

Year 2 & 3

| Area | No support need | Low-moderate support need | High support need |
|---|--|--|---|
| Sentence Formulation and Grammar | <ul style="list-style-type: none"> □ commonly uses complex sentences that contain a conjoined or embedded clause □ has mastered most grammatical rules ie. says past tense endings (eg. <i>jumped</i>), irregular past tense correctly (eg. <i>ran</i>), and plurals correctly (eg. <i>sheep, horses, feet</i>) | <ul style="list-style-type: none"> □ reduced sentence length when compared with peers (has some complex sentence use) □ often confuses grammatical words and word endings (eg. irregular past tense - <i>runned</i> for <i>ran</i>, plurals - <i>sheeps, foots</i>) | <ul style="list-style-type: none"> □ simple sentence structure □ leaves out words/words in the wrong order □ has difficulty forming questions □ doesn't use <i>and, then, because</i> to join sentences □ frequent errors in past tense and plurals |
| Conversational Skills | <ul style="list-style-type: none"> □ can sustain a conversation with a number of audiences (eg. teachers, peers, adults) □ stays on topic and takes into account the audience and purpose when speaking □ uses tone, intonations and gesture to add to meaning of what is said | <ul style="list-style-type: none"> □ needs some help to hold a conversation and stay on topic □ speaks but gives limited information □ problems verbally interacting with their peers (eg negotiating, changing roles, dealing with conflict) | <ul style="list-style-type: none"> □ needs significant help to hold a conversation □ difficulty remaining on topic □ rarely speaks, difficulties in group discussion □ doesn't use "classroom talking rules" appropriately |
| Story Telling and Narrative | <ul style="list-style-type: none"> □ able to use formal introduction (eg. once upon a time . . .) □ uses complex grammatical connectives to sustain a topic (eg. <i>and then, because, when if, after</i>) □ includes <i>when, who, where, what</i> details □ story structure evident (eg. setting, character) | <ul style="list-style-type: none"> □ able to tell you a story with structure though some errors in sequence and some minor details missing □ connects sentences with <i>and, then, because</i> | <ul style="list-style-type: none"> □ tells a simple story, sentences may be simple with very little detail included □ errors in story sequencing evident, major events and details missing □ labels each picture, rather than tell a story □ limited use of <i>and, then, because</i> |
| Vocabulary and Meaning | <ul style="list-style-type: none"> □ develops specific vocabulary for different situations and purposes (eg. language for description, comparison) □ uses cognitive verbs (eg. <i>think, like, want</i>) to express thoughts and wishes □ uses comparative and superlative language | <ul style="list-style-type: none"> □ is beginning to develop a specific vocabulary for different situations and purposes □ may not know the names of some irregular items and objects □ difficulties with comparative and superlative, language (eg. <i>bigger than, tallest</i>) | <ul style="list-style-type: none"> □ frequent use of words like <i>that, there</i> □ difficult to follow the meaning of what is said □ limited vocabulary, difficulty naming items □ poor knowledge of concepts (eg <i>between, front, under</i>) |
| Understanding and Processing | <ul style="list-style-type: none"> □ is able to follow instructions that include two or three elements □ gives answers to complex questions (eg <i>why</i>) □ plans and gives instructions in a number of classroom situations □ uses questions to gain further information | <ul style="list-style-type: none"> □ occasional difficulty following instructions may occasionally require further explanation □ able to answer most questions although may have difficulty with <i>why</i> and <i>how</i> questions □ inconsistent listening skills | <ul style="list-style-type: none"> □ has difficulty following instructions □ gives incomplete, irrelevant or no response to questions □ does not ask for clarification when failing to understand □ poor listening skills |
| Metalinguistics Skills | <ul style="list-style-type: none"> □ is able to segment, manipulate/join sound units □ can define and recognise the concepts of <i>sound, letter</i> and <i>word</i> □ able to generate words beginning with a sound □ is beginning to develop a sense of humour and can appreciate riddles, jokes and puns | <ul style="list-style-type: none"> □ some difficulty in the segmentation and manipulation of sound units □ is able to give examples of sounds, letters, words and sentences and possesses some awareness of literacy concepts | <ul style="list-style-type: none"> □ unable to recognise rhyming words by listening □ unable to give examples of sounds and letters □ possesses little awareness of print conventions □ possesses little awareness of concepts (eg sounds, letters, words) |
| Fluency / Stuttering | <ul style="list-style-type: none"> □ speaks fluently | <ul style="list-style-type: none"> □ sound and word repetitions heard when the child is excited, tired or nervous □ often uses <i>ums</i> and <i>ers</i> to get started | <ul style="list-style-type: none"> □ frequently repeats sounds or words □ physically struggles to get words out □ becomes frustrated |
| Voice | <ul style="list-style-type: none"> □ voice sounds similar to peers | <ul style="list-style-type: none"> □ not applicable | <ul style="list-style-type: none"> □ usually sounds hoarse, nasal or monotonous □ consistently uses very high / low / loud voice |