

EAL - Before identifying a student has Expressive Language difficulties, please consider if the student has EAL. To help you decide there is a helpful flow chart/ Assessment pack you can find here: <http://redbridgeserc.org/resources/category/eal-checklist>

Expressive Language

The ability to convey thoughts and feelings, wants and needs, through verbal and non-verbal communication

	Tier 1 Classroom identification and support
	Tier 2 School SEND support + IEP
	Tier 3 School SEND support + outside agencies
	Tier 4 EHC support



Please indicate if student has

HI	
VI	
EAL	
Other	



Date:

Name of teacher(s) assessing:

Year group:

How to use this document: insert pupil initials into the relevant tabs and indicate if the given statements are 'present' or 'not present' in each tier. More selections in a specific tier will indicate the needs of the pupil. Once you have identified possible level of need, you will need to consider next steps to support the student in class.

Insert Initials here and use it as a reference as you go through this document:

Pupil A: **B:** **C:** **D:** **E:**

Key: 'np' – Not present 'p' – present (circle as appropriate)

| Tier 1 - Observable behaviours/ difficulties | Initials | |
|---|----------|---|----------|---|----------|---|----------|---|----------|---|
| <p>Using language for a range of purposes</p> <ul style="list-style-type: none"> • <i>Initiating conversations</i> • <i>Responding in conversations</i> • <i>Asking for help</i> • <i>Expressing emotions</i> • <i>Retell a sequential story</i> • <i>Able to make simple inferences linked to experiences</i> • <i>Uses different language depending on who, where and what they are doing</i> | np | p |
| <p>Vocabulary may be weak</p> <ul style="list-style-type: none"> • <i>Age-appropriate vocabulary i.e. Weak application of verbs and nouns</i> • <i>Using limited words in conversation</i> • <i>Not using learned/topic vocabulary appropriately</i> | np | p |
| <p>Intonation may be unusual</p> <ul style="list-style-type: none"> • <i>Pitch/sound level/Monotone</i> • <i>Shouting out/inappropriate pitch for classroom environment i.e. using outside voice</i> • <i>Using quiet voice</i> • <i>Unaware of social surroundings</i> • <i>Not regulating</i> | np | p |
| <p>Use very general words like “get”, “make”, or “thing” where a more specific word would be appropriate/use of incorrect tenses</p> <ul style="list-style-type: none"> - <i>'I went to the shop to get that thing with mummy and gotted her purse out'</i> | np | p |

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<p>They may know a word but appear not be able to access it, resulting in lots of “...ers/ ums”, or use of gestures to try to get their message across</p> <ul style="list-style-type: none"> - Using 'er' when teacher asks questions - Takes a while to respond, using 'er' to fill in gaps in vocabulary - Pointing or moving hands to try and explain themselves - Sentences fragmented or incomplete. 	np	p													
<p>Articulation</p> <ul style="list-style-type: none"> - Mild difficulty, although can be understood 'The cat sat on the doordep' 	np	p													
Tier 2 - Observable behaviours/ difficulties											Initials	Initials	Initials	Initials	Initials
<p>Has difficulty using language for a range of purposes</p> <ul style="list-style-type: none"> - Difficulty asking for help i.e., with school-work or functional activities - Difficulty with responding appropriately in conversations with others, i.e., talking partner activity as part of a lesson/group activity/ carpet time asking a child a question - Expressing emotions or needs - Fragmented retell of a sequential story omitting key vocabulary, perhaps substituting with alternative words i.e., Goldilocks was walking through the park. 	np	p													
<p>May express meaning in an unusual form</p> <ul style="list-style-type: none"> - Challenging behaviours - Recalling the meaning of a word - May go off in tangents, i.e., Teacher ask What did Goldilocks eat? reply Goldilocks had food, I like cornflakes, I had milk today 	np	p													

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<p>May seem to be struggling for words to express themselves</p> <ul style="list-style-type: none"> - <i>Saying 'no' to instructions</i> - <i>Using the wrong language to explain how they feel, e.g., depressed for sad</i> - <i>Finding a child upset in the playground, they may be crying but cannot explain why, instead points at their knee. Saying they are upset but not being able to explain why</i> - <i>Not responding at all</i> - <i>Not starting a task they do not know how to form the responses to an activity</i> 	np	p								
<p>Uses spontaneous language but expressive language is weak??***</p> <ul style="list-style-type: none"> - <i>Using vocabulary in the wrong context</i> - <i>Knowing vocabulary however unable to apply in a structured sentence.</i> - <i>Appears to understand auditory information or instruction, but unable to respond/explain i.e., finds a new item, but cannot use appropriate language to describe it</i> - <i>Using key words with gestures to show what they've seen i.e., a video as part of a lesson or an assembly event @ they - - Difficulty retrieving or knowing the appropriate words to describe something. i.e., 'They, used a . . . (uses gestures instead of the word) . . . thing to score a goal'</i> 	np	p								
<p>They may miss off the endings of words</p> <ul style="list-style-type: none"> - <i>Errors in verb endings when speaking e.g., "ing", "ed", or "s"</i> - <i>Explaining something to teacher, or showing something, they may say, 'it was rain outside', 'I ranned with my friend', 'I goed' or 'I dunned it'</i> 	np	p								
<p>Unusual use of intonation becomes more evident</p> <ul style="list-style-type: none"> - <i>Speaking in different accents</i> - <i>Lack of variation in tone of voice.</i> - <i>Difficulty regulating Pitch/sound level - Shouting out / inappropriate pitch for classroom environment i.e. using outside voice in a library or assembly hall</i> - <i>Stressing words / sounds inappropriately. e.g. Josh shouted out Help!! stressing 'out' instead 'Help'</i> 	np	p								

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<p>Use the wrong words for things</p> <ul style="list-style-type: none"> - e.g. use a related word like "chair", instead of "table", or a word that sounds similar like "telephone" instead of "television" i.e., Saying cat instead of dog because of the connection, or mouse instead of house because they rhyme 	np	p	np	p	np	p	np	p
<p>Children with expressive difficulties often are very aware of their difficulties. You may notice that they become withdrawn, do not initiate speaking in class, or they become frustrated, all of which can result in low self-esteem and/or behavioural difficulties</p> <ul style="list-style-type: none"> - Throwing arms up to say, 'you know what I mean' (becoming frustrated) - Jumping up from the chair - Distracting others - Avoidance behaviours i.e., asking to go to the toilet - Not putting hand up to answer questions on the carpet - Reluctance to try or work independently 	np	p	np	p	np	p	np	p
<p>Their words may come out in an 'unusual' order</p> <ul style="list-style-type: none"> - 'toilet, go' - 'not working, iPad broken' - 'on it' (whilst pointing at the computer screen) - 'is it to go out time yet?' 	np	p	np	p	np	p	np	p



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| Tier 3 - Observable behaviours/ difficulties | Initials | |
|--|----------|---|----------|---|----------|---|----------|---|----------|---|
| <p>Uses a selective or limited range of vocab or responses</p> <ul style="list-style-type: none"> - <i>i.e., How is the character feeling? Pupil: 'sad/happy'. How are you today? Pupil: 'sad/happy'</i> - <i>difficulty asking for help from teachers and peers i.e., with school-work or functional activities</i> - <i>Difficultly responding appropriately in conversations with others i.e., talking partner activity as part of a lesson/group activity / carpet time asking a child a question</i> - <i>Difficulty with expressing emotions or needs</i> | np | p |
| <p>Children who have expressive language difficulties are very likely to have difficulties with literacy. The same problems they have with spoken sentences will be evident in a child's written attempts at sentences</p> <ul style="list-style-type: none"> - <i>Wrong verb endings</i> - <i>Jumbled sentences</i> - <i>Missing words</i> - <i>Incorrect use of vocabulary</i> - <i>Pronunciation/ articulating words incorrectly</i> - <i>Not secure with categories i.e., fruit / vegetables/ modes of transport/ living things . . .</i> - <i>An example written by a student may look like: 'He gonna ranned away'</i> | np | p |
| <p>Minimal use of verbal expressive language, frequent grammatical errors</p> <ul style="list-style-type: none"> - <i>Child uses gestures or behaviours to express themselves</i> - <i>I spoked to my friend yesterday</i> - <i>Reluctance to use language and make errors Infront of peers</i> | np | p |
| <p>They may miss out the small parts of a sentence like "the" or "and"</p> <ul style="list-style-type: none"> - <i>Using gestures to try to express themselves</i> <p>Examples include:
 '<i>I went park eat ice-cream'</i>
 '<i>I goed school'</i></p> | np | p |

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<p>They may rely on learnt social phrases, which they use a lot ***</p> <ul style="list-style-type: none"> - 'innit' - 'oi' - 'alright?' - 'I mean...' - 'Y' know ... 	np	p								
<p>They may miss important information in a sentence</p> <ul style="list-style-type: none"> - They may say 'He washing' without saying what he is washing - 'He done it' - 'She did that thing' - Mixing personal pronouns - Unable to retell a sequential story from an auditory source * 	np	p								
<p>Short sentences used in response to questions</p> <ul style="list-style-type: none"> - Replying with 'yes/no' - Shrugging shoulders - Teacher asks: 'where is goldilocks pointing', pupil says 'there' 	np	p								
<p>Their language may sound "immature" compared with other children of their age</p> <ul style="list-style-type: none"> - I go shop - Me do it 	np	p								

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| Tier 4 - Observable behaviours/ difficulties | Initials | |
|--|----------|---|----------|---|----------|---|----------|---|----------|---|
| <p>May need an adult prompt to elicit a response</p> <ul style="list-style-type: none"> - No response to question or instructions unless there is 1:1 adult intervention - Gain pupil attention before asking a question. - Repeat of information/ instruction. - Visual cues & prompts. - One-word answers expected/modelled - Giving forced alternatives/choices of 3 to choose answers | np | p |
| <p>May use single words or echoed phrases</p> <ul style="list-style-type: none"> - Echoing back questions teacher asks, 'where is goldilocks?', pupil repeats question back rather than answering the question - 'open door' - 'help please' - 'yes'/'no' | np | p |
| <p>Only uses a selective range of vocabulary or responses</p> <ul style="list-style-type: none"> - 'yes'/'no' - 'where is goldilocks?' pupil responds, 'home', because that's the familiar/target word that they've learnt - What do you drink? Water/ What do you eat? Food | np | p |
| <p>Visual prompts are necessary for communication</p> <ul style="list-style-type: none"> - Sequencing visuals - Illustrated word/story mats - Visual task planner to support with a specific activity - 'help' visual / sound prompt | np | p |

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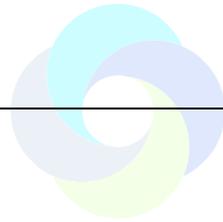
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Additional information (EAL, VI, HI):

Provide information about additional needs below including previous support from external agencies and current support in place

EAL	
HI	
VI	



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Strategies and interventions to consider to support Expressive Language difficulties

What to do next?

Once you have identified possible level of need, you will need to consider next steps to support the student in class.

1. Teacher tips and tricks

Here you will find a series of easy small changes to your everyday practice to help include and support a range of student's language needs.

Click here: <https://www.youtube.com/redbridgeseatss>

2. Interventions and strategies to try when supporting students who have expressive language needs in class.

YouTube video: <http://redbridgeserc.org/resources/entry/structured-conversations-in-the-classroom>

Talk Boost: <https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/>

Ms Lane's SLP Materials: <http://slpmaterials.blogspot.com/search/label/expressive%20language>

Written instructions using talking tins: <http://redbridgeserc.org/resources/entry/written-instructions-using-talking-tins>

Talking tins: <http://redbridgeserc.org/resources/entry/how-to-use-talking-tins>

Communicate in print – generate pictures as you type: <https://www.widgit.com/products/inprint/index.htm>

Afasic: <https://www.afasic.org.uk/resources/free-downloads/learning-about-impairments/>

<https://www.afasic.org.uk/about-talking/what-skills-are-involved/>

<https://www.afasic.org.uk/about-talking/for-professionals/>

<https://www.afasic.org.uk/resources/free-downloads/recognising-a-problem-and-getting-help/>

Active Listening (SEaTSS video): <https://www.youtube.com/watch?v=JODgdusVPCc>

Receptive Language - Free games and activities to download: <https://www.speechandlanguagekids.com/receptive-language-delay/>

Conversation Box: <http://redbridgeserc.org/resources/entry/conversation-box>

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Conversation starters and tick list: <http://redbridgeserc.org/resources/entry/conversation-starters-and-tick-list>

3. Resources

Here are some Resources that support students who have S&L needs. Talk to your Senco to see who has these in school, and if there are staff trained in these approaches to support you.

Click here: <http://redbridgeserc.org/resources/category/expressive-language-resources>

4. Talk to SENCO if you have students who score heavily in Tier 3 or Tier 4



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Teacher reflections & thoughts

Use this space to brainstorm ideas, thoughts and questions that you may have for this specific need.

Examples may include: classroom layout plans, planning groups, actions, who you would like to contact, information you would like to collate to support the pupil, CPD recommendations etc.

