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Instructions for use

Preparation

Multiple copies of the Record Sheets, **pages 41–52** can be printed as required. One copy will be needed for each assessment carried out. The appropriate Final Summary Score Sheet needs to be selected/printed, Foundation Stage or Year 1.

The Picture Assessment Booklet will need printing, preferably in colour, although a black and white version is included in this pack (Appendix 3). This could be printed on card/laminated for durability, and placed in an A4 ring binder. Only one copy of the booklet will be required, but the PDF will enable access to repeat pages/copies as required if material is lost or damaged.

Carrying out the assessment

The Pupil Language Profile should be carried out in a quiet environment with as few distractions as possible. The screening measure should be offered to the child as a positive experience, for example, as a ‘special job’ where he/she is going to be looking at some ‘funny pictures’.

The child will be shown the picture booklet. The adult administering the screening will have the record sheets and refer to the instructions for each section. It is advised that the adult should familiarise themselves beforehand with the picture booklet pages and the instructions on the respective record sheet.

The full screening measure (sections 1–7) should take between 15–20 minutes to administer, plus an additional 5–10 minutes if the optional sections (sections 8–10) are included.

The full screening measure would normally be carried out in one session but can be administered over two sessions if necessary.

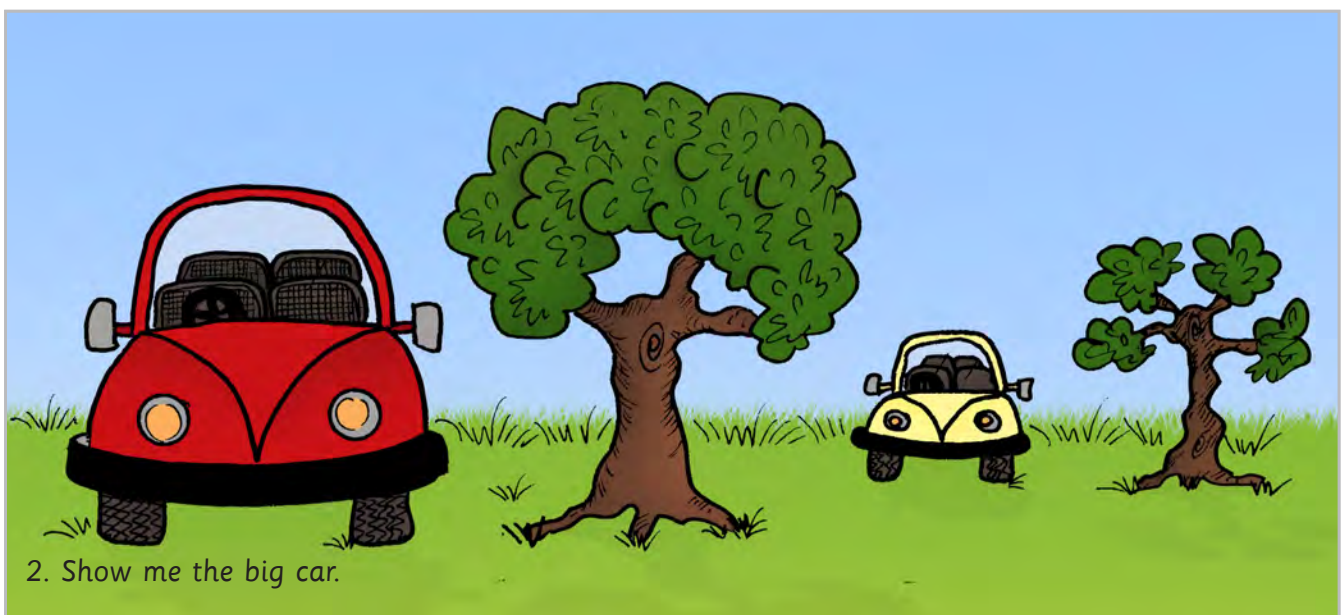
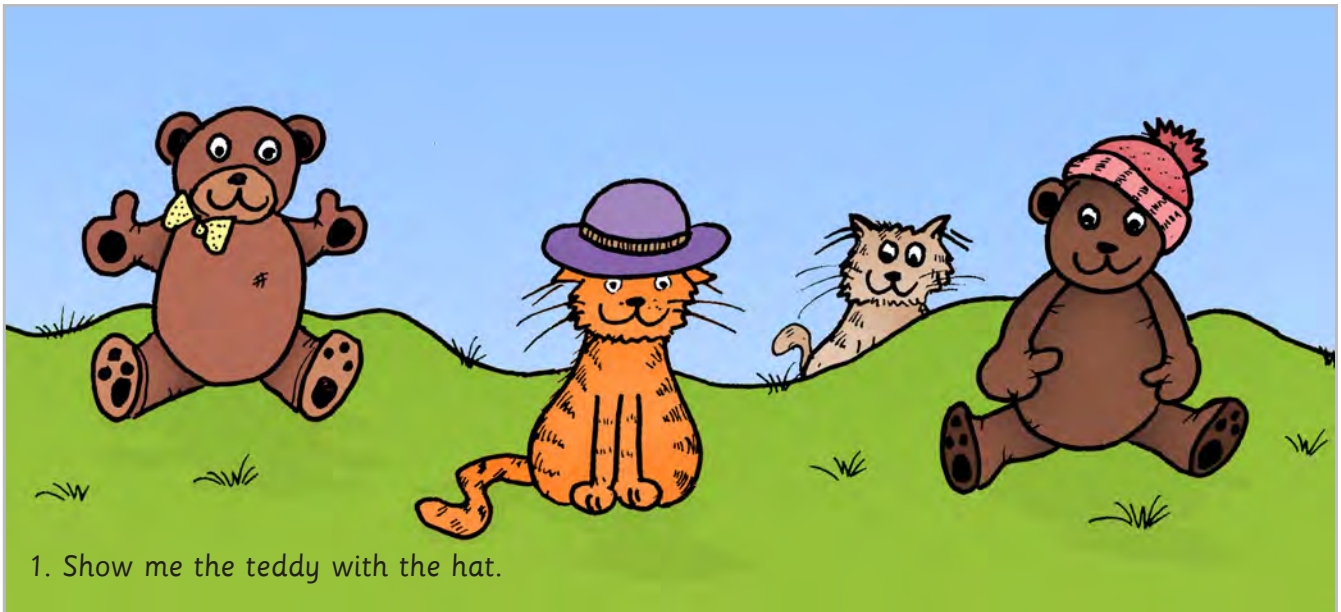
Session 1: Receptive language 1–4 key word levels (sections 1–4).

Session 2: Expressive language, plus optional section (sections 5–10).

When carrying out the expressive language sections of the PLP, practitioners may wish to record the child’s responses on a mobile phone or voice recorder. It is less distracting for some children, it eliminates the need to ask the child to repeat him/herself and generally allows the assessment to proceed more naturally.

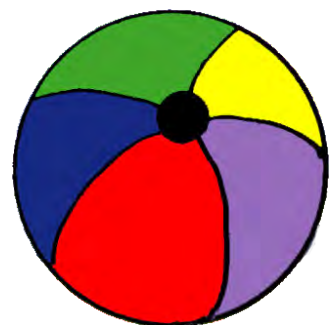
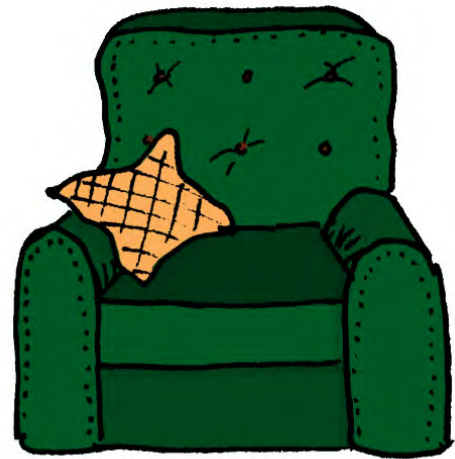
Low resolution sample for viewing on the web

Section 2. Receptive language at two key word level



Low resolution sample for viewing on the web

Section 5. Expressive language at one key word level



Section 3. Receptive language at three key word level

Instructions: Show **pages 20–24** of the Picture Assessment Booklet to the child.

Please note: If a child is highly distractible, you may wish to screen the other picture strips with a sheet of plain paper or cut the picture strips into individual cards.

Direct the child’s attention to each of the pictures in the strip but do not offer any information. ‘Look at all these funny pictures here! This one ... and look here!’, and so on. **Do this without naming the pictures.**

Now ask the child to ‘Show me ...’ or ‘Point to ...’

Score 1 for a correct response.

Please note: You may repeat the instruction once if necessary but note on the form that repetition was required.

		Record the child’s response if wished	Score 0–1
Page 20	The cat in the box.		
	The door on the big house.		
Page 21	The spider on the ball.		
	The boy throwing the apple.		
Page 22	The baby jumping on the chair.		
	The monster eating a lollipop.		
Page 23	The snake under the table.		
	The spoon on the broken plate.		
Page 24	The teddy wearing a spotty hat.		
	The rabbit behind the shoe.		
Total Score:			/10

Observations:

Scores:	Red	Amber	Green
Foundation Stage:	4 and below	5–7	8–10
Year 1:	6 and below	7–8	9–10