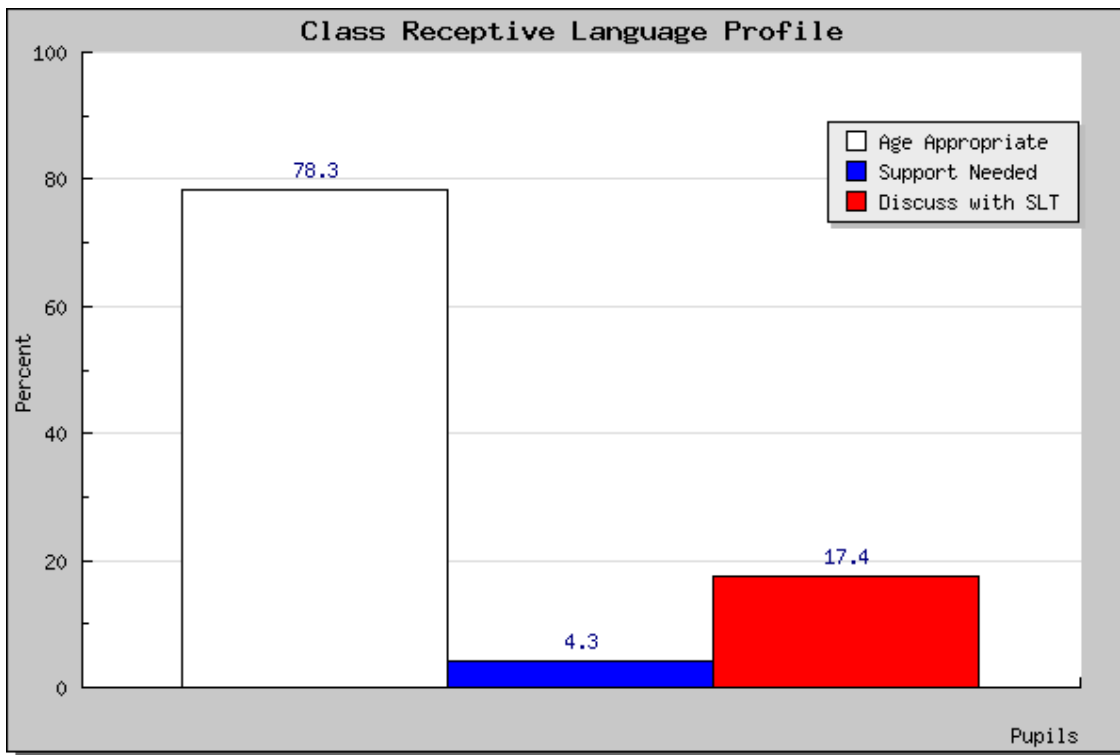


Reception Class Data – Sample Infant School: Class 3

Report based on initial data

Child	CA	Class	M/F	Total Score	Sections Passed	Preps (/4)	V tenses (/4)	Inst (/4)	Pronouns (/5)	Negs (/4)	Cause/Effect (/4)	Concepts (/15)	Questions (/10)
DF	57	3	male	14	0	1	1	0	0	0	1	8	3
AH	58	3	female	19	1	4	1	0	2	2	1	6	3
JL	50	3	male	24	2	2	0	1	3	2	4	7	5
HL	57	3	male	28	2	1	1	3	2	2	2	10	7
KW	52	3	male	29	2	1	2	1	1	4	1	11	8
HS	52	3	female	35	5	3	3	3	2	2	2	13	7
DR	52	3	male	37	5	2	2	3	3	4	1	14	8
AF	53	3	female	40	8	3	4	3	4	3	3	14	6
LT	61	3	male	40	6	2	3	4	4	4	4	13	6
MR	61	3	female	41	6	2	3	3	5	4	2	13	9
JD	54	3	female	42	6	3	2	4	4	4	4	12	9
HA	57	3	female	43	8	3	3	3	5	3	4	13	9
JW	57	3	male	44	7	3	2	4	5	3	3	15	9
HA	55	3	female	46	8	4	3	4	5	4	4	14	8
EJ	58	3	female	47	8	3	3	3	5	4	4	15	10
AM	57	3	female	47	8	4	3	4	5	4	4	14	9
AT	53	3	female	48	8	3	4	4	5	4	4	14	10
LW	61	3	female	48	8	4	3	4	5	4	4	14	10
SA	58	3	male	48	8	3	3	4	5	4	4	15	10
TT	50	3	male	48	8	4	4	4	5	4	4	15	8
CB	56	3	female	49	8	3	4	4	5	4	4	15	10
BW	53	3	male	49	8	4	4	4	5	4	4	14	10
EG	56	3	female	50	8	4	4	4	5	4	4	15	10

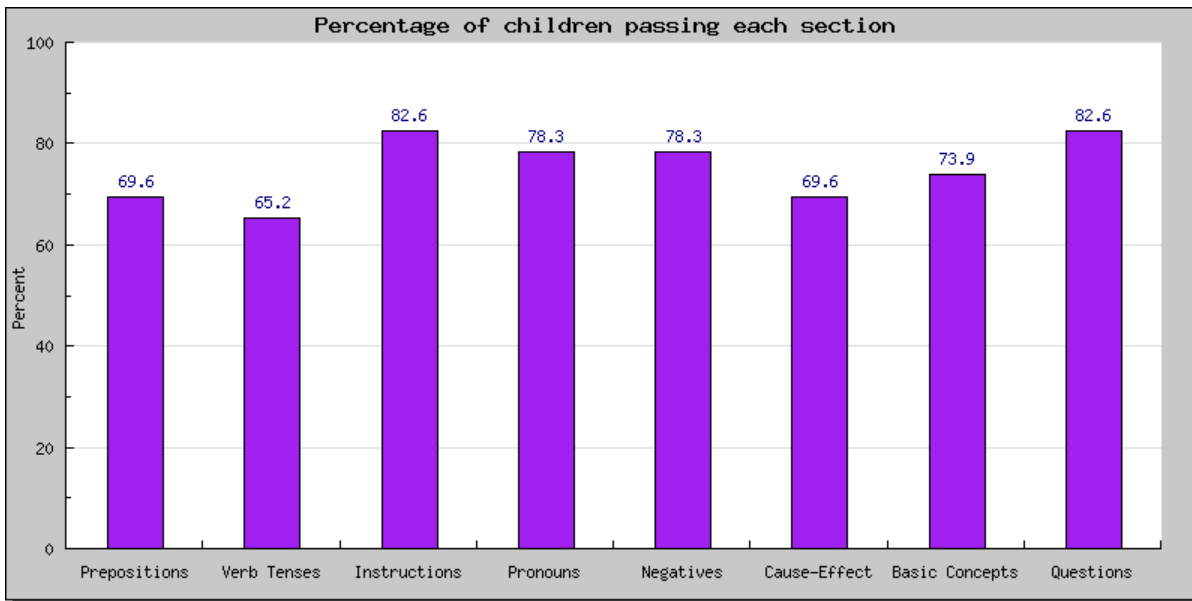
Key: Discussion with SLT indicated (if not EAL) Support indicated Failed sections



Graph 1: Shows the percentage of the year who passed the test and the percentage who need some form of support for receptive language.

Language Level	Number of children	%
Age Appropriate	18	78.3
Programme Needed	1	4.3
Referral to SLT (if not EAL)	4	17.4

Table 2: Shows overall 78.3% of the class were judged to have appropriate receptive language levels with 21.7% needing some form of support. This represents 5 children in this year.



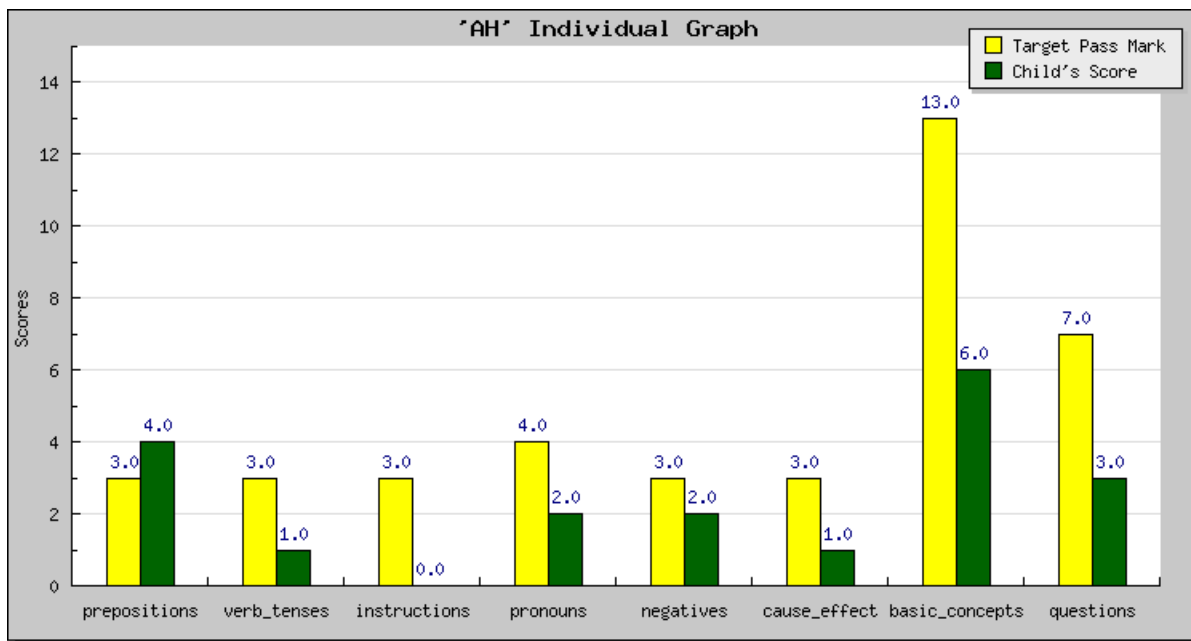
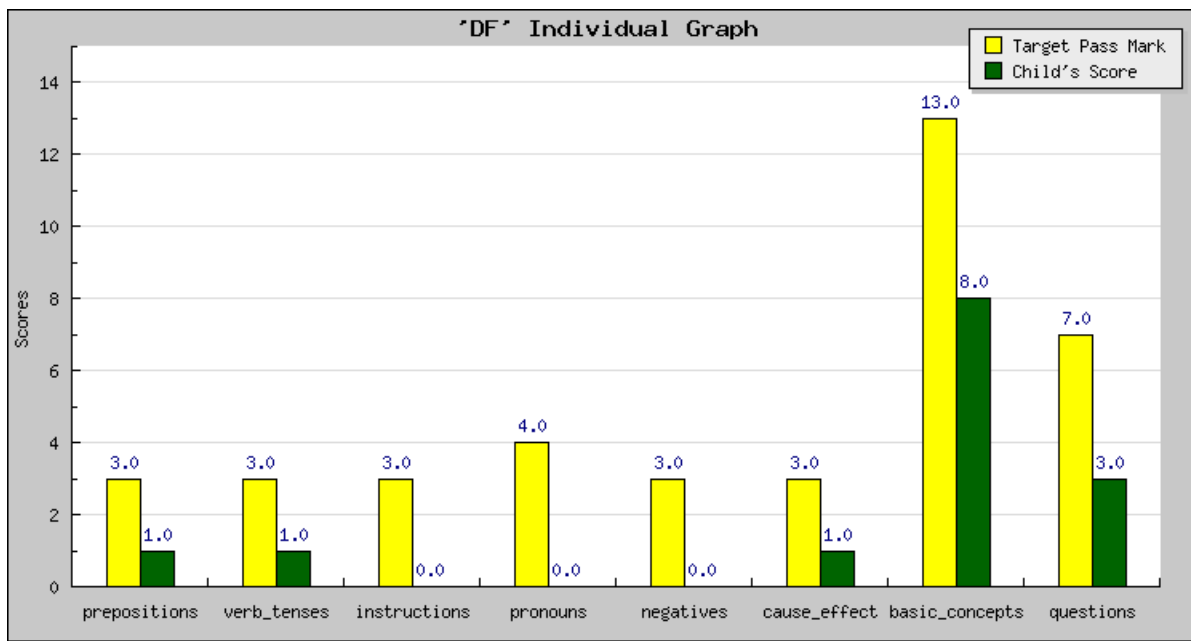
Graph 2: Shows the number of children passing each section of the Language Link Screen.

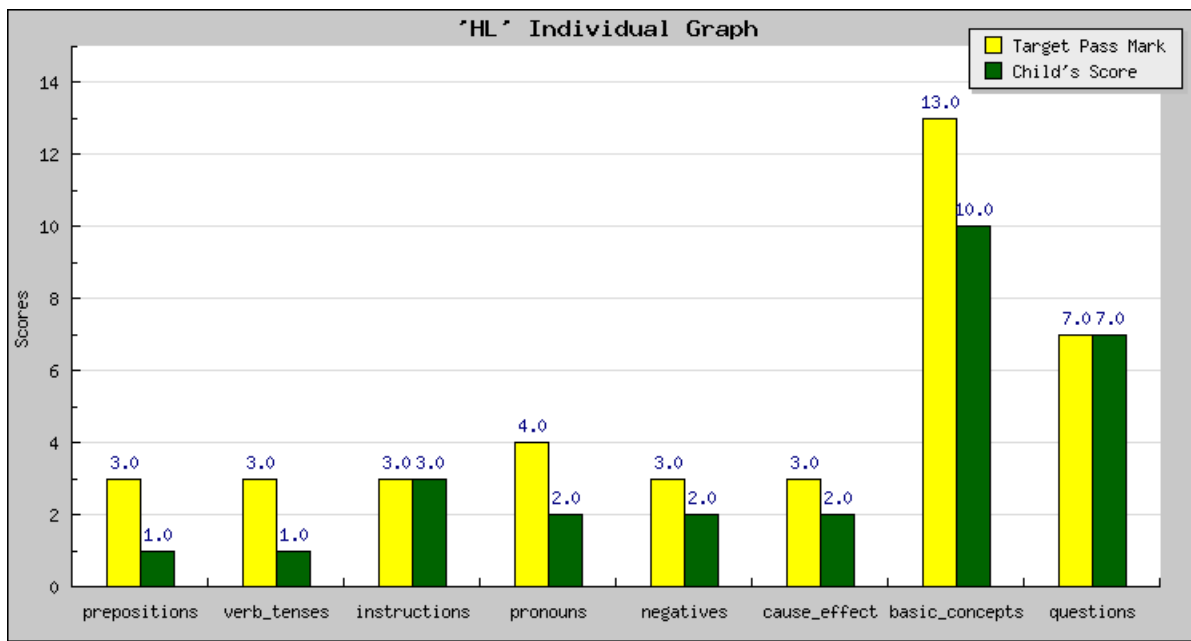
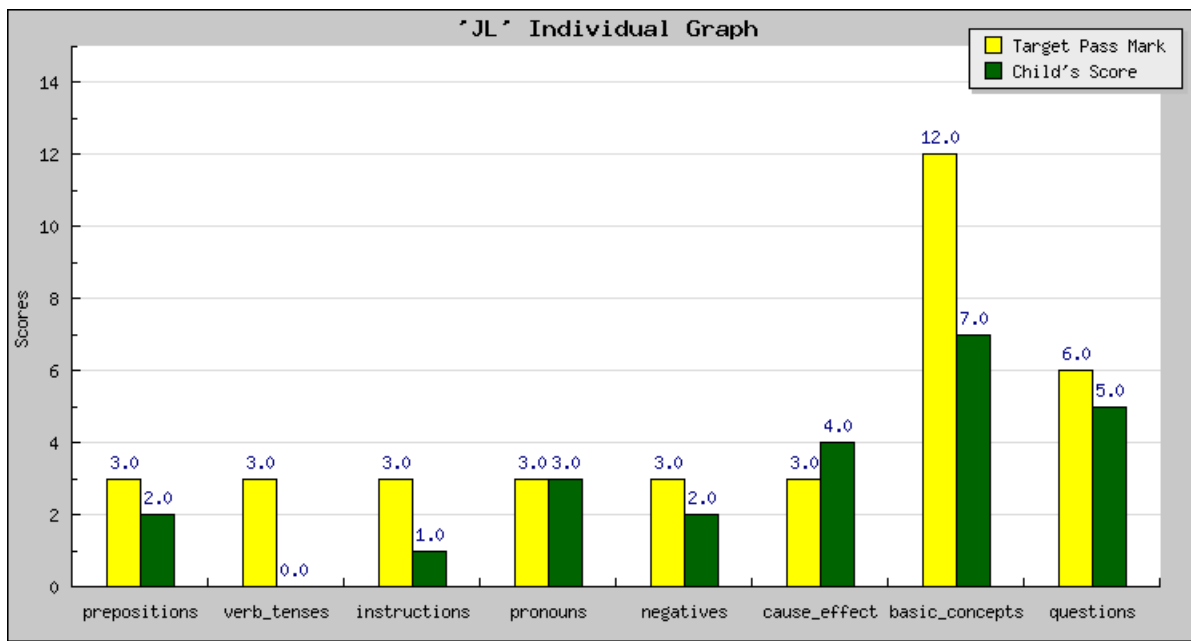
This graph shows that understanding prepositions, verb tenses and cause and effect were weak areas for a lot of children in this class. This is best addressed through whole class teaching. The Web site lists useful classroom strategies which will help address all these areas. The programmes in the language section of the Speech Link web site are suitable for group work. It is always best to work on language in a group as this promotes the natural way to learn language through experience and interaction.

Individual Profiles

The Language Link screen has identified the following children who need some support with receptive language skills. Please note our additional comments for any of your children who may have English as an additional language (EAL).

Child	CA in months	Total Score	Number of Sections Passed
DF	57	14	0
AH	58	19	1
JL	50	24	2
HL	57	28	2
KW	52	29	2
Class average	N/A	39.8	6

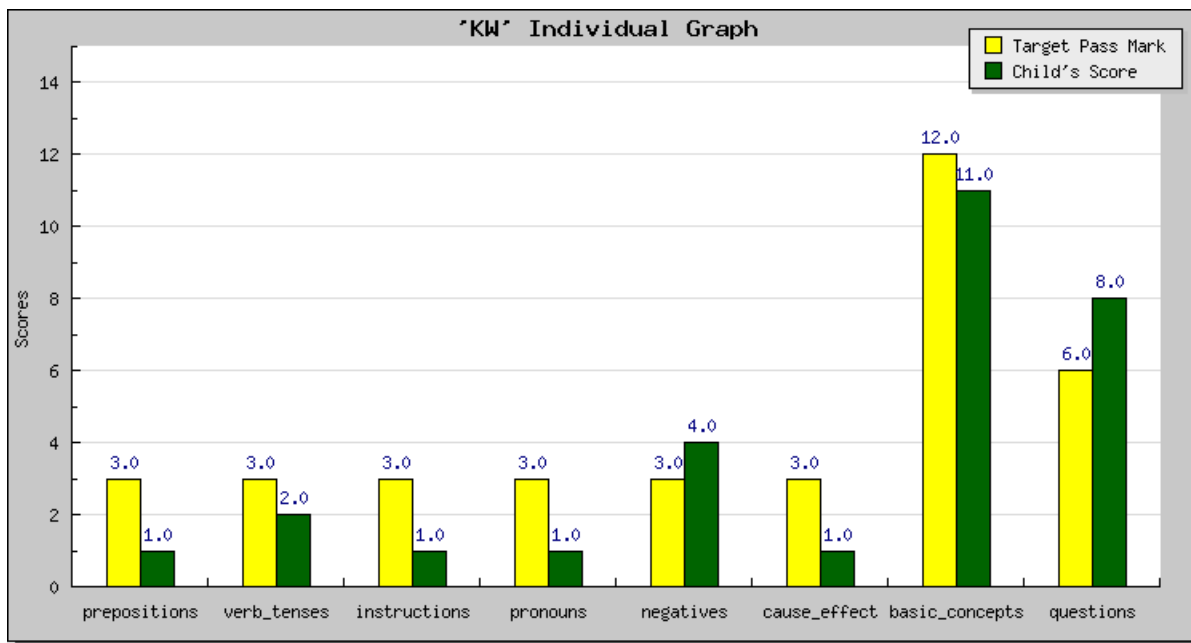




English is not HL's first language.

The scores of these children suggest that they are having difficulty understanding language in the classroom. If English is their first language they have moderate to severe receptive language difficulties which may be part of more complex difficulties. We strongly recommend that you discuss them with your local Speech and Language Therapists.

N.B. If English is **not** the first language for any of these children (e.g. HL) you should only contact the Speech and Language Therapy team if you have concerns regarding their understanding in their first language. We recommend that you discuss any EAL children with your inclusion and diversity team.



KW's scores suggest that he may have receptive language difficulties. You could work through the programmes recommended in the order suggested as part of classroom support or as part of a language nurture group. If you have concerns about any other aspect of his communication skills, we recommend that you discuss them with your local Speech and Language Therapists.

N.B. We recommend that you discuss any EAL children with your inclusion and diversity team.

No other children in this class were identified with receptive language difficulties. However, scores between 33 and 39 represent the low average range and as such these individuals should be monitored and re-screened to ensure they are not falling behind.

Interpreting the Language Link Screen

Total Score: The child's total score determines whether the Language Link screen detects problems. The total scores are age related so younger children would be expected to get lower scores than their older class peers.

The following table shows how to interpret the total score

Age	Total Score	Action
4:00 – 4:05 (48-53 months)	33 or above	Broad average range
4:06 – 4:11 (54 – 59 months)	36 or above	Broad average range
5:00 – 5:11 (60 – 71 months)	40 or above	Broad average range
4:00 – 4:05 (48-53 months)	32 - 26	Language support through programme and classroom support
4:06 – 4:11 (54 – 59 months)	35 - 29	Language support through programme and classroom support
5:00 – 5:11 (60 – 71 months)	39 - 30	Language support through programme and classroom support
4:00 – 4:05 (48 – 53 months)	25 or below	Severe difficulty need discussion with SLT may result in referral
4:06 – 4:11 (54 – 59 months)	28 or below	Severe difficulty need discussion with SLT may result in referral
5:00 – 5:11 (60 – 71 months)	29 or below	Severe difficulty need discussion with SLT may result in referral

Sections Passed: Each individual section has a pass rate. If a child has a high total score and makes more than one error on a section then monitor but do not put them on a programme. However if they only get one item on a section or do not answer any correctly on one section then they may have a specific problem which could be addressed through a programme delivered within the classroom or as part of a nurture group.

If a pupil scores poorly overall but only fails 1 or 2 sections work through the appropriate programmes and monitor closely. These pupils may need further investigation from the SLT service.

Scores between 33 and 39 represent the low average range and as such these individuals should be monitored and re-screened to ensure they are not falling behind.