Quick Observation Based Assessment:

Speech, Language & Communication Skills

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| Name: | Age: | | | Date: | |
| Practitioner: | Year Group: | | | Review date: | |
| **AREA OF LANGUAGE** | | **YES** | **NO** | | **COMMENTS** |
| **Attention & Listening** | | | | | |
| 1. Does he/she demonstrate appropriate attention and listening skills during:  * Individual work with adult or peer * Small group work * Whole class work | |  |  | |  |
| 1. Does he/she ask for clarification? | |  |  | |  |
| 1. Does he/she respond appropriately to instructions during:    * Small group work    * Whole class situations | |  |  | |  |
| 1. Does he/she respond appropriately to:  * Instructions * Questions * Stories * Discussions/general conversations | |  |  | |  |
| **Understanding the Meaning of Words** | | | | | |
| 1. Does he/she understand and use a range of vocabulary, i.e. nouns, verbs, adjectives? | |  |  | |  |
| 1. Is he/she able to learn and use new vocabulary appropriately? | |  |  | |  |
| 1. Is he/she able to understand and use abstract concepts? | |  |  | |  |
| 1. Does he/she respond appropriately to questions? | |  |  | |  |
| 1. Is he/she able to define familiar words? | |  |  | |  |
| **Structure & Rules:**  **Syntax** | | | | | |
| 1. Is he/she able to construct sentences using appropriate grammar (e.g. pronouns, tenses, conjunctions)? | |  |  | |  |
| 1. Does he/she use the correct word order when constructing sentences? | |  |  | |  |
| 1. Does he/she respond appropriately to:  * Instructions * Stories | |  |  | |  |



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| --- | --- | --- | --- |
| **AREA OF LANGUAGE** | **YES** | **NO** | **COMMENTS** |
| **Structure & Rules:**  **Phonology** | | | |
| 12. Is he/she intelligible? |  |  |  |
| 1. Is he/she substituting sounds persistently, e.g. using ‘t’ for ‘k’? |  |  |  |
| 1. Is he/she experiencing difficulties acquiring phonological awareness skills during literacy? |  |  |  |
| **Social Communication Skills** | | | |
| 1. Does the pupil use his/her language skills for a number of reasons, e.g. to request, to comment, to greet, to suggest, to negotiate? |  |  |  |
| 1. Is he/she able to initiate and continue a conversation? |  |  |  |
| 1. Is he/she able to terminate a conversation appropriately? |  |  |  |
| 1. Does he/she take turns in a conversation? |  |  |  |
| 1. Does he/she stay on topic? |  |  |  |
| 1. Does he/she use appropriate eye contact? |  |  |  |
| 1. Does he/she understand and use non-verbal means of communication, e.g. facial expressions, gesture? |  |  |  |
| 1. Does he/she provide the listener with sufficient information to understand? |  |  |  |
| 1. Does he/she respond appropriately to ambiguous language, such as metaphors, similes or jokes? |  |  |  |
| **Working Auditory Memory Skills** | | | |
| 1. Does he/she remember what has been said within:  * Instructions * Stories |  |  |  |
| 1. Does he/she repeat him/herself when using language, for instance when giving news or telling a story? |  |  |  |
| **Speech** | | | |
| 1. Is he/she able to produce speech sounds accurately? |  |  |  |
| MC900434667[1] **Thinking Skills** | | | |
| 1. Does he/she use his/her language skills for complex functions, e.g. to reason, to predict, to make inferences? |  |  |  |
| 1. Is he/she able to use language to imagine? |  |  |  |
| 1. Does he/she express feelings in words? |  |  |  |

