

Please assess each child and put their names against one of the year groups (best fit).

Cognitive Skills	Baseline Assessment	End of Year Assessment
<b>Nursery</b>		
Use 'because' to develop ideas.		
Answers are relevant to what has been asked.		
Ask simple questions.		
Describe events that have happened to them.		
<b>Reception</b>		
Answers contain more detail are relevant to what has been asked.		
Questions asked are relevant to the situation.		
Describe events that have happened to them and experiences in detail.		
Retell stories.		
<b>Stage 1</b>		
Describe incidents or tell stories from their own experience in an audible voice.		
Give a reason(s) for their opinion or idea.		
Ask questions to find out more about something e.g. What? When? Why?		
Retell stories, ordering events using story language.		
Respond to what is said with relevant comments.		
<b>Stage 2</b>		
Draw upon what others say and make their own contribution.		
Respond to what has been said with their own and others' relevant experiences.		
Recognise when they haven't understood something or need more specific information and ask a question to help with this e.g. How do.....?		
Agree or disagree with someone's opinion politely explaining why.		
Explain ideas and events in chronological order.		
Listen to an adult talk, remember some specific points and identify what they have learned.		
<b>Stage 3</b>		
Give more detailed reasons for their opinions.		
Summarise a discussion.		
Draw upon what others say and make their own contribution in discussions.		
Challenge the ideas of others in discussions by politely disagreeing and providing a clear argument / alternative viewpoint or providing the argument by asking a question.		
Ask questions to find out more about a subject that is being discussed or to clarify their understanding.		
<b>Stage 4</b>		
Put forward opinions / viewpoints that aren't their own.		
Presentational talk is clearly sequenced and includes relevant details.		
Respond to others' points, demonstrating why they agree or disagree in group or whole class discussion. (Expanded comments.)		
Begin to understand the difference between open and closed questions and ask probing questions – Why....? Tell me how....? Do you think....? What will happen if.....?		
Given clear success criteria for oracy skills, they can identify their strengths and areas to improve.		
<b>Stage 5</b>		
Give supporting evidence based upon learned knowledge.		
Identify when a discussion is going off topic and be able to bring it back on track.		
Structure a detailed argument or speech.		
Reach a shared agreement in discussions.		
Ask probing questions – Why....? Tell me how....? Do you think....? What will happen if.....? to gain specific information to help their understanding.		
Given clear success criteria for oracy skills, they can identify their strengths and areas to improve.		
Explain ideas and events in chronological order.		
<b>Stage 6</b>		
Structure talk in sophisticated ways.		
Identify different types of question and respond appropriately, presenting mature evidence where appropriate.		
Ask a variety of question types depending on the required impact –open, closed, leading, negative and rhetorical.		
Use the skills of negotiation – listening, empathy and compromise, avoiding conflict.		
Given clear success criteria for oracy skills, they can identify their strengths and areas to improve.		