**Speech, Language and Communication Needs (SLCN) Checklist**

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| --- | --- | --- | --- |
| **Name of child:** |  | **Date of Birth:** |  |
| **Name/role of adult completing checklist:** | |  | |
| **School:** |  | **Date:** |  |

Please indicate your **level of concern** for each statement and **provide examples/observations/comments**.

This checklist will be used to inform discussion with you at the Learner in Context meeting.

**Please complete sections relevant to your concerns:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Difficulty** | **Never** | **Sometimes** | **Often** | **Always** |
| **Listening and Attention:** Is the child/young person able to: | | | | |
| respond to whole class listening prompts? |  |  |  |  |
| listen to instructions, filtering out background noise? |  |  |  |  |
| take part in 1:1 activities? |  |  |  |  |
| take part in small group tasks with a shared focus? |  |  |  |  |
| take part in whole class/school activities? |  |  |  |  |
| **Reasons for concerns:** | | | | |

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| **Area of Difficulty** | **Never** | **Sometimes** | **Often** | **Always** |
| **Understanding:** **Following instructions:** Is the child/young person able to: | | | | |
| follow simple instructions? |  |  |  |  |
| follow instructions outside the classroom e.g. in PE lessons? |  |  |  |  |
| follow directions including concepts (e.g. in, on, first, next to)? |  |  |  |  |
| follow a sequence of instructions? |  |  |  |  |

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| **Area of Difficulty continued** | **Never** | **Sometimes** | **Often** | **Always** |
| **Understanding: Responding to questions:** Is the child/young person able to: | | | | |
| ask for repetition/clarification if they do not understand? |  |  |  |  |
| recall basic information from an activity, discussion or text? |  |  |  |  |
| follow group/class discussions? |  |  |  |  |
| **Understanding: Inferential understanding:** Is the child/young person able to: | | | | |
| answer simple questions when the answer is in front of them, e.g. in a book? |  |  |  |  |
| suggest how a person might be feeling or what they may say? |  |  |  |  |
| make a prediction? |  |  |  |  |
| suggest how to solve a problem? |  |  |  |  |
| justify their own responses or answer a ***why?*** question? |  |  |  |  |
| understand sarcasm/jokes/figurative language? |  |  |  |  |
| **Reasons for concerns:** | | | | |

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| **Area of Difficulty** | **Never** | **Sometimes** | **Often** | **Always** |
| **Spoken Language:** is the child/young person able to: | | | | |
| speak fluently with few hesitations? |  |  |  |  |
| use short sentences and simple vocabulary? |  |  |  |  |
| retell a simple story or event? |  |  |  |  |
| use connectives (and, because, although, etc)? |  |  |  |  |
| put words in the right order when speaking? |  |  |  |  |
| include the little words like “is, was, the” when talking? |  |  |  |  |
| use past, present and future tense markers when talking? |  |  |  |  |

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| **Area of Difficulty continued** | **Never** | **Sometimes** | **Often** | **Always** |
| **Spoken Language:** is the child/young person able to: | | | | |
| use language to reason, compare and explain cause and effect? |  |  |  |  |
| talk/explain in more detail to tell others what to do? |  |  |  |  |
| **Reasons for concerns:** | | | | |

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| **Area of Difficulty** | **Never** | **Sometimes** | **Often** | **Always** |
| **Speech:** Is the child/young person able to: | | | | |
| speak intelligibly to an unknown adult? |  |  |  |  |
| speak intelligibly when conversation is out of known context? |  |  |  |  |
| speak without showing signs of frustration or anxiety? |  |  |  |  |
| speak at a usual pace so that words are evenly spaced? |  |  |  |  |
| speak using a typical tone of voice? |  |  |  |  |
| **Reasons for concerns:** | | | | |

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| **Area of Difficulty** | **Never** | **Sometimes** | **Often** | **Always** |
| **Vocabulary: Is the child/young person able to:** | | | | |
| sort and describe objects/pictures/words into categories? |  |  |  |  |
| identify keywords/points in instructions? |  |  |  |  |
| use words that relate to the topic? |  |  |  |  |
| talk about words that mean the same/opposite and words with multiple meanings? |  |  |  |  |
| use newly learned words in spoken and written sentences |  |  |  |  |
| use specific words/phrases (including topic-related words)? i.e. do they often say, “thingy, what do you call it?”) |  |  |  |  |
| **Area of Difficulty continued** | | | | |
| **Vocabulary:** | | | | |
| **Reasons for concerns:** | | | | |

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| --- | --- | --- | --- | --- |
| **Area of Difficulty** | **Never** | **Sometimes** | **Often** | **Always** |
| **Phonological Awareness: Is the child/young person able to:** | | | | |
| identify/blend/segment syllables in words? |  |  |  |  |
| identify/generate rhyming words? |  |  |  |  |
| generate a word beginning with the same sound as another word? |  |  |  |  |
| blend/segment two sounds together? |  |  |  |  |
| identify initial/final sounds in a word? |  |  |  |  |
| match 6 letters to corresponding sounds? |  |  |  |  |
| **Reasons for concerns:** | | | | |

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| --- | --- | --- | --- | --- |
| **Area of Difficulty** | **Never** | **Sometimes** | **Often** | **Always** |
| **Social Use of Language:**  at an age appropriate level is the child/young person able to: | | | | |
| give eye contact when talking to you? |  |  |  |  |
| play with peers? |  |  |  |  |
| cope with change/transitions? |  |  |  |  |
| manage disagreements with peers? |  |  |  |  |
| express feelings in words? |  |  |  |  |
| **Reasons for concerns:** | | | | |

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