Talk Boost KS1 **Tracker** / Year 2

Child's first name... Child's Surname ....

Date Tracker completed .... Name of person completing Tracker ....

Before the intervention

Please complete this information before the child takes part in the intervention.

Date of birth...

What is the child's gender? ☐ Female ☐ Male ☐ Other

What language(s) does the child speak at home?

....

Are they learning English as an additional language (EAL)?

☐ Yes ☐ No

What is the child's ethnicity?

....

Do you have SEND concerns about this child? ☐ Yes ☐ No

Does the setting receive Pupil Premium for this child? ☐ Yes ☐ No

After the intervention

Please complete this information after the child takes part in the intervention. You will need the Register from the group sessions to complete this.

How many sessions has the child taken part in?

☐ / 30

Was the intervention delivered as required by the I CAN manual?

☐ Yes ☐ No

You can upload the information from this form to the online tracker at https://icantracker.org.uk. This will help you to track and report on the progress of the *Talk Boost* groups. To find out more about how to use the tracker please email us on info@ican.org.uk.

Talk Boost KS1 **Tracker /** Year 2

Score Summary	Total scores	Specialist support/ assessment	Targeted support needed, such as *Talk Boost KS1*	Universal good practice needed
1. Understanding spoken language		3	4–12	13–15
2. Understanding and using vocabulary		3	4–12	13–15
3. Sentences		3	4–12	13–15
4. Storytelling and narrative		3	4–12	13–15
5. Social interaction		3	4–12	13–15

Before the intervention

A **RED** score means the child is working below age expectations and may benefit from *Talk Boost*. Children in this red band require close monitoring and possible referral to a speech and language therapist.

An **AMBER** score means the child is working towards age expectations but would benefit from *Talk Boost*.

A **GREEN** score means the child is working at age expected levels and you should continue with quality first teaching and monitoring.

If a child's overall score is age appropriate but they are scoring very low on a single section they may benefit from further observations, investigations or from a targeted or specialist intervention to develop their skills in this area.

It's good practice to continue monitoring all children, as difficulties with language may not always be apparent.

After the intervention

A **RED** score means the child is working below age expectations. We strongly recommend that you carry out further investigation and referral to a speech and language therapist may be required.

An **AMBER** score means the child is working towards age expectations. They would benefit from continued monitoring and targeted support within the setting using the approaches introduced in the intervention. If they have not made progress in scores following the intervention, referral to a speech and language therapist should be considered.

A **GREEN** score means the child is working at age expected levels and you should continue with quality first teaching and monitoring.

Understanding spoken language	✓ Score 1	✓ Score 3	✓ Score 5
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 but two trains are empty, except for the driver. How many passengers are there all together?** *You can repeat the question once to help them remember, but say it at a steady pace, all in one go.*	No/ inaccurate response	Tried but couldn't remember	Correct response
2. They should be aware of when a message is not clear and ask for an explanation *Ask them the following question – they should ask for an explanation of what a dromedary is (it's another word for camel).* *Instructions to child:* **Can you tell me what the difference is between a dromedary and a camel?**	No response/ attempt to answer	Says 'I don't know'	Asks for an explanation/ knows the answer
3. They should be able to understand complex two to three-part instructions *Instructions to child:* **Listen carefully to my instructions and do what I say.** *Say the instruction at a steady pace, but in one go, being careful not to break it up as you say it. Change the colour if there is nothing blue in the room.* **Stamp your feed loudly, put your hands behind your back then point to something blue.**	0–1 part correct	2 parts correct	3 parts correct
Understanding spoken language total scores			

Understanding and using vocabulary	✓ Score 1	✓ Score 3	✓ Score 5
1. Can they compare words – the way they look, sound or mean? *Instructions to child:* **What do you notice about the following words?** a. **Hat, fat, cat** *(all rhyme)* b. **Small, tiny, little** *(all mean the same thing)* c. **Dog, doll, dive** *(all start with D)* d. **Polar bear, bare arm** *(sound the same, mean something different)*	0–1 correct	2 correct	3–4 correct
2. They should be able to 'guess the word' when provided with clues about shape, size and function *Instructions to child:* **I'm going to describe some words. Can you guess what I'm talking about?** a. **It's a wild animal, grey and quite fat with thick skin. It isn't an elephant, it likes the mud and water, it has a long name and starts with 'h'** *(hippopotamus)* b. **It's a round medium-sized fruit that can be green or red, grows on trees and has a core** *(apple)* c. **It's a rectangle, with four legs, is big and sometimes made of wood and you can put things on it** *(table)* d. **It's a sphere, it is medium-sized and bouncy and you can kick it or throw it** *(ball)*	0–1 correct	2 correct	3–4 correct

Understanding and using vocabulary	Score 1 ✓	Score 3 ✓	Score 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 say what does car mean, you could say it's something you can drive and it has wheels. Let's try these. Try and tell me two things about:** a. **Coat** b. **Television** c. **Aeroplane** d. **Run** *Scoring guidance: Score as correct if they say at least one accurate thing about each word.*	0–1 correct	2 correct	3–4 correct
Understanding and using vocabulary total scores			

Sentences	✓ Score 1	✓ Score 3	✓ Score 5

1. They should be able to use an imaginative range of descriptive words in sentences
 	
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 was huge, wrinkly and grey. Let's think of how you would describe some other things. Think of the best describing words you can.**
 	
a. **How would you describe a tiger?**
    Score correct: *e.g. A tiger is fierce, stripy and lives in a jungle*
 	
b. **How would you describe your house?**
    Score correct: *e.g. Cosy, warm and a bit untidy*
 	
c. **How would you describe your best friend?**
    Score correct: *e.g. My best friend is fun and kind*
 	
d. **How would you describe your favourite food?**
    Score correct: *e.g. I like jelly cos it's wobbly and fun and yummy*
 	
If they're struggling, give another example, e.g. My favourite food is chocolate and I would describe it as sweet, delicious and smooth. What about you, what's your favourite food? How would you describe it?
	0–1 appropriate response	2 appropriate responses	3–4 appropriate responses

Sentences	✓ Score 1	✓ Score 3	✓ Score 5
2. **They should be able to use more complicated grammar and different ways to join phrases to help explain or justify** *Instructions to child:* **I'm going to ask you some questions:** a. **Why are too many sweets and chocolates bad for you?** *Score correct:* e.g. They are bad for you cos they make you fat, if you don't do exercise it's even worser: **NOT** Cos my mum says I can't have any b. **Can you explain how to make a sandwich?** *Score correct:* e.g. 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 c. **A young boy is playing with matches. Why is this dangerous?** *Score correct:* e.g. 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 *Scoring guidance:* Their answers don't necessarily have to be 'right', but they do need to give a good argument for why they think that.	0–1 appropriate response	2 appropriate responses	3 appropriate responses

Sentences	✓ Score 1	✓ Score 3	✓ Score 5
3. They should be able to ask lots of questions to find out specific information (this might include 'How' or 'Why' questions) *Instructions to child:* **Next year I'm going to do something very exciting – I'm going to climb Mount Everest. Can you ask me four questions to find out more about what I'll be doing?** *Write down what they say:* ***Scoring guidance:*** *Their questions don't have to be perfect, but they do have to try and get more information from you by asking questions, e.g. Why is you going there? How long does it take to climb up? Who you going with? Where is it? What's Mount Everest?*	0–1 appropriate question	2 appropriate questions	3–4 appropriate questions
Sentences total scores			

Storytelling and narrative	✓ Score 1	✓ Score 3	✓ Score 5
1. They should be able to describe their own experiences in detail and in the right order *Instructions to child:* **Can you tell me about what you did when you went on holiday?** *Or you can ask about a weekend activity or school trip.* *Write down what they say:*	Unclear Difficult to follow Inaccurate	Main points reasonably clear and easy to follow	Accurate Clear Easy to follow
2. They should be able to tell a story with important key components in place *Do they:* a. *Know how to set the scene?* b. *Have a basic story plot?* c. *Have a reasonably well-ordered sequence of events?* *Instructions to child:* **Tell me about what happens in the story of Cinderella.** *Write down what they say:* *If they don't know this story, ask about what happens in a familiar story they do know.*	Unclear Difficult to follow Inaccurate	Main points reasonably clear and easy to follow	Accurate Clear Easy to follow

Storytelling and narrative	Score 1 ✓	Score 3 ✓	Score 5 ✓
3. They should be able to accurately 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...** *Write down what they say:* *Scoring guidance:* ***Score 3**: e.g. She fell through the ice.* ***Score 5:** e.g. She went on the ice and was skating around when the ice cracked and she fell in.*	Not able to respond Not an accurate idea of what might happen	Followed with 1 idea/ simple explanation	Followed with more than 1 idea/more detailed explanation
Storytelling and narrative total scores			

Social interaction	✓ Score 1	✓ Score 3	✓ Score 5
1. They should be able to start conversations with other people and join in with group conversations *Have they initiated any conversation during the time you've been with them?*	No: they've been quiet throughout	Partially: they've talked a little	Yes: they've been chatty
2. They should be able to join in and organise role play with friends *Instructions to child:* **I'm interested in the games you like to play. What games do you play with your friends? Can you explain how to play that game?** *Do they give examples of playing with others? Write down what they say:* *Scoring guidance:* *Do they give examples of pretend play and organising their games?* **Score 1:** *e.g. I play running around and things at playtime with my mates.* **Score 3:** *e.g. We pretend we are on the telly.* **Score 5:** *e.g. We play a game called the Invincibles where we are like spies and we have to look for clues for stuff. Sometimes we have someone who is really evil and the spies have to catch him.*	No examples or very simple explanation	1 example with some detail	More than 1 example or details given

Social interaction	✓ Score 1	✓ Score 3	✓ Score 5
3. They should be able to give their opinions, and discuss ideas and feelings *Instructions to child:* **I'm interested in what you think about things. Tell me three things you like about school. Is there anything you don't like? Why?** *Write down what they say:* ***Scoring guidance:*** ***Score 1:*** *e.g. Don't know.* ***Score 3:*** *e.g. One thing I like is the food at dinner time. I like to have jacket potatoes with beans, that's my favourite and the best thing is the pudding.* ***Score 5:*** *e.g. I like my school because the teachers are really nice and help you learn all sorts of stuff, but I don't like it when they shout cos it gets me a bit worried and I can't think properly.*	No examples	2 examples or 1 with detail	More than 2 examples with some detail
Social interaction total scores			