

Barriers to learning – expressive: primary

Speaking	Listening	Social and emotional	Reading	Writing	Organisational
Poor or oblique response to questions.	Difficulty learning conceptual vocabulary for lessons such as mathematics, science.	Immature interactions with peers leading to friendship breakdowns.	Poor comprehension of text at phrase and sentence level.	Simple vocabulary used when peers are using more complex language.	Poor storage and word retrieval.
Use of short phrases/simplistic vocabulary.	Can't pick out words they don't understand.	Poor participation in class discussions.	Not understanding sufficient vocabulary in text to access higher-level inference and deduction.	Uses a related word rather than the correct one.	Impaired planning to retrieve and use topic-specific vocabulary.
Over-learning required for new vocabulary.	Misinterprets instructions in the classroom.	Poor understanding of labels for emotions.	Poor prediction of a word in context of a phrase or sentence.	Difficulty using subject-specific vocabulary/using empty language such as 'thing'.	
Use a related word rather than the correct one.	May appear to have poor attention/may be trying to interpret what has been said.	Literal interpretation of vocabulary.	Inconsistent word object/match which reduces impact of using pictures to support text.	Difficulty completing task within a given time frame.	

Speaking	Listening	Social and emotional	Reading	Writing	Organisational
Difficulty using vocabulary across different settings.	Poor flexibility to understand a word which may have more than one meaning, e.g. light (noun and an adjective).	Frustration may occur when they can't get their message across.	Poor dictionary skills and independent word finding.	Impaired use of dictionaries and thesaurus.	
Uses lots of empty language, i.e. 'this', 'that', 'thingy'.	Links between related words are not easily or correctly established (categorisation and generalisation).	Withdraws from interactions or becomes 'class clown'.	Interrupted flow of reading aloud.		
Uses learned phrases.	May be very slow to respond to questions or directions.				
Knows the word but can't remember its name – 'tip of the tongue' syndrome.					
Interrupted flow of language/rambling speech but hesitant.					

Speaking	Listening	Social and emotional	Reading	Writing	Organisational
Difficulty attaching a label to a symbol in maths and interpreting its function.					