

Use of Language: Full Screening Tool

Assessing Use Of Language

As children's language develops they use a wider range of vocabulary and formulate longer and more complex sentences. This screener is designed to look at factors such as the number and type of words the child uses, sentence length and use of language in day to day contexts.

Things to think about

- Aim to make observations in the child's natural environment, following their interests and play.
- Carry out observations of the child with peers and with adults.
- If necessary set up a play situation using a child's interests such as teaset play or dinosaur play in order to make further observations.
- You should gather additional information from parents.
- You can build up this profile over a number of observations of play/ interactions.
- Consider the impact of background noise.
- Use the knowledge of all staff members working with the child to inform your assessment.

What next?

Following your use of the Screening Tool you may have identified areas for concern. Where areas of difficulty have been identified you should refer to section 3 of the Toolkit in order to set outcomes and plan strategies to support the child. These should be documented using the SEND Plan and progress can be tracked accordingly.

Provide feedback to parents on the child's strengths and areas for development.

Use of Language Assessment

Age	Descriptor	Achieved
18 months - 2 years	<p>By 2 years child should be using 50 words</p> <p>Using naming words (nouns) for range of categories e.g. 'animal names' 'body parts' 'vehicles'</p> <p>Using doing words (verbs) e.g. 'running', drinking' eating'</p> <p>Using describing words (adjectives) e.g. 'hot' 'soft' , 'fast'</p>	<p>Y/N</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p>
2-3 years	<p>Using a large range of vocabulary including nouns, verbs and adjectives.</p> <p>At 2 years using two words together eg. More juice, Teddy's nose</p> <p>At 3 years using 3-5 words together eg. Mummy, more juice, Teddy's soft nose</p>	<p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p>
3-4 years	<p>Using sentences of 3-5+ words together</p> <p>Is using more than one sentence at a time</p> <p>Beginning to retell a story/event</p> <p>Beginning to use language to express ideas and feelings</p> <p>Beginning to use language to ask questions</p> <p>Beginning to use language to ask for clarification/help</p> <p>Beginning to talk about past and future events</p> <p>Uses regular "ed" endings and may use these for irregular verbs too eg. caught</p>	<p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p>
4-5 years	<p>Using sentences of 5+ words together</p> <p>Is using more than one sentence at a time</p> <p>Able to retell a story/event</p> <p>Able to use language to express ideas and feelings</p> <p>Able to use language to ask questions</p> <p>Able to use language to ask for clarification/ help</p> <p>Able to talk about past and future events</p> <p>Talks about past present and future using regular endings such as walked, walking (Grammatical errors may persist in typical development eg. Sheeps/goed)</p> <p>Able to use pronouns e.g. he, his, him</p>	<p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p> <p>Y/N/Sometimes</p>