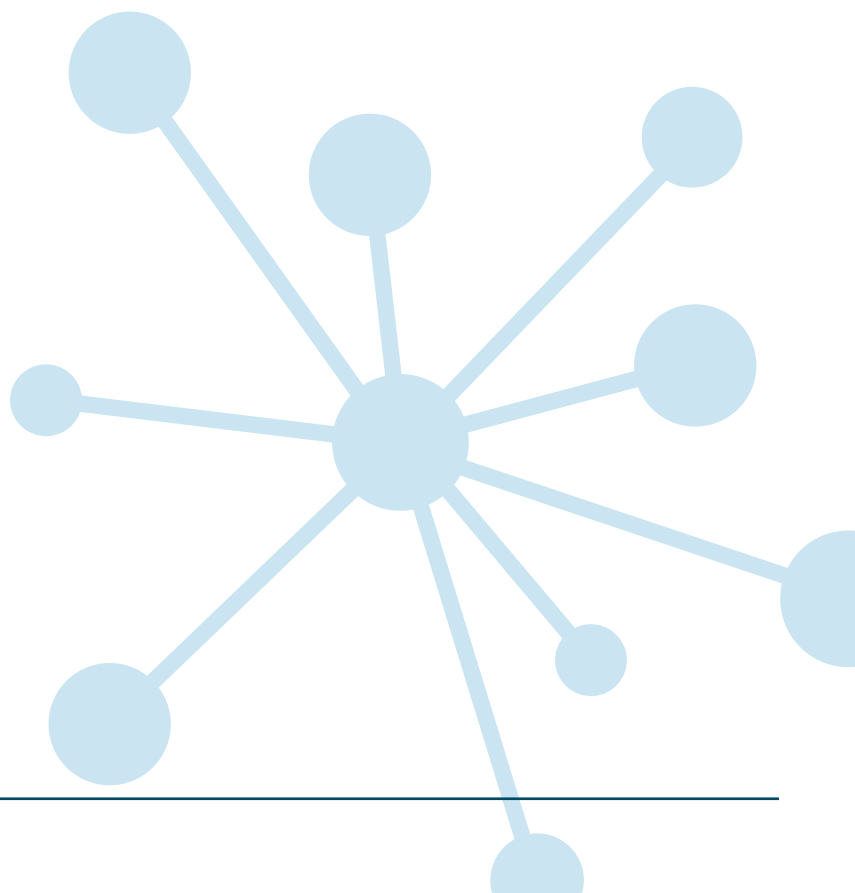


 **WellComm****Individual report  
for Ben Smith**

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<b>Name:</b> Ben Smith	<b>Setting / School:</b> Happy Days Nursery
<b>Date of birth:</b> 3 Mar 2012	<b>Date of last assessment:</b> 1 Dec 2015
<b>Current outcome:</b> Requires extra support and intervention	<b>Follow activities in Big Book of Ideas:</b> Section 6
<b>Re-screen:</b> Yes	<b>Suggested date for next assessment:</b> March 2016

## Scores and outcomes

Date of assessment	Age	Age-Appropriate Screening				'Green' Section			Differential
		Section	Age range	Score	Outcome	Section	Age range	Score	
1 Dec 2015	3 years 8 months	7	3 years 6 months - 3 years 11 months	5	Amber	5	2 years 6 months - 2 years 11 months	10	2 sections below

## Assessment results

Date of assessment	Age	Section 1 5 months - 11 months	Section 2 1 year - 1 year 5 months	Section 3 1 year 6 months - 1 year 11 months	Section 4 2 years - 2 years 5 months	Section 5 2 years 6 months - 2 years 11 months	Section 6 3 years - 3 years 5 months	Section 7 3 years 6 months - 3 years 11 months	Section 8 4 years - 4 years 11 months	Section 9 5 years - 6 years
1 Dec 2015	3 years 8 months					Green 10	Amber 6	Amber 5		

## Next steps

Section number		Description	This is important because...	Find on
6.2	Comprehension	Understanding 'behind' and 'in front'	'Behind' and 'in front' are prepositions and are used to describe the placement of objects or people.	p117
6.6	Expression	Developing expressive language (three word level expression)	As language develops, children need to be able to use more words to make longer sentences. This happens by adding grammatical elements (i.e. plurals, past tense) or by linking two thoughts (e.g. using 'and' / 'because') thereby making sentences much longer. Children are ready for this when they have the vocabulary to be able to link three key words in a sentence.	p121
6.7	Expression	Understanding and using verbs in the past tense	Developing the grammatical structures relating to past tense allows children to talk about an event that has happened in the past and contrast this with the here and now. This increases the range of language use and also allows children to talk about things outside the here and now.	p122
6.10	Expression	Learning to remember and then say the names of three things	Verbal understanding can be likened to a 'list' of things that need to be remembered in order to carry out a task. If, for example, a three word instruction is given (e.g. \"wash doll's face\"), the child has to remember 'wash', 'doll' and 'face'. If he/she can't do this, it may be that auditory memory is not yet sufficiently developed.	p126
7.2	Comprehension	Understanding 'many' and 'few'	These kinds of concepts can be tricky to learn, because there is no fixed quantity associated with them (e.g. a 'few' leaves on a tree may relate to a hundred leaves, whereas a 'few' biscuits left on a plate may only be three). These concepts/words are abstract - they can't be seen or touched in the same way as a concrete object like a fork can.	p135
7.4	Comprehension	Learning the meaning of 'why'	'Why' questions help to develop causal relations, that is, something happened because of something else (e.g. the boy is crying because he fell off his bike).	p137
7.8	Expression	Understanding opposites: 'wet'/'dry', 'up'/'down'	Opposites are used to describe concepts (e.g. an oven is 'hot', a fridge is 'cold') whilst recognising that other words (e.g. 'warm', 'tepid', 'lukewarm') represent various positions on the continuum between these two poles. These linguistic concepts are important in developing cognitive skills too.	p142
7.9	Expression	Understanding and using pronouns: 'his' and 'her'	'His' and 'her' are used to signal that something belongs or relates to a man/lady, boy/girl (or male/female animal) previously identified in a sentence (e.g. the boy wears 'his' shoes; the girl likes 'her' new bike).	p143
7.10	Expression	Linking sentences using 'because'	'Because' is one of a range of words used to expand sentences by adding information, and in this case, justifying ideas/thoughts/decisions. By using words like 'because' (e.g. 'then', 'after', 'that') children are able to expand their grammatical skills too.	p145