



Talk Boost KS2 Tracker / Year 5

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?

/ 24

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 KS2 Tracker / Year 5



Score Summary	Total score <i>Talk Boost</i> KS2	Working below age expectations	Working towards age expectations			Working at age expectations
Listening carefully		0–4	5	6	7	8–12
Vocabulary		0–4	5	6	7	8–12
Telling stories and saying what happens		0–4	5	6	7	8–12
Working with others and having conversations		0–4	5	6	7	8–12
Overall total score		0–19	20–23	24–27	28–31	32–48

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.



Talk Boost KS2 Tracker / Year 6

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?

/ 24

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

Yes No

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Talk Boost KS2 Tracker / Year 6



Score Summary	Total score <i>Talk Boost</i> KS2	Working below age expectations	Working towards age expectations			Working at age expectations
Listening carefully		0–5	6	7–8	9	10–12
Vocabulary		0–5	6	7–8	9	10–12
Telling stories and saying what happens		0–5	6	7–8	9	10–12
Working with others and having conversations		0–5	6	7–8	9	10–12
Overall total score		0–23	24–27	28–35	36–39	40–48

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*.

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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.

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Talk Boost KS2 Tracker / Years 5 & 6

Listening carefully QUESTIONS	✓ Score 0	✓ Score 1	✓ Score 2	✓ Score 3
<p>Say to the child: I'm going to ask you some questions to find out how good you are at listening carefully. Sometimes I might not explain very well what you have to do, or I might make a mistake, but I'm sure you'll let me know if there's anything you don't understand.</p>				
<p>1. Children can follow longer, unfamiliar instructions with embedded clauses Use Picture 1 and say to the child: Show me the boy who's sharing a book, the maths display and the table where the child wearing headphones is sitting. Scoring guidance: If the child asks you may repeat the instruction once, but it must be the whole instruction. Score 0 if they ask you to repeat the instruction again.</p>	Can't follow	Identifies 1 part	Identifies 2 parts	Identifies all 3 parts
<p>2. Children can understand inferences Continue using Picture 1 and say to the child: Do you think that this class should win 'Class of the week'? Why? Scoring guidance: Score 1: e.g. 'Yes, because it might be their turn'; 'Yes, because they are a good class'. Score 3: e.g. (more specific reason) 'Yes, because these children are working together without an adult', 'No, because these children look like they're playing around'.</p>	Gives no response or says 'I don't know'	Says 'yes/no' and gives general reason, not linked to the picture		Gives reason linked to specific detail(s) in the picture

Listening carefully QUESTIONS	✓ Score 0	✓ Score 1	✓ Score 2	✓ Score 3
<p>3. Children are able to ask for specific clarification relating to what is unclear</p> <p>Point to Picture 1 and say to the child: Show me the square thing.</p> <p>Choose one of the square items beforehand so you can clarify for the child if they ask.</p> <p>Scoring guidance: If the child guesses one of the square items, prompt them by saying: Not that square thing.</p> <p>Score 2 if they then ask which one.</p> <p>If they say 'I don't understand', prompt with 'What don't you understand?'</p> <p>Score 1 if they can't explain further.</p> <p>Score 2 if they then say 'Which square thing?'</p> <p>Score 3 if they immediately ask 'Which square thing?'</p>	<p>Guesses</p>	<p>Says 'I don't understand' but unable to explain further</p>	<p>Says 'I don't understand' and when asked what they don't understand, asks 'Which square thing?'/ Guesses but then asks</p>	<p>Asks 'Which square thing?'</p>

Listening carefully OBSERVATIONS: complete these without the child	 Score 0	 Score 1	 Score 2	 Score 3
<p>1. Sustains active listening to both what is said and the way it is said</p> <p><i>Scoring guidance: Reminders may be verbal or visual, e.g. referring to 'good listening' posters in the classroom.</i></p>	Only with frequent prompting	Some of the time; occasional reminders	Most of the time; occasional reminders	Most of the time; very few reminders
Listening carefully TOTAL SCORES	Questions _____ + Observations _____ =			

Vocabulary QUESTIONS

✓
Score 0

✓
Score 1

✓
Score 2

✓
Score 3

Children learn new words every day. The ability to learn, store and recall new words depends on having established word learning skills. These include phonological awareness (an awareness of sounds in words) and semantic skills (understanding the meaning of words, including inferred meaning).

By Year 5, children typically have well-developed phonological awareness skills and a rapidly expanding vocabulary.

1. Children are able to provide some information about the meaning of a word, e.g. what it's used for or where they have come across it before

Say to the child: I'm going to say a word; if you don't know the word, tell me. If you have heard the word before I'd like you to put it into a sentence to show me what it means. For example, if I said 'independently', you might say 'Sometimes I don't need help and I can work independently in the classroom'.

Choose just **one** of the following words and say:

Your word is 'persuade' [OR] 'temporary'.

Use the other word when you re-do the Tracker after Talk Boost KS2.

Doesn't know the word

Says they recognise the word, but can't put it in a sentence

Attempts to put word in a sentence but the meaning is unclear

Able to clearly explain word in a sentence

2. Children have word categories and are able to place known words into groups or give exemplars of groups

Note: For this question you'll need to time one minute.

Say to the child: I'm going to give you a word and I'd like you to say as many words as you can that fit into that category in one minute. For example, if I said 'clothes', you might say 'shoes, trousers, coat' and so on.

Choose just **one** of the following words and say:

Your word is 'animals' [OR] 'food'.

Count how many words the child says in one minute.

Use the other word when you re-do the Tracker after Talk Boost KS2.

Scoring guidance: 'Shark', 'snake' and 'beetle' are all acceptable answers for 'animals'. For 'food', if the child starts naming, for example, different types of biscuit or sweet, say 'Those are all biscuits/sweets.

Can you think of foods that aren't biscuits/sweets?'

0–20 words

21–24 words

25–27 words

28+ words

Vocabulary QUESTIONS

3. Children are able to use a wide variety of adjectives and verbs

Say to the child: I'm going to say a word and I'd like you to give me other words that mean the same thing, but are more interesting. For example, if I say 'hot', you might say 'burning' or 'scorching'.

Choose just **one** of the following words and say:

Your word is 'small' [OR] 'see'.

Use the other word when you re-do the Tracker **after** Talk Boost KS2.

✓
Score 0

✓
Score 1

✓
Score 2





✓
Score 3

No
response

1 example

2 examples

3+
examples

Vocabulary OBSERVATIONS: complete these without the child	 Score 0	 Score 1	 Score 2	 Score 3
<p>1. Uses age-appropriate vocabulary when talking</p> <p>Scoring guidance:</p> <p>Score 3: e.g. uses a wide range of adjectives ('terrified/petrified' instead of 'frightened') and verbs ('leap/bound' instead of 'jump'), topic-specific vocabulary and process words (used across the curriculum), such as 'adapt/explain'.</p>	Rarely uses more than basic vocabulary	Uses more than basic vocabulary if prompted	Uses a variety of adjectives and verbs, e.g. 'cried', 'exclaimed' or 'groaned' instead of 'said'	Uses a range of words including topic-related words and process words
Vocabulary TOTAL SCORES	Questions _____ + Observations _____ =			

Telling stories and saying what happens

QUESTIONS

✓
Score 0

✓
Score 1

✓
Score 2





✓
Score 3

All the QUESTIONS relate to this task; you may want to score the questions afterwards.

Use Picture 4 and say to the child: **Look at these pictures. This is Amaia.** [Point to the girl in the pictures.] **Have a good look at all the pictures first, so that you get some ideas. Can you tell me a story about Amaia's adventures?**

You may prompt the child to see if they can say more than a single short phrase, e.g. 'Can you tell me anything else?', 'Why did she do that?', 'What happened next?' and 'How did it end?'

Write down what they say. It may help to record what the child says and write it down later:

Telling stories and saying what happens QUESTIONS	 Score 0	 Score 1	 Score 2	 Score 3
<p>1. Children’s stories have a good structure with a distinct plot, an exciting event, clear resolution and conclusion</p>	<p>Gives overall impression of beginning, middle and end to the story</p>	<p>Gives idea of beginning, middle and end, e.g. using phrases such as ‘Once upon a time’ and links some ideas</p>	<p>Includes setting, distinct plot and clear conclusion, with varied vocabulary</p>	<p>Includes distinct plot with sub-plot(s) and detailed descriptions</p>
<p>2. Uses complex grammar and sentences to create an interesting and varied narrative</p> <p>Scoring guidance:</p> <p>Score 0: e.g. ‘There was a princess. She got on a horse. She fought the dragon and got the crown.’</p> <p>Score 1: e.g. ‘The king was sad because the dragon got his crown. So the princess got on a horse. She fought the dragon and then brought the crown back.’</p> <p>Score 2: e.g. ‘Once upon a time there was a king and a princess who lived in a castle. The king was sad because the dragon had stolen his crown. The princess decided to get the crown, so she rode on her horse through the dark woods. After a while, she met a knight’, etc.</p> <p>Score 3: e.g. ‘A long time ago, there was an old king who lived in a magnificent castle. Nearby lived a dragon that was jealous of the king and his great wealth. One day, the terrifying dragon broke into the castle and stole all the king’s gold, including his special crown. Seeing that her father was devastated, Princess Amaia decided to track down the dragon’s lair and slay him. No sooner had she set off on her quest, when’, etc.</p>	<p>Sentence structure is mostly simple and repetitive, e.g. mostly uses ‘and’ or ‘and then’ to join sentences</p>	<p>Says short sentences using a few different conjunctions, e.g. ‘because’, ‘and’, ‘so’</p>	<p>Sentences linked using a variety of conjunctions and may include relative clauses or time adverbials, e.g. ‘the girl who’, ‘the castle where’, ‘later that day’</p>	<p>Uses a variety of conjunctions and ways of joining sentences or ideas across sentences, e.g. ‘meanwhile’, ‘therefore’, ‘no sooner had she’</p>

Telling stories and saying what happens
QUESTIONS

3. Children use regular and irregular word endings

✓
 Score 0

✓
 Score 1

✓
 Score 2





✓
 Score 3

Little or no use of past tense or plural nouns

Inconsistent use of regular past tense or plural nouns

Regular verbs and nouns correct but some errors

All verbs correctly in past tense and appropriate use of plurals, e.g. children

Telling stories and saying what happens OBSERVATIONS: complete these without the child	 Score 0	 Score 1	 Score 2	 Score 3
1. Tells elaborate, entertaining stories which are full of detailed descriptions	Gives overall impression of beginning, middle and end to the story	Gives idea of beginning, middle and end, e.g. using phrases such as 'Once upon a time' and links some ideas	Includes setting, distinct plot and clear conclusion, with varied vocabulary	Includes distinct plot with sub-plot(s) and detailed descriptions
Telling stories and saying what happens TOTAL SCORES	Questions _____ + Observations _____ =			

Working with others and having conversations
OBSERVATIONS: complete these without the child

✓
Score 0

✓
Score 1

✓
Score 2

✓
Score 3

There are no QUESTIONS for this section.

1. Communicates effectively in pairs and small groups, e.g. keeps on topic, shares ideas and information, gives and receives advice, offers and takes notice of opinions

Sometimes communicates effectively in small groups when supported, e.g. makes requests, asks questions, gives explanations

Sometimes communicates effectively in small groups, e.g. comments on or suggests ideas

Usually communicates effectively in small groups, e.g. gives other children constructive feedback, persuades or negotiates with occasional direction

Always communicates effectively in small groups, e.g. gives other children constructive feedback, persuades or negotiates





2. Makes relevant comments in class discussions

Never/rarely comments in an appropriate way

Sometimes comments in an appropriate way if asked directly; limited response, e.g. expresses likes or shows agreement with someone else

Makes simple appropriate comments, e.g. expresses likes

Says own relevant ideas, possibly with reasons or adding interesting, new ideas confidently

Working with others and having conversations OBSERVATIONS: complete these without the child	 Score 0	 Score 1	 Score 2	 Score 3
3. Understands and uses conversational rules, e.g. maintains topics, asks appropriate questions, takes turns and repairs conversation breakdowns by rephrasing language and giving clarification when needed	Sometimes uses conversational rules when prompted	Uses conversational rules but inconsistently	Uses most conversational rules well	Is able to repair conversation breakdowns, e.g. by rephrasing language and giving clarification

Working with others and having conversations OBSERVATIONS: complete these without the child	 Score 0	 Score 1	 Score 2	 Score 3
4. Uses different language depending on where they are, who they're with and what they're doing, e.g. formal style with headteacher, relaxed and informal with family at home	Uses same style of talking in all situations	Adapts style of talking when prompted	Sometimes adapts style of talking to fit the situation	Confidently and consistently adapts style of talking to the situation
Working with others and having conversations TOTAL SCORES	Questions _____ + Observations _____ =			

Picture 1



Picture 2



Picture 3



Picture 4



