



Oracy Progression

Exemplar teaching objectives by age.

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Thank You for Downloading

Dear Colleague,

Thank you for taking the time to download this free oracy progression for use with your pupils. I have devoted my professional life to the development of children's writing through the use of speech and language.

It is heartening to see the most recent research is highlighting the benefits of children developing a rich vocabulary and the impact that has on writing and on children's outcomes more generally.

This document includes extracts from the Talk:Write publication – Why Talk Is an Issue, Oracy Progression, and Model Extracts. We hope you find it useful.

Warm Regards,

Ros Wilson



Ros entered the teaching profession in 1965 and has served continuously since. She has wide experience in education, including: working with pupils with SEND; working with pupils with EAL; senior leadership; head of a large primary department overseas; school start-up; local authority advisor; primary strategy manager; independent consultant; advanced skills teacher (AST) assessor; Ofsted inspector; creator and published author of Big Writing and associated texts (Oxford University Press). Ros recently published a book for early career teachers: *It Takes 5 Years to Become a Teacher* (2021).

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Talk:Write School Package

Talk:Write is a fun and flexible approach to improving children's vocabulary, speech, and writing.

Talk:Write is the progression of all Ros Wilson's previous work regarding the underpinning principles of the impact of talk on writing. The cruciality of talk as a tool in learning and communication is now, at last, nationally recognised.

The package includes 6 copies of the Talk:Write publication and unlimited, whole-school access to 4 hours of video CPD.

Talk:Write Covers

- The importance of talk and why talk is an issue.
- The five codes of speech: local speak, dialect, Standard English, suave speak, and writer's voice.
- The five suave features of language: suave words, suave sentence openers, suave connectives, suave punctuation, and literary features.
- The suave writing session: a weekly, extended, silent writing session.
- Stamina with style: develop writing stamina.
- Progression steps and exemplification: a progression of steps in talk skills by age with written examples. These progression steps form the contents of this free resource.
- Children new to English: advice and support for children for whom English is an additional language (EAL).
- A range of games, activities, and examples.
- How to manage and maintain the approach.



Find out more:
www.RosWilsonEd.com/tw-op



Why Talk Is an Issue

The teaching profession has become increasingly aware of the impact of language deprivation on standards in education over past decades. Many young children are entering school around the age of four with very limited vocabulary and an inability to express themselves with confidence and fluency. This causes serious delays in learning across the majority of the curriculum, and yet the cause of the learning delay is directly attributable to the child's home life and not to the world of education. There are two main causes of this worrying factor.

The Impact of the Word Gap

In 2003, Hart and Risley published *The Early Catastrophe: The 30 Million Word Gap by Age 3* which caused a storm of incredulity – both that the evidence was there and that no-one had known it. Their findings were challenged in a 2018 article *Re-examining the Verbal Environments of Children From Different Socio-economic Backgrounds* written by Douglas Sperry (Lead Researcher at St Mary of the Woods College, Indiana) and colleagues, who cited their own research, which failed to find a correlation between socio-economic status and the number of words a child heard. However, their findings were devalued when

it was shown that they failed to replicate the full circumstances of Risley and Hart's work. Their paper also sparked a debate on whether words heard in the conversations of others had similar impact to words spoken directly to the child.

Since the publication of Risley and Hart's findings, other research has shown that the word gap may – in fact – be more like four million words heard (not all different words – many may be repeated words) at age four rather than 30 million. However, the consensus is that there *is* a word gap, that it is significant, and that it impacts dramatically on a child's learning and development.

In his interview with David Boulton (*Children of the Code*, 2009), Risley qualified his findings by saying that the underpinning issue was whether parents could be classified as 'talkative' or 'taciturn'. Risley and Hart's study had shown that all parents, regardless of socio-economic classification or personal level of 'talkativeness', did business talk with their children. Business talk is the instruction, questioning, or comment necessary to enable a child to function throughout the day. It is usually characterised by short, simple sentences without embellishment or extension.

Examples of business talk in a home are: *'Eat your food.'*; *'Don't interrupt.'*; *'Do your homework.'*; *'Where's your coat?'*; *'Go to bed!'*

Talkative parents, however, extended their talk greatly through responding to the child's answers, asking additional questions, providing explanations, description or detail, and offering further commentary. Taciturn parents rarely developed their conversations in this way.

Risley stated that talkative parents raise talkative children and that taciturn parents raise taciturn children.

We need to educate the parent bodies of our schools on the importance of talking at length with their children.

Government sources have reported on the impact of lockdown during the world pandemic on the speech of young children. This is not a phenomenon of lockdown; it is purely an extension of the impact of a home with taciturn parents. The nursery and Early Years' experience for young children in a school is crucial in beginning the journey of compensating for language deprivation caused in the home.

The Importance of Conversation

The subject matter of the conversation is not important. Local accent or dialect is not a detriment. It is the process of talk, the patterning of language, and the amount of exposure to vocabulary and phraseology that is crucial. Both Risley and Gabrieli pointed out that the child from an impoverished home

could articulate as confidently as one from a privileged home, albeit in a local form of speech, providing at least one of the parents is a talker.

John Gabrieli, professor of brain and cognitive sciences and a member of MIT's McGovern Institute for Brain Research, published a paper – *Psychological Studies* (April 2018) – on the power of conversation in the brain development of children:



The really novel thing about our paper is that it provides the first evidence that family conversation at home is associated with brain development in children. It's almost magical how parental conversation appears to influence the biological growth of the brain.



While researchers know that the word gap exists, there was little to no information on the underlying mechanism of what the gap means regarding brain differences and cognitive skills. By recruiting subjects at different income levels, and collecting brain image studies, the researchers hoped to learn exactly what the gap means for children as they grow up.

Ann Trafton comments in *The Power of Talking with Children* (April 2018):



MIT cognitive scientists have now found that back-and-forth conversation between a child and an adult is more critical to language development than the word gap. In a study of kids aged four to six, differences in the number of 'conversational turns' accounted for a large portion of the differences in brain physiology and language skills, regardless of parental income or education.

The recordings made during the research described above were analysed and the number of words spoken by the child, the number of words spoken by an adult to the child, and how many conversational turns the children and adults took were all calculated. There was a strong correlation between higher scores on all tests (including grammar, vocabulary, and verbal reasoning) and the number of conversations the children had engaged in. Gabrieli says there was also a close relationship between these conversations and how active the Broca's area of the brain was while the children listened to stories in the MRI scanner. Broca's area is a region of the brain linked to speech production. It is located in the frontal lobe of the dominant hemisphere usually to the left of the brain.

The number of words heard and spoken by children was not as closely associated with brain activity and performance on tests, thus the actual conversations were the key, not income, education, or number of words.

While it is a fact that children in higher income homes are generally exposed to more language, the data from the study showed that children from lower income homes could have test scores (the usual measure of performance and progress in the United States of America) and Broca activity similar to their wealthier playmates, if they had considerable amounts of conversation happening on a daily basis. Whether the words spoken were influenced by local accent, or even included vocabulary only found in a particular dialect, is also irrelevant to this study. The impact on brain development would be similar.

Gabrieli summarised the work, writing:



In our analysis, the conversational turn-taking seems like the thing that makes a difference, regardless of socio-economic status. Such turn-taking occurs more often in families from a higher socio-economic status, but children coming from families with lesser income or parental education showed the same benefits from conversational turn-taking.

This has an important consequence for schools and teachers, as the groundwork is done – or not done – before the child enters school. As Gabrieli said, the greatest impact comes from being *directly addressed* by the individual, not just through passive presence in the conversations of others. This is a crucial aspect of understanding differences in performance as speakers and in seeking to remediate for this in Early Years settings. The degree to which the dominant parent or carer in the young child's life directly engages that

child in extended talk, even before the child can speak themselves, is usually the main determiner in how articulate that child will become.

A further factor in some children's inability to develop rich, extended conversation today is technology. From a very young age, many children grow up in front of screens of varying sizes and purposes. These electronic devices are extremely efficient at keeping young children engaged and entertained, and thus the child does not demand the attention of adults as often or for as long as the child without technology. It is not unusual for some children to spend almost all their waking non-school time in front of either a TV or social media or an electronic game of some sort. Even meals are frequently taken on knees in front of 'the tech'. Interacting with technology does expose children to talk, however the question is – does it enhance a child's verbal skills? The research emphasises the importance of the exposure to speech being through direct contact, usually with interaction, and not through passive reception through technology such as TV or electronic games.

Does the Code of Talk Matter?

This has huge implications for how and what we teach in primary schools. Simply aiming to teach children to 'talk better' is not enough. We need to enable all children, not just those of the talkative parents, to talk fluently, with confidence, and at length, using a wide range of vocabulary and language features that make the structure and content interesting for the listener. The research quoted here clearly shows that, while this is not just a socio-economic syndrome – although there are generally more children from poorer

homes suffering from speech deprivation than from wealthier homes – technology is impacting on children from all homes. In addition, many parents from affluent homes today are working long hours and may be suffering great stresses and pressures from the impact of the times on their professional lives. They may find making quality time for their children difficult and stress can also lead to communication becoming limited in any home. Many parents raising a family in poverty will also be highly stressed, and possibly anxious, and both these scenarios can lead to even the most talkative of adults reducing their interaction to pure business talk.

Many children live in localities that have distinctive spoken accents and / or dialects. Children raised in homes where all they hear is people talking with a pronounced local accent or dialect will speak in the same way. This may be the only form of English many children know. It is crucial that these children learn to speak in Standard English in school, as they will need to both speak and write in Standard English confidently in order to communicate their ideas and their learning effectively and to be more socially and academically successful as they grow and mature. Yet, at the same time, it is crucial that their self-esteem and the esteem of the family and the community are not damaged by apparent criticism or belittlement of the way they speak. Accents and dialects are part of the heritage of many countries and as such must be valued and cherished. Street talk and patois are both forms of local dialect and should not be derided by any sector of the country.

Local accent – whether urban or rural – is about identity, culture, and belonging, but children need to be bilingual and able to switch easily between the speech of their locality and Standard English for presentation and writing, if they usually speak in any code

other than Standard English. In addition, many pupils are already learning to communicate in English as a second, third, or even fourth language. They have to switch easily and swiftly between home languages and English, before starting the process of converting the local accent they have developed into Standard English for use in a specific context, and then switching back to their usual speech and thinking languages for integration into their communities.

This ease of switching between different forms of talk is called **code switching**.

Enabling children to become confident and fluent speakers in Standard English as well as in their community codes must be one of the top priorities for children aged 4 to 12. The earlier the intervention and the more prolonged and consistent it is throughout the years of primary education, the better the outcomes will be. It must be emphasised that speaking in Standard English does not mean with no local accent, but rather with the accepted grammatical codes and structures for language. Many of us speak in grammatically correct English while still retaining the accent of the locality we grew up in.

This is *not* just a matter of teaching children to 'talk posh' through elocution-type lessons. Children need more talk in their lives; the code of talk is not the only priority in developing the linguistic capacity of a child's brain.

A programme is needed that promotes quality talk within and between lessons, whether it is discussing or debating issues and events within a subject, planning and devising ways forward in work, or explaining and justifying ideas, conclusions, or thoughts, or when waiting to move to another lesson,

to lunch, to breaks, or to assembly. These 'waiting' times can be better utilised with quick games and activities to embed language features or for pupils to do a two-minute presentation on how their learning, understanding, or thinking has progressed in the previous lesson.

Ideally, such a programme would also be as effective and efficient whether it is implemented as a whole-school programme, across one year or one phase of education only, or purely by one class teacher who seeks to see an improvement in standards of speech and writing in a class. It should be able to be supported, strengthened, and enhanced by classroom support staff, and even taught by staff other than qualified teachers when identified by leadership. It might also be implemented short-term in classrooms as an intervention, although the principles of high expectations for quality of speech and writing must then be maintained and short boosters or refreshers be deployed as needed.

Such a vital programme should be fully understood and advocated by all involved in the school – by support staff, parents, governors, supervisors, and all others who make contact with the pupil body. For some within these groups, there may be implications for induction into the different codes of speech and for what Standard English does constitute and does not constitute.

The more all adults are able to interact with pupils, enjoying the discussions on what has been said or heard, and initiating conversations in any setting or situation, the more the culture of valuing talk and language will pervade the school.

And Why Fun?

Above all, the programme should be both rigorous and enjoyable. It is vital to remember that children who are enjoying the learning will be actively engaged within discussions and activities, they absorb the learning more easily and will retain it better over time.



The truth is that when we scrub joy and comfort from the classroom, we distance our students from effective information processing and long-term memory storage. Instead of taking pleasure from learning, students become bored, anxious, and anything but engaged. They ultimately learn to feel bad about school and lose the joy they once felt.

***The Neuroscience of Joyful Education
(Jenny Willis, 2007)***



Results of the experiment show that, thanks to joyful lectures, students are not only happier, but they also remember more information, even if topics relate to purely business problems. Despite the fact that in the case of accounting, the results of the experiment are not so clear, in the case of management classes students evaluated funny classes as better than traditional ones. They also remembered more information. That's why we can put forward a thesis that one of the barriers to learning is a rigid and serious way of teaching.

***The Effect of Enjoyment on Learning
(J. Hernik, E. Jaworska, 2018)***

A programme that provides all this for a school would be an essential and urgent priority.

That programme is Talk:Write!



Oracy Progression

Exemplar teaching objectives by age can be created by breaking each item into one or two specific examples.

These are approximate models for steps in sentence structure as children move from talk through to impact on writing. Pupils may reach these steps in different orders and at different stages. With younger children, it may be a few weeks before impact is seen in writing, whereas older children and/or more able children may start trying to use some of the new features almost immediately.

Talk:Write doesn't require any particular writing assessment process, however it is important that your school has a system in place. For schools without such a system, we recommend *Oxford Primary Writing Assessment* (Oxford University Press).

Formative assessment is key to ensuring that a teacher knows which skills pupils do and don't possess. This feeds into planning so that the gaps are addressed.

Please note that these progress steps are not designed to be turned into a tick list or assessed against.

The evidence of impact will be seen in the children's weekly unsupported writing and in their writing across the curriculum.

Age 4 to 5

1. Talk for all purposes in sentences of three words or more.
 - Can talk about what we did at home.
 - Can talk about our favourite TV programmes.
 - Can talk about what we like doing best in school.
2. Start oral sentences in different ways e.g. I, my, the, this, he, she, it, etc.
 - Can start sentences in different ways e.g. *'I like milk.'*; *'My dog barks.'*; *'She can run.'*; *'The dog is brown.'*
3. Join oral sentences using simple conjunctions e.g. and, but, so, if.
 - Can use conjunctions to join two sentences e.g. *'I like milk and I like cake.'*; *'I was late so I ran.'*

Age 5 to 6

1. Talk in a continuous stream of simple sentences.
 - Can talk confidently for a few minutes about something they know well e.g. what they do at the weekend.
2. Extend many sentences using connectives e.g. and, but, so, if, when, because.
 - Can use more than three different connectives (need not be all at once) e.g. *'I like milk when I have my cereal, but I do not like it on its own because sometimes it tastes bad. It goes bad in the sun and if it is in a hot place.'*
3. Use simple adjectives in speech e.g. good, bad, nice, wet, dry, sunny, etc.
 - Can use adjectives in talk e.g. *'I like tea in my red mug.'*; *'It is a sunny day.'*; *'We played a new game.'*
- Can start sentences in different ways e.g. *'You are a good reader.'*; *'That is a good book.'*; *'After school, I play out.'*; *'Yesterday, I went shopping.'*
3. Change sentence openers when asked, sometimes using time or sequence words, or adverbs.
 - Can change the sentence opener when asked e.g. *change the opener game: 'At the weekend, I went to the park.'*; *'On Saturday, I went to the park.'*; *'First, I went to the park.'*; *'Quickly, I went to the park.'*
4. Use a wider range of simple adjectives and adverbs in oral sentences e.g. adjectives – happy, sad, old, pretty, ugly, etc.; adverbs – slowly, quickly, angrily, quietly, etc.
 - Can use a wide range of describing words (adjectives and adverbs) e.g. *'The tired dog looks sad.'*; *'The old house is ugly.'*; *'She ran quickly down the long road.'*

Age 6 to 7

1. Talk confidently, mainly in simple sentences.
 - Can talk for several minutes continuously, with confidence e.g. about a pet, a favourite story, or a television programme.
2. Use a range of simple sentence openers e.g. person – I, You, He, She, They, etc.; determiners – The, A, This, That; sequence openers – First, Next, Last, Before, After, etc.; time openers – Today, This morning, Yesterday, Next week, On Saturday, etc.
5. Use a wider range of connectives in talk e.g. and, but, so, when, if, because, too, as well as, etc.
 - Can use a wide range of connectives to join or extend sentences e.g. *'I will go to the shop, if it stops raining.'*; *'I ate a bun as well as my soup.'*; *'Can you play out when you get home?'*
6. Start sentences in a wider range of ways, including with adverbs, time and sequence connectives, and a wider range of connectives when asked.
 - Can start sentences in a wider range of ways including 'ly' words and connectives e.g. *'When I went to the park...'*; *'If I had been to the park...'*; *'After I had been to the park...'*; *'Slowly, I went to the park...'*

- 7.** Use given suave words in games and activities.
- Can use one or two suave words in games e.g. *'Can anyone remember what hesitantly means?'*; *'Can you start a sentence with hesitantly?'*; *'Where could you put hesitantly in this sentence?'*; *'I climbed the stairs at bedtime.'*; Show two options e.g. *'I climbed the stairs hesitantly...'*; *'Hesitantly, I climbed...'*

Age 7 to 8

- 1.** Begin to open sentences in a wider range of ways in own talk e.g. time connectives, sequence connectives, adverbs ('ly' words), gerunds ('ing' words), or a wider range of connectives: when, if, because.

 - Can use 'ly' openers e.g. *'Gently, I lifted up the pretty kitten.'*
 - Can use 'ing' openers e.g. *'Hoping to be first, I raced to the shop.'*
 - Can use connective openers e.g. *'Because I was late, I missed the bus.'*
- 2.** Start to use a wider range of suave sentence openers in games and activities (gerunds – 'ing' words).

 - E.g. suave word to open the sentence: *'Hesitantly, I opened the box.'*; *'Hungrily, I devoured the sandwich.'*; *'Doing exercise is good for your health.'*; *'As we ate lunch, we talked about our pets.'*; *'Reading is my best hobby.'*; *'Watching TV makes me sleepy.'*
- 3.** Begin to use a wider range of adjectives and adverbs in own talk.

 - Can use a range of describing words (adjectives and adverbs) e.g. *'I like sweet fruit and ice cream.'*; *'Jon ran quickly to the shop.'*; *'Mum always buys amazing cakes.'*
- 4.** Use some suave connectives e.g. as, as well as, instead of, although, when prompted.

 - Can use a range of connectives e.g. *'Instead of football, we went swimming.'*; *'I like hot dogs, although Mum doesn't buy me them.'*
- 5.** Use a wider range of time and sequence connectives e.g. early on, after, soon after, shortly before, just before, after that, after a while, in a short time, etc.

 - Can use one or two suave connectives e.g. despite, contrary to, although.
 - E.g. time and sequence connectives: *'I shall go to the market tomorrow, if it doesn't rain.'*; *'Just before it rained, I dashed to the store.'*; *'We went for a river side walk soon after the rain stopped.'*; *'Next, we had our lunch.'*
- 6.** Name and use a wider range of punctuation in games and activities e.g. . ! ? , ' " "

 - Can recognise and name six or more pieces of punctuation e.g. *'How many different sorts of punctuation has Bud used? Name them? Where could he have used a question mark?'*
- 7.** Use a wider range of suave words in talk and games when prompted.

Age 8 to 9

1. Join in games and activities to use a wide range of suave words e.g. nouns, verbs, adjectives, adverbs, gerunds, and connectives.
 - *Examples are provided in the Games section of the publication.*
2. Use connectives such as although, however, despite, in spite of, unless, contrary to, nevertheless, etc. in games and activities.
 - Can use some suave connectives e.g. *'I went for a walk despite the rain.'*; *'Despite being hungry, I finished my homework.'*; *'Contrary to rules, I ate my sweet in the classroom.'*; *'I like hot dogs, however Mum doesn't buy me them.'*; *'I hurried to the bus stop, nevertheless I missed the bus.'*
3. Name and use a wide range of punctuation in games and activities e.g. . ! ? , ' ... "" () –
 - Can name and use a wide range of punctuation (eight or more) e.g. *'Punctuate Bud's work for him and then say what punctuation it needed.'*
4. Talk confidently and fluently.
 - Can talk, without preparation, about recent experiences, family, pets, learning, or things they have enjoyed.
5. Change the style of talk from local speak to both Standard English and suave speak, and back, in games and activities.
 - Can change confidently between local speak, Standard English, and suave speak e.g. *'Oh dear, Bud has written in local speak today. It says, "Us went ter t' shop." Can you turn it into Standard English please?'*
6. Change the voice for questions, exclamation, suspense, anticipation, and volume.
 - Can use appropriate expression in speaking voice when reading aloud.
7. Explain features of different types of writing e.g. letter, diary item, report, explanation.
 - Can name the features of three or more types of writing.

Age 9 to 10

1. Talk confidently and fluently in a range of situations e.g. chat, role play, discussion, presentation, debate.
 - Can change the tone and type of talk easily for different purposes.
 - Can use a range of suave connectives.
 - Can use a range of different and interesting sentence openers.
2. Change the style and tone of speech appropriately for context and purpose.
 - Can use the different codes of speech in writing as appropriate.
 - Can make characters sound cross, surprised, excited, etc.
3. Use a range of different types of connectives in talk e.g. although, however, despite, contrary to, unless, nevertheless, additionally, in addition, furthermore, except, alternatively, consequently, including, etc. in games and activities.
 - Can use suave connectives e.g. *'Which is the connective in this sentence?'*; *'Spot the connectives.'*; *'Suave up the connective in this sentence.'*; *'Insert suave connectives in the spaces.'*

4. Open sentences in a range of different ways with confidence, when talking: time, sequence, adverbs ('ly' words), connectives, gerunds ('ing' words) e.g. *'Hoping to see...'; 'Rushing down the road, I...'; 'Carrying the heavy...'*
 - Can use suave sentence openers e.g. *'Can you put a suave opener at the beginning of each of these sentences?'; 'Can you underline the suave sentence openers in Bud's writing?'; 'Can you change two of the sentence openers in Bud's work to suave openers?'*
5. Start to use literary features in oral games and activities e.g. groupings, clauses, dialect, metaphor, simile, alliteration, onomatopoeia.
 - Can use one or more literary features in writing and games.
 - Can use one or more literary features e.g. *'Bud has written in local speak again. Please turn it into suave speak with a literary feature.'; 'Where has Bud used a literary feature today?'; 'Spot the literary features in this passage.'*
 - Starting to use literary features e.g. grouping: *'The small red box, the shabby old book, and the tube of sweets all fell out of my bag.';* clauses: *'The scared little dog, left alone by the path, waited for his owner to come.';* dialect: *'The old woman looked up as I passed and grumbled, "Yer bes' not ride yer bike on't grass yer knows."';* metaphor: *'He has a heart of gold.';* simile: *'He is as old as the hills.';* alliteration: *'The cute and cuddly cat curled up on the cushion.';* onomatopoeia: *'The hiss of the snake...'*
6. Change the voice or language to model different types of punctuation e.g. exclamation, question, parenthesis (asides and embedded clauses), quotation within speech.
 - Can use a variety of punctuation for different effects in writing and change the voice appropriately when reading the writing aloud e.g. exclamations: *'The man shouted, "Get out!"';* questions: *'The man sighed, "Will I ever get home?"';* parenthesis: *'Mrs Green, head of the school, made me very welcome.'; 'Bats – often seen at dusk – are nocturnal creatures.'; 'Ellie took my last sweet (she was always doing that) and ate it!';* quotation within speech: *'The teacher began, "I want you all to think of a famous quotation you know, such as 'Beware the Ides of March,' and find a reason to use it in your writing today."'*
7. Explain the characteristics of most genres / types of text.
8. Change the register of speech for different purposes e.g. Standard English, received pronunciation, or suave speak; local speak or dialect.

Age 10 to 11

1. Use all the strategies for 9 to 10-year-olds with confidence.
2. Talk fluently and confidently, most of the time.
3. Change the voice, register, or accent for different purposes.
4. Structure sentences in a wide range of different ways for interest.
5. Use a wide range of literary features in games and activities to model understanding and fluency.
6. Start to use a range of sophisticated features such as the passive voice, complex groupings, or implicit links / references forwards and backwards between paragraphs and sections in games and activities.
 - Can use a range of literary features and techniques e.g. passive voice: *'The cake was eaten by the child.'*; complex grouping: *'All their favourite foods were there: chicken legs with curried rice; fat sausages with golden chips; cheesecake covered in ice cream; and the biggest slices of birthday cake you could wish for.'*; implicit link back: *'It all ended well and Jo's early fear that his mother might not get back safely was proved to be totally wrong.'*
7. Can present at length, orally, on one subject.

Age 11 Plus

1. Able to do all of the above for 10 to 11-year-olds through planned activities.
2. Demonstrate differences between local speak, Standard English, and suave speak with confidence and fluency.
3. Adjust tone, expression, and register for need.
4. Take part in public discussions, debates, and performances.
5. Use a wide range of suave speak, adjusted for purpose and audience.
6. Use a wide range of literary features in games and activities to show understanding.
7. Know, understand, and spell all words in the tier 2 lists.
8. Know and understand many tier 3 words.
9. Check back on all the recommendations and examples for previous age groups. Can your class use them all when appropriate?

A list of tier 2 and 3 words can be downloaded from our website.

Model Extracts for the Progress Steps

Schools should institute regular review points into the academic year. Once a term or twice a year, teachers should be assessing each child's progress since the last review point. They should compare copies of the child's independent writing from the previous review point with their latest unsupported writing, and the progress should be visible. This will be better facilitated if the subject of the writing is similar or the same as at the previous review point. It should also be possible to identify improvements in basic skills, if needed, and new or more developed suave features in language, increased confidence, and ability to express ideas.

It is good practice for teachers to copy every child's final piece of assessed writing for the year and insert it into the child's records. In the case of unsupported, extended writing, a display album or slim ring binder is ideal for storage of this writing. Thus, parents, managers, and other involved people can easily analyse a child's progress in writing from one year to the next.

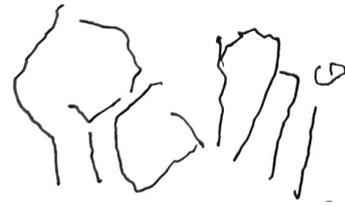
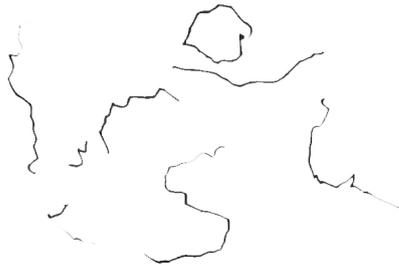
The following examples take the teacher through the development of sentence structure, illustrating the progress commonly expected by the end of each academic year.

The writing exercise book or portfolio should go forward to the receiving teacher when the class moves, and the teacher should ensure that all children are quickly back to writing at their standard from the end of the previous year. Some children regress over the long summer break as they do little or no writing in the holiday. For some children with EAL, their English may also regress if they are living and playing in homes and a community where English is rarely in use.

It is important to recognise that the age range is only a guide, that summer born children are up to a year younger than their peers, and that some younger children may be more able.

There are supporting comments and explanations in the right hand column of the examples to indicate significant areas of progress.

Mark Making



Pre-School

I have a mum. I have a dad. my dad is big.

From mark making to simple words and – for some – simple sentences.

Age 5 to 6

I have a mum and a dad. My dad is big. I have a sista two.

Joins two simple sentences with first connectives.

Uses adverb 'too' (although incorrectly spelt) to mean also or as well.

Spelling mistake.

Age 6 to 7

I have a mum and a dad. My dad is big and my mum werks in school. I have a sister too. Me and my sister go to school and my dad drives a big truck. It has eight weels and it is red and gold. My dad took me for a ride in his truck. It was fun.

Adds information for interest.

Uses two descriptive clauses joined by a connective.

Spelling mistakes.

Up to one side of A4.

Age 7 to 8

In my family I have a mum and a dad and a sister. I also have two dogs. One of our dogs is big and one of them is small. We live in one of the flats behind the school. We live on floor 7 and when the lift is broke we have to clime all the stairs. I dont like it when we have to clime the stares.

Up to one side of A4.

Opens sentence with a clause for context.

Uses connective 'also' to create a link to the previous sentence.

Uses preposition 'behind' to create adjectival phrase for which flats.

Uses 'when' as a time connective.

Expresses opinion.

Noun/verb mismatch (the lift is broken).

Apostrophe for contraction is missing.

Spelling mistakes.

Age 8 to 9

My family live in Westborne Court, which is behind the school. It is a huge block of flats and we live on the seventh floor. Although it can be noisy and a bit smelly in the stairwell, I like living there because I have a lot of friends and we play on the grass between our flats and Marlboro Court. We have 2 dogs and my dad takes them for a walk every morning. My mum usually takes them after school. She is a teaching asistant in Year 3. When my dad has to bring his enormous truck home all our neighbors grumble because there isn't enough room for their cars.

Up to one and a half sides of A4.

Correctly uses a comma.

Uses 'which' as a pronoun to create a link for extension into a phrase for location.

Uses suave word 'huge'.

Uses suave sentence opener 'although'.

Correctly uses comma after opening clause.

Uses connective 'because' to give a reason.

Uses adverb of time 'usually'.

Uses preposition 'after' as a time connective to say when something happens.

Opens sentence with time connective 'when'.

Uses suave word 'enormous'.

Correctly uses apostrophe for contraction.

Spelling mistakes.

Age 9 to 10

Westborne Court is a twelve-story block of apartments behind our school. My family have lived here for all my life, in fact my mum says I was nearly born in the lift! I am the oldest of two children. My sister, Daisy, is two years younger than me. Despite the lift breaking regularly, we all love living here. There are two large bedrooms, a lounge, a kitchen and a bathroom. Outside our flats there is a large area of grass with a road running all the way round it. We play football and chasing on the grass, and there are two benches where we often sit and chat. Although I have lots of friends in this block of flats, my best friend lives in Marlborough Court on the other side of the grass. His name is Jamie and he is in my class at school. Sometimes Jamie and I go down the hill to play on the school playing fields at the weekends.

Correctly uses a comma.

Uses humour and exclamation mark.

Correctly uses double commas for parenthesis.

Uses preposition connective 'despite' to open a sentence. This is a suave sentence opener.

Uses simple grouping with a list with one or more items being qualified with adjectives.

Uses location preposition 'outside' to open a sentence. This is a suave sentence opener.

Uses preposition 'with' as a connective.

The sentence needs to be read aloud and checked for grammar and punctuation.

Up to two sides of A4.

Age 10 to 11

Have you ever visited Westborne Court? I think you would have a pleasant surprise if you did. It is not how many people think it is – we don't have any dealers or gangs here – although my friend, Jamie, says they do in Marlborough Court across The Green. Westborne Court has been my home for my entire life. My mum says that she always wanted to live here and when she and my dad got married, they were so excited to get this apartment. I love the lounge, it is quite big and has expansive windows that look across to Marlborough Court.

My sister and I share a bedroom at the back by the kitchen (I wish we didn't have to share) and sometimes people wake me in the night by banging on the windows when they are walking along the passage to their homes. Mum and Dad are both talking about us relocating to a proper house with three bedrooms so that Daisy and I can have our own rooms. Also, now Dad has lost his job as a truck driver because the company went bust, he says he would like a garden to grow some vegetables. Despite all the disadvantages of living here, I really do love it and don't want to relocate anywhere else.

Up to two sides of A4, or sometimes more.

Correctly uses question mark for a sophisticated opening using a rhetorical question.

Uses suave word adjective 'pleasant'.

Correctly uses double dashes for parenthesis.

Correctly uses double commas for parenthesis.

Uses expanded noun phrase including suave word.

Uses adverb 'always' to qualify statement.

Uses adverb 'quite' as qualifier.

Uses suave word 'expansive'.

Uses paragraphs.

Correctly uses brackets for parenthesis.

Uses suave word 'relocating'.

Uses suave sentence opener including preposition as connective.

Uses suave sentence opener 'despite'.

Correctly uses apostrophe for contraction.

Age 11 to 12

There are definitely pros and cons to living in Westborne Court on the Topmoor Estate; I will discuss a few of them with you now. This block of apartments in the north of the city has been my home since my birth in 2009, and I am extremely happy living here. Our apartment – which is on the seventh floor of twelve – is exceptionally cosy with bright, warm rooms and a splendid view from the lounge past Marlborough Court (where my best friend lives) and out over the heart of the city. Despite the fact that I share a bedroom with my sister (still!) we manage very well and Mum bought a screen so that we have some privacy between our halves of the room.

As a family, we get on well with all our neighbours and my parents seem to be well liked due to the fact that they will always help others if they are in trouble. My mum still takes a meal to the old man, George, in the adjacent apartment to us every evening. I tend not to play on The Green anymore, that is mainly for kids, but I do meet my friends at the bus shelter and we enjoy a good laugh. Some of them smoke a cigarette, but I never do because my granddad died from smoking.

The main trouble with the Topmoor Estate is that there is a gang of lads – mainly from The Terraces and a few from Marlborough Court – who hang around the playing fields by the primary school. They are called the Topmoor Gang and usually they're OK, but sometimes they just turn nasty and can attack kids passing by and steal their phones or money. Generally, I stay away from them and mind my own business. Occasionally, at the weekends, we hear sirens from police cars racing to the school and later we hear what the gang have been doing.

This may not be the most impressive place to live but, on the whole, I have enjoyed it here. Now, though, I am ready to move and am hoping that my parents are successful in getting a proper house soon; then the next phase of my life can begin!

Often over two pages.

Uses suave words 'pros and cons'.

Uses suave word 'discuss'.

Uses double dashes for embedded clause.

Uses suave word 'exceptionally'.

Uses brackets (parenthesis) for an aside.

Uses a suave sentence opener.

Uses brackets informally and exclamation mark for humorous aside.

Uses prepositional phrase as suave sentence opener.

Uses sophisticated prepositional phrase.

Uses suave connective 'due to'.

Uses suave word 'adjacent'.

Uses sophisticated verb form.

Uses sophisticated verb form.

Correctly uses double dashes for parenthesis.

Uses 'generally' as suave sentence opener.

Uses 'occasionally' as suave sentence opener.

Uses suave word 'impressive'.

Correctly uses double commas for parenthesis.

Correctly uses semi-colon.

Uses suave word 'phase'.

Missing comma to close parenthesis.