



Barwick and Stoford Speaking Ladders

These are taken from: <https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/universally-speaking/>

Year	Attention, Listening and understanding	Vocabulary	Speech Sounds	Sentence Building and Grammar	Storytelling and narrative	Conversations and social interaction
R	<ul style="list-style-type: none"> - They need to look at who's talking to them and think about what they're saying -Listen to and understand instructions about what they're doing whilst busy with another task 	<ul style="list-style-type: none"> -Understand that words can be put into groups or categories and give examples from each category (e.g. animals) -Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them 	<ul style="list-style-type: none"> -Produce speech that is clear and easy to understand, though may still have some immaturities -Develop good knowledge and understanding of sounds and words, which are important for reading and spelling -Work out which sound comes at the start of a word -Recognise words that rhyme 	<ul style="list-style-type: none"> -Use well-formed simple sentences -Ask and answer 'what', 'where', 'when' and 'what could we do next' questions. -Use some regular past tense words (e.g. I jumped high) -Join phrases with words such as 'and' 'but' 	<ul style="list-style-type: none"> -List events with some detail -Re-tell favourite stories, some parts as exact repetition and some in their own words -Describe a series of events which may not be joined together or in the right order 	<ul style="list-style-type: none"> -Start conversations with other people and join in with group conversations -Join in and organise role play with friends -Play cooperatively and pretend to be someone else talking. These games can be quite elaborate and detailed
1	<ul style="list-style-type: none"> -Understand longer 2 to 3 part spoken instructions -Understand how or why questions 	<ul style="list-style-type: none"> -Name objects, characters and animals from a description and should ask if they're unsure -Use words more specifically to make their meaning clear 	<ul style="list-style-type: none"> -Recognise words that sound similar (e.g. bananas, pyjamas) -Break up words into syllables 	<ul style="list-style-type: none"> -Use well-formed longer sentences with more details -Use some irregular past tense words (e.g. I drank my milk) Join phrases with words such as 'if' 'so' 'because' -Show that they can use language to reason and persuade 	<ul style="list-style-type: none"> -Begin to add something that's a problem in their own stories -Use longer and more complicated sentences within their stories 	<ul style="list-style-type: none"> -Use language to communicate a wider range of things, such as ask, negotiate, give opinions and discuss ideas and feelings -Give details that they know are important and will influence the listener
2	<ul style="list-style-type: none"> -Understand the key points they need to focus on in order to 	<ul style="list-style-type: none"> -Compare words – the way they look, sound or mean 	<ul style="list-style-type: none"> -Use speech that is consistently clear and easy to understand 	<ul style="list-style-type: none"> -Ask lots of questions to find out specific 	<ul style="list-style-type: none"> -Describe their own experiences in detail and in the right order 	<ul style="list-style-type: none"> -Take turns to talk, listen, and respond in

	<p>answer a question or follow an instruction and begin to ignore less important information</p> <p>-Be aware of when a message is not clear and ask for an explanation</p>	<p>-‘Guess the word’ when provided with clues using shape, size and function</p>	<p>-Show good knowledge and understanding of sounds and words (e.g. can identify beginning and end sounds of words)</p> <p>-Use sound and letter links to read and spell unfamiliar words</p> <p>-Split up short words into sounds</p>	<p>information including ‘how’ and ‘why’</p> <p>-Use an imaginative range of descriptive words in sentences</p>	<p>-Tell a story with important key components in place – set the scene, have a basic story plot and the sequence of events are generally in the right order</p>	<p>two way conversations and groups</p> <p>-Use language they hear other people using and begin to be aware of current peer language.</p> <p>-Use different words when they are talking to friends that when they are talking to a teacher</p>
3	<p>-Understand complex 2 to 3 part instructions</p>	<p>-Use newly learn words in a specific and appropriate way (e.g. be able to use and explain ‘symmetry’)</p>	<p>-Spot more complex rhymes</p> <p>-Count syllables in words</p> <p>-Use sound and letter links to read and spell unfamiliar words</p>	<p>-Use more complicated grammar including different ways to join phrases to help explain or justify an event.</p>	<p>-Begin to be aware of what the listener knows already and make checked while telling a story</p> <p>-Accurately predict what will happen in a story</p>	<p>-Exaggerate in an implausible way to make stories more exciting</p>
4	<p>-Listen to information, work out which elements are key and make relevant, related comments.</p> <p>-Identify clearly when they haven’t understood and be specific about what additional information they need.</p>	<p>-Use a range of words related to time and measurement</p> <p>-Use a wide range of verbs to express their thoughts, or explain cause and effect.</p>		<p>-Use a whole range of regular and irregular grammatical word endings with few errors being made</p> <p>-Use complex grammar and sentences effectively to communicate in different ways to clarify, summarise and explain choices and plan</p>	<p>-Put interest into their voices to make storytelling engaging and come to life</p> <p>-Add detail or leave information out according to how much is already known by the listener</p>	<p>-Use formal language when appropriate in some familiar situations</p> <p>-Keep conversations going with a range of people in different situations by making relevant comments or by asking questions</p>
5	<p>-Infer meanings, reasons and make predictions.</p> <p>-Begin to understand different question types (open, closed, rhetorical)</p>	<p>-Join in discussions about a visit or activity using topic vocabulary</p> <p>-Use sophisticated words even if meaning is not always accurate</p>		<p>-Use intonation linked to grammar to help make sense of information (e.g. ‘Helpful? You must be joking!’)</p> <p>-Use questions to help conversations flow</p>	<p>-Understand the interests of the listener</p> <p>-Use everyday language that is detailed and about experiences that may have happened some time ago or are planned for the future</p>	<p>-Use language for a range of different reasons – complementing, criticism, clarifying and negotiating</p>

						-Realise when people don't fully understand and try to help them
6	-Begin to appreciate sarcasm when it's obvious -Understand and enjoy simple jokes and recognise simple idioms	-Know that words can have two meanings and use them appropriately (e.g. watch, bark)		-Use long and complex sentences including more sophisticated conjunctions to join ideas together in conversation e.g. meanwhile, therefore, yet -Explain some of the rules of grammar and when a sentence is not grammatically correct	-Tell elaborate, entertaining stories which are full of detailed descriptions -Incorporate a subplot when telling stories and recalling events, before resolving the main storyline	-Negotiate an agreement explaining other options and possible outcomes -Manage and organise collaborative tasks with little adult supervision -Enjoy organising group games and can explain the rules effectively