



# Talk Boost KS1 Tracker / Year 1

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](mailto:info@ican.org.uk).

# Talk Boost KS1 Tracker / Year 1



Score Summary	Total scores	Specialist support/ assessment	Targeted support needed, such as Talk Boost KS1	Universal good practice needed
1. Understanding spoken language		3-8	9-12	13-15
2. Understanding and using vocabulary		3-8	9-12	13-15
3. Sentences		3-8	9-12	13-15
4. Storytelling and narrative		3-8	9-12	13-15
5. Social interaction		3-8	9-12	13-15
<b>Overall</b>		15-44	45-64	65-75

## 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
<p><b>1. They should be able to tell you what they need to do in order to really listen well</b></p> <p><b>Instructions to child: Do you know what you need to do to help you to listen really well?</b></p> <p><b>Scoring guidance:</b> They should come up with words like looking, sitting still, thinking.</p>	0 ideas	1 idea	2 or more ideas
<p><b>2. They should understand longer two to three-part spoken instructions</b></p> <p><b>Instructions to child: Listen carefully to my instructions and do what I say.</b></p> <p>Try to give the instruction in one go; don't break it up too much.</p> <p><b>Wave your hand, touch one of your knees and point to the window.</b></p>	0–1 part correct	2 parts correct	3 parts correct
<p><b>3. They should be able to listen carefully to a question and focus on the key information needed in the answer</b></p> <p><b>Instructions to child: Do you know the story of Cinderella?</b> (or any other well-known story, e.g. Snow White, Jack and the Beanstalk, Toy Story). Ask a 'why' question related to the story.</p> <p><b>Why did Cinderella do all the cleaning in the house?</b></p> <p><b>Scoring guidance:</b></p> <p><b>Score 1</b> for an inappropriate answer that doesn't really answer the question, e.g. Cos it was dirty.</p> <p><b>Score 3</b> for a partially correct answer that might be right, but not give the whole reason, e.g. So she can go to the ball.</p> <p><b>Score 5</b> for a good answer that is full and accurate, e.g. Because her sisters and step-mother were mean and made her do it.</p>	Inappropriate answer or no response	Partially correct answer	Good answer
Understanding spoken language total scores			



## Understanding and using vocabulary



Score 1



Score 3



Score 5

2. They should understand a range of words that describe the idea of time, shape, texture and size – and know in which context to use them

**Instructions to child: I'm going to say some words. Can you use each one in a sentence? So, if I said yellow, you could say, the sun is yellow. Have a try at these:**

Say each word, one at a time. Help by giving an example if needed, but don't score this as correct.

- a. Round
  
- b. Soft
  
- c. Little
  
- d. Heavy
  
- e. Again
  
- f. Now

0–2 correct

3–4 correct

5–6 correct

Understanding and using vocabulary	✓ Score 1	✓ Score 3	✓ Score 5
<p><b>3. They should be able to name objects, characters and animals from a description (children at this age should ask if they're unsure)</b></p> <p><b>Instructions to child: I'm going to describe some things, so listen carefully. See if you can guess what I'm talking about:</b></p> <p>a. It lives in the jungle and is fierce with big teeth and is stripy <b>Score correct</b> if they say tiger</p> <p>b. It has four legs, it's something you sit on, it starts with 'ch' <b>Score correct</b> if they say chair</p> <p>c. It's something you wear, you wear them on your feet, you wear them in the rain and can splash in puddles with them on <b>Score correct</b> if they say wellies/wellingtons/boots</p> <p>d. It has wheels and handlebars and you pedal it <b>Score correct</b> if they say bike/bicycle/trike</p> <p>e. It's a room in your house. There's a sink and a cooker to do the cooking <b>Score correct</b> if they say kitchen</p>	0–2 correct	3 correct	4–5 correct
Understanding and using vocabulary total scores			

Sentences	✓ Score 1	✓ Score 3	✓ Score 5
<p><b>1. They should be able to use well-formed and longer sentences</b></p> <p><b>Instructions to child: I'm going to say some sentences. Can you finish them for me?</b></p> <p>a. I like pizza because... <b>Score correct:</b> e.g. I like the cheesy bits</p> <p>b. I put on my coat so... <b>Score correct:</b> e.g. I don't get cold outside</p> <p>c. For dinner I had... <b>Score correct:</b> e.g. Chips and beans</p> <p>d. I like to play... <b>Score correct:</b> e.g. With my friend Jack</p> <p>e. Yesterday, I... <b>Score correct:</b> e.g. Can't remember what I done</p> <p><b>Scoring guidance:</b> Score correct if they can complete the sentence using three or more added words. You can encourage them to say more with a phrase like 'anything else?' or 'tell me more', though it's useful to make a note when they need this help. If they need help with more than two questions, score only half a point.</p>	0–2 correct	3 correct	4–5 correct

Sentences	✓ Score 1	✓ Score 3	✓ Score 5
<p><b>2. They should be able to ask and answer questions starting 'What?', 'Where?' and 'When?'</b></p> <p><b>Instructions to child: I'm going to ask you some questions. Can you answer them for me?</b></p> <p>a. What would you do if you were hungry? <b>Score correct:</b> e.g. Eat something</p> <p>b. What colour is a lemon? <b>Score correct:</b> e.g. Yellow</p> <p>c. Where do cows live? <b>Score correct:</b> e.g. In a field/On a farm/With the farmer</p> <p>d. Where do you keep your food? <b>Score correct:</b> e.g. In the cupboard/In the fridge/In the kitchen</p> <p>e. When does it snow? <b>Score correct:</b> e.g. When it's cold/Freezing/In winter</p> <p>f. When would you use an umbrella? <b>Score correct:</b> e.g. When it raining</p> <p><b>Scoring guidance:</b> The examples above show how children can answer these questions. Score correct for answers that show they can answer them in a way that makes sense.</p>	0–2 correct	3–4 correct	5–6 correct



Sentences	✓ Score 1	✓ Score 3	✓ Score 5
<p><b>3. They should be able to answer 'What could we do next?' questions</b></p> <p><b>Instructions to child: I'm going to ask you some questions about what you could do next.</b></p> <p>a. The school bell is ringing – what could you do next? <b>Score correct:</b> e.g. Go inside school cos playtime's finished</p> <p>b. You just woke up – what could you do next? <b>Score correct:</b> e.g. Get up and get ready for school</p> <p>c. You're thirsty – what could you do next? <b>Score correct:</b> e.g. Get a drink</p> <p>d. You're cold – what could you do next? <b>Score correct:</b> e.g. Tell my mum</p> <p>e. Your hands are covered in paint – what could you do next? <b>Score correct:</b> e.g. Wash them with soap and everything</p> <p><b>Scoring guidance:</b> The examples above show how children can answer these questions. Score correct for answers that show they can answer them in a way that makes sense.</p>	0–2 correct	3 correct	4–5 correct
Sentences total scores			





Storytelling and narrative	✓ Score 1	✓ Score 3	✓ Score 5
<p><b>3. They should be able to make up their own simple stories</b></p> <p><b>Instructions to child: Let's see if we can make up a story together. I'll start. Once upon a time there was a green, slimy alien who landed on earth. He was hungry, so:</b></p> <p>Write down what they say:</p>	Not able to respond	Followed with 1 idea	Followed with more than 1 idea
Storytelling and narrative total scores			

Social interaction	✓ Score 1	✓ Score 3	✓ Score 5
<p><b>1. They should be able to start conversations with other people and join in with group conversations</b> Have they initiated any conversation during the time you've been with them?</p>	No: they've been quiet throughout	Partially: they've talked a little	Yes: they've been chatty
<p><b>2. They should be able to join in and organise role play with friends</b> <b>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?</b> Do they give examples of playing with others? Write down what they say:</p> <p><b>Scoring guidance:</b> Do they give examples of play and can they explain how to play the games they like? <b>Score 1:</b> e.g. Play football with George and Jamal. <b>Score 3:</b> e.g. We play houses and police cars. <b>Score 5:</b> e.g. We play tig at playtime; the steps are the base and if someone tigs you that means you're out and you have to help them chase the others.</p>	No examples or very simple explanation	1 example with some detail	More than 1 example or details given

