

PAEDIATRIC SPEECH AND LANGUAGE THERAPY DEPARTMENT

SCHOOL QUESTIONNAIRE – FOUNDATION STAGE, KEY STAGE 1 & 2

NAME OF CHILD		DATE OF BIRTH	
SCHOOL			
NAME OF STAFF COMPLETING FORM		DESIGNATION	

National Curriculum Year Group			
<u>National Curriculum Levels</u>			
Speaking and Listening		Date of Assessment	
Literacy:			
<i>-Reading</i>		Date of Assessment	
<i>-Writing</i>		Date of Assessment	
Numeracy		Date of Assessment	
Science		Date of Assessment	
Other relevant assessments		Date of Assessment	
		Date of Assessment	
		Date of Assessment	

Is the child receiving any extra help at school?	Yes/No
If yes, what form does this take?	
Is there any relevant family information?	
Any other information	

Thank you for completing this questionnaire

PLEASE TURN OVER

INDICATORS OF DIFFICULTY

This checklist lists indicators of difficulty for each area of a Model of Speech, Language, & Communication Skills. These are typical difficulties experienced by primary aged pupils. These characteristics may be observable in varying degrees of severity; however all will impact on the pupil's ability to access the curriculum. Please tick the following statements if they apply to this child and make comments.

Area of Language	Characteristics	Tick ✓	Comments/Examples
Attention & Listening (Including Processing Information & Instructions)	Difficulties sitting appropriately during whole class teaching		
	Focuses attention very briefly		
	Does not listen or respond to whole class instructions		
	Difficulties staying on task		
	Instructions need to be simplified		
	Relies on peers and copies their actions		
Meaning of Words **this section refers to understanding language (not reading)	Difficulties understanding new vocabulary		
	Difficulties retaining abstract concepts		
	Word finding difficulties		
	Difficulties reading for meaning		
Structure & Rules **this section refers to spoken language (not writing)	Difficulties constructing sentences		
	Misuse of word endings e.g. wrong tense		
	Gets words in the wrong order		
	Unintelligible speech		
	Difficulties blending sounds		
	Difficulties with phonological awareness – rhyming, syllable segmentation etc.		

Area of Language	Characteristics	Tick ✓	Comments/Examples
Social Communication Skills	Difficulties taking turns or using eye contact		
	Makes irrelevant comments		
	Interrupts/changes the topic of conversation		
	Uses inappropriate volume, intonation or voice		
	Laughs at the wrong time/appears rude		
	May take the adult role		
Working Auditory Memory	Forgets instructions		
	Gets lost within an activity		
	Is unable to recall information or instructions		
Speech	Unclear speech		
	Difficulties copying sounds		
Fluency	Has non-fluent speech e.g. stammering		

(Adapted from Language for Learning (by Sue Hayden & Emma Jordan))

Please also send us any other information that you feel is relevant (e.g. IEPs, reports, child's drawing/writing).

✉ **Please return completed forms to:** Children's Speech & Language Therapy Department
Chelmsley Wood Primary Care Centre, Crabtree Drive, Chelmsley Wood, B37 5BU
☎ Tel: 0121 722 8010