

**Secondary School Language Screening Tool**

Adapted from the NHS Leeds Speech and Language Further Screening Tool

**Remembering and Understanding Information**

Ask the young person to listen while you read each sentence or paragraph then ask the young person the questions. No repetitions are allowed, and don’t let them see the text. Then ask the follow-up questions and record the young person’s response.

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| --- | --- |
|  | **Score 1 or 0**  |
| **I ate a cheese and pickle sandwich for lunch.**What did I eat? (cheese and pickle sandwich) |  |
| **Ben works at the local shop and saved £100. Last Saturday, he bought a new X-box game with some of his money.**Where does Ben work? (at the local shop)When did he go shopping? (Saturday) |  |
| **Mark and his friends went for a drive in Mark’s silver Golf. They travelled 20 miles to the next town and then stopped for fish and chips.**Now tell me as much as you can remember about that story (adult to write the student’s response below)(Adult to then ask these follow-up questions, even if information has already been provided)What kind of car does Mark drive? (Golf)How far away was the next town? (20 miles)Who was in the car? (Mark and his friends) | Score 1 point for:Name of personWho else was in the carWhere they wentWhat they ate |
| **At the college open day, there were boring speeches by the Principal and some of the teachers. After listening to them in the hall, we had a tour of the building and found out about different courses. I took information leaflets on plumbing and building.**Now tell me as much as you can remember about that story (adult to write the student’s response below)(Adult to then ask these follow-up questions, even if information has already been provided)When did they go on the tour of the building? (after listening to the speeches)What courses was he interested in? (plumbing and building)What did he think about the speeches (they were boring)What will happen after this? (sign up for college, become a plumber/builder, tell his carer/parent/friend about the day, choose what he wants to do)NB if the young person responds with “go home”, “go to sleep” etc, score 0 | Score 1 point for:Clear sequence to storyWhere the story takes placeWhat happens – speechesTour of the buildingFinding out information about coursesCourses of interest to the main character |
| **Total Score (out of 20)** |  |

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| --- | --- | --- | --- |
| **Score** | **Action** | **Score** | **Action** |
| 16 | Pass all ages. No action | Less than 16 | Trial strategies contained in sections: ‘Memory’ and ‘Understanding the meaning of words’ suggested by Language for Learning for 2 terms in at least one subject area**N.B.** You will need to provide evidence that this has been carried out, and information about the impact of these strategies if you wish to refer to the Speech & Language Therapy Service. |

**Spoken Language Sample**

***Tell me about a recent episode of a soap/favourite TV programme or film you really like? Can you summarise what happened?***

Change the points scoring system for number of key events included, maybe a score on a sliding scale of 5 if all key events are included, 0 if none are included.

**Write down word-for-word what the student says below:**

**Score up:**

|  |  |
| --- | --- |
| Did you understand the story from the young person’s summary? Score 1 if yes, 0 if no |  |
| Number of key events included? Score between 0 and 3, 3 = multiple key events clearly explained, 0 = no response/no clear events  |  |
| Correct order given of events given? Score 1 or 0 |  |
| Did they stick to the main point?Score 1 if yes, 0 if lots of tangential information given/off topic |  |
| Complex grammar used? (joins sentences with: whoever, if, when) Score 2 |  |
| Simple grammar used? (joins sentences with: and, then, but) Score 1  |  |
| Complex or topic-specific vocabulary used (e.g. if talking about the Avengers film, verbs such as ‘threatened’, ‘defeated’ might be used)Score 1 if used, 0 if basic or simple vocabulary used |  |
| **Total Score** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Score** | **Action** | **Score** | **Action** |
| 8 or more | Pass all ages. No action  | 7 and below | Trial strategies contained in sections: ‘Understanding the meaning of words’ and ‘Structure & rules’ suggested by Language for Learning for 2 terms in at least one subject area. **N.B.** You will need to provide evidence that this has been carried out, and information about the impact of these strategies if you wish to refer to the Speech & Language Therapy Service. |

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