

Oaktree School Curriculum Ladder
Expressive Language
Step 2 (7-12)

Pupil: _____

Learning target:	Date
I use signs/words/ symbols for objects I know	
I ask for help with word or gesture	
I take part in free play	
I show a wish to interact	
I speak to people I know	
I give people I know a name	
I say/gesture 'hello'	
I use 'yes' or 'no' through words/signs/symbols to show my needs or preferences	
I use sounds and gestures to show my needs	
I join in rhymes with a few recognisable words/signs or symbols	
I have a vocabulary of at least ten words/signs/symbols	
I show my likes or dislikes through word or gesture	

7 up to 2	8 up to 4	9 up to 6	10 up to 8	11 up to 10	12 up to 12
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Jottings

Pupils repeat, copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols. They use single words, signs and symbols for familiar objects, for example, cup, biscuit, and to communicate about events and feeling, for example, likes and dislikes.

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Oaktree School Curriculum Ladder
Expressive Language
Step 3 (13-18)

Pupil: _____

Learning target:	Date
I say my name	
I combine two words / signs / symbols	
I speak/sign to a range of listeners	
I express two ideas e.g. more drink, coat on	
I repeat a phrase when misunderstood	
I can show my preferences / choices	
I show my needs with words / signs / symbols	
I speak / sign with people I know	
I use the names of my family or carers	
I say/sign/gesture 'please' and 'thank you' when reminded	
I say/sign/ gesture 'sorry' when reminded	
I have a vocabulary of at least 50 words / signs / symbols	

13 up to 2	14 up to 4	15 up to 6	16 up to 8	17 up to 10	18 up to 12
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Jottings

*Pupils combine two key ideas or concepts. They combine single words, signs or symbols to communicate meaning to a range of listeners, for example, 'Mummy gone' or 'more drink'. They make attempts to repair misunderstandings without changing the words used, for example, by repeating a **word with a different intonation or facial expression**. Pupils use a vocabulary of over 50 words.*

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Oaktree School Curriculum Ladder
Expressive Language
Step 4 (19-24)

Pupil: _____

Learning target:	Date
I say my full name	
I use phrases with two key words to tell a story – e.g. lion / lorry	
I say/sign some simple rhymes	
I name/sign common objects that I see around me	
I use common adjectives e.g. hot, broken, red	
I use my face and speaking voice to show what I mean when I speak	
I ask simple questions to find out what I want to know	
I carry on a simple 2 way conversation	
I interact with familiar people in a range of activities	
I use 'in' and 'on' correctly	
I show my emerging sense of humour	
I make my feelings known	

19 up to 2	20 up to 4	21 up to 6	22 up to 8	23 up to 10	24 up to 12
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Jottings

Pupils initiate and maintain short conversations using their preferred medium of communication. They ask simple questions to obtain information, for example, 'Where's cat?'. They can use prepositions, such as, 'in' or 'on', and pronouns, such as 'my' or 'it', correctly.

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Oaktree School Curriculum Ladder
Expressive Language
Step 5 (25-30)

Pupil: _____

Learning target:	Date
I greet people I know	
I join in discussions	
I interact with adults and peers	
I make requests	
I answer simple questions about a story	
I answer simple questions about an event	
I act out simple stories	
I use 2/3 key words / signs / symbols to communicate my ideas	
I express ideas in statements or phrases	
I use regular plurals	
I use 'and' to link ideas or to add information	
I use words / signs to express opinion or feelings	

25 up to 2	26 up to 4	27 up to 6	28 up to 8	29 up to 10	30 up to 12
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Jottings

Pupils use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others, for example, 'I want big chocolate muffin'. They communicate ideas about present, past and future events and experiences, using simple phrases and statements, for example. 'We going cinemas on Friday'. They contribute appropriately one-to-one and in small group discussions and role play. They use the conjunction and to link ideas or add new information beyond what is asked.

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Oaktree School Curriculum Ladder
Expressive Language
Step 6 (31-36)

Pupil: _____

Learning target:	Date
I link up to four key words, signs or symbols to give information	
I talk about two things that happen in a personal event	
I ask simple questions about what has been said	
I retell a simple story	
I talk about what I'm going to do	
I act out a simple story in role play	
I identify common objects and explain their use	
I say my address	
I give a simple reason for my actions	
I ask simple questions about what I heard with an adult's help	
When asked 'Why' I give a simple reason	
I express my ideas	

31 up to 2	32 up to 4	33 up to 6	34 up to 8	35 up to 10	36 up to 12
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Jottings

They link up to four key words, signs or symbols in communicating about their own experiences or in telling familiar stories, both in groups and one-to-one. They use an extensive vocabulary to convey meaning to the listener. They can use possessives, for example, 'Johnny's coat'. They take part in role play with confidence. They use conjunctions that suggest cause, for example, 'cos' to link ideas.

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Oaktree School Curriculum Ladder
 Receptive Language
 Step 2 (7-12)

Pupil: _____

Learning target:	Date
I look for the source of a sound	
I turn towards the person talking to me	
I respond to praise	
I respond to criticism	
I respond to a simple request related to classroom routines	
I respond to a simple question through word or gesture	

7 up to 1	8 up to 2	9 up to 3	10 up to 4	11 up to 5	12 up to 6
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Jottings

Pupils demonstrate an understanding of at least 50 words, including the names of familiar objects. Pupils respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations, for example, 'Get your coat', 'Stand up' or 'Clap your hands'.

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Oaktree School Curriculum Ladder
 Receptive Language
 Step 3 (13-18)

Pupil: _____

Learning target:	Date
I listen to others talking	
I look at what is being shown to me	
I respond when my name is called	
I respond to questions about familiar events	
When requested, I bring a familiar object to an adult	
I follow a one step instruction	

13 up to 1	14 up to 2	15 up to 3	16 up to 4	17 up to 5	18 up to 6
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Jottings

Pupils respond to others in group situations, for example, taking turns appropriately in a game such as, 'Pass the parcel'. They follow requests and instructions with three key words, signs or symbols, for example, 'Give me the little red book'

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Oaktree School Curriculum Ladder

Receptive Language

Step 4 (19-24)

Pupil: _____

Learning target:	Date
I listen to a story	
I collect and return items to the office	
I am learning to take turns in a game	
I have simple two way conversations through words or gestures	
I attend an adult-led group activity	
I respond appropriately to information given to the group	

19 up to 1	20 up to 2	21 up to 3	22 up to 4	23 up to 5	24 up to 6
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Jottings

Pupils respond to others in group situations, for example, taking turns appropriately in a game such as, 'Pass the parcel'. They follow requests and instructions with three key words, signs or symbols, for example, 'Give me the little red book'

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Oaktree School Curriculum Ladder
 Receptive Language
 Step 5 (25-30)

Pupil: _____

Learning target:	Date
I follow instructions containing four key words	
I answer questions about a short illustrated story I have heard	
I answer questions about events and experiences	
I take part in role play activities	
I carry out simple jobs related to the classroom routines	
I follow two related instructions	

25 up to 1	26 up to 2	27 up to 3	28 up to 4	29 up to 5	30 up to 6
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Jottings

Pupils listen, attend to and follow stories for short stretches of time. They follow requests and instructions with four key words, signs or symbols, for example, 'Get the big book about dinosaurs for the library'. They attend to, and respond to, questions from adults and their peers about experiences, events and stories, for example, 'Where has the boy gone?'

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Oaktree School Curriculum Ladder
 Receptive Language
 Step 6 (31-36)

Pupil: _____

Learning target:	Date
I listen for up to five minutes	
I act out a simple story in role play with an adult's support	
I take turns in discussions, listening to others	
I answer 'why' questions	
I answer 'who' questions	
I follow two unrelated instructions	

31 up to 1	32 up to 2	33 up to 3	34 up to 4	35 up to 5	36 up to 6
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Jottings

Pupils take part in role play with confidence. Pupils listen attentively. They respond appropriately to questions about why or how, for example, 'Why does a bird make a nest?', 'How do we copy this picture?'

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Oaktree School Curriculum Ladder

Spoken Language Step 7 (37-39)

Pupil: _____

Learning target:	Date
I can say what I did at break/ lunch time	
I can speak to others in free role-play situations	
I can follow instructions	
I can answer simple questions	
I can talk to an adult in a group	
I can say what is happening in a picture	
I can say what my writing is about	

37 up to 2	38 up to 4	39 up to 7			
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Jottings

*Pupils understand and respond appropriately to straightforward comments or instructions directed at them.
They convey meanings, including some relevant details, to a range of others.*

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Oaktree School Curriculum Ladder

Spoken Language Step 8 (40-42)

Pupil: _____

Learning target:	Date
I can speak in simple sentences	
I can take turns in a conversation	
I can listen to others and answer questions	
I can say what I think about my classmates' ideas	
I can respond to others in role-play	
I can talk to a peer in a supported group	
I can talk about people in a story	
I can say why I like or dislike something	

40 up to 2	41 up to 5	42 up to 8			
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Jottings

Pupils communicate clearly and in simple correct grammatical form about matters of interest to individuals and groups, for example, 'she gave the dog a biscuit'. They follow what others say and respond appropriately to straightforward comments. They convey meaning, making what they communicate relevant and interesting to the listener.

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Oaktree School Curriculum Ladder Spoken Language Step 9 (43-45)

Pupil: _____

Learning target:	Date
I can speak so that people understand what I mean	
I can use expression when speaking/ retelling	
I can talk about what I am doing	
I can say what I like about an activity	
I can begin conversations	
I can join conversations	
I can join in telling stories I know	
I can keep to the topic in my conversation	
I can use different voice levels	
I can use a puppet or toy as a prop	
I am beginning to speak in character	

43 up to 3	44 up to 7	45 up to 11			
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Jottings

Pupils communicate clearly about matters of interest, taking turns in a range of solutions and groups. They follow what others say and usually respond appropriately. They convey meaning, sustaining their contribution and the listeners' interest. Pupils talk about matters of immediate interest. They listen to others and usually respond appropriately.

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Oaktree School Curriculum Ladder

Spoken Language Step 10 (46-48)

Pupil: _____

Learning target:	Date
I can speak clearly to keep the listener interested	
I can say enough so that the listener can understand	
I can give more detail if I am asked	
I can pick out key facts from what I hear/heard/read	
I can ask questions to help me understand	
I can answer questions to help me understand	
I can use the right voice level	

46 up to 2	47 up to 4	48 up to 7			
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Jottings

Pupils communicate on topics of interest with people they know and include some details the listener needs to know. They express ideas using appropriate vocabulary. They show by their direct responses that they listen.

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Oaktree School Curriculum Ladder Spoken Language Step 11 (49-51)

Pupil: _____

Learning target:	Date
I can speak in front of the class about a chosen object	
I can talk about different topics with my peers	
I can choose what to tell a listener	
I can talk about what I have heard	
I can ask the teacher a relevant question	
I can discuss the characters in a story	
I can remember details in a story and tell others	

49 up to 2	50 up to 4	51 up to 7			
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Jottings

Pupils communicate on different topics with people they know, explaining details the listener needs to know. They develop ideas using varied expression. They show they are listening by commenting on what they have heard.

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Oaktree School Curriculum Ladder

Spoken Language Step 12 (52-54)

Pupil: _____

Learning target:	Date
I can tell a story giving the events in the correct order	
I know that people use more formal language in some situations	
I can recall main ideas accurately	
I can discuss my work with an adult	
I can give instructions to a group	
I can begin a discussion with an adult	
I can talk to a person I don't know	

52 up to 2	53 up to 4	54 up to 7			
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Jottings

Pupils communicate on a range of topics, sometimes with people who are unfamiliar with them, including relevant information the listener needs to know. They develop and explain ideas, using a more extensive vocabulary and begin to adapt to more formal situations. Pupils begin to show confidence in talking and listening, particularly where topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone are used.

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Oaktree School Curriculum Ladder

Spoken Language Step 13 (55-57)

Pupil: _____

Learning target:	Date
I can develop my ideas in discussion	
I can use words to compare	
I can give my ideas in the right order so that listeners can understand	
I can work together to achieve a group task	
I can use language to explain my ideas	
I can give my ideas with reasons	
I can give a talk to a class on a prepared topic	
I can give my opinion	
I can use facial expression when speaking	

55 up to 3	56 up to 6	57 up to 9			
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Jottings

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Spoken Language Step 14 (58-60)

Pupil: _____

Learning target:	Date
I can speak clearly, giving relevant information in discussion	
I can take an active role in drama	
I can develop a character through voice and gesture	
I can use different words when speaking to a pupil or a teacher	
I can find the key ideas when I listen to a text	
I can use language to predict what will happen next	
I can use words to contrast	

58 up to 2	59 up to 4	60 up to 7			
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Jottings

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Oaktree School Curriculum Ladder

Spoken Language Step 15 (61-63)

Pupil: _____

Learning target:	Date
I can change the pace of my speech when reading for different characters	
I can change my expression when reading in character	
I know people use language differently in formal situations	
I can express my own opinions and explain them clearly	
I can compare arguments	
I can take different roles in group work	
I can make notes to remember what I heard	
I can tell when information is clear and reliable	
I can see that people use different words, styles of speaking and tones of voice in different situations	
I can vary tone, pace and expression in my reading	
I can take a leadership role in a group activity	

61 up to 3	62 up to 7	63 up to 11			
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Jottings

Pupils express themselves and listen confidently in different contexts, exploring and communicating ideas. In discussion they show understanding of the main points. Through relevant comments and questions they show they have listened carefully. They begin to adapt what they are communicating to the needs of the listener, varying the use of vocabulary and level of detail. They are beginning to be aware of standard English.

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Oaktree School Curriculum Ladder

Spoken Language Step 16 (64-66)

Pupil: _____

Learning target:	Date
I can speak confidently	
I can summarise a story	
I can prepare a passage/ speech for a formal presentation	
I can summarise factual information	
I can understand irony	
I can use parts of speech correctly	
I can understand standard English vocabulary and grammar	

64 up to 2	65 up to 4	66 up to 7			
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Jottings

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Oaktree School Curriculum Ladder

Spoken Language Step 17 (67-69)

Pupil: _____

Learning target:	Date
I can give a detailed talk	
I can summarise key points from a passage I read	
I can vary my vocabulary according to context	
I can use irony	
I show respect for others' viewpoints	
I can use similes in speech	
I can use exaggeration for effect	

67 up to 2	68 up to 4	69 up to 7			
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Jottings

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Oaktree School Curriculum Ladder

Spoken Language Step 18 (70-72)

Pupil: _____

Learning target:	Date
I can use plurals correctly	
I can use different language for narrative and description	
I can use questions to clarify understanding	
I can understand how intonation affects meaning	
I can understand how to use humour in speech	
I can use body language to encourage a speaker	
I can give information using personal experience	
I can support a less confident speaker to contribute to a conversation	
I can change my vocabulary dependent on the audience	

70 up to 3	71 up to 6	72 up to 9			
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Jottings

Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly, they listen carefully, making contributions and asking questions that are responsive to the ideas and views of others. They use appropriately some of the features of standard English vocabulary and grammar.

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Oaktree School Curriculum Ladder

Spoken Language Steps 19-21 (73-81)

Pupil: _____

Learning target:	Date
I can adapt my speech to meet the needs of the listener	
I can use a wide range of vocabulary	
I can structure a presentation with an introduction and conclusion	
I can identify the key point in a discussion	
I can use standard English in formal situations	
I can reflect on how speech varies and how it impacts upon an audience	
I can talk and listen confidently in a variety of contexts, some of a formal nature	
I can vary my range of expression and vocabulary	
I can plan a presentation, deciding on roles, sources and information	

73 up to 1	74 up to 2	75 up to 3	76 up to 4	77 up to 5
78 up to 6	79 up to 7	80 up to 8	81 up to 9	

Jottings

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