

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

Indicators of Receptive Language Difficulties in the Classroom

Pupil's Name:	Year Group:	Date of birth:
Date:	Completed by:	

Indicator	Impact in the Classroom
Has trouble concentrating during teacher talk	<i>May miss key pieces of information/ instructions.</i>
Does not initiate responses to instructions - follows what others do/copies peers	<i>May be confused with working memory or processing difficulties.</i>
Only partially follows instructions and may need clarification or repetition	<i>Writing may lose focus or be incomplete.</i>
Does not respond to questions appropriately	<i>Will affect ability to answer worded questions across the curriculum.</i>
Responds in a very literal manner/does not understand humour	<i>Will affect ability to infer meaning from text and making inferences.</i>
Misinterprets information; confuses who did what to whom	<i>Will affect reading comprehension, problem solving in maths. May find it difficult to complete written h/w tasks.</i>
Has difficulty remembering information	<i>Will affect rote learning or facts across the curriculum. Will find multi-step tasks very difficult.</i>
Is disorganised; forgets items	<i>Finds it hard to sequence ideas for writing or multistep operations.</i>
Has difficulty remembering common sequences, such as days of the week	<i>Will affect spelling accuracy. Will affect many areas of maths.</i>
Takes longer than peers to learn new words	<i>May struggle with new vocabulary across the curriculum. May also impact on reading comprehension.</i>
Has a better understanding in a one-to-one situation than in a group	<i>May need pre-teaching of vocabulary and key concepts.</i>
May understand short, simple sentences but struggles with longer ones	<i>Limited sentence construction. Longer pieces of writing may appear jumbled.</i>
Repeats what you say rather than responding appropriately, rehearses what you said to help themselves remember it while they work out what it means (slow processing)	<i>Will find orally presented information difficult to process.</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.