





**Peterborough Children’s Speech and Language Therapy:**  
**EYFS & KS1 Language Screening Tool**

Child’s name: .....






Age (Years:Months): ..... Date of screen: .....

**Part 1 - Blank Levels Screen**

Present the ‘Beach’ picture (see in screening pictures on website) and ask ALL of the questions below (*text in italics indicates which part of the picture the question relates to*). Please write down the child’s response verbatim.

Blank Level	Question	Child’s Response	Child understood?
1	What is this? ( <i>dog</i> ) 		
	Who is that? ( <i>boy</i> ) 		

	What is she doing? ( <i>mum reading book</i> )			
	Find one like this ( <i>ice cream</i> )			
	Point to the boat			
2	What happened? ( <i>child dropped ice cream</i> )			
	Find me something that's wet			
	What shape is this? ( <i>children playing with ball</i> )			
	Show me the one we use to dig a hole			
	What goes with knife? ( <i>Lady eating fish and chips</i> )			
	What else can we eat? ( <i>picnic</i> )			

3	<p>What is the lady saying? (lady standing at ice cream van)</p> 		
	<p>What will happen next? (dog about to eat ice cream)</p> 		
	<p>How do you build a sandcastle?</p> 		
	<p>How is the girl feeling? (boy holding crab next to girl)</p> 		
	<p>What does accident mean? (child dropped ice cream)</p> 		
4	<p>What will happen if it rains?</p>		
	<p>Why is the bird sitting on the chair? (seagull waiting to take chips)</p> 		
	<p>The boy wants an ice cream but doesn't have any money. What could he do? (boy buying ice cream)</p> 		

	<p>How can you tell that the girl is scared?  <i>(boy holding crab next to girl)</i></p> 		
	<p>Why won't his kite fly?  <i>(child with broken kite)</i></p> 		
	<p>What could he use to fix his Kite?  <i>(child with broken kite)</i></p> 		

**Any comments:**

## Part 2 – Sequencing Screen

Cut up the witch story sequencing pictures (see in screening pictures on website) and mix them up before presenting to the student.

- a) Look at these pictures. Can you put them in the right order?
  
- b) Can you tell me the story?

Please write what the child says verbatim:

## Analysis and Next Steps

Please use the tables below to analyse the child's screen – see links to relevant resources and intervention packs to support the child's gaps/areas of difficulty.

### Blank Levels - Understanding:

\*Please Note: Blank Levels are a test of a child's understanding, therefore even if the answer given was not the expected response, if it demonstrates that the child has understood the question please mark as correct.

	Score	Competency achieved at:	Tick if competent i.e., did they understand the question	If not competent – What can you do? <a href="https://www.cpft.nhs.uk/speech-and-language-therapy-toolkit">https://www.cpft.nhs.uk/speech-and-language-therapy-toolkit</a>	Intervention Plans <a href="https://www.cpft.nhs.uk/speech-and-language-therapy-training">https://www.cpft.nhs.uk/speech-and-language-therapy-training</a>
Level 1	/ 5	4 / 5		Teach basic vocabulary and work on early concepts: <a href="#">Concepts.pdf [pdf] 153KB</a> Consider using a vocabulary checklist like the First 100 Words or EYBIC.	<ul style="list-style-type: none"> <li>• <a href="#">Supporting early vocabulary ideas pack.pdf [pdf] 197KB</a></li> </ul>
Level 2	/ 6	5 / 6		<a href="#">Blank Level 2 Activity Ideas.pdf [pdf] 1MB</a> <a href="#">Developing understanding of 'wh' questions- Blank Level 2.pdf [pdf] 166KB</a>	<ul style="list-style-type: none"> <li>• <a href="#">Blank level 2 Intervention Group - Session Plans.pdf [pdf] 3MB</a></li> <li>• <a href="#">Blank Level 2 Intervention Group- Progress Tracker.pdf [pdf] 336KB</a></li> </ul>
Level 3	/ 5	4 / 5		<a href="#">Blank Level 3 Activity Ideas.pdf [pdf] 1MB</a> <a href="#">Sequencing skills- Blank Level 3.pdf [pdf] 166KB</a> <a href="#">Storytelling skills- Blank Level 3.pdf [pdf] 104KB</a>	<ul style="list-style-type: none"> <li>• <a href="#">Blank Level 3+ Intervention Group - Session Plans.pdf [pdf] 3MB</a></li> <li>• <a href="#">Blank Level 3+ Intervention Group - Progress Tracker.pdf [pdf] 366KB</a></li> </ul>
Level 4	/ 6	5 / 6		<a href="#">Blank Level 4 Activity Ideas.pdf [pdf] 1MB</a> <a href="#">Why &amp; How questions- Blank Level 4.pdf [pdf] 153KB</a>	<ul style="list-style-type: none"> <li>• <a href="#">Blank level 4 Intervention Ideas Pack &amp; Progress Tracker.pdf [pdf] 431KB</a></li> </ul>

## Sequencing task – Expressive language:

Has the child used the following:	Circle as appropriate	What can you do?
Full sentences	Yes    No	<ul style="list-style-type: none"> <li>Consider using colourful semantics to support – all resources are in the Language section of our toolkit.</li> </ul>
Range of connectives	Yes    No    Some	<ul style="list-style-type: none"> <li>Work on connectives starting with ‘and’, ‘but’ and ‘then’, use sequencing pictures to help - <a href="#">Sequencing skills- Blank Level 3.pdf [pdf] 166KB</a></li> <li>Intervention group: <a href="#">Blank Level 3+ Intervention Group - Session Plans.pdf [pdf] 3MB</a> and <a href="#">Blank Level 3+ Intervention Group - Progress Tracker.pdf [pdf] 366KB</a></li> </ul>
Correct past tense	Yes    No    Sometimes	<ul style="list-style-type: none"> <li>Provide some specific teaching of the regular and/or irregular past tense: <a href="#">Past tense: regular and irregular.pdf [pdf] 72KB</a></li> </ul>
Range of vocabulary	Yes    No    Some	<ul style="list-style-type: none"> <li><a href="#">Describing Map- KS1.pdf [pdf] 412KB</a></li> <li>Intervention Group: <a href="#">Vocabulary (6-11 years) Intervention Group Pack.pdf [pdf] 2MB</a></li> <li>Consider pre-teaching vocabulary using a Word Aware approach – the service has a ‘Wonderful Words’ webinar which can be provided upon request.</li> </ul>
Used a clear beginning, middle and end	Yes    No	<ul style="list-style-type: none"> <li><a href="#">6-part Narrative intervention [pdf] 461KB</a></li> <li>Narrative Intervention group — soon to be added</li> <li>Story planner / mountain</li> </ul>

Leaflets found at: <https://www.cpft.nhs.uk/speech-and-language-therapy-toolkit>

Interventions found at: <https://www.cpft.nhs.uk/speech-and-language-therapy-training>