

a. On Saturday Elliott went to watch the rugby *(even though)* **he prefers football**

Connecting word the student said:

b. On Saturday Nicola got a train to Leeds *(so that)* **she could go to the pantomime**

Connecting word the student said:

c. On Saturday George missed his train, *(nevertheless)* **he still managed to watch the film**

Connecting word the student said:

d. On Saturday Ibrahim watched the athletics *(so that)* **he could spend time with his friends**

Connecting word the student said:

e. On Saturday Aleesha missed seeing her favourite football team *(nevertheless or even though)* **she had a good time with friends**

Connecting word the student said:

Calculated score (see p28)	/5

3. They should be able to give detailed explanations of rules or break down steps in more complex sequences

Instructions to student – **"Imagine I am from another planet, I know nothing!   Explain to me <u>in detail</u> how I would make a chicken and salad sandwich. Tell me in 5 simple steps how to do it"**

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

Calculated score (see p28)	/5
Total sentence structure and narrative score	
Using the guidance on p28, work out the total sentence structure and narrative score	/15

Social interaction

1. They should be able to understand and use slang with peers

Instructions to students – **"I am going to say some words you might use with your friends. Can you explain what three of the words mean?"**

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

Note: We know that teenage slang changes over time and varies across regions. If you know that the examples given do not reflect what is used in your area, please replace them with a suitable alternative.

a. Sweet

b. Banter

c. Chill

d. Sick

e. Whatever

f. Can you think of any other slang words you use and explain what they mean

Calculated score (see p29)	/5

2. They should be able to understand the difference between the style of talk and words used with friends to the style needed in the classroom

Instructions to student – **"You will usually chat differently to your friends compared to when you are talking with your teacher or working in the classroom. Can you explain how you would talk differently in these situations and / or give an example?"**

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 use sarcasm as a way to interact with peers and familiar adults

Instruction to student: **"Sometimes you might want to use sarcasm as a way of talking to your friends or adults you know really well. Can you think of an example where you have done this?"**

(If they are struggling to think of an example, provide an example of your own or use the following: **'For example, if you saw your dad dancing, you might say "cool dance dad" but not really mean it.'***)*

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

Calculated score (see p29)	/5
Total social interaction score	
Using the guidance on p29, 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 30 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 13-14 should easily be able to follow long instructions in the classroom and other school contexts.	
Tick if students regularly display these behaviours across a range of contexts. See p30 for how to score.	✔
a. They are amongst the last to follow an instruction	
b. They often only carry out parts of an instruction. You need to remind them frequently of the stages of a task	
c. They watch others carefully before carrying out instructions	
Calculated score (see p30)	/5

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

Young people aged 13-14 should be monitoring their own understanding but may need a prompt to do this.	
Tick if students regularly display these behaviours across a range of contexts. See p30 for how to score.	✔
a. They say what you're saying quietly to themselves, or repeat what you say rather than respond	
b. They respond with a general 'I don't know what to do' rather than a specific 'I get the first bit but I'm not sure what to do after that'	
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 p30)	/5

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

	✔
Young people aged 13-14 should understand non-literal language without the need for overt signals to help them.	
Tick if students display regularly these behaviours. See p30 for how to score.	✔
a. They take comments such as 'Why don't we all try shouting to make ourselves heard over the noise year 8' literally	
b. They struggle to understand implied meanings such as 'There's going to be less time to go over stuff once exam season starts year 9', implying - ask your clarification questions now	
c. They struggle to understand idioms, jokes, metaphors or similes, even with an explanation	
Calculated score (see p30)	/5
Total understanding of spoken language and verbal reasoning observations score	
Using the guidance on p30, 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 and discussions

Tick if students regularly display these behaviours in their spoken language. *See p30 for how to score.*	✔
a. They struggle to learn and apply the meanings of new words e.g. topic, vocabulary	
b. They struggle to understand nuanced differences in cross-curricular vocabulary, e.g. the fact that "range" means something different in maths to science	
c. They often need to be prompted to use mature / interesting descriptive words, or struggle to properly understand what 'exam question' words are asking them to do (summarise, explain, evaluate)	
Calculated score (see p30)	/5

2. They should have a solid understanding of abstract concepts such as time and emotion

Tick if students regularly display these behaviours. See p30 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 p30)	/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 p30 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, mumbling and/or silence when asked direct questions or for specific information	
Calculated score (see p30)	/5
Total understanding and using vocabulary observations score Using the guidance on p30, 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 p30 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. They say a lot but their answers are vague, lacking specific detail	
Calculated score (see p30)	/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 p30 for how to score.	✔
a. They speak and/or write using mainly short sentences	
b. They regularly need to be prompted to extend their spoken and written answers	
c. Where they do join sentences, they use basic connectives only e.g. and, then, because, but	
Calculated score (see p30)	/5

3. They should be able to speak fluently, clearly and with confidence	
Tick if students regularly display these behaviours. See p30 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 are reluctant to speak, particularly in groups	
Calculated score (see p30)	/5
Total sentence structure and narrative observations score Using the guidance on p30, 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 p30 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 may sound 'scripted'	
Calculated score (see p30)	/5

2. They should be able to function well in a task where working together as a group is part of what is required and a key skill that is needed	
Tick if students regularly display these behaviours. See p30 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 p30)	/5

3. They should interpret subtleties of non-verbal language and recognise 'banter'	
Tick if students regularly display these behaviours. See p30 for how to score.	✔
a. They are aware that some 'banter' is humorous, but are more likely to ignore this type of interaction amongst peers or use a 'yeah whatever' response rather than respond with humour	
b. They struggle to recognise changes in teachers' vocal tones and facial expressions, for example, those which might indicate that students need to extend an answer	
c. They struggle to read non-verbal signals from peers, for example those signals which might indicate boredom with a topic	
Calculated score (see p30)	/5
Total social interaction observations score	
Using the guidance on p30, 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								
2								
3								
4								
5								
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7								
8								
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