

## Appendix 1: 2-Year Screen

	Expected Development - Provide Universal Support	✓	Provide Targeted Interventions and Monitor	✓	May Need Specialist Support - Start Targeted Support/Collecting Information for Referral	✓
Understanding	Understands lot of words and simple instructions e.g. where are your shoes? Show me your nose.		Shows little understanding of the name of familiar objects, actions and instructions e.g. where is the car?		Child is not responding to any adult language e.g. adult calling their name, naming objects (Also refer to Audiology for a hearing test).	
Use of language	Uses a range of single words and puts two words together e.g. 'more juice', 'Ben jump'.		<ul style="list-style-type: none"> <li>Using no words or a smaller number of single words</li> <li>Not copying words or phrases - speak to Health Visitor about Let's Get Talking referral.</li> </ul>		Child has attended Let's Get Talking group and made little progress (after a period of 2-3 months post group).	
Speech	<ul style="list-style-type: none"> <li>Child is understood by family members around 50% of the time</li> <li>Child often miss ends off words at this stage</li> <li>Sounds to expect at this stage: p, b, m, n, t, d</li> <li>Sounds emerging by 3 years: w, s, f, k, g</li> </ul>		Child is understood by main carer around 50% of the time but other family members often cannot understand.		Alongside good developing language: <ul style="list-style-type: none"> <li>Very few of the early consonant sounds developing</li> <li>Child only using vowel sounds</li> <li>Reduced number of speech sounds</li> </ul>	
Social Skills	Gradually able to engage in 'pretend' play with toys (this supports the child to imagine another's point of view). Looks to others for responses which confirm, contribute to, or challenge their understanding.		<ul style="list-style-type: none"> <li>Child avoids playing with other children</li> <li>Child becomes upset with routine change</li> <li>Child uses limited or too much eye-contact</li> <li>Child does not engage in symbolic or imaginative play</li> </ul>		Specialist support is only required if there are additional or associated difficulties with understanding and/or using language.	
Stammering / Voice / Hearing	Child is able to use fluent speech, without stammering.		Child has been stammering less than 6 months.		Child has been stammering more than 6 months.	
	Voice quality is normal - Not breathy or husky.		Any concerns - make referral.		Child has significant hoarse voice or voice loss.	
	Child is able to hear accurately.		Any concerns, refer to Audiology.		Any concerns, refer to Audiology.	

## Appendix 2: 3-Year Screen

	Expected Development - Provide Universal Support	✓	Provide Targeted Interventions and Monitor	✓	May Need Specialist Support - Start Targeted Support/Collecting Information for Referral	✓
Understanding	<ul style="list-style-type: none"> <li>Understands longer instructions such as 'make teddy jump on the chair', simple 'who, what, where' questions, and uses them.</li> <li>Starting to understand simple concepts such as 'big', 'little', 'in'</li> </ul>		Understands only simple instructions such as 'put the cup on the table', without adult support e.g. pointing or showing.		Difficulty understanding simple instructions. Needs adult support e.g. pointing and showing.	
Use of language	<ul style="list-style-type: none"> <li>Puts 3 or more words together in a sentence</li> <li>Uses action words as well as nouns</li> <li>Beginning to use word endings e.g. 'going', 'cats'</li> <li>Can retell a simple past event</li> </ul>		<ul style="list-style-type: none"> <li>Using sentences containing only 2-3 words e.g. 'more juice', 'mummy wash hands', and has made progress over the last 3 months.</li> </ul>		<ul style="list-style-type: none"> <li>Points rather than saying words</li> <li>Says single words, not linking them together in sentences (no progress in 3 months)</li> <li>Unusual word order</li> </ul>	
Speech	<ul style="list-style-type: none"> <li>Child mostly understood by familiar people</li> <li>Most sounds are now heard</li> <li>it is very common for child to have difficulty with k, g, ch, j, sh, th, r, and y, at this age.</li> </ul>		Child understood by familiar people some of the time. They may be less clear when excited or upset.		<ul style="list-style-type: none"> <li>Child not understood by familiar people most of the time</li> <li>Child misses sounds at the start/end of words</li> <li>Child's vowels are unclear</li> <li>Only uses a small range of sounds</li> </ul>	
Social Skills	<ul style="list-style-type: none"> <li>Able to initiate shared attention in their play, by bringing an item to, or looking towards an adult</li> <li>Able to share attention in their play</li> <li>Able to show interest in a range of toys/activities</li> <li>Able to pretend in play e.g. pretending to make teddy a drink</li> </ul>		<ul style="list-style-type: none"> <li>Child plays for long periods on their own</li> <li>Child doesn't often respond when an adult joins their play</li> <li>child becomes upset with routine changes</li> <li>Child is repetitive with their play - repeating the same actions/playing with one toy for a long time</li> <li>Child does not engage in imaginative play</li> </ul>		Specialist support is only required if there are additional or associated difficulties with understanding and/or using language.	
Stammering / Voice / Hearing	Able to use fluent speech without stammering.		Child has been stammering less than 6 months.		Child has been stammering more than 6 months.	
	Voice quality is normal - Not breathy or husky.		Any concerns - make referral.		Child has significant hoarse voice or voice loss.	
	Child is able to hear accurately.		Any concerns, refer to Audiology.		Any concerns, refer to Audiology.	

## Appendix 3: 4-Year Screen

	Expected Development - Provide Universal Support	✓	Provide Targeted Interventions and Monitor	✓	May Need Specialist Support - Start Targeted Support/Collecting Information for Referral	✓
Understanding	<ul style="list-style-type: none"> <li>Responds appropriately to questions and instructions e.g. 'take a biscuit' and 'put your carton in the bin'</li> <li>Listens to and understands the gist of simple stories</li> </ul>		Starting to understand longer instructions. Sometimes adult support is needed.		Difficulties understanding longer instructions or understanding questions words e.g. who, what, where	
Use of language	<ul style="list-style-type: none"> <li>Produces 5-8 word sentences. These may contain some typical errors e.g. 'I felled over', 'look at the sheeps'.</li> <li>Talks about own experiences and describes sequences of events.</li> </ul>		<ul style="list-style-type: none"> <li>Sentences are appropriate and at least 5-6 words long, but vocabulary may be limited and grammar immature.</li> </ul>		<ul style="list-style-type: none"> <li>Struggles to recall familiar words</li> <li>Unusual word order</li> <li>Unable to relate a short sequence of events</li> <li>Not using linking words 'and', 'but'</li> <li>Communication breaks down due to sentences being jumbled/echoed/repetitive</li> </ul>	
Speech	<ul style="list-style-type: none"> <li>Child understood by listener unless excited or using longer/more complex sentences</li> <li>Some longer words can be muddled e.g. ephalant instead of elephant</li> <li>Use of clusters still developing e.g. bl, sp, str</li> <li>Harder sounds still developing e.g. ch, j, sh, y, th, r, l</li> </ul>		Child is occasionally not understood by unfamiliar people.		<ul style="list-style-type: none"> <li>Child is not understood by familiar people most of the time</li> <li>Child misses sounds at the start/end of words</li> <li>Child's vowels are unclear</li> <li>Child only uses a small range of sounds</li> </ul>	
Social Skills	<ul style="list-style-type: none"> <li>Is able to engage jointly in a motivating game or activity, which they have chosen, with a familiar adult for several minutes</li> <li>Is able to show awareness of peers and ability to join in with play with peers</li> <li>Is able to take turns appropriately during play with peers, with adult support</li> <li>Is able to initiate play and make friendships</li> </ul>		<ul style="list-style-type: none"> <li>Child finds it difficult to join in play with other children</li> <li>Child finds it difficult to express their emotions</li> <li>Child may talk a lot without responding to the person they are talking with</li> </ul>		Specialist support is only required if there are additional or associated difficulties with understanding and/ or using language.	
Stammering / Voice / Hearing	Able to use fluent speech without stammering.		Child has been stammering less than 6 months.		Child has been stammering more than 6 months.	
	Voice quality is normal - Not breathy or husky.		Any concerns - make referral.		Child has significant hoarse voice or voice loss.	
	Child is able to hear accurately.		Any concerns, refer to Audiology.		Any concerns, refer to Audiology.	

## Appendix 4: Key Stage 1 Screen

Expected Development - Provide Universal Support		✓	Provide Targeted Interventions and Monitor		✓
				May Need Specialist Support - Start Targeted Support/Collecting Information for Referral	✓
Understanding	Able to follow the majority of verbal instructions, including those with multiple steps to them.		Only follows part of an instruction, usually the beginning or end.	<ul style="list-style-type: none"> <li>Does not follow verbal instructions, relies on visual cues or watching peers.</li> <li>Difficulty following routine, appears unsure of what they are supposed to do.</li> </ul>	
	Processes spoken information without difficulty.		Needs time (up to 10 seconds) to process information before they can respond.	Needs extended processing time (over 10 seconds), can often forget verbal instructions.	
	Able to answer a range of "wh" questions e.g., 'who', 'what', 'where', 'why', 'when'.		Can answer simple 'who', 'what', 'where' and 'when' questions, but finds 'how' and 'why' more challenging.	Cannot answer simple questions.	
	Able to make simple inferences, 'read between the lines', from a given context.		Struggles to understand sentences that can mean more than one thing: 'pull your socks up'.		
	Able to understand a range of early linguistic concepts related to the curriculum e.g., hard/ soft, first/ last, same/ different.		Does not understand a range of early linguistic concepts.		
Use of language	Able to use sentences of 5-6 words to communicate for a range of purposes.		Has difficulty with using well-formed and longer sentences.	Uses phrases/short sentences or relies a lot on pointing/gestures to get message across.	
	Able to use appropriate word order when speaking in sentences.		Occasionally misses out words or mixes up their word order.	Words are often missing or in the wrong order.	
	Able to use regular past tense e.g. walked, skipped, jumped.				
	Able to use pronouns, he/she, his/her.		Some grammatical immaturities e.g. 'sleeped', 'mouses'.	Spoken language is key words only, with limited use of grammar.	
	Able to use conjunctions to make compound sentences, e.g. and, but, because.				
	Able to sequence and re-tell familiar short story with visual support; can sort 3 pictures to re-tell a narrative/short sequence.		Finds it hard to make up or tell stories.	Cannot communicate a simple sequence of events.	

## Appendix 4: Key Stage 1 Screen Cont.

Vocabulary	Is able to use a range of commonly used words, e.g. food, animals, places	Child sometimes finds it difficult to 'find' words they know.	Child has a limited vocabulary, and finds it hard to learn and understand the meanings of words.	
	Is able to use a range of specific verbs, e.g. catch, ride, walk	Child over-uses general words, e.g., "thingy", "that".		
	Is able to learn and retain new curriculum vocabulary for classroom topics	Child requires adults to remind them of new curriculum vocabulary.		
Speech	Is typically understood by others.	Child may not always be understood by unfamiliar people.	Child is not understood by familiar people.	
	Is able to copy all sounds apart from 'th' and 'r'	Child may have occasional difficulties with 'sh', 'ch', 'j', 'L'.	Child only uses a small range of sounds in their speech.	
		Child may have difficulties producing 'cluster' sounds e.g. bl, sp, gr.	Child's vowels sound different.	
	Is able to produce all syllables in a word, e.g. "e-le-phant"	Child may find longer words with multiple syllables harder to produce.	Child misses off sounds at the beginning or ends of words.	
	Demonstrates phonological awareness through phonics.	Child demonstrates difficulties with phonological awareness.		
Social Skills	Shows awareness of peers and joins in play.	Child prefers to play or complete tasks on their own.	Specialist support is only required if there are additional or associated difficulties with understanding and/ or using language.	
	Is able to make secure friendships.			
	Is able to work collaboratively on a simple task with peers, with adult support.			
	Uses and understands non-verbal communication to support their spoken language e.g. body language, facial expression.	Child has differences in their use and understanding of non-verbal communication e.g. body language, facial expression.		
	Manage transitions or unexpected changes in their routine.	Child may become anxious at transitions, or there is an unexpected change to their routine.		
	Starts, joins in and maintains conversations.	Child finds it difficult to start, join in and maintain conversations.		
Voice, Fluency EAL, Hearing	Voice quality is normal – not breathy or husky .	Any concerns- make referral.	Child has a significantly hoarse voice, voice loss, or an inability to change their pitch or volume.	
	Uses fluent speech, without stammering.	Child has been stammering less than 6 months.	Child has been stammering for over 6 months.	
	If EAL, is reported to understand and speak in their home language appropriately.		Concerns with use of language in English and in home language.	
	Is able to hear accurately.	Any concerns, refer to Audiology.	Concerns regarding hearing (refer to Audiology).	

## Appendix 5: Key Stage 2 Screen

Expected Development - Provide Universal Support	✓	Provide Targeted Interventions and Monitor	✓	May Need Specialist Support - Start Targeted Support/Collecting Information for Referral	✓
Is able to follow more complex whole class instructions with multiple parts, e.g. "put your books back in the cupboard, go to your drawers and find your whiteboards".		Child only follows part of an instruction.		Child does not follow verbal instructions and relies on visual cues or watching peers.	
Processes spoken information without difficulty.		Child needs time (up to 10 seconds) to process information before they can respond.		Child has difficulty following their routine and appears unsure of what to do.	
Is able to understand figurative language, such as multiple meaning words e.g. 'wave, face' and idioms e.g. 'You hit the nail on the head'.		Child can misinterpret figurative language.		Child needs extended processing time (over 10 seconds) and often forgets verbal instructions.	
Is able to answer a range of "wh" questions e.g., 'who', 'what', 'where', 'why', 'when'.		Child can answer simple 'who', 'what', 'where' and 'when' questions, but finds 'how' and 'why' more challenging.			
Is able to infer information, 'read between the lines', from a given context.		Child struggles to infer information, and needs it explaining explicitly.		Child cannot answer simple questions.	
Is able to listen to a story and be able to retain information about what they have heard. Is able to listen to a story and be able to retain information about what they have heard.		Child cannot retain all the information from a story.			
Able to understand a range of concepts, including those related to time, opposites, same/ different.		Child understands basic concepts such 'empty', 'in front' 'bigger', but finds more complex concepts harder to understand.		Child cannot retain most verbal information said to them.	
Is able to identify when they haven't understood and ask for help.		Child needs adults to frequently check their understanding of a topic.		Child does not understand basic concepts.	
Is able to produce a clear narrative with appropriate grammar to communicate an event.		Child's narrative can become muddled at times, or they may find it challenging to stay on topic.		Child uses short sentences, often with words missing or in the wrong order.	
Is able to sequence and re-tell a short story or scenario with visual support, e.g. is able to sort 4 pictures to re-tell narrative or story.				Child finds it hard to re-tell or make up stories.	

## Appendix 5: Key Stage 2 Screen Cont.

Use of language	Is able to verbally reason, justify and explain their thinking, e.g. explain 'why' or 'how'.	Child can answer simple 'who', 'what', 'where' and 'when' questions, but finds 'how' and 'why' more challenging.	Child cannot answer simple questions.
Vocabulary	Is able to learn and retain new curriculum vocabulary for classroom topics.	Child sometimes finds it difficult to 'find' words they know.	Child finds it hard to learn and understand the meanings of words.
	Is able to use cross-curricular vocabulary across a range of topics, e.g. question, answer, identify, equipment, identify, test.	Child over-uses general and vague words, e.g., "thingy", "that", "doing", "stuff".	
	Is able to use specific vocabulary to describe a picture or event (rather than non-descript words such as it, thing, stuff).	May use the wrong words or made-up words.	
		May use a lot of fillers or hesitations, e.g., "um", "er".	
Speech	Is able to copy all sounds including /th/ and /r/.	Child's speech becomes less clear when they are upset, or talking quickly.	Child's speech is hard to understand.
			Child substitutes or misses off sounds in their words.
			Child's vowels sound different.
Social Skills	Is able to make secure friendships.	Child prefers to play on their own.	Specialist support is only required if there are additional or associated difficulties with understanding and/ or using language.
	Is able to start and maintain a conversation with a peer on a range of topics.	Child finds it difficult to start, join in and maintain conversations.	
	Is able to understand and use non-verbal communication skills appropriately e.g. facial expression, volume, tone of voice, body language, eye contact.	Child finds it difficult to understand and use non-verbal communication e.g., body language, eye-contact, personal space, and tone of voice.	
	Is able to show understanding of others' emotions and facial expressions.	Child finds it difficult to understand and discuss their own/ other people's feelings.	
	Is able to use self-help strategies, possibly with some adult support, to regulate when upset e.g. go to a calming space.	Child needs high levels of support to regulate their emotions when upset.	
Voice, Fluency EAL, Hearing	Voice quality is normal – not breathy or husky.	Any concerns- make referral.	Child has a significantly hoarse voice, voice loss, or an inability to change their pitch or volume.
	Uses fluent speech, without stammering.	Child has been stammering less than 6 months.	Child has been stammering for over 6 months.
	If EAL, is reported to understand and speak in their home language appropriately.		Concerns with use of language in English and in home language.
	Is able to hear accurately.	Any concerns, refer to Audiology.	Concerns regarding hearing (refer to Audiology).



## Appendix 6: Year 6 Screen

Expected Development - Provide Universal Support	✓	Provide Targeted Interventions and Monitor	✓	May Need Specialist Support - Start Targeted Support/Collecting Information for Referral	✓
Is able to follow complex spoken instructions, such as with 3 or more parts or when given in a different order to the task (e.g. 'Read question 5, discuss with your partner and then write your answer in your book' or 'Before you put your book away, answer question 5').		Child only follows part of an instruction.		Child does not follow verbal instructions and relies on visual cues or watching peers.	
				Child has difficulty following tasks, or their routine, and appears unsure of what to do.	
		Child needs time (up to 10 seconds) to process information before they can respond.		Child needs extended processing time (over 10 seconds) and often forgets verbal instructions.	
Is able to listen to a paragraph of spoken information and give a simple summary of the key information.		Child cannot retain all the information from a spoken paragraph, and requires repetition.		Child remembers very few details from a spoken paragraph of information.	
Is able to read between the lines to infer information that is not explicitly stated (e.g. 'In the morning, we discovered that trees had been uprooted and homes were missing their rooftops. What has happened?').		Child struggles to infer information, and needs it explaining explicitly.			
Is able to understand figurative language, such as multiple meaning words (e.g. 'wave, face') and idioms (e.g. 'You hit the nail on the head').		Child can misinterpret figurative language.			
Is able to identify when they haven't understood something and ask for help.		Child needs adults to frequently check their understanding of a topic.		Child needs adults to go through a task with them in order for them to carry it out.	
Is able to read the school timetable, independently get to lessons on time, have the correct equipment and meet homework deadlines.		Child needs support to organise themselves.			
Is able to talk using grammatically accurate sentences, with specific vocabulary and a range of conjunctions (e.g. because, until, if, unless).		Child's narrative can become muddled at times, or they may find it challenging to stay on topic.		Child uses simple sentences, often with vague language, or the wrong vocabulary.	
Is able to tell a well-structured narrative, or the steps of a complex sequence, including sequencing vocabulary, (first, next, finally), descriptive information about the context/ setting/ characters.				Child finds it hard to re-tell or make up stories.	
Is able to engage in a discussion or debate to get their opinion across with clear reasoning.		Child cannot engage in complex conversations, such as a debate.			



## Appendix 6: Year 6 Screen Cont.

Vocabulary	Is able to learn and retain new subject-specific curriculum vocabulary.		Child requires adults to remind them of new curriculum vocabulary, and may have difficulty 'finding' the words they need.		Child finds it hard to learn and understand the meanings of new words.	
	Is able to understand and use exam-specific vocabulary across a range of topics e.g. compare, contrast, summarise, advantages, disadvantages.		May have difficulty understanding more complex vocabulary, or use the wrong vocabulary.			
	Is able to use specific vocabulary to describe a picture or event (rather than non-descript words e.g. it, thingy, stuff).		May use a lot of fillers or hesitations, e.g., "um", "er".			
Speech			Child over-uses general and vague words, e.g., "thingy", "that", "doing", "stuff".			
	Is able to produce all speech sounds clearly, and be understood by others consistently.		Child's clarity of speech may reduce when excited, upset, or speaking quickly.		Child's appears to have difficulty producing any of their speech sounds.	
Social Skills	Is able to understand and use non-verbal communication skills appropriately (e.g. facial expression, volume, tone of voice, body language, eye contact).		Child finds it difficult to understand and use non-verbal communication.		Specialist support is only required if there are additional or associated difficulties with understanding and/ or using language.	
	Is able to have a conversation with familiar and unfamiliar adults and peers at school.		Child finds it difficult to start, join in and maintain conversations.			
	Is able to manage and maintain relationships with adults and peers.		Child finds social interaction, making and maintaining friendships challenging.			
	Is able to work with peers as part of a team.		Child finds it difficult to understand and discuss their own/ other people's feelings.			
	Is able to identify and manage a range of complex emotions.		Child needs support to regulate their emotions when upset.			
	Child can manage and regulate their own emotions.					
Voice, Fluency EAL, Hearing	Voice quality is normal – not breathy or husky.		Any concerns- make referral.		Child has a significantly hoarse voice, voice loss, or an inability to change their pitch or volume.	
	Uses fluent speech, without stammering.		Child has been stammering less than 6 months.		Child has been stammering for over 6 months.	
	If EAL, is reported to understand and speak in their home language appropriately.				Concerns with use of language in English and in home language.	
	Is able to hear accurately.		Any concerns, refer to Audiology.		Concerns regarding hearing (refer to Audiology).	

## Appendix 7: Communication Summary and Action Plan

<b>Childs Name:</b>	<b>Date:</b>
<b>Which speech, language and communication skills are green?</b>	
<b>Which speech, language and communication skills are amber?</b>	
<b>Which speech, language and communication skills are red?</b>	
<b>Targets:</b>	
<b>The targets will be reviewed on:</b>	
<b>If the child is making no/ limited progress towards these targets, my next steps are:</b>	