

Promoting the expertise of schools to meet the needs of learners with specific learning difficulties through advisory work, training and exemplar teaching

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>

Discuss these indicators with your SENCo. Refer to the SLCN Link document in Section 1 of this file and the reasonable adjustments sheet in Section 4 of the file, produced by the Laurance Haines SpLD Outreach Service.