

# Identification of pupils with SLCN: Secondary

Young person's name:

Completed by:

Date:

## Speech

Speaks too quickly (words run into each other).

Not easily understood.

Says the same word differently at different times.

Stammers, for example, hesitates, repeats sounds/words, and gets stuck.


## Expressive language

Limited vocabulary that could lead to excessive swearing.

Finds it hard to express emotions verbally.

Fluent clear speech that doesn't seem to mean much.

Trouble learning new words, for example, names of people and objects.

Failure to provide significant information to listeners.

Uses made-up words that are almost appropriate, for example, 'window worker man'.

Problems with prepositions (e.g. 'on', 'under', 'over', 'behind', etc.) or tenses.

May take a long time to organise words into a sentence.

Misses out words or puts them in the wrong order.

Problems giving specific answers or explanations.

Difficulties joining sentences with 'and', 'because', 'so', and so on or by using one of these words too much.

Has problems sequencing events and ideas appropriately.

Cannot retell a simple story.


## Understanding language

Difficulties following long or complex instructions.

Better understanding in a one-to-one situation than in a group.

Watches and copies others when instructions are given.

Unable to remember and recount last week's episode of a 'soap' on TV.

Tends to take things literally.

Inappropriate response to abstract language, for example, 'keep your hair on'.

Repeats what you say rather than responding appropriately.


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Problems understanding implied meaning (e.g. 'I wouldn't take my shoes off now', meaning 'Don't take your shoes off').

Slow to learn new routines.


**Using language with others**

Interrupts inappropriately.

Avoids situations that require words.

Unable to vary language with the situation.

Attracts attention in inappropriate ways or without words.

In conversation, moves from topic to topic for no obvious reason or finds it difficult to change the subject.

Has problems taking turns in conversation.

Does not ask questions or start a conversation.

Does not say if cannot understand.
