

Indicators of Expressive Language Difficulties in the Classroom

Pupil's Name:	Year Group:	Date of birth:
Date:	Completed by:	

Indicator	Impact
Speech is not intelligible	<i>Hard for pupils to spell when they cannot sound out letter by letter. Will also affect number labels e.g. teen and ty numbers (13/30).</i>
Language sounds immature compared to peers (e.g. Big boy not got coat)	<i>This will affect sentence construction in writing.</i>
Has limited vocabulary compared to peers/ uses few descriptive words	<i>This can affect reading comprehension as well as writing composition.</i>
Misses out smaller parts of sentences (e.g. is, was, and, the ,to)	<i>This will affect sentence construction.</i>
Misses off endings of words like 'ing' 'ed'	<i>This may look like spelling difficulties with missing suffixes and word endings.</i>
Often restarts when speaking; leaves the listener confused	<i>This will affect speed and composition of writing.</i>
Sentences are short and simple	<i>Written content will be limited in line with speech.</i>
Words are often in an incorrect order	<i>This will be reflected in written work.</i>
Trouble learning new words	<i>Limited vocabulary, especially for new/ technical work across the curriculum, including maths. Will also affect reading for meaning.</i>
Can't find words they know - 'tip of the tongue' so lots of pauses /hesitations	<i>May affect results on assessments requiring word generation. Will affect writing speeds.</i>
Confuses pronouns	<i>Will be reflected in their written sentence construction and may affect reading comprehension.</i>
Has problems taking turns	<i>May find talking partners or group work difficulty when preparing for writing.</i>
Changes topic frequently and inappropriately	<i>Will find it difficult to organise and plan ideas. May find it hard to stay on task. Multi-step operations in maths will be more challenging.</i>

Has trouble sequencing events when retelling	<i>Difficulty in sequencing ideas for writing. Sequencing in maths e.g. times tables, counting backwards. May also affect reading comprehension when required to order events.</i>
Has difficulty linking ideas	<i>Will affect organisation of written work and use and understanding of connectives.</i>
Often leaves out important details	<i>Will be reflected in written work.</i>
Cannot give clear explanations	<i>May find it hard to explain their thinking in maths. Will find explanation writing across the curriculum difficult.</i>
Unable to contribute towards classroom discussions	<i>May not always demonstrate understanding of concepts.</i>

Additional comments/observations:

Next steps (eg discuss with parents/ use ELKLAN strategies):