

Barriers to learning – understanding: primary

Speaking	Listening	Social and emotional	Reading	Writing	Organisational
Problems with word order within a phrase or sentence.	Lack of awareness of the boundary of a sentence – when does it begin and end?	Lack of awareness of when a person has finished speaking impacts on turn-taking and conversations.	May read sentence constructions beyond their level of comprehension of grammar structures.	Lack of awareness of the boundary of a sentence impacting on construction of beginning and end.	Lots of attempts at sentences, restarts, changes to constructions which impact on fluency and the listener's role in the interaction.
Lack of use of markers such as plurals, 'ed' with regular verbs.	Lack of awareness of whether it is a statement or a question.	Lack of awareness of whether it is a statement or a question leads to misinterpretation and/or impairs their responses.	Limited use of the grammar of a sentence to predict a word by its function.	Uses simple repetitive sentence constructions.	
Omission of words in phrases or sentences.	Poor understanding of use of negative in a sentence – i.e. 'not'.	Frustration may occur when they cannot understand a sentence or communicate effectively in a way understood by others.	Impact on reading aloud when unsure of when a sentence begins and ends.	Problems with word order within a phrase or sentence which can significantly affect meaning.	
Poor use of irregular verbs such as 'saw' – 'seed'.	Poor understanding of how passive verbs change the meaning of a sentence, e.g. 'The boy was pushed by the girl.'/'The boy pushed the girl.'	Withdrawal from interactions.	Difficulty processing a sequence of sentences within a paragraph.	Omission of words in phrases or sentences, such as 'the', 'is', 'on'. More adult mediation is needed to interpret.	

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Impoverished use of adjectives and adverbs.	Lack of awareness of markers for verb tenses impacts on understanding of time, e.g. not noticing 'ed' on the end of 'walked'.			Lots of crossings out. Reduced output.	
Impoverished use of connectives such as 'because'.	Difficulty in taking meaning from use of pronouns as references to parts of previous sentences.			Difficulty monitoring their written output for accuracy and sense.	
Incorrect use of pronouns.				Impoverished use of adjectives and adverbs to write descriptively.	
Poor response to question words, e.g. 'where?'. Requires a preposition as part of the answer.				Grammatical errors in speech translate to written work, e.g. 'I seed the boat.'	
Difficulty monitoring the accuracy of their sentence constructions.					