



Children's Speech and Language Therapy Service in Luton and Bedfordshire

First Language Assessment

The assessment in the booklet is designed to be used with children whose language abilities are causing concern within home or school/setting. It can be used both with children who may just have difficulties in learning English and with children who it is felt may have more generalised difficulties with language acquisition. This is an informal assessment.

Please seek parent/carer consent to complete this assessment.

It is important that the assessment is carried out by someone who is fluent in the child's home language, making sure the correct dialect is being used.

Wherever possible, this assessment should be used with a child **before** they are referred to the Speech and Language Therapy Service. This should help to ensure that children who just have difficulties in learning English rather than those having more generalised language difficulties are not referred to the service inappropriately. The results of this assessment should be used in conjunction with assessment or profiling of the child's other abilities in order that language skills can be put into the context of the child's overall development rather than being seen in isolation.

In addition to the pictures in this booklet, you will need the following items for the comprehension section:

Cup
Pencil
Book
Key
Small box

As you move through the assessment, the words in italics are what you need to say to the child. Record the child's responses in English using the words/language that the child actually used in their first language. If the child responded in English rather than their first language, please note this using (E) next to the response (this is not necessary if the assessment was carried out in English).

The assessment can be carried out over several sessions if necessary.

If you have any other queries, please contact the Speech and Language Therapy Service.



Background Information

Child's name	
Chosen/calling name	
Gender	
Date of birth	
Position in the family (e.g. oldest of four)	
First/main language	
Dialect (if applicable)	
Other language(s) used in the home (Spoken and written)	
Name of school/setting (if applicable)	
Language(s) used within school/setting (if applicable)	
Length of time the child has been exposed to English	
State any concerns from parent/carer(s) regarding the child's speech and language development	
Any other concerns regarding the child's development, e.g., medical conditions including hearing difficulties, delayed developmental milestones, learning difficulties	
Date of parent/carer consent	
Name and position of assessor	
Date(s) of assessment	
Language/dialect in which the assessment was carried out	
Signature of assessor	



Basic vocabulary

Assessor says:

Show me your...

(Record as ✓ or ✗. If ✗, record what the child pointed to)

fingers _____

hair _____

mouth _____

ears _____

knees _____

shoulders _____

What is this? (Whilst pointing to the respective body parts)

(Record the child's responses)

eye _____

foot/feet _____

nose _____

thumb _____

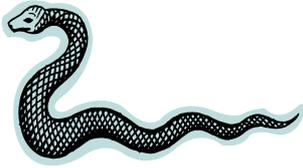
tummy _____

elbow _____

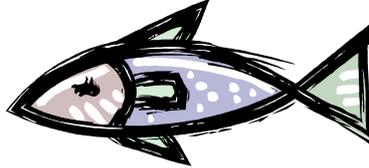


Basic vocabulary and categorisation part 1

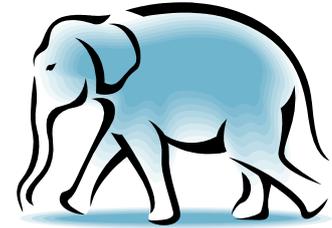
1.



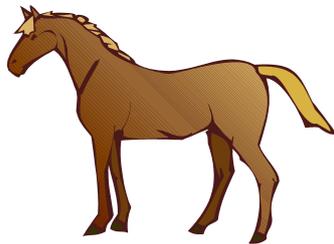
2.



3.



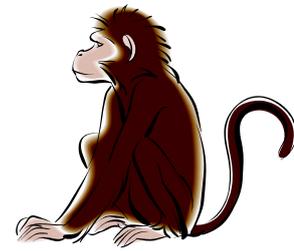
4.



5.



6.



What is this? (Whilst pointing to each picture above individually)

(Record the child's responses)

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

What are all these things? They are all...

(Record the child's responses)

Can you think of any more animals?

(Record the child's responses below or write N/A if no response)

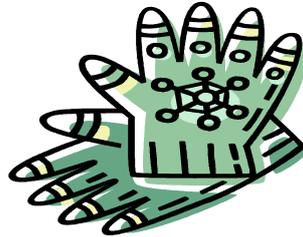


Basic vocabulary and categorisation part 2

1.



2.



3.



4.



5.



6.



What is this? (Whilst pointing to each picture above individually)

(Record the child's responses)

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

What are all these things? They are all...

(Record the child's responses)

Can you think of any more clothes?

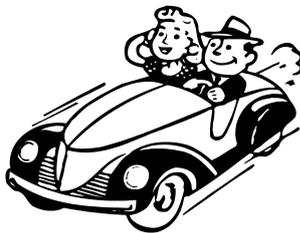
(Record the child's responses below or write N/A if no response)



Verbs

Tell me what is happening in the pictures.

(Record the child's exact response under the picture, including any errors, e.g., word order)



Why have they got an umbrella?

Why are they happy?



Adjectives

Use each pair of pictures in turn, covering the other sets if necessary. If the child makes an error in the first part of the task, model the correct response, and then try the second part.



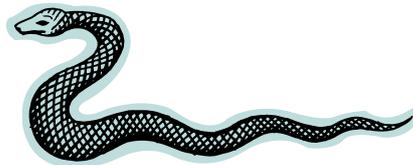
Which butterfly is big? _____ (record ✓ or ✗)

And this one is... _____ (record the child's response)



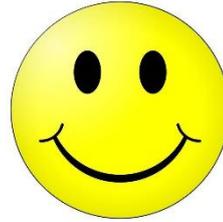
Which one is cold? _____ (record ✓ or ✗)

And this one is... _____ (record the child's response)



Which snake is short? _____ (record ✓ or ✗)

And this one is... _____ (record the child's response)



Which one is happy? _____ (record ✓ or ✗)

And this one is... _____ (record the child's response)

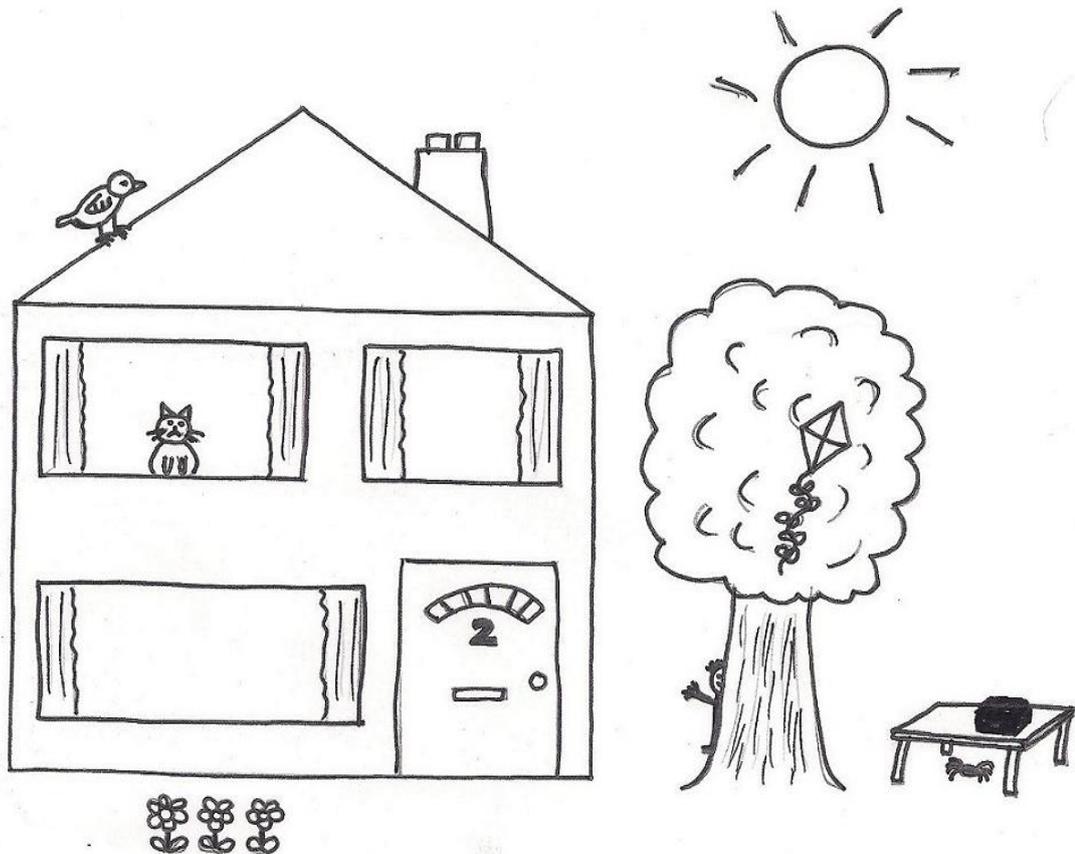


Which one is dry? _____ (record ✓ or ✗)

And this one is... _____ (record the child's response)



Position words



Comprehension – Record the child's responses or ✓ or ✗ if they point to an item

What is on the roof? _____

What is under the table? _____

What is in front of the house? _____

What is in the tree? _____

Expression – Record the child's responses. If the child points, say *Can you tell me where it is?*

Where is the cat? _____

Where is the number 2? _____

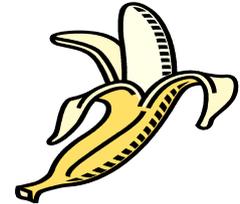
Where is the sun? _____

Where is the boy? _____



Odd one out

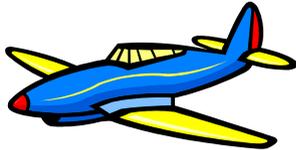
Present one line of pictures at a time (cover the other pictures). Ask the child to *Point to the object that is 'different' or 'not the same'* (record ✓ by the one they pointed at). Ask the child *why is it not the same?* Record the child's responses under each row of pictures. Please note how much help the child needed for this task.



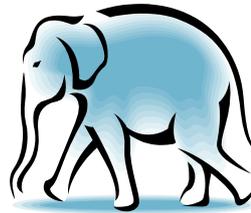
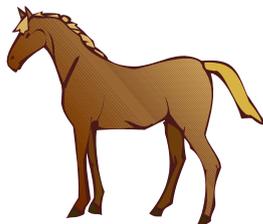
Why? _____



Why? _____



Why? _____



Why? _____

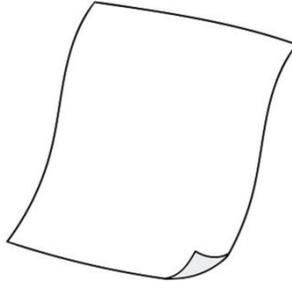


Things that go together

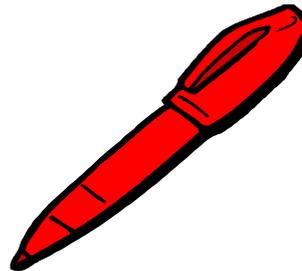
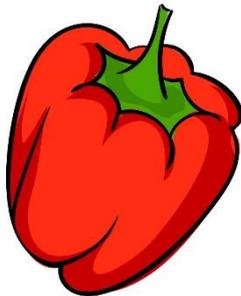
Ask the child to *join up the objects that go together*. Prompt if necessary, but please note the amount of help that the child needed for this task. Ask the child *why do they go together?* Record the child's responses.



Why do they go together?



Why do they go together?



Why do they go together?



Why do they go together?



Short term memory

I'm going to say some numbers. I want you to say them / repeat them when I've finished.

Record the child's responses.

If the child gets both items with the same number of digits incorrect, stop at this part of this assessment.

Practice item: 2, 5 Response: _____

a) 1, 4 _____

b) 2, 6 _____

c) 3, 1, 4 _____

d) 8, 2, 5 _____

e) 1, 4, 3, 2 _____

f) 8, 2, 6, 3 _____

g) 4, 1, 6, 2, 9 _____

h) 3, 7, 2, 6, 1 _____



Verbal comprehension

You now need the objects stated at the beginning of the assessment. In this section, if you need to repeat the instruction, repeat the **whole** instruction again rather than just the part that the child did not respond to the first time. Please record if a repeat was needed as well as the action that the child carried out if the response was incorrect. Put the item(s) that the child uses back on the table with the others after each instruction. **Praise the child after each task.**

1. Object function

Look at the things on the table. I'm going to ask you to give me one of them. Listen carefully.

Instruction	✓	✗	What is it?
<i>Give me the one I can write with</i>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<i>Give me the one I can drink from</i>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<i>Give me the one I can read</i>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<i>Give me the one I can open the door with</i>	<input type="checkbox"/>	<input type="checkbox"/>	_____

2. Following verbal instructions

In this section, if the child makes an error, note down what they did. Remember to put the item(s) that the child uses back on the table with the others after each instruction.

Now I'm going to ask you to do something else. Look at all the things in front of you. Listen carefully. Are you ready?

Instruction	✓	✗	Record any errors here
<i>Put the key in the cup</i>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Put the pencil on the book</i>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Put the box under your chair</i>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Put the pencil and the key in the box</i>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Put the key in the cup and the box on the floor</i>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Put the book on your knee and put the pencil under the box</i>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Put the key in the box, put the book on the floor and put the cup on the book</i>	<input type="checkbox"/>	<input type="checkbox"/>	





Expressive language

Narrative

Choose a story without words, e.g., Oxford Reading Tree. Try to use the same story for all children.

Look at the pictures, they tell a story. Can you tell me what is happening?

You can prompt by asking *What's happening here?* for each page if necessary.

Answer the following questions:

1. How much prompting did the child require?
2. Give examples of 3-5 sentences/phrases that the child said (word for word).
3. Did the child see the story as a whole, or did they talk about the pictures separately?
4. Did the child have any difficulties with the vocabulary? (i.e., finding the right words)
Give examples if appropriate.
5. Did the child provide only basic information about the pictures or were they able to elaborate?
6. Was the child's speech fluent, or did he stop and start, hesitate, or get muddled?
7. Was the child able to retell the whole story once they had gone through the book page by page?

Relating personal experience

Tell me what you did... (then give a time/scenario, e.g., in class this morning; before you came to school; over the weekend etc.)

Answer the following questions:

1. How much prompting did the child require?

