

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Physical	I am starting to project my voice so everyone can hear it	I can sometimes control my voice and movement	I can respond to feedback by modifying the nonverbal features of my communication	I can give feedback to other people about the nonverbal features of their speaking	I know how to vary my body language and tone of voice, adapting them to the situation and to what I am trying to say	I can control my voice and body with fluency and precision.
	I am starting to vary my pitch	I can sometimes use several different tones of voice and adapt my voice to the context	I can respond to feedback by modifying the verbal features of my communication	I can give feedback to other people about the verbal features of their speaking	I have a range of subtle changes in tone, pitch and movement to suit different genres of talk	I can teach others how to use their voice and body.
	I am starting to vary my volume	I can use gestures and body language to indicate a range of different emotions	I can explain all the features of active listening	I can actively listen in a variety of contexts		I can adapt my posture and non-verbal communication to suit any context
	I am starting to vary my rhythm	I can explain some features of active listening	I can shift my attention from a task back to the teacher	I can independently use a strategy to help me sustain attention or get back into the green zone so I can attend better		
	I can respond to prompts to show active listening	I can show active listening for 5-10 minutes			I can actively seek to remove distractions to help me concentrate	
	I am starting to use gesture/body movement to help me communicate					
Linguistic	I can use a limited vocabulary successfully	I can sometimes distinguish between formal and informal language	I can describe what something sounds, feels, looks, tastes and smells like	I can use appropriate language to coordinate and negotiate with my peers independently in class and outside of class	I can construct language effectively for a range of purposes, e.g. to persuade someone	I can deploy language with precision and nuance
	I am starting to choose my words more precisely	I can use descriptive words to describe objects and places	I frequently use full sentences	I can speak using a range of grammatically correct sentences	I can use subject specific language to suit different contexts	I can use a wide range of vocabulary, idioms and expressions to suit the audience
	I can sometimes use simple sentences accurately (SV, SVO, SVA)	I can often use full sentences with simple connectives (and, because, but)	I can sometimes use more complex connectives correctly e.g. instead, if, before, until, or	I can usually use more complex connectives correctly e.g. instead, if, before, until, or	I can use accurate grammar when talking, using full sentences	I can engage with other people's ideas confidently in any setting
	I can use a simple shapecoding template to plan my verbal answer	I can fluently say a full sentence	I can use subject specific vocabulary	I can sometimes use connectives such as although, otherwise, unless, however, correctly.	I can select precise language to suit different audiences (e.g. formal / informal)	I can express my ideas fluently in any setting.
	I know when I don't understand a word	I can speak formally in a classroom discussion				
	I can say what the diamond, cloud, hexagon and oval shapes of shape-coding represent	I can use a variety of shapes to build longer sentences with a visual prompt	I can use appropriate language to coordinate and negotiate with my peers in class with some teacher support		I can regularly use connectives such as	I can confidently use a range of strategies to maximise my receptive language skills

<p>I can use simple shapecoding templates to help me use simple sentences</p> <p>I can use simple conjuncts to order my language, next, then, last, after that.</p>	<p>I can tell someone when I don't understand a word</p> <p>I can use pictorial techniques to demonstrate what I have understood a text to mean</p> <p>I can find the diamond, cloud, hexagon and oval shapes in a sentence</p> <p>I can say what the triangles, arrow, semi-circle and rectangle shapes represent</p> <p>I can use more complex time conjuncts; before, a little later, suddenly</p>	<p>I can speak in paragraphs about a topic by adding detail when prompted</p> <p>I can get help / ask for clarification when I don't understand a word or an instruction</p> <p>I can use vocab strategies to attempt to work out the meanings of unfamiliar words with prompts</p> <p>I can annotate the triangles, arrow, semi-circle and rectangle shapes in a sentence</p> <p>I can use extra shapes to make my sentences longer</p> <p>I can respond to shapecoding marking with support</p> <p>I can use conjuncts to demonstrate result: as consequence, therefore, as a result, so.</p>	<p>I can use more vocabulary more carefully to create nuance (e.g. change the intensity of my adjectives, use modifiers such as very)</p> <p>I can use a range of spoken language structures to respond appropriately in an interview with a familiar adult</p> <p>I understand a range of workplace related vocabulary</p> <p>I actively find out the meanings of unfamiliar words</p> <p>I can independently use shapecoding to respond to marking</p> <p>I regularly use conjuncts in my speaking to structure my meaning</p>	<p>although, otherwise, unless, however, correctly</p> <p>I can use a range of spoken language structures to respond appropriately in an interview with a unfamiliar adult</p> <p>I can use a range of vocabulary linked to the workplace</p> <p>I can use shapecoding to check my own work</p>	
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Cognitive	<p>I can offer a simple opinion</p> <p>I can agree/disagree</p> <p>I can say when I don't understand something</p>	<p>I can use "because" to give a reason for my argument</p> <p>I can ask questions of others to find out more information</p> <p>I can challenge other people's arguments</p> <p>I can sometimes realise my meaning is unclear and try to correct myself</p> <p>I can generate several solutions to a problem</p> <p>I know when I need help and will consistently ask for it.</p> <p>I can organise information using a mind map with support</p>	<p>I can ask a range of questions including probing questions</p> <p>I can usually structure my talk in a logical order to convey clear meaning</p> <p>I can consider different solutions to a problem and suggest the best one</p> <p>I can use 2 or more strategies to help my understanding or expression</p> <p>I can explain what type of help I need</p> <p>I can make a simple mind-map without support</p> <p>I can usually correct myself when my sentences have become muddled</p>	<p>I can discuss and explain the reasons for different views/ perspectives</p> <p>I can ask questions that follow on from previous discussion and questions</p> <p>I can participate in a formal debate by comparing and contrasting different arguments and ideas</p> <p>I can answer prepared questions in a job interview</p> <p>I can generate solutions and consider the likely impact with prompting</p> <p>I can use a range of methods to represent my knowledge</p> <p>I nearly always realise when my meaning is unclear and can find a way to get my message across</p>	<p>I can confidently take on different roles in discussion and can see both sides of an argument.</p> <p>I can use different thinking skills to engage with challenging material (e.g. De Bono's Thinking Hats)</p> <p>I can summarise an argument and identify good and bad arguments.</p> <p>I can analyse arguments and select evidence to defend or rebut a position.</p> <p>I can answer or clarify spontaneous questions in a job interview</p> <p>I can generate a range of solutions, consider their impact and select the best one independently</p> <p>I can use a range of independent study skills</p>	<p>I can take into account the level of understanding of an audience and adapt my language</p> <p>I can use more advanced arguments to rebut and persuade people with fluency</p> <p>I can use and select humour and other rhetorical devices to make my argument come alive</p> <p>I am able to explain my needs and strategies with future employers/teachers to help me be successful in the future</p>
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Social & Emotional	I am able to talk about the same topic as the other person in a conversation	I can take turns in discussion	I can tell or check that others have understood me	I repair or clarify when the listener/ audience has not understood me	I can tell a short story with no notes that engages an audience	I can read an audience and change my language, tone and pitch to connect with it
	I can speak in front of everyone in the class	I can listen to others and respond to their points.	I listen attentively to what others are saying and show proof of listening by building/ agreeing or challenging respectfully	I can talk to a range of unfamiliar people in a variety of contexts	I can respond to and build on the feelings and views of others	I can take risks in the way I present to an audience in order to engage them: including using humour
	I am confident to speak to a range of familiar people	I can usually follow the discussion guidelines rules	I can usually talk to unfamiliar people in school	I can cooperate and compromise in formal/ class group talking situations	I can develop the wellbeing of others through coaching, praise and support	I can lead/ chair a discussion in a range of contexts, making everyone feel involved
	I am motivated to communicate with others and will try to get my message across	I can explain discussion rules to others	I can support other people to follow the rules	I can be persuaded to change my mind by the strength of the argument presented to me	I can disagree with others in a way that is respectful and considerate of their feelings	I am able to talk to larger groups of people (e.g. the whole school) with confidence
	I can use a range of words to discuss my emotional state	I often give the discussion my full attention	I am usually prepared to change my mind	I can use context to predict what other people's thoughts and feelings are likely to be	I can accurately understand people's likely thoughts, feelings and intentions	I can be a good team player even in stressful situations or with people I don't get on with
	I can interpret happy /sad/ angry/ frightened facial expressions	I can sometimes talk to less familiar people	I can interpret a range of facial expressions	I can negotiate the roles in a group and will accept not being the leader	I can work in a group, negotiating roles and responsibilities with ease	I am secure and confident in myself enough to explain my needs and strategies with unfamiliar employers/teachers to help me be successful in the future
	I can attempt to describe other people's thoughts and feelings	I am sometimes able to change my mind	I can use context to interpret other people's thoughts and feelings with prompts	I can manage my emotions appropriately in stressful situation	I can suggest appropriate strategies/ provide emotional support to others to help them manage their emotions	I have come to terms with having a language disorder and am determined not to let it
	I can work in a small group with some adult prompting and when the roles have been given	I can work in a small group with lots of adult support	I can work in a larger group when the roles are clearly allocated	I understand that people in my school have special needs	I can explain what language disorder is and how it affects me	
	I can identify what emotional state I am in	I know when it is appropriate to joke	I can use a range of strategies to regulate my emotional state	I can nearly always respond to humour in an expected way		
	I can name at least one thing I am good at and one thing that is difficult for me	I can interpret other people's thoughts and feelings using facial expression				

			<p>I understand some disabilities are seen and some are unseen</p> <p>I respond to humour in an expected way some of the time</p>		<p>I can explain my strengths and needs within my language profile</p>	<p>stop me achieving what I want to achieve in life</p>
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