



Speech, Language and

Communication Needs (SLCN)

Checklist

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:				

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?				

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:				

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?				

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:				

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:				

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:

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:				

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:				

NIES, Speech, Language and Communication Service

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FACEBOOK: <https://m.facebook.com/speechandlanguage/team/?ref=bookmarks>