This Checklist was prepared by Linda Dawson (NT Literacy Achievement Adviser) to support principals and schools involved in the Principals As Literacy Leaders (PALL) Project managed by the Australian Primary Principals Association. The checklist is based on information from the following reference source:

### Class Overview - Student Receptive and Expressive Language Checklist

<table>
<thead>
<tr>
<th>Class</th>
<th>Year Level</th>
<th>Date</th>
</tr>
</thead>
</table>

#### Student Names

#### Recording Key

- **Y** = Yes
- **S** = Sometimes
- **N** = No

#### Language/Cultural Background

#### Expressive Language Warning Signs

- Speech is not intelligible
- Has limited vocabulary compared to peers
- Has long pauses in speech with many fillers (e.g. um, er etc)
- ‘news’ is often unintelligible and disorganised
- Often restarts when speaking; leaves listener confused
- Sentences are short and simple
- Words are often in an incorrect order
- Uses word endings (for tense or plural, etc) incorrectly
- Confuses pronouns
- Has problems taking turns
- Changes topic frequently and inappropriate
- Cannot retell a simple event or story
- Has trouble sequencing events when retelling
- Uses few descriptive words
- Has difficulty linking ideas
- Often leaves out important details
- Cannot give clear explanations
- Is the class clown
- Talks less than peers generally, but may take a long time to say what he or she is trying to say

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