

Speech and Language Descriptor Profile Summary

Name of child

Year group

Date profile completed

Date of birth

Name of person completing descriptors

Date discussed with parents/carers

Language area	Descriptor level	Comments
Attention and listening		
Receptive language		
Expressive language		
Speech		
Interaction skills		
Overall level:	IRNe:	

Speech and Language Descriptors Level 1
Early Years Foundation Stage Age 4 – 5 (EYFS 40- 60 months)

Attention and listening • Almost age appropriate, can easily pay attention to adult-led task and beginning to concentrate on doing and listening at the same time • Beginning to control own focus of attention • Tires easily when listening or can sometimes appear inattentive or distracted in a small group setting, more so than peers	Receptive language • Can understand a wide range of verbs, adjectives and prepositions but may occasionally be confused with more longer instructions • Some delay in responding but then does so appropriately although may sometimes need a repetition	Expressive language • sing a range of words and sentences but more limited than their peers • Has occasional naming difficulties, may use words like 'thing' or 'that' • Can retell a short story with some prompting • Needs support to maintain a simple two-way conversation	Speech • Speech is clear to both unfamiliar and familiar listeners although at times clarity may be lost • Speech sounds are immature and may sound like a slightly younger child • Immature production of multisyllabic words	Interaction skills • Mainly age appropriate – communicating with other children to share the experience • Using some make-believe play which can involve other children • Initiates conversation using short, simple sentences, needs support and encouragement to sustain interaction • Needs encouragement to take part in large group conversations • Does not always acknowledge responses (verbal and non-verbal) of others • Language may have restricted focus or meaning
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Speech and Language Descriptors Level 2
Early Years Foundation Stage Age 4 – 5 (EYFS 40- 60 months)

Attention and Listening • May need some reminders to listen when 1:1, more in a small group and frequently in a whole class group • May need adult input to sustain attention, either one-to-one or in a group but can generally do so without help for short periods	Receptive language • Difficulty in understanding spoken instructions with 3 or more information carrying words, but is not dependent on contextual support • Longer sentences more difficult for child to follow – may often need a repetition or for information to be ‘chunked’ into smaller parts • Does not fully understand questions like “why?” “when?” and “how?” • Sometimes needs extra time to respond	Expressive language • Using only simple sentences that may contain grammatical immaturities, e.g. ‘me got’ • Some difficulty in processing and naming and may misname items e.g. orange for apple or use non-specific labels e.g. ‘stuff’. May need extra time to name • Will need help to retell a short story	Speech • Speech is understood in context but sometimes is not clear to unfamiliar listeners • Speech sounds very immature compared to peers	Interaction skills • Needs support/encouragement to initiate speech or to take part in group conversations • Joins in familiar play routines when prompted or directed by an adult • Understanding of language is frequently literal • May have reduced make-believe play • Mild impairments in non-verbal communication such as eye contact, gesture and facial expression
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Speech and Language Descriptors Level 3
Early Years Foundation Stage Age 4 – 5 (EYFS 40- 60 months)

Attention and listening • Short attention span better for practical activities than for language based activities even when 1:1 • May have single channelled attention – unable to listen to an instruction whilst looking at something else. • Will need adult help to attend to a task • Difficulty in sustaining attention in a group and will need prompting or reminders to listen	Receptive language • Difficulty in consistently understanding spoken language containing 2 - 3 information carrying words without contextual support • Understanding is restricted to literal/concrete interpretation of language • May need more than one repetition of short instructions or questions • Limited ability to generalise simple concepts (e.g. size, colour) • Does not respond to “why?” “when?” and “how?” questions • Often slow and inconsistent responses, even with prompting • Does not respond to requests/instructions given to whole class/group	Expressive language • Number of words used is limited and consists of only short two or three word phrases • Confuses or omits position words (e.g. under) and has limited use of conjunctions, e.g. ‘and’ ‘because’. • Rarely uses ‘wh’ question words, e.g. where, who, when • Cannot relate events or maintain a simple conversation, even if supported • Frequently repeats what has been heard without understanding (echolalia) or is using learnt phrases, including stereotypical words • Uses gesture and context alongside oral language to express ideas and needs	Speech • Speech is difficult to understand, except when the context is clear – speech is usually intelligible to parents/carers but not unfamiliar listeners • Moderately delayed or disordered speech sounds, e.g. frequently missing final or initial sounds from words and frequent substitutions of one sound for another, e.g. ‘dun’ for ‘sun’ or ‘fars’ for ‘grass’	Interaction Skills • Difficulties in initiating and sustaining appropriate interaction – language may be stereotyped or inappropriate • Unable to take turns without adult support • Prefers to play alone and is resistant to other children intervening • Some difficulty in understanding basic non-verbal communication, e.g. eye contact, facial expression and gesture
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Speech and Language Descriptors Level 4
Early Years Foundation Stage Age 4 – 5 (EYFS 40- 60 months)

Attention and listening • Attention is fleeting and is either unfocused or over-focused on a detail/object • Attention is not under the child's control and does not respond to adult intervention • May only focus on activity of his/her own choosing and cannot be persuaded to change to another • Needs constant prompting/reminders to listen, even when 1:1 with adult	Receptive language • Little or no understanding of words and concepts (within child's own experience) and unable to understand more than 1 information carrying word phrase without substantial support • Regularly needs supporting strategies or is wholly reliant on adult help to follow instructions/commands • Does not understand "wh?" questions and often gives inappropriate answers to questions or directions • Alternative and augmentative communication may be required/essential to aid understanding	Expressive language • Unable to re-tell a simple story or have simple two-way conversation • Frequently uses inappropriate language, including learnt words and phrases • Relies on gesture rather than words or another form of augmentative communication	Speech • Speech is difficult to understand, even in context with a limited or severely reduced number of speech sounds present – may only have vowel sounds • Severely delayed/disordered sound system e.g. "bi" for fish, "ham" for Sam; "denplay" for birthday • May use or need alternative/augmentative communication	Interaction Skills • Interaction purely on child's own terms with both adults and children • Finds it hard to tolerate any interaction from another child • Severe difficulty in understanding or using basic non-verbal communication, e.g. eye contact, facial expression and gesture • Doesn't initiate or take part in conversations
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