

Name:

Started:..... Completed:.....

Communication & Language		
☐ Adds simple details to another person's retelling of a story	☐ Expresses 'please' and 'thank you' appropriately with less reminding	☐ Says a single sound for 10+ graphemes (PKSS)
☐ Answers a simple 'Where is [+noun]?' question	☐ Expresses the conjunction 'and' when adding information during a discussion	☐ Says the sound of some letters in own name
☐ Applies knowledge of plurals, sometimes incorrectly, e.g. mouses	☐ Expresses the conjunction 'and' when linking ideas during a discussion	☐ Says the sound of some letters of the alphabet
☐ Applies knowledge of tense, sometimes incorrectly, e.g. runned	☐ Expresses what they are doing and gives a reason, using words, signs or symbols	☐ Talks about present experience
☐ Asks a simple 'How...?' question	☐ Follows instructions containing three key words including a verb, adjective and noun, e.g. run to the big swing	☐ Talks about their favourite character in a story
☐ Asks a simple 'When ... ?' question	☐ Follows instructions containing three key words including two adjectives and a noun, e.g. 'little red book'	☐ Uses some pronouns correctly
☐ Asks a simple 'Where ... ?' question	☐ Identifies common items by using familiar group names, e.g. plants, animals, etc.	☐ Answers simple 'why' questions. [DM 2021]
☐ Asks a simple 'Who ... ?' question	☐ Indicates a preference when provided with two symbols of equally liked items	☐ Develops their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. [DM 2021]
☐ Asks a simple 'Why ... ?' question	☐ Indicates preferences consistently	☐ Enjoys listening to longer stories and can remember much of what happens. [DM 2021]
☐ Asks for more information to aid their understanding	☐ Initiates a simple conversation	☐ Finds it difficult to pay attention to more than one thing at a time. [DM 2021]
☐ Asks simple questions which are sometimes relevant to the current topic	☐ Interacts with others in small group	Has problems saying: [DM 2021]
☐ Chooses to start an interaction with peers in some situations	☐ Joins in a small group rhyme or story activity	☐ - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
☐ Communicates how a story or poem makes them feel	☐ Listens to information from others	☐ - some sounds: r, j, th, ch, and sh
☐ Communicates the terms 'I', 'you' and 'me' correctly	☐ Maintains interest in and participates in a short staff-led group discussion	☐ Is able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. [DM 2021]
☐ Communicates using functional language, e.g. put that here	☐ Makes short statements or phrases in the past tense	☐ Knows many rhymes, is able to talk about familiar books, and is able to tell a long story. [DM 2021]
☐ Communicates with peers co-operatively	☐ Makes statements or phrases in future tense	☐ Shifts from one task to another if you fully obtain their attention, for example, by using their name. [DM 2021]
☐ Communicates with regular plurals correctly	☐ Makes statements or phrases in past tense	☐ Sings a large repertoire of songs. [DM 2021]
☐ Contributes to group discussion	☐ Names people in pictures	☐ Starts a conversation with an adult or a friend and continues it for many turns. [DM 2021]
☐ Contributes to one-to-one discussion	☐ Pauses, showing consideration when offered an idea from member of staff or peer	☐ Understands a question or instruction that has two parts, such as: 'Get your coat and wait at the door'. [DM 2021]
☐ Controls volume of speech	☐ Performs a directed role-play, e.g. says hello when pretending to answer the phone, etc.	☐ Understands 'why' questions, like: 'Why do you think the caterpillar got so fat?'. [DM 2021]
☐ Correctly relates a sound to a letter when given a choice of three	☐ Plays group games requiring interaction with peers	☐ Uses a wider range of vocabulary. [DM 2021]
☐ Demonstrates appropriate audience behaviour, e.g. listening quietly	☐ Predicts the ending of a sentence	☐ Uses sentences joined up with words like 'because', 'or', 'and', for example: 'I like ice cream because it makes my tongue shiver'. [DM 2021]
☐ Demonstrates understanding of a familiar story/rhyme read to them, e.g. by answering questions, such as 'Where is he/she/it?', 'Who is this?', 'What is he/she/it doing?' (PKSS)	☐ Predicts what will happen in a repetitive story	☐ Uses sentences of four to six words--'I want to play with cars' or 'What's that thing called?'. [DM 2021]
☐ Echoes a member of staff slowly sounding out CVC words	☐ Questions the reader if part of the story alters	☐ Uses talk to organise themselves and their play: 'Let's go on a bus... you sit there... I'll be the driver.' [DM 2021]
☐ Engages with two or three others spontaneously	☐ Reacts excitedly when hearing familiar stories	☐ Uses the future and past tense: 'I am going to the park' and 'I went to the shop'. [DM 2021]
☐ Explains how a character might be feeling, e.g. Jack was running because he was "scared"	☐ Re-enacts simple stories	
☐ Expresses an opinion with appropriate language	☐ Refers to an object in view as "that"	
☐ Expresses at least three key words, signs, or symbols to communicate information	☐ Refers to objects in their possession as "this"	
☐ Expresses emotions towards others using words, not just actions	☐ Relates an experience to an event or story	
☐ Expresses ideas in statements or phrases	☐ Responds to others in role play situations	
☐ Expresses likes and dislikes, giving simple reasons	☐ Responds to questions about familiar events	
	☐ Responds to questions about immediate experiences	

Name:

Started:..... Completed:.....

Communication & Language		
☐ Adds simple details to another person's retelling of a narrative	☐ Finds items from simple positional and directional clues	☐ Responds appropriately to 'Who would like ...?'
☐ Adds their opinion to a discussion	☐ Follows a verbal directional instruction, e.g. go through the gate at the end of the path	☐ Responds to a member of staff calling their name
☐ Adds to a conversation with their own experiences	☐ Follows an instruction containing four key words	☐ Responds to questions that require simple recall (PKSS)
☐ Answers a direct question	☐ Follows and gives directions around the room and the setting	☐ Retells narrative in own words
☐ Answers questions about instructions heard	☐ Follows two unrelated instructions	☐ Retells simple instructions
☐ Answers questions about new information	☐ Gives a peer a chance to reply	☐ Says most of the names of the letters of the alphabet
☐ Answers questions related to their experience	☐ Gives simple descriptions	☐ Sequences a report of an event
☐ Attempts to fill in missing words when hearing a narrative again	☐ Initiates a simple conversation about events that have happened to them or others	☐ Speaks at an appropriate volume
☐ Attempts to guess what a narrative might be about by just looking at the picture	☐ Initiates conversations with a member of staff	☐ Suggests what a story may be about after reading the title
☐ Attempts to predict the next word in a sentence	☐ Links together four key words to convey information in group situation	☐ Takes part in a discussion with partner
☐ Attends to an unfamiliar person when their own name is called	☐ Links together four key words to convey information in one-to-one situation	☐ Takes part in activities involving smaller and larger groups
☐ Carries out simple tasks using information they have heard to help them	☐ Listens and responds in small groups	☐ Volunteers information
☐ Communicates about their fears	☐ Listens and responds to a member of staff in whole class situation	☐ Waits for their turn to speak
☐ Communicates ideas with short phrases or sentences	☐ Listens and responds to peers in the classroom	☐ Articulates their ideas and thoughts in well-formed sentences. [DM 2021]
☐ Communicates 'please' and 'thank you' using words, signs, or symbols independently most of the time	☐ Listens to a short narrative that interests them	☐ Asks questions to find out more and to check they understand what has been said to them. [DM 2021]
☐ Communicates simple statements about personal matters, e.g. why they do/do not like doing something	☐ Listens to and follows simple instructions containing single steps from familiar people	☐ Connects one idea or action to another using a range of connectives. [DM 2021]
☐ Communicates simple views on what they have done/seen/read	☐ Looks at pictures and books for information	☐ Describes events in some detail. [DM 2021]
☐ Contributes appropriately to simple interactions including conversations and discussions	☐ Looks at the person speaking to them	☐ Develops social phrases. [DM 2021]
☐ Contributes to conversations unprompted	☐ Makes requests to members of staff	☐ Engages in non-fiction books. [DM 2021]
☐ Describes an action of the character	☐ Makes short statements or phrases in the future tense	☐ Engages in story times. [DM 2021]
☐ Describes an event in a story	☐ Modifies communication to correct misunderstanding	☐ Learns new vocabulary. [DM 2021]
☐ Describes how they are feeling	☐ Names several characters in a story	☐ Learns rhymes, poems and songs. [DM 2021]
☐ Describes how they feel in different circumstances	☐ Names the important people in their life	☐ Listens carefully to rhymes and songs, paying attention to how they sound. [DM 2021]
☐ Describes what they like or do not like	☐ Offers an appropriate word to complete a sentence	☐ Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. [DM 2021]
☐ Describes where objects are in relation to others using positional language	☐ Offers comfort or support to others	☐ Listens to and talks about stories to build familiarity and understanding. [DM 2021]
☐ Discusses an idea with a partner	☐ Offers comments without changing the subject	☐ Retells the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. [DM 2021]
☐ Discusses what has been read to them	☐ Offers simple viewpoint on something they have experienced	☐ Understands how to listen carefully and why listening is important. [DM 2021]
☐ Echoes sound patterns	☐ Questions the speaker to gain more understanding	☐ Use talk to help work out problems, organise thinking and activities, explain how things work, and why they might happen. [DM 2021]
☐ Expresses ideas in longer phrases using the present tense correctly	☐ Recounts a short sequence of events, e.g. by sequencing images or manipulating objects (PKSS)	☐ Uses new vocabulary in different contexts. [DM 2021]
☐ Expresses the definite article 'the' with known nouns	☐ Recounts what they did a short time ago, e.g. at playtime	☐ Uses new vocabulary through the day. [DM 2021]
☐ Expresses the indefinite article 'a' with count nouns	☐ Responds appropriately to 'How do we ...?'	

Name:

Started:..... Completed:.....

Spoken Language

☐ Says what they did at home	☐ Includes newly learnt topic based words when discussing work	☐ Changes voice when in simple character
☐ Shows excitement in voice when reporting something they enjoyed	☐ Reads their own work aloud, for the class to hear	☐ Listens to a story in a small group
☐ Volume of voice increases with excitement	☐ Puts forward a suggestion	☐ Listens to stories within larger groups, e.g. in assemblies
☐ Voice shows emotion	☐ Listens to others' points of view	☐ Retells a key part of a story
☐ Communicates in a fluent manner about familiar topic or an event	☐ Takes turns with others in discussions about what they have read or listened to	☐ Knows some verses and jingles by heart
☐ Makes and expresses their choice	☐ Discusses what they have written with other pupils or members of staff	☐ Joins in repetitive short verses and jingles
☐ Describes an object or picture they can see	☐ Answers direct questions in group situation	☐ Remembers a short message
☐ Gives simple instructions	☐ Says why they agree/disagree with peer	☐ Follows simple instructions
☐ Conveys a message to another classroom	☐ Asks for quiet when they aren't being heard in group	☐ Adds relevant opinions after listening to a topic
☐ Indicates needs	☐ Maintains concentration in a small group	☐ Looks at the person's face when listening
☐ Responds to an adult	☐ Develops ideas through discussion with peers	☐ Listens to unfamiliar people, e.g. a visitor
☐ Calls attention to self appropriately when they wish to speak	☐ Responds to others in role play	☐ Asks for help if needed
☐ Holds head up when speaking	☐ Improvises the role of a familiar character in a short scene	☐ Asks simple questions to gain understanding
☐ Looks at the person's face when communicating	☐ Works collaboratively with a partner in drama activities	☐ Completes a task showing they have followed simple verbal instructions
☐ Remains still when speaking	☐ Takes part in group or class play, e.g. assembly or Christmas performance	☐ Asks politely for something to be repeated
☐ Explains their feelings simply		

Name:

Started:..... Completed:.....

Spoken Language

☐ Uses some expression when telling a story	☐ Makes sure everyone takes a turn	☐ Discusses the characters in a story they listened to
☐ Uses some descriptive language	☐ Says what each member of the group has done/contributed	☐ Draws a character from a detailed description
☐ Organises what they want to say appropriately, e.g. in explanations, narratives or descriptions	☐ Joins in group discussions about text they read or have read to them	☐ Asks questions to help understanding
☐ Uses story telling vocabulary	☐ Contributes to an adult led discussion without requiring prompting	☐ Asks what an unknown word means
☐ Reads aloud their work with correct intonation	☐ Shares ideas	☐ Speculates on what has been said
☐ Articulates why they feel a certain way	☐ Includes everyone in the group	☐ Listens to instructions
☐ Gives their opinion on a familiar topic confidently	☐ Reaches an agreement with others	☐ Follows instructions
☐ Gesticulates to reinforce point	☐ Listens to peers and make supportive comments	☐ Pays attention to the speaker
☐ Expresses their own feelings about a straightforward subject clearly	☐ Accepts questions	☐ Responds to verbal feedback
☐ Generally speaks with clear diction	☐ Usually speaks in sentences when addressing an audience, e.g. in debates	☐ Responds to peers' ideas adding simple detail
☐ Speaks audibly	☐ Makes relevant comments on what a peer has said	☐ Communicates why they do not agree politely
☐ Uses less volume in the classroom than the playground	☐ Puts their point of view across simply	☐ Dramatises own/traditional stories
☐ Describes an event	☐ Demonstrates they can take turns in discussions	☐ Dramatises story/work from another curriculum area
☐ Waits quietly if an adult is busy	☐ Recalls details from a story and communicates them to others	☐ Confidently takes part in class or group drama or speaking performance to familiar adults or peers
☐ Confidently talks through their ideas with adult	☐ Sequences events in a story they have heard	☐ Works collaboratively with peers in role play

Name:

Started:..... Completed:.....

Spoken Language

☐ Initiates a discussion with an adult	☐ Uses varied vocabulary when providing descriptions	☐ Listens and responds to questions, considering the answer
☐ Makes relevant contributions without prompting	☐ Gives their opinion confidently	☐ Comments constructively on a heard story or talk
☐ Asks a member of staff for advice	☐ Generally uses the correct register when talking in class	☐ Communicates about the main points of a story or talk
☐ Knows several rhymes, songs and poems	☐ Reads aloud own writing fluently	☐ Politely and confidently asks for something to be repeated
☐ Uses intonation when telling a story	☐ Takes part actively in a conversation	☐ Responds to another's ideas by building on the initial concept
☐ Enhances detail when retelling	☐ Listens and contributes to discussions	☐ Suggests reasons why an idea may/may not work
☐ Uses non-verbal gestures	☐ Gives reasons for their idea	☐ Response shows understanding of someone's emotions
Expresses views/opinions confidently in:	☐ Relates contribution to topic	☐ Adds information they think the speaker may have missed
☐ - pairs	☐ Asks considered questions	☐ Speaks their lines with some variety in tone
☐ - small groups	☐ Responds appropriately to peers' questions	☐ Takes part in a range of techniques, e.g. tableau, improvisation
☐ - large groups	☐ Understands the concept of a debate	☐ Relates with other members of the cast responding appropriately
☐ - class	☐ Lists simple arguments to back up their view	☐ Uses different voices for different characters
☐ Offers suggestions confidently	☐ Draws a character/object from a description	☐ Writes a script based on an improvisation
☐ Begins to structure their explanation	☐ Sustains listening to a longer story	☐ Engages the audience
☐ Talks confidently about an imagined subject, e.g. place, food, alien	☐ Looks from speaker to speaker	
☐ Asks an appropriate question to further their understanding	☐ Makes supportive body language when listening	
☐ Communicates about how they feel about a topic/situation	☐ Listens, responds and begins to develop ideas	
☐ Explanations generally stick to the point	☐ Asks relevant questions	

Name:

Started:..... Completed:.....

Spoken Language

☐ Faces an audience throughout a performance	☐ Presents work to a range of audiences, e.g. one-to-one with a familiar or unfamiliar adult, small or large group	☐ Makes basic notes on a talk
☐ Keeps head raised	☐ Discusses some of the differences between written and spoken English	☐ Looks at the speaker when listening
☐ Uses facial expression	☐ Develops their ideas through discussion	☐ Responds positively to a suggestion/idea
☐ Uses appropriate gestures	☐ Makes relevant contributions in group or class discussions	☐ Expresses preferences
☐ Ends a talk effectively	☐ Considers the point of view of another	☐ Asks for clarification on a point they do not understand
☐ Speaks at a volume for everyone to hear	☐ Helps a group draw conclusions	☐ Explores an idea by using information they have heard
☐ Comments relevantly on what has been said	☐ Explores new topics/ideas through discussion with others	☐ Responds to hypothesis with own theory
☐ Gives alternative word choices to enhance meaning	☐ Identifies main points raised	☐ Takes an active role in a dramatic production
☐ Picks up simple clues to know when someone does not understand them	☐ Tries to include relevant points in closing statement	☐ Speaks some lines with emotion
☐ Reads their own writing aloud with the correct volume, tone and with appropriate intonation	☐ Responds to the questions of others	☐ Enhances a character through voice and gesture
☐ Descriptions contain relevant details	☐ Respects the point of view of others	☐ When performing poetry/playscripts includes changes in intonation, volume and action
☐ Explains why they/someone is feeling a certain way	☐ Uses body movement to encourage the speaker	☐ Takes part in a range of techniques, e.g. mime/hot seating
☐ Uses the correct register in class	☐ Uses facial expression to encourage the speaker	
☐ Puts their hypothesis across simply		
☐ Uses expression to sustain the listener's interest		

Name:

Started:..... Completed:.....

Spoken Language

☐ Shows an awareness of how intonation affects meaning	☐ States own opinion clearly	☐ Summarises their views simply in an ending statement
☐ Explains different ways we use language (speech/written)	☐ Describes own experiences confidently	☐ Stands or sits appropriately when talking to an audience
☐ Identifies the importance of vocabulary choice when describing, e.g. an event/incident	☐ Listens carefully to a sustained discussion	☐ Gives constructive criticism
☐ Includes relevant facts when discussing their findings	☐ Summarises key points of an account heard	☐ Reads poems and stories aloud
☐ Initiates a discussion with their own questions/views	☐ Uses body language to encourage a speaker	☐ Prepares passage for formal presentation
☐ Asks questions designed to clarify or extend their understanding	☐ Makes notes when listening	☐ Watches and discusses a live performance
☐ Sequences their ideas logically	☐ Discusses with others in group to help formulate ideas/plan	☐ Watches and discusses a recorded performance
☐ Uses vocabulary appropriate for the audience	☐ Questions the speaker to develop understanding	☐ Uses drama to explore feelings
☐ Sustains attention of listeners by involving them	☐ Evaluates what they have heard and compares with own viewpoint	☐ Makes eye contact with audience
☐ Explains clearly how to use something	☐ Uses new vocabulary heard/learnt in own responses	☐ Uses gestures to enhance performance
☐ Expresses their ideas confidently	☐ Works with others to create statements to support their point of view	☐ Vocalises clearly
☐ Uses the correct voice in different settings	☐ Attempts to include examples/facts to back up their view	☐ Tries to change voice to show different emotions
☐ Explores emotions using a range of vocabulary	☐ Uses notes as an aid during debate	☐ Performs rehearsed lines audibly and clearly
☐ Discusses own ideas in small and large groups confidently	☐ Listens to the opposing side	
	☐ Defends their view	
	☐ Gives a simple fact to defend a point	

Name:

Started:..... Completed:.....

Spoken Language

☐ Communicates audibly and clearly	☐ Monitors how the listener is responding to them and may change their voice/body language to re-engage them	☐ Asks questions in order to clarify and extend understanding
☐ Uses Standard English in formal context	☐ Uses a wide vocabulary when discussing feelings - own and others	☐ Responds to others appropriately in a range of different situations
☐ Evaluates their own speech, e.g. how successfully they have put across their ideas or viewpoint	☐ Accepts different roles in group situations	☐ Listens to and contrasts a range of dialects
☐ Participates fully in discussions and conversations	☐ Makes notes to support their argument	☐ Identifies differences in formal and informal speech
☐ Demonstrates confidence in their own opinion through tone, volume and expression	☐ Attempts to predict counter-arguments to their points	☐ Identifies persuasive language
☐ Performs their work confidently to ensure meaning is clear, including appropriate intonation, volume and movement	☐ Identifies their role in debate	☐ Builds on what another has contributed to a discussion
☐ Uses new vocabulary in correct context	☐ Backs up their counter-argument with facts	☐ Précises what has been said
☐ Understands the basic rules of grammar	☐ Sticks to the topic under discussion	☐ Interacts with other actors
☐ Applies grammatical knowledge appropriately	☐ Attempts to stick to the rules of debate	☐ Identifies dramatic effects and techniques such as how to build tension
☐ Structures a presentation with introduction and conclusion	☐ Deals politely with those who have an opposing point of view	☐ Uses gestures to enhance meaning/emotion in a performance
☐ Speaks audibly and clearly during their presentation	☐ Closing statement summarises some main points	☐ Attempts to project voice
☐ Articulates their point clearly	☐ Communicates with confidence when arguing their point of view	☐ Takes part in discussions, presentations, performances, role play, improvisations and debates
	☐ Speaks clearly throughout a debate	