

## Primary School Language Checklist

**A primary school student could have a language disability if the student has any of the problems on the Pre-School Checklist and/or:**

- Has problems constructing complex sentences (using words such as *before, after, while, unless, otherwise* and *either* to join ideas within a sentence)
- Has problems giving clear, well-sequenced instructions
- Has problems re-telling events, with events in a logical order
- Has problems following three-part instructions (for example, *Get out your maths book and your red pen, and turn to page 52*)
- Has problems fully understanding stories read to them (for example, has problems identifying the main idea, remembering details, understanding characters' thoughts and feelings, and predicting further events)
- Has problems distinguishing between similar-sounding words (for example, *comb* and *cone*)
- Has problems saying multisyllabic words (for example, says *mazagine* for *magazine*)
- Has problems identifying the first and last sounds in words, breaking words into syllables and sounds, and recognising rhyming words
- Has problems 'sounding out' words when spelling and reading
- Has problems reading grade-level texts fluently and accurately
- Has problems writing grammatically-correct, well-sequenced paragraphs and stories
- Has problems with reading comprehension (understanding what has been read)
- Is reluctant to read or write
- Is reluctant to participate in group discussions, avoids answering questions, appears rude or abrupt when expressing opinions, has few friends or is teased by other children
- Dislikes school, says school is boring, refuses to co-operate with teachers, disrupts others' work, or struggles to complete class tasks and homework

**Please contact us for further information – [info@fastforword.com.au](mailto:info@fastforword.com.au)**



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