## Screening for 4 to 5 year olds

|  |  |
| --- | --- |
| **Child's name** |  |
| **Child’s date of birth** |  |
| **List all languages the child is or****has been exposed to** |  |
| **School name** |  |
| **Name of person completing the****checklist** |  |
| **Relationship to the child** |  |
| **Date checklist completed** |  |
| **Child’s age on date of completion** | **years months** |

Read each statement and decide whether or not it applies to the child.

* + If it does apply tick the box
	+ If it does not apply cross the box
	+ If uncertain leave the box empty

Please provide additional examples to support your responses.

**Summary to be completed by SLT during referral discussion:**

Language Struc ture

Sound Articulation Grammar

Language Content

Attention and Comprehension Vocabulary and Expressive Language

Ability to Com municate

One-to-one Situation Group Situation

**Recommendations:**

Date discussed with SLT: To be received by SLT Admin by:

### Language Structure

Sound Articulation

Speech is clear and intelligible

Speech is intelligible when child is excited or attempting a lengthy utterance

Uses appropriate volume patterns when speaking, does not speak too loudly or softly

Uses appropriate intonation to convey meaning e.g. 'but *he* hit me' and '*Why* can't I?' ......

Articulates simple words in full, does not omit initial or final consonant e.g. '**y**ellow', 'be**d**', 'bu**s**'

Articulates initial consonant clusters 'tr', 'pi', 'sp', 'sn' e.g. '**tr**ain', '**pl**ane', '**sp**oon', '**sn**ake'

Articulates final consonant clusters 'mp', 'nk' e.g. Iamp, pi**nk**

Able to articulate multi-syllabic words in full, does not omit syllables e.g. 'elephant', 'tomato', 'banana' Grammar

Uses determiners ‘the’, ‘a’ e.g. ‘she has **a** dog’

Used conjunctions to link sentences e.g. and, when, because

Uses the correct regular and irregular present tense e.g. ‘he is running’, ‘she catches’

Uses the correct regular and irregular past tense e.g. ‘she walked’, ‘it broke’

Uses plurals correctly e.g. houses, men

Uses possessives e.g. ‘Mum’s car’

Uses negative auxiliaries e.g. can’t, won’t, don’t

* Uses ‘what’, ‘who’, ‘where’ to ask questions e.g. Where’s daddy?’

**Language Content**

Attention and Com prehens ion

Able to attend to stimuli from two different sources e.g. completing a jigsaw and listening to the teacher

Listens attentively to a simple story

Able to follow stories unaccompanied by pictures

Able to follow simple instructions e.g. 'Pick up the book and take it to the other room’

Understands the spatial concepts: in, on, under

Understands words relating to time e.g. yesterday, tomorrow, this afternoon

Understands emotion words e.g. happy, sad, angry

Able to classify objects into categories e.g. types of fruit or animal

Voc abulary and Expres sive Language

Has wide vocabulary of basic words

Is able to name shapes e.g. square, circle, triangle

Is able to name sizes e.g. big, small, tall, short

Uses comparatives e.g. bigger, smaller, taller, shorter

Uses adverbs e.g. quickly, slowly, loudly, quietly

Uses appropriate pronouns e.g. I, me, my, mine, you, yours, your

Is able to summarise the content of stories

Is able to describe a sequence of events e.g. 'They had a bath and then went to bed’

### Ability to Communicate

Please mark box and give an example where possible

|  |  |  |
| --- | --- | --- |
|  | One-to-one situation(with an adult) | Group situation(with peers) |
| Is willing to take part in conversations |  |  |
| Takes turns in conversations |  |  |
| Uses non-verbal devices to gain attention e.g. eye contact, physical contact |  |  |
| Uses non-verbal devices when listening e.g. assumes attentive body posture, maintains eye contact |  |  |
| Uses non-verbal devices when talking e.g. uses gestures, points, changes facial expression |  |  |
| Uses non-verbal devices when talking e.g. uses gestures, points, changes facial expression |  |  |
| Understands other people's non-verbal expressions and gestures |  |  |
| Uses verbal devices to gain attention e.g. hey, look, see |  |  |
| Initiates conversatione.g. by asking questions or making requests |  |  |
| Responds appropriately to questions and requests |  |  |

## Screening for 6 to 10 year olds

|  |  |
| --- | --- |
| **Child's name** |  |
| **Child’s date of birth** |  |
| **List all languages the child is or****has been exposed to** |  |
| **School name** |  |
| **Name of person completing the****checklist** |  |
| **Relationship to the child** |  |
| **Date checklist completed** |  |
| **Child’s age on date of completion** | **years months** |

Read each statement and decide whether or not it applies to the child.

* + If it does apply tick the box
	+ If it does not apply cross the box
	+ If uncertain leave the box empty

Please provide additional examples to support your responses.

**Summary to be completed by SLT during referral discussion:**

Response to Sound Movement and Motor Skills Cognitive Processes Errors in Sound Communication

Play and Recreation Vocabulary Grammar

**Recommendations:**

Date discussed with SLT: To be received by SLT Admin by:

**Response to Sound**

Cannot imitate a simple handclap rhythm

Has difficulty in recognising simple tunes

Has difficulty responding to different types of sounds e.g. pitch, volume

Has difficulty in screening out irrelevant sounds and attending to verbal information e.g. when the teacher is talking

**Movement and Motor Skills**

Finds judging speed and distance difficult e.g. when catching a ball

Has not established a preference for the right or left hand or the right or left foot

Has poorly developed self-help skills e.g. has problems with dressing, eating, washing Has poor pencil control

Has poor co-ordination e.g. finds it difficult to use alternate feet when walking downstairs, to hop on one foot or to kick a ball

**Cognitive Processes**

Has difficulty in understanding the language of sequencing e.g. before, after

Has difficulty in ordering a sequence of activities required to complete a task e.g. cooking

Has difficulty in learning the order of days of the week, months, seasons

Has difficulty recalling three or more items in short-term memory

Has poor verbal long-term memory for single words

**Errors in Sound**

Omits the beginnings and/or endings of words e.g. ‘pretending’ becomes ‘tending’

Reduces multi-syllabic words e.g. ‘potato’ becomes ‘tato’

Speaks less intelligibly when excited

Speaks less intelligibly when attempting a lengthy utterance

Shows persistent confusion when saying voiced and unvoiced sounds e.g. p/b, f/v, t/d, k/g

**Communication**

Has delayed understanding of question words e.g. what, who

Does not follow instructions without prompting

Offers limited verbal comments on own activities

Gives unexpected responses to questions

Uses inappropriate intonation and volume when speaking

**Play and Recreation**

Has difficulty following a story without many visual cues

Has no play involving sounds, rhymes or words

Is slow to learn rules of group games and positions in sports

Enjoys the visual content of television programmes but finds it hard to follow stories and plots

Humour tends towards visual and slapstick with poor appreciation of verbal jokes and puns

**Vocabulary**

Has difficulty with words relating to time e.g. afternoon

Has difficulty with prepositions and adverbs

Has difficulty with words that change their reference in different circumstances e.g. sister, daughter, here, there

Has frequent 'tip of the tongue' moments i.e. is unable to recall words previously known

Tends towards literal interpretation of idiom e.g. 'pull your socks up'

**Grammar**

Omits auxiliary verbs e.g. ‘She sitting on floor’ (omitting ‘is’)

Omits the verb ‘to be’ e.g. ‘David naughty’ (omitting ‘is’)

Does not change word order to form questions e.g. ‘He is going?’ instead of ‘Is he going?’

Omits word endings e.g. in plurals or possessives

Omits whole words e.g. ‘Where book?’ (omitting ‘is the’)