**Understanding**

- Difficulty following instructions.
- Attention difficulties, especially in large groups.
- Difficulty answering questions.
- Behaviour difficulties.
- Difficulties understanding written language.
- Difficulties producing language.

**Speech**

- Consistent substitution of one sound for another – eg. ‘t’ for ‘k’ (‘cat’ becomes ‘tat’).
- Problems producing consonant sounds together – eg. ‘p’ for ‘sp’ (‘spoon’ becomes ‘poon’).
- Problems with intelligibility.
- ‘Jumbled’ speech.
- Stammering or dysfluency.

**Production of Language**

- Difficulty putting words together in a sentence.
- Difficulty using grammatical structures.
- Limited vocabulary development and difficulty learning and remembering new words.
- Omitting parts of sentences – especially function words (eg. ‘the’ and ‘is’) and grammatical markers on the end of words (eg. ‘ing’).
- Persistent errors with tense marking.
- Word-finding problems – getting ‘stuck for words’, mis-naming things or frequent use of non-specific labels (eg. ‘thingy’ and ‘stuff’).

**Social Use of Language**

The social use of language refers to the way we interact with other people, together with our understanding of the verbal and non-verbal rules of interaction.

- Under-use or over-use of eye contact when having a conversation.
- Difficulty with turn-taking in conversation.
- Unusual tone of voice or volume.
- Over-use of ‘learnt phrases’ (language borrowed from films or TV programmes or rather adult language).
- Lack of flexibility in thinking and interaction.
- Difficulty understanding and using tones of voice, gesture and facial expression.
- Difficulty building and maintaining peer relationships.
- Difficulty managing in the playground.