Using the South Tyneside Assessment of Syntactic Structures:

Monitoring the Spoken Language Development of Deaf Children

Rachel O’Neill
Acknowledgements

Pictures from Learning and Teaching Scotland: Birth to Three (2005) Reproduced with permission.
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1 Why use STASS?

The South Tyneside Assessment of Syntactic Structures (STASS) was produced by two speech and language therapists in 1987. Susan Armstrong and Maureen Ainsley were interested in the development profiles produced by David Crystal with Garman & Fletcher, (1989) but wanted an assessment tool which was quicker and easier to administer. The researchers took time out from work to test 900 children aged 3-5 on Tyneside. Their aim was to produce an assessment which could be used to screen for language or developmental delays.

Armstrong and Ainsley didn’t expect this assessment to have a new lease of life in the twenty first century. There are not many assessment tools which measure the growth of the grammatical system in the period before five years. This age group has become crucial in deaf education since the introduction of newborn hearing screening. The NHS can now identify deaf children in the first month of life and language intervention can start much earlier than in the past. So the enthusiasm for grammatical analysis of the 1980s has returned, this time with targets. For example, the RNID has suggested that 60% of deaf children identified through screening could have age appropriate spoken or sign language development by the age of three (RNID, 2003). If this happens, there may be less need for later intervention or remedial support for deaf pupils at school.

The STASS assessment focuses on spoken language communication. It is an assessment which is useful for any deaf or hearing child who uses speech to communicate. Of course many deaf children use a mixture of speech and sign, or use both modes of communication at different times. STASS is just a test for spoken language. It can yield very useful information for teachers of deaf children, for example it can help you to set new language targets which are most appropriate for the child’s language development. Or it may assist with a decision about introducing fluent BSL models so that the child can develop age appropriate BSL skills, if there has been little progress with spoken language.

All teachers of deaf children should feel confident in analysing child language; this is our area of expertise. There are many areas of child language which we may want to investigate: how language is used (pragmatics), how words are pronounced (phonology), the growth of the child’s vocabulary and the gradually deeper understanding of meaning (semantics), the development of listening skills and comprehension skills and the development of the child grammar in speech or sign into adult grammar of speech or sign.

This booklet has been written to assist teachers of deaf children and speech and language therapists in just one area: the development of the grammatical system. The STASS assessment has been chosen because it is quite a straightforward one to use. It has limitations, as all assessments do, but it develops skills in the area of grammatical analysis which can later encourage teachers of deaf children to explore the English language development of their pupils in more detail.
What does the assessment consist of?

All the materials for STASS are contained in a spiral bound book, available from the authors for £72. The pictures were updated in 2008. The materials are aimed at children in the 3-5 age group so could not realistically be used with deaf children beyond the age of about ten. A parallel assessment called DASS is more suitable for older children or teenagers. The pictures in DASS have not yet been updated, and this assessment has not been normed on older children. However, it may be more appropriate to use with deaf learners of 9+.

The assessment takes about 15 minutes per child. The assessor sits opposite the child and uses a prompt phrase while showing a picture. The child looks at the picture and responds. The assessor writes the response down or records the assessment to analyse later. This produces a collection of utterances which has been elicited to show a range of grammatical structures.

After the child has left, the assessor analyses the responses. There is some help in the booklet about how to analyse, but not much. This guide will help fill out some of the detail and give teachers and speech and language therapists more practice in the analysis stage.

Features of syntax at clause, phrase and word level are counted and entered onto a summary sheet. The test booklet has charts showing expected mastery of features at ages 3, 4 and 5. From these charts and the summary sheet practitioners can work out the stage the child has reached in developing spoken language and possible areas which will emerge soon. This can inform the child’s language programme, not to teach grammar but to devise activities which will model new constructions and elicit and practise more complex language.

2 STASS and children with different language learning backgrounds

STASS is only useful for children who are using some speech, that is, they can use at least two words together in short utterances. If you use the Early Support Monitoring Protocol (DfES 2006) you will know about the B stages. We are concerned here with Stages B8 and above.

Children with BSL as their first or preferred language

This assessment is not designed to assess BSL development; fortunately there are now several assessments available to do this:

- Woolfe, R (forthcoming) MacArthur-Bates Communicative Development Inventories for British Sign Language. London: City University Publication

The first two are currently available through Forest Bookshop and the last will soon be on sale. Assessors need to have attended a training course to use the Productive Skills assessment, and have at least Signature / CACDP British Sign Language (BSL) Level two.
**Children with other spoken home languages**

Many children will have another spoken language used at home, and in the period 0-5 this will usually be the child's dominant language. The child may be bilingual to some extent, but the results you find when using STASS will not measure the proficiency of the child in their stronger language.

We know that when the STASS developers were referencing their test against norms for hearing children they excluded those from families where English wasn't the first language (Armstrong & Ainsley, 1984 p 2). We can't use norms based on monolingual English speaking children to judge the progress of bilingual children. Also, we don't have information about syntactic development of young children with Polish, Punjabi, Cantonese, Bengali etc which would be useful in Britain. In 2003 a special issue of the journal 'Child Language Teaching and Therapy' looked at the development and assessment of young children in a multilingual environment. It includes articles about children in bilingual families where Punjabi, Mirpuri, Urdu and Cantonese are the home languages.

We can use STASS with children from bilingual backgrounds, but we need to be very careful about how we interpret the results. Some speech and language therapists (SALTs) have another spoken language or a particular knowledge of certain community languages. SALTs are a very helpful source of advice when using tools such as STASS because in their training they spend much longer finding out about language development than teachers of deaf children usually do. To find out more about the Royal College of Speech and Language Therapists, see their website: http://www.rcslt.org/

**Children with non-standard English**

Another important issue to consider is that many, possibly most, young children will not be using standard English at home with their families. We will come back to this issue when we look at some samples of children’s responses to the STASS test.

Here are some examples of non-standard English which could be the norm for many English speakers:

*I just seen him.*
*I have forgot.*
*I’m no coming.*

When we use David Crystal’s development framework in the STASS assessment we should remember that he is looking at an idealised standard English. Most areas of the UK have regional dialects, and working class children are more likely to use a non-standard variety than middle class ones. These different grammars are not wrong, just different. The children who use them will learn while they are at school to move in and out of the standard variety. It’s important that when we assess young children’s language development we don’t think these non-standard Englishes are evidence of developmental delay or deviance!
If you are not familiar with Scots, there are a number of good websites which introduce you to its grammar. For example: http://www.scots-online.org/grammar/sse.htm

As practitioners with an interest in language development we should be aware of the spoken community languages used in our area, of the national and regional variations in English found nearby and of BSL.

3 Crystal’s method of analysing children’s language development

To use STASS properly you need to be familiar with grammatical features of English. Although we use English fluently we often find it remarkably difficult to analyse because very few of us have been taught to do this at school. Most of us are the products of an education system which favoured creativity in English over analysis. However, it’s not hard to learn. You will find it easier if you buy a good dictionary which shows grammatical word classes of words; these are usually recommended for people learning English as a foreign language. The Cobuild Advanced Learners’ English Dictionary, is very good for checking information about word classes, for example.

Spoken English can be analysed in several different ways, but the predominant British tradition is a descriptive one. Children’s grammars gradually emerge from the one word utterance to two word, three word then little sentences. Children don’t immediately copy the adult grammar they hear from caregivers. They have limitations of sentence length and processing power, which means that their grammar develops gradually over the period from one to five. When most children reach five they have in place the majority of the grammatical features of the adult grammar.


If you are interested to find out what happens to children’s grammatical development further on in the primary years, one very good book, now sadly out of print is Katherine Perera’s Children’s Writing and Reading. Analysing Classroom Language. London: Basil Blackwell, 1984. Copies can occasionally be found online second hand.


Crystal’s analysis looks at three levels of language patterns. Starting with the largest chunks of language we can analyse children’s utterances into simple clause patterns of Subject, Object, Verb, Adverbial and Complement. This book will explain how to do it and we will practise using real children’s language.
Next Crystal directs us to the phrase, which is a group of words that can fill out any of the clausal elements. These phrases may appear on their own, for example *Ali bike*. Or they may appear as one element in a clause, for example

```
That’s Ali bike (3;5)
S  V   C
```

In this book I will use the convention of underlining phrases where they appear in a clause. The age in brackets is made up of years and months after the semicolon.

Crystal directs us to certain features of phrase development which happen in a predictable order in English, such as the first appearance of the auxiliary verb (He’s swimming, I *can* jump). Analysing phrase level development is the most time consuming part of the STASS assessment. Before you can do it you need to be familiar with the word classes of English. A word class is a label for a group of words for example Noun, Verb, Adjective. We will practise these thoroughly in section 4.2.

Next Crystal focuses on word level developments. Again, there is a predictable sequence in the emergence of word endings in children’s spoken English development. The -ing verb ending occurs very early on, and features such as -er on comparative adjectives are usually still not present by five years old. These features are relatively easy to spot.

Crystal is also interested in the interplay between phrases and clauses. Children’s early utterances may have two clause elements or three, each formed with one word. For example *Daddy gone* could be analysed as a Subject Verb sentence. The next stage we would expect to see is that one or perhaps both of these clause elements will be filled out into a phrase. For example,

```
daddy car gone.
S  V
```

Crystal also draws our attention to certain word level features which emerge in a regular sequence in normal spoken English development: the auxiliaries or helping verbs, prepositions and pronouns. We will look in more detail at these later on.

Armstrong and Ainsley used Crystal’s LARSP procedure and simplified it for busy speech and language therapists and teachers so that it becomes quicker to discover if the child has expected spoken language development or not. They have turned Crystal’s complex one page summary form into a neater, simpler form. However, they have sacrificed some of the detail in Crystal’s diagnostic assessment. In particular they decided not to track language development after the age of 3;6 (approximately). It is very important to remember this when using STASS. Quite often children will say things which are more complex than what is usually expected for a three year old. Unless you are also familiar with Crystal’s Stages Five and upwards you may not give the child credit for what she is saying. You may analyse it as being simpler than it really is. In fact, what she says may be too complex for you to analyse at present. This could mean that you set targets which are too low for her.
Armstrong and Ainsley used their assessment with 204 real children from South Tyneside. They chose children who were within 2 weeks of being aged 3, 4 or 5. They excluded children who may have shown atypical development, including deaf children or children whose home language was not English. Crystal himself is very careful to state the age at which a child enters a stage can vary a great deal, but it is interesting to see that the South Tyneside children performed less well than Crystal would have expected. Perhaps the samples they used were different in some way.

Once you become familiar with STASS it is worth going back to Crystal and Perera to find out more about the next stages of spoken language development. We often work with deaf children with delayed spoken language, which means that we may be working with a partially deaf child of nine who is using speech in a way similar to a hearing child of five. It is very useful for practitioners to have a thorough knowledge of the expected spoken language development across the full age range. The Assessment of Comprehension and Expression 6-11 (2001) is a detailed diagnostic assessment for the primary years. Once you are confident with STASS you will be in a better position to use other assessments which rely on grammatical analysis skills.

4 Grammatical Analysis for STASS

Clause level analysis

There are five elements which we use to describe the building blocks of utterances: Subject (S), Verb (V), Object (O), Complement (C) and Adverbial (A). Each element can be a single word or a group of words (or phrase).

The first examples will be ones where there is just one word for each element. By looking at the labels you can start to work out the rules for yourself. After you have looked at them, write down some rough rules which you think define the labels S, V, O, A, C and Q, (Q = Question word).

\[
\begin{align*}
Mummy &\quad \text{juice} & (child picks up cup and looks at mum) & (1;4) \\
S & \quad O
\end{align*}
\]

\[
\begin{align*}
\text{Frog} &\quad \text{sits} & (1;9) \\
S & \quad V
\end{align*}
\]

\[
\begin{align*}
\text{Where's} &\quad \text{blanky?} & (child's word for blanket) & (2;4) \\
Q & \quad V \quad S
\end{align*}
\]
I want it. (2;4)
S V O

What's that? (2;6)
Q V S

He's dirty (2;11)
S V C

That is just alright (2;11)
S V A

Put it there (3;0)
V O A

I gotten (child's word for forgotten) (3;0)
S V

I unflatted it. (uncramping a piece of paper) (3;6)
S V O

Jot down the rules you can see so far about the clause elements SVOACQ from this very small collection of data. Here are some ideas to get you started:

The Subject of the utterance seems to often go in ________ position.

The Object element is in ________ position.

The Verb element is often in _______ position. But in instructions it is in ________ position.

The Complement element seems to follow the verb ____________________

The adverbial element ________________________________

Typical clause orders for a statement seem to be: __________________________

A typical clause order for an instruction seems to be: __________________________

A typical clause order for a question seems to be: __________________________

Now compare your generalisations with mine on page 66.

The STASS scheme uses the abbreviation Q for a question word. In most other grammars these elements are labelled as Adverbials. It is important to monitor the development of question words, so that's why they are treated separately in the STASS analysis. Elsewhere in other grammar books you will usually see question words labelled as a sub-group of Adverbials.

Now we will look at these categories in more detail and practise analysing some simple utterances.
4.1 Verb and Subject elements

As we have seen, clauses can have five different elements which all have different functions. The first element is always compulsory: the Verb element. The next element which is almost always present is the Subject of the sentence, which tells us who or what it is about. The other elements are optional and can make sentences much longer. They are the Object, the Adverbial and the Complement.

We use abbreviations for these terms:

Subject S  
Verb V  
Object O  
Adverbial A  
Complement C  

Here are some examples of simple sentences with only two elements, S and V.

Tony has arrived.
S V

The Subject element of this clause is in this case a proper noun (or name). The Verb element of the clause is a Verb Phrase which has an auxiliary (has) and a main verb.

My hamster died.
S V

The Subject element of this clause is a Noun Phrase with two words in it. The Verb element of the clause is just one verb here.

The order of the elements, SV, is typical of English. Other languages have their own typical clause element order.

Now identify the subject and verb elements in these SV sentences. To find the subject element look for the person or thing that does the action or process in the verb.

The oak tree has grown.
This boat is sinking.

Answers on page 66.

4.1.1 The object element O

The object element is directly affected by the verb. We don’t always need an Object element in a sentence because some verbs, like grow and sink above, don’t have to have an object. But a lot of verbs do need an object after, for example tell or discover.

My youngest sister has told him.
S V O
The boy discovered a hidden cave.

The SVO pattern is very common in English; the object normally follows the verb.

Some verbs can have two objects after them, for example give, throw, tell.

The thing that is directly affected by the verb is called the direct object (Od). The thing that is indirectly affected is called the indirect object (Oi).

I gave him the book.

The young woman will tell him her answer.

To find out which is the direct object, use the verb to make a question:

What did she give?  The book  That’s the direct object.
What does she throw?  The ball
What will she tell?  Her answer

Children actually find it very hard to produce this adult-like clause order:  S V Oi Od.  They often use a simpler order, and you can hear many adults do this too in speech: SVOA

Catherine threw the ball to my sister.

We don’t label my sister as the indirect object because this phrase is now inside an Adverbial element.  More about A later.

Practice at analysing SV and SVO clauses

Do a clause level analysis on these sentences. Remember to separate the clause elements clearly with slashes or underlines. Check your answers on page 66. The last one is tricky.

1.  I loved the fireworks.
2.  She will be wearing pink pyjamas.
3.  The family ate their evening meal.
4.  The children have been fighting.
5.  Tony and Gerry promised to get my dad a ticket.
6.  Give me a hand!
4.1.2 Adverbial element  A

This element of a clause answers the question Where? When? How? Why? This element tells us more information about when the action happened, where it happened, how it happened or why it happened.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Adverbial Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>have been</td>
<td>here for an hour.</td>
</tr>
<tr>
<td>S</td>
<td>V</td>
<td>A</td>
</tr>
<tr>
<td>I</td>
<td>have been</td>
<td>in Scotland for over eleven years.</td>
</tr>
<tr>
<td>S</td>
<td>V</td>
<td>A</td>
</tr>
<tr>
<td>There</td>
<td>is</td>
<td>a light over the door.</td>
</tr>
<tr>
<td>S</td>
<td>V</td>
<td>O</td>
</tr>
<tr>
<td>Look</td>
<td>Where? over there!</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>

If we look into the Adverbial element of a clause down to phrase level we often find a preposition phrase. It can also be a single adverb (eg; here) or an adverb phrase (eg; over there).

Now do a clause level analysis on these sentences:

1. He / meandered / down the lane.
2. A battered old ex-army helicopter / flew / overhead.
3. Don’t sing / so loud.
4. The two old friends / came / the day before yesterday.
5. He / came to / in a police cell.

Answers on page 67.

4.1.3 The Complement Element  C

This element of the sentence gives us more information about the Subject. We will call it the Subject Complement. The Complement comes after a limited group of verbs. These are the most frequent: BE, APPEAR, SEEM, MEAN, CALLED, BECOME, REMAIN.

We can think of the Subject Complement as reflecting back on the Subject.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>a carer</td>
</tr>
<tr>
<td>S</td>
<td>V</td>
<td>C</td>
</tr>
<tr>
<td>The children</td>
<td>became</td>
<td>wild animals.</td>
</tr>
<tr>
<td>S</td>
<td>V</td>
<td>C</td>
</tr>
</tbody>
</table>
You may think these Complements look very like Object elements. But they do behave differently in a number of ways. We can do a grammatical test to show the difference between C and O in a sentence.

We can substitute an adjective for the complement and it would make sense in an SVC clause. We can’t do this with an Object element in an SVO clause:

(1) The man / hit / the ball.     SVO
(1a) * The man / hit / happy.     (* means not possible in the language)

(2) I / am / a carer.       SVC
(2a) I / am / happy.       SVC
It is possible to substitute an adjective for a complement. It still makes sense.

Practice at distinguishing SVO from SVC sentences
Do a clause level analysis on these sentences:

1. Your two children / are / very bright.
2. The water / splashed / me.
3. He / ’s / not little.
4. Jessie and Mary / became / friends.
5. The shopworker / overcharged / the customer.

Answers on page 67.

4.1.4 Object Complements

There is another sort of Complement at the clause level which tells us more about the Object rather than the Subject. We still label it C.

<table>
<thead>
<tr>
<th>The long story</th>
<th>made</th>
<th>the children</th>
<th>sleepy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>V</td>
<td>O</td>
<td>C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The committee</th>
<th>elected</th>
<th>me</th>
<th>secretary</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>V</td>
<td>O</td>
<td>C</td>
</tr>
</tbody>
</table>

Building up sentences with all five elements

We can now analyse all simple sentences. The common sentence patterns of English are:

<table>
<thead>
<tr>
<th>Clause pattern</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>Stop!</td>
</tr>
<tr>
<td></td>
<td>(This is an instruction, so no Subject)</td>
</tr>
<tr>
<td>SV</td>
<td>The door / shut.</td>
</tr>
<tr>
<td>SVO</td>
<td>Lauren / climbed / the stairs.</td>
</tr>
<tr>
<td>SVC</td>
<td>The cat / washed / itself.</td>
</tr>
<tr>
<td>SVA</td>
<td>We / are going / tomorrow.</td>
</tr>
<tr>
<td>SVOA</td>
<td>The woman / called / me / on her mobile.</td>
</tr>
<tr>
<td>SVAA</td>
<td>The saucepan / bubbled / violently / on the cooker.</td>
</tr>
<tr>
<td>SVOiOd</td>
<td>She / gave / me / her number.</td>
</tr>
<tr>
<td>SVOC</td>
<td>They / have called / the baby / Tara.</td>
</tr>
</tbody>
</table>
When practitioners are learning about sentence analysis they sometimes assume that sentences all follow the SVO pattern. This is a very common pattern, but it only makes up about 50% of the clause patterns of six year-olds.

The adverbial can appear as an addition in any of these clause patterns. It is also possible to make clause patterns much longer by adding more adverbials. For example:

\[
\text{I ran along the seafront, over the bridge for a mile or so.}
\]

S V A A A

The Adverbial element can appear in many slots in the clause structure. The other elements are much more fixed.

For example:

\[
\begin{align*}
\text{ASV} & \quad \text{At last / morning / came.} \\
\text{SAVO} & \quad \text{He / finally / understood / me.}
\end{align*}
\]

**Revision of clausal analysis of simple sentences**

Put these sentences in the right row on the chart and put in the dividing slashes to show you know where each element starts.

I haven’t got any money.
I pronounce you man and wife.
Someone posted me a Valentine’s card.
Joanne and Pete arrived last night.
The birds were singing.
We danced all night under the stars.
Help!
The old man seemed to be senile.
There are four thousand holes in Blackburn, Lancashire.

Answers on page 67.

<table>
<thead>
<tr>
<th>Clause pattern</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td></td>
</tr>
<tr>
<td>SV</td>
<td></td>
</tr>
<tr>
<td>SVO</td>
<td></td>
</tr>
<tr>
<td>SVC</td>
<td></td>
</tr>
<tr>
<td>SVA</td>
<td></td>
</tr>
<tr>
<td>SVOA</td>
<td></td>
</tr>
<tr>
<td>SVAA</td>
<td></td>
</tr>
<tr>
<td>SVOiOd</td>
<td></td>
</tr>
<tr>
<td>SVOC</td>
<td></td>
</tr>
</tbody>
</table>

**4.2 Phrase level analysis**

We have already seen that most clauses have elements which are more than one word long. I have used the convention of underlining these phrases so that you can see they belong together. As children develop their spoken language they start to fill out each clause element to make little phrases. Crystal has a way of noting these expansions, which he sees as a good stepping stone towards the next stage of increasing the number of elements in a clause. If a child has utterances
with only one word for each clause element but no phrase structure, then something is not going well. It could be that the child has a lack of vocabulary to fill out the phrases or perhaps she has a processing problem which prevents her building up longer utterances.

The STASS assessment looks at phrase level development in a slightly simpler way than Crystal. I will introduce you to the word class labels used in phrases as they build up from simple two word phrases to much longer ones.

On page 17 of the STASS booklet there is a key to the symbols. Below these symbols are divided into columns because we only need to look now at the Phrase level symbols.

**Table 2: Symbols for language features used for grammatical analysis**

<table>
<thead>
<tr>
<th>Clause level</th>
<th>Phrase level</th>
<th>Word level</th>
<th>Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Adj</td>
<td>‘aux’</td>
<td>A:AP</td>
</tr>
<tr>
<td>C</td>
<td>Aux</td>
<td>‘cop’</td>
<td>C:NP</td>
</tr>
<tr>
<td>‘N’</td>
<td>c</td>
<td>-ed</td>
<td>O:NP</td>
</tr>
<tr>
<td>O</td>
<td>Cop</td>
<td>-en</td>
<td>S:NP</td>
</tr>
<tr>
<td>Q</td>
<td>D</td>
<td>-er</td>
<td>V:VP</td>
</tr>
<tr>
<td>‘Q’</td>
<td>Int</td>
<td>-est</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>N</td>
<td>Gen</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>NP</td>
<td>-ing</td>
<td></td>
</tr>
<tr>
<td>‘V’</td>
<td>Neg</td>
<td>-ly</td>
<td></td>
</tr>
<tr>
<td>VC/OA</td>
<td>Part</td>
<td>n’t</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prep</td>
<td>Pl</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pron</td>
<td>3s</td>
<td></td>
</tr>
</tbody>
</table>

To do successful phrase level analysis we need to be familiar with these labels for word classes in English. I have reordered the abbreviations here to introduce you to them in a logical way.

**Table 3: Abbreviations at Phrase Level**

<table>
<thead>
<tr>
<th>Abbreviations at Phrase level</th>
<th>Meaning</th>
<th>Page reference in this booklet</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Noun</td>
<td>16</td>
</tr>
<tr>
<td>NN</td>
<td>Two nouns together</td>
<td>16</td>
</tr>
<tr>
<td>NP</td>
<td>Noun phrase</td>
<td>16</td>
</tr>
<tr>
<td>V</td>
<td>Verb</td>
<td>17</td>
</tr>
<tr>
<td>Aux</td>
<td>Auxiliary verb</td>
<td>17</td>
</tr>
<tr>
<td>VV</td>
<td>Two verbs together</td>
<td>18</td>
</tr>
<tr>
<td>Cop</td>
<td>Copula verb</td>
<td>18</td>
</tr>
<tr>
<td>VPart</td>
<td>Verb with a particle</td>
<td>19</td>
</tr>
<tr>
<td>Adj</td>
<td>Adjective</td>
<td>20</td>
</tr>
<tr>
<td>Int</td>
<td>Intensifier</td>
<td>21</td>
</tr>
<tr>
<td>Pron</td>
<td>Pronoun</td>
<td>22</td>
</tr>
<tr>
<td>D</td>
<td>Determiner</td>
<td>24</td>
</tr>
<tr>
<td>Prep</td>
<td>Preposition</td>
<td>26</td>
</tr>
<tr>
<td>c</td>
<td>Conjunction, eg and</td>
<td>27</td>
</tr>
<tr>
<td>NegX</td>
<td>negation</td>
<td>27</td>
</tr>
</tbody>
</table>
4.2.1  Nouns  N

Nouns are names for people, things, ideas, qualities, organisations, feelings or places.

Here are some tests to help you decide if a word is a noun:
• It may have a plural ending which sounds like /s/ /z/ or /ez/.
• You may be able to substitute another word you know is a noun in its place.
• The word often follows the, a, any, bis, her or many.
• It may have a typical noun ending, eg; -ion, -ity, -ment, -ence, -ance.

Let’s try some of these tests on a new word you meet in a child’s utterance:

We     got      a     trampoline. (2;11)

We could substitute another word we know is a noun in the same slot in the sentence and it would make sense. For example, car.
The word follows a.
So we can deduce trampoline is a noun too.

We use the abbreviation N for noun.

For example: I am going to Australia in the summer.

Proper nouns are real names of people, places etc and they have capital letters in the writing system. eg; Germany, Hannah, Mrs Robinson.

Two nouns together  NN
We often use two nouns together in English:

a computer virus       the mountain path       a light bulb
N            N                   N          N            N     N

It is quite hard to tell often in children’s speech whether the NN sequence is one noun or two.
Swimming pool       Seat belt

We are using our knowledge of writing to separate them. But to a child this is just one noun and the words run into each other.

Noun Phrase  NP

A noun phrase always has a head noun in it, usually towards the end. It may have other word classes too, particularly words like a, the, prepositions and adjectives.

We got a trampoline. (2;11)

Clause level analysis
Phrase level analysis
**4.2.2 Verbs V**

A verb is not just a doing word. Verbs are words that show an action, an occurrence, a state of being, a state of mind or a relationship. For example:

<table>
<thead>
<tr>
<th>Example verbs</th>
<th>Type of verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>run  type</td>
<td>Action</td>
</tr>
<tr>
<td>become  die</td>
<td>Occurrence</td>
</tr>
<tr>
<td>rot  freeze</td>
<td>State of being</td>
</tr>
<tr>
<td>enjoy  doubt</td>
<td>State of mind</td>
</tr>
<tr>
<td>rely  look after</td>
<td>Relationship</td>
</tr>
</tbody>
</table>

Try matching up these examples of verbs: happen, survive, climb, need, love.

Look at the self-check heading on page 67 to check your answers.

If you want to test whether a word is a verb or not, you can try to make it into a past tense. If you can express it in the past, then it’s a verb. For example: rely

*Past sentence: I relied on her for helping me with childcare.*

That shows that rely is a verb.

**Auxiliary verbs Aux**

English verbs are often phrases of several words. There will always be a main verb, the one that carries the meaning. There are often also auxiliary verbs which, like auxiliary nurses, help the main verb do its job. The auxiliaries add extra meaning to the verb to show how or when the action happened. Here are some auxiliary verbs:

- Auxiliaries from BE: *is, was, are, were, be, being, been*  
- Auxiliaries from HAVE: *has, have, had, having*  
- Auxiliaries from DO - used for making questions and the past tense: *do, does, did, done*

Modal auxiliaries: *must, might, have to, will, would, should, could, can, need …*  
Some of these have negative forms too: *can’t, won’t, shouldn’t.*
Modal verbs give us information about attitudes, beliefs, future time and the likelihood of something happening. In this example the Verb Phrase is underlined:

*She will be wearing pink pyjamas.*

*wearing* is the head of the Verb Phrase in this example. It has the -ing form.

The STASS form has a special box to note auxiliaries; the following ones are counted:

*have, can, be, do, will, might, could*

Although BE and WILL are actually part of the same verb, they are counted separately for the STASS form.

**Two verbs together** VV

When two main verbs appear together in a verb phrase they are recorded as VV:

*Sitting down watching* (2;11)

Let’s jump in (3;6)

Let jump is recorded as VV.

**Copula Cop**

A copula verb is one of a limited group of verbs which connect Subject and Complements in SVC utterances. For example:

*The cat is sick.*

That’s a little boat. (2;11)

Copula verbs are not always made from BE. Here are the other main ones:

*look, feel, taste, smell, sound, seem, appear, get, become, grow, stay, keep, turn, go, remain, run, lie*
BE is the most common one in children’s speech. Here is an example of a different copula verb:

\[
\text{My medicine tastes yummy. (3;6)}
\]

**Verb with a Particle V Part**

As well as having auxiliaries, the verb phrase can be made up of a verb with a particle. The particle is so closely attached to the verb that it is analysed as a unit. In English these are called \textit{phrasal verbs}. The particle looks a bit like a preposition (see page 26) but we call it a particle when it’s so closely associated with the verb. Crystal’s abbreviation is V Part.

For example: \textit{tie up, tell off, tip over, calm down, bump into, dream up, bring up.}

These particles attached to verbs are particularly difficult for people learning English as very often they don’t seem to carry any obvious meaning. A learner may know the meaning of \textit{off} and the meaning of \textit{tell}, but the meaning of \textit{tell off} is not just a combination of the parts but a new meaning. Good learners’ dictionaries will list the verbs and particles, often as PHR VERB (or phrasal verb).

The development of VPart in a child’s language is a good indication that they are progressing well and they can express more complex ideas; that’s why Crystal has drawn attention to it.

If you are interested to find out more about phrasal verbs or VPart, have a look at this online phrasal verbs dictionary: \texttt{http://www.englishpage.com/prepositions/phrasaldictionary.html}

**Words that can be verbs or nouns**

Some words can be verbs or nouns, for example \textit{hand}. The dictionary will show this. However, they won’t be both at the same time.

\begin{tabular}{|c|c|}
  \hline
  Verb & \textit{Hand} me the hammer. \\
  Noun & He has beautiful \textit{hands}. \\
  \hline
\end{tabular}

**Self-check about verbs**

Can you think of a sentence with more than 3 auxiliaries? Write it out. Underline the verb phrase and identify the main verb.

Think of two more words which are both nouns and verbs. Write out an example sentence for each. Check in the dictionary to see if you are right.
4.2.3 Adjectives Adj

Adjectives are words that tell you more about a noun or a pronoun. For example: hot, tall, quiet, loving. We say the adjective modifies the noun.

Checking to see if a word is an adjective

One fairly reliable way to test if a word is an adjective or not is to use the VERY test. Try putting very in front of the word and see if it makes sense:

very tired Tired is an adjective.
* very cowering Cowering is not an adjective.

This test works because you are a confident user of English and can rely on your intuition about language rules.

Adjective endings

As children reach the primary age they will meet a wider range of adjectives used in their school subjects, shiny/reflective for example.

Adjectives often have typical endings which can help to identify them. For example: -able, -al, -ate, -an, -ant, -ent, -ful, -ist, -ive, -less, -ory, -ous, -some, -wise, -y. But not all words with these endings are adjectives! (For example principal and baby are both nouns).

Some adjectives look as if they are verbs because they have -ing or -ed endings. Look up interested/interesting in the dictionary. Can you see the different sections for the use of this word as adjectives and verbs? Here are some example sentences to show the differences:

<table>
<thead>
<tr>
<th>Grammar interested me.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
</tr>
<tr>
<td>V</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>She’s an interesting person.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
</tr>
<tr>
<td>Cop</td>
</tr>
<tr>
<td>Adj</td>
</tr>
</tbody>
</table>

Where adjectives go in a phrase or clause

Adjectives are usually part of a noun phrase. The noun phrase has a head noun which usually comes at the end of the NP; the adjective usually precedes the head noun:

the old boat
Adj N

the tired woman
Adj N
Adjectives can also slot into a clause pattern where they complement the Subject of the sentence. Look at this sentence which has both phrase level and clause level analysis:

\[
\text{The earth} \quad \text{is} \quad \text{huge.}
\]

<table>
<thead>
<tr>
<th>Clause level</th>
<th>Phrase level</th>
</tr>
</thead>
<tbody>
<tr>
<td>S V C</td>
<td>NP V Adj</td>
</tr>
</tbody>
</table>

**Numbers**

Cardinal (one, two, three) and ordinal (first, second, third) numbers can be seen as a type of adjective. They go in front of nouns and they give us information about the noun. Notice though that numbers don’t obey the very test.

\[
\text{two chickens}
\]

\[
\text{three quiet little mice}
\]

**Self-check about adjectives**

Think of five adjectives. Use as many of these adjectives as possible in one sentence. Now check in a dictionary to make sure the words you chose were adjectives.

**4.2.4 Intensifiers Int**

It’s possible to modify most adjectives by putting intensifier words in front of them. This is the basis of the VERY test.

Here are some intensifiers we can use for this test: really, very, incredibly, awfully, actually, quite, utterly, too. eg:

\[
\text{The earth is really huge.}
\]

<table>
<thead>
<tr>
<th>Clause level</th>
<th>Phrase level</th>
</tr>
</thead>
<tbody>
<tr>
<td>S V C</td>
<td>Int Adj</td>
</tr>
</tbody>
</table>

\[
\text{It’s too big.} \quad (2;11)
\]

<table>
<thead>
<tr>
<th>Clause level</th>
<th>Phrase level</th>
</tr>
</thead>
<tbody>
<tr>
<td>S V C</td>
<td>Cop Int Adj</td>
</tr>
</tbody>
</table>

If you have ever read any Clarice Bean children’s books you will recognise this common pattern which appears in children’s speech about the age of six. Clarice uses the Int Adj pattern a lot. For example:

\[
\text{a book project which is utterly dreary}
\]

| Int Adj |

Have a look at the Clarice Bean books: http://www.charlieandlola.com/
In the STASS scheme these intensifiers are the only mention of a word class called Adverbs. If you go on to use Crystal or other grammatical analysis methods, you will find that the adverb word class is quite large and has very varying types of word in it, for example words like *tomorrow, upstairs, nearly*. We don’t need to explore the adverb word class more at the moment.

### 4.2.5 Pronouns Pron

Pronouns are words which can be used as a substitute for a noun or noun phrase.

Tom is my neighbour. That old man is my neighbour

He is my neighbour.

We only use the pronoun after we have established who Tom is earlier in the conversation. Young children find it very difficult to do this because they don’t realise that you don’t know what they know. Using pronouns correctly when telling a story is a sign that children are starting to take account of the perspectives of other people.

Below are the personal pronouns of English. Each row is used in a different place in the sentence.

<table>
<thead>
<tr>
<th>Pronoun type</th>
<th>Position in clause</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I, you, be, she, it, we, they</em></td>
<td>Subject</td>
<td>He is untidy.</td>
</tr>
<tr>
<td><em>me, you, him, her, us, them</em></td>
<td>Object</td>
<td>Robert likes her.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pronoun type</th>
<th>Position in clause</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>mine, yours, hers, ours, theirs</em></td>
<td>Subject, Verb, Object or Complement</td>
<td>That car is <em>theirs</em>.</td>
</tr>
<tr>
<td><em>myself, yourself, himself, herself, itself, ourselves, themselves</em></td>
<td>Complement</td>
<td>She washed <em>herself</em>.</td>
</tr>
</tbody>
</table>

Relative pronouns

*who, whose, which, that, when …*

This is an important group of pronouns which introduce a dependent clause. They also refer to a person or thing.
Is that the house which you used to own?

We can go inside the Object element and see we have a further level of clause analysis to do because there is another verb in this little clause:

the house which you used to own?

The abbreviation s is used by Crystal to stand for a subordinating word such as which. The subordinating word s refers back to the noun it follows; house in this example.

The STASS assessment doesn’t discuss this feature, which is introduced by Crystal at Stage Five. We do sometimes find children as young as three using relative clauses in their speech, so we need to be able to recognise these complex utterances. They are a sign of excellent language development. For example:

He’s dirty cos he’s been in the mud.

Demonstrative pronouns

this, that, these, those, what

For example, Which cup do you want, this or that?

Pronouns are an important group in the STASS score sheet. The following pronouns are noted for young children:

be, I, it, they, she, that, you, her, him, them

Self-check on pronouns

Do you think this utterance is in Standard English? Explain why or why not.

Me and Tony are twins.

Write sentences including the pronouns ours, their, these, those.

Self-check on word classes: nouns, verbs, adjectives, pronouns

Look at the passage in the box below. Use the word class abbreviations: N, V, Aux, VPart, Adj and Pron to label the words. Don’t label the greyed out words as we haven’t covered them yet.

My name is Kathy H. I am thirty-one years old, and I have been a carer now for over eleven years. That sounds a long time, I know, but actually they want me to go on for another eight months, until the end of this year. That will make it almost exactly twelve years.

Adapted from the first paragraph of Never Let Me Go by Kazuo Ishiguro.
4.2.6 Determiners D

This is a class of word which goes before nouns, like adjectives. But they don’t give you any more detail about what things look like or feel like, as adjectives do. Instead they tell you more about the relationship between the nouns they premodify. Here are some determiners:

the, a, an, these, this, my, his, its, your, their, this, that, what, every, each, either, some, any, another, no, much, what, enough, our, their

We use the abbreviation D for determiners.

The articles: the / a / an
This is a sub-group of determiners which come at the beginning of the noun phrase and give us information about nouns. In fact, it is quite hard for us to become conscious of just how much meaning is carried by these small words.

The function of the and a is to provide reference to shared or new information. Articles are often the last feature of English acquired by people learning it as a second or foreign language, and they are also often very late in developing in deaf children. They are spoken quickly and quietly and are usually unstressed.

Position of articles
The article comes at the start of the noun phrase. Other words like adjectives intervene before the head noun. For example:

the helicopter
the battered, old helicopter

the battered, old, ex-army helicopter
D  Adj  Adj  N  N  Phrase level analysis

Possessive determiners: my, his, her, its, your, our, their,
my house       his private jet
D   N                 D   Adj  N

her rights      its lid
D   N                 D   N

your two children
D   Adj  N

our father
D   N

their books
D   N
You may think these words look rather like the pronouns we mentioned in section 4.2.5. We call them determiners here because they can’t stand in place of a noun. Instead they go in front of a noun. They are dependent on the noun. These determiners, just like *a* and *the*, give us more information about the relationships between the nouns being discussed.

We call these words ‘determiners’ because they help us work out, or determine, which thing we are talking about and who it belongs to.

This way of classifying words such as *his*, *your* and *my* has been generally accepted since the 1990s. When Armstrong and Ainley produced their STASS assessment they classified these words as pronouns. This is why *his*, *your*, *my* appear in the pronoun box. It doesn’t really matter very much – the development of both pronouns and determiners are an important sign of progress in the noun phrase and we need to pay attention to both of them.

**this, that, these, those, some**

When these words are dependent on the noun, and in front of the noun, they are called determiners. For example:

- *this town, that woman, these shoes, those children, some people*

As we have seen before, some words can be in two different word classes at the same time. Here are some examples of the words above in different structures where they are not being determiners, but pronouns:

- *This is a book.*
- *I can’t stand that!*
- *These are my friends.*
- *Those are her slippers.*
- *I want some.*

**Self-check on determiners**

Try labelling these sentences correctly with the word classes D, N, Int, Adj, Pron.

- *the old river boat*
- *his car.*
- *a little girl and a big man*  
  *It’s too big.*  
  *(3;6) (2;11)*
4.2.7 Prepositions Prep

Examples of prepositions: in, on, during, next to, behind, against, towards, above, near, of, off, to, from...
This is a closed class of words – that means there is a limit to them. Some prepositions are 2 or 3 words, eg; next to, in front. Prepositions tell you about

- time: during the evening, throughout the morning, after the lecture
- space: on the desk, under the streetlight, in the basin
- logical relationships: owing to, because of, in comparison with

Prepositions are particularly difficult for learners who have been deaf from a young age because they are often unstressed and they can be spoken very quickly and quietly. Many have indistinct lip patterns. Prepositions may seem to have very unclear meaning for people learning English. Even the category of preposition that describes place seems imprecise. Look at the different meanings of over for example:

There’s a light over the door.
They threw a ball over to her.
They live over the road.
Leaves lay all over the ground.
They splashed water all over me.

We use the abbreviation Prep for prepositions. Here is a phrase with a preposition in it:

\[
\begin{array}{c|ccc}
\text{Prep} & \text{the} & \text{cup} \\
D & N \\
\end{array}
\]

\((2;11)\)

As we saw in the section on Verbs, many verbs have particles following them which have the same form as prepositions. It’s important to be able to classify to correctly:

\[
\begin{array}{c|ccc}
\text{He wandered over to the office.} & \text{Preposition – movement} & \text{Prep} \\
\text{I am going to leave now} & \text{Part of verb phrase} & \text{VV} \\
\text{He came to in a police cell.} & \text{Phrasal verb} & \text{VPart} \\
\end{array}
\]

The STASS assessment focuses on a particular group of prepositions which are the first ones to emerge: in, inside, on, under, underneath, behind, beside, next to, between, in front.

It is tempting to count VPart as prepositions. But it is probably better to consider phrasal verbs separately.

**Self-check on prepositions**

Without looking in the dictionary, explain each of these phrases which use the preposition on to someone who is learning the language. You can use pictures, diagrams or translation to BSL if you want.

1. Put it on the table.
2. Hang your coat on that hook.
3. He was on the plane.
4. We meet on Wednesday afternoons.
5. On arriving at work I found I had been sacked.
6. He’s an expert on newts.
7. She’s on the council.

Decide if these sentences have to as a preposition, part of a verb phrase or as a phrasal verb:

Ali came to in the operation and could feel everything.
She helped me to lift the pushchair up the steps.
How long is it to lunch?

Answers on page 68-69.

4.2.8 Conjunctions c

These are words which connect other words, phrases or clauses together. There are different groups of conjunctions:

Co-ordinating conjunctions and, or, but, for, nor, yet, so

Examples:
* um  um  he   he had his own room   and  he  he had a pointy thing and a machine you see   (3;11)*

Subordinating conjunctions cos, if, when, so that…

Crystal uses two abbreviations here:
Co-ordinating conjunctions = c
Subordinating conjunctions = s

STASS uses just c because it is not concerned with children’s speech beyond stage 4. Children often start using ‘cos about the age of three or four. That is, they are ready to subordinate a small clause to a larger clause. When they first start using ‘cos they don’t always use it in the same way adults would:

*It wants its parcel because it’s giving it to the snowman.*  (2;11)

This child didn’t know the name Father Christmas and has also not yet worked out how to use give in an utterance; it’s a difficult verb to use because it takes two objects. Perhaps she didn’t have enough cultural background knowledge to know that Father Christmas gives and children receive presents.

4.2.9 Neg X Neg V

Neg X is a group of two or more words, one of which is negative. For example:

* no a man,   not car*

Neg V is any negative verb phrase. For example,

* Doesn’t weren’t  hadn’t  not sleeping never gone*
4.2.10 Minor/fixed expressions

Minor sentences are things like this: Yes. No. Oh! Hi. Hey! Yeah. Umm.

And they include some fixed expressions which are frozen. They can’t be broken down, changed, or analysed:

First come, first served.
Good morning.
Just my luck.

The STASS scheme doesn’t note these, but Crystal does.

Revision check
Now we can go back to the passage we analysed before and complete it. This time just label the words which are grey:

My name is Kathy H. I am thirty-one years old, and I have been a carer now for over eleven years.

That sounds a long time, I know, but actually they want me to go on for another eight months, until the end of this year. That will make it almost exactly twelve years.

Answers on page 69.

Conclusion of section 4.2 about phrase level analysis

We now know how to classify nearly any word we come across in children’s spontaneous language. These abbreviations will be useful when we analyse verb and noun phrases. When we are doing STASS we don’t need to analyse the content of every single NP and VP we meet. We are looking just for some common patterns which emerge in the language sample we elicit with the pictures.

Here is the list of STASS Phrase level features with two examples of each pattern I gathered from child language elicited with the test materials. Most of these examples are Noun Phrases (NP) or Verb Phrases (VP). The examples with full stops are full utterances with clause structure; the rest are just phrases.
### Table 4: Examples of Phrases from children’s speech

<table>
<thead>
<tr>
<th>Phrase features</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DN</td>
<td>a cat</td>
<td>the man</td>
</tr>
<tr>
<td>Adj N</td>
<td>little boat</td>
<td>happy dog</td>
</tr>
<tr>
<td>NN</td>
<td>man dad</td>
<td>cat tail</td>
</tr>
<tr>
<td>Prep N</td>
<td>in sea</td>
<td>on cup</td>
</tr>
<tr>
<td>VV</td>
<td>went swimming</td>
<td>likes to play</td>
</tr>
<tr>
<td>VPart</td>
<td>falled off</td>
<td>take off</td>
</tr>
<tr>
<td>Int X</td>
<td>too big</td>
<td>freezing cold</td>
</tr>
<tr>
<td><strong>Stage 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Adj N</td>
<td>a brown one</td>
<td>her old top</td>
</tr>
<tr>
<td>Adj Adj N</td>
<td>big, red flower</td>
<td>tiny little boat</td>
</tr>
<tr>
<td>Prep D N</td>
<td>on the cup</td>
<td>in the house</td>
</tr>
<tr>
<td>N Adj N</td>
<td>house big house</td>
<td>teddy old jumper</td>
</tr>
<tr>
<td>Cop</td>
<td>He <em>is</em> dirty.</td>
<td>It <em>tastes</em> yummy.</td>
</tr>
<tr>
<td>Aux</td>
<td>is giving</td>
<td>They’ll crash.</td>
</tr>
<tr>
<td>Pron</td>
<td>He’s under the cup.</td>
<td>They’ll crash.</td>
</tr>
<tr>
<td>Prep Adj N</td>
<td>in big house</td>
<td>under big one</td>
</tr>
<tr>
<td><strong>Stage 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N Prep NP</td>
<td>back of the cup</td>
<td>bottom of the cup</td>
</tr>
<tr>
<td>Prep D Adj N</td>
<td>with his big foot</td>
<td>without any hard stones</td>
</tr>
<tr>
<td>cX</td>
<td><strong>but</strong> now they need the toilet.</td>
<td><strong>or</strong> they’ll fall out.</td>
</tr>
<tr>
<td>XcX</td>
<td>eyes and nose</td>
<td>a lady and a boy</td>
</tr>
<tr>
<td>Neg V</td>
<td>doesn’t have</td>
<td>didn’t take off</td>
</tr>
<tr>
<td>Neg X</td>
<td>not a mouth</td>
<td>no seat belt</td>
</tr>
<tr>
<td>2 Aux</td>
<td>has been painting</td>
<td>would have finished</td>
</tr>
</tbody>
</table>

When we look at real samples of children’s speech, remember that their grammar doesn’t have to conform to ours. They will slowly move towards an adult grammar. What we are doing is recording what they are doing now, not passing judgement on it.

### 4.3 Word level features

Now we have looked at Clause level and Phrase level analysis, the next level to look at is the individual word. This is fairly easy to identify because it is usually obvious by the form of the word.

- **-ing** whether these are adjectives or verbs, the -ing ending is tallied up.

- **Pl** the plural ending is counting whether it is regular (like horse/horses) or irregular (like foot/feet).

- **-ed** the past tense of the verb is tallied as -ed whether it is a regular verb such as walk/walked or an irregular verb like fall/fell. Even if the child makes an error with the past tense, it is still recorded, eg; fall/felled.

- **-en** This form of the verb is sometimes called the past participle.
Every verb form has 5 patterns:

For example, the verb *run* has 5 forms which you can see if you look at the verb RUN in the COBUILD dictionary.

1. run - this is the root used for the present tense
2. runs - this is the form used for the third person singular with he/she/it in the present tense. (3s abbreviation)
3. running - this is the continuous form, sometimes called the participle, used for making continuous constructions showing duration. (-ing abbreviation)
4. ran - this is the past form run - this is the form used for making the perfect and the passive. We can use the abbreviation -en for this form.

All verbs in English have five forms. For regular verbs, the perfect and passive will be the same. The STASS assessment is interested in the emergence of these forms. For example *walk*:

1. walk
2. walks
3. walking
4. walked
5. walked

What is the perfect?
It is a way of using the verb phrase to refer to recent events, or things that have happened which are linked to the present. We form the perfect with the auxiliary HAVE and the -en or 5th form of the verb. For example:

*He has just flown in from New York.*

<table>
<thead>
<tr>
<th>Aux</th>
<th>V</th>
<th>Phrase level</th>
</tr>
</thead>
<tbody>
<tr>
<td>-en</td>
<td></td>
<td>Word level</td>
</tr>
</tbody>
</table>

1. fly
2. Flies
3. Flying
4. Flew
5. Flown

*She has walked to school this morning.*

<table>
<thead>
<tr>
<th>Aux</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>-en</td>
<td></td>
</tr>
</tbody>
</table>

Even though this looks like an -ed ending, we still count it as a -en ending because for regular verbs the -ed and -en form look the same. This is a correct perfect verb phrase for a regular verb. I wouldn’t count it as -en if the child chose the wrong auxiliary. For example:

*She is walked to school this morning.*

I would record this as -ed, because that’s the form used and the incorrect auxiliary has been chosen for a perfect construction. If it was a perfect construction it would have been: *She has walked to school this morning.*
What is the passive?

It is a way of changing the clause structure to show that the person who did the main action is not known, or not important. We form the passive with the auxiliary BE and the -en or 5th form of the verb. For example:

**The car was stolen last night.**

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aux</td>
<td>V</td>
<td>Phrase level</td>
</tr>
<tr>
<td>-en</td>
<td></td>
<td>Word level</td>
</tr>
</tbody>
</table>

In this sentence the focus is on the car and it is not important or perhaps unknown who actually stole it. Passives are used a lot in news reporting because of this lack of information. They also appear in science texts at schools when processes are being described.

At the clause level this sentence has been changed round from an original active sentence, for example:

**The boys stole the car last night.**

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>O</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ed</td>
<td></td>
<td></td>
<td>Word level</td>
</tr>
</tbody>
</table>

To make an active verb into a passive, the speaker moves the object into first position and changes the verb to the 5th form using the auxiliary BE. It is a difficult construction to make and Crystal only notes its emergence at Stage VI (3;6-4;6 typically).

**The gorilla was seen …by the people.**

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>3s -ed/-en</td>
<td></td>
<td>Word level</td>
</tr>
</tbody>
</table>

Early emerging passives often use *has* as the auxiliary with GOT:

**He’s got painted by that brush.**

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aux</td>
<td>Aux V</td>
<td>Phrase level</td>
</tr>
<tr>
<td>3s -ed -en</td>
<td></td>
<td>Word level</td>
</tr>
</tbody>
</table>

3s In the present tense when the child is talking about he/she/it the verb ends in -s. This is called the third person singular. For example:

**He’s under the cup.**

**She sits there.**

**This one doesn’t have a hole.**

**It’s sailing away.**

**He’s got a fish.**

**Gen** Genitive, meaning *belonging to*. We show the belonging to relationship by adding an /s/ or /z/ sound in speech or an apostrophe s in writing. Children who don’t yet use the Gen marker will just put the two nouns together.

**the cat’s tail**

**mummy’s car**

**n’t** The negative ending in words like *doesn’t*, *didn’t*, *won’t*, *couldn’t* etc.
‘aux  A contracted auxiliary verb, which is often just an /s/ or /z/ sound. For example:

- It’s  sailing  away. The full auxiliary verb: IS from BE
- He’s  got  a  fish. The full auxiliary verb: HAS
- They’ll  crash. The full auxiliary verb: WILL
- We’re  hungry. The full auxiliary verb: ARE from BE

-est  The ending of an adjective when it is made into a superlative:

-er  The ending of an adjective when it is made into a comparative.

big, bigger, biggest

-ly  The ending on an adverb. Not all adverbs have the -ly ending. Only count those adverbs which do end -ly. Remember not all words ending -ly are adverbs.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>quick</th>
<th>careful</th>
<th>quiet</th>
<th>beautiful</th>
<th>loud</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adverb</td>
<td>quickly</td>
<td>carefully</td>
<td>quietly</td>
<td>beautifully</td>
<td>loudly</td>
</tr>
</tbody>
</table>

By the way, you may have noticed by listening that the -ly adverb ending is dying out in spoken English.

4.4 Expansion features

The last feature to look for is quite straightforward, so long as you have underlined the words in the phrases on your transcript.

They need the toilet.

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>NP</td>
</tr>
</tbody>
</table>

We can see the Object element of this clause is a noun phrase. On both the STASS form and with the Crystal profile this is recorded as: XY+O:NP

This means that the sentence has three clause elements, one of which is the object and this is a noun phrase. It doesn’t matter what the other two elements are, which is why they are listed as XY.

Expansions are an important sign of progress in language development. If a child can’t expand elements into little noun or verb phrases then they may have a very small vocabulary or perhaps a working memory difficulty.
Here are all the expansions listed on the STASS form with an example for each:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Expansion</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage Two</td>
<td>X+S:NP</td>
<td>My teddy broken.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S C</td>
</tr>
<tr>
<td></td>
<td>X+V:VP</td>
<td>It’s sailing away.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S V</td>
</tr>
<tr>
<td></td>
<td>X+C:NP</td>
<td>Me a monkey.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S C</td>
</tr>
<tr>
<td></td>
<td>X+O:NP</td>
<td>drive his car</td>
</tr>
<tr>
<td></td>
<td></td>
<td>V O</td>
</tr>
<tr>
<td></td>
<td>X+A:AP</td>
<td>daddy up top</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S A</td>
</tr>
</tbody>
</table>

| Stage Three | XY+S:NP   | My medicine tastes yummy.   |  
|            |           | S V C                        |  
|            | XY+V:VP   | He’ll get there.             |  
|            |           | S V A                        |  
|            | XY+C:NP   | That’s a little boat.        |  
|            |           | S V C                        |  
|            | XY+O:NP   | They bump each other’s cars. |  
|            |           | S V O                        |  
|            | XY+A:AP   | He’s under the cup.          |  
|            |           | S V A                        |  

Crystal goes on to look at expansions at Stage Four. Although the STASS form doesn’t have room for it, it’s worth recording more complex clauses which also have expansions. For example:

I fell off my scooter one time. (2;11)

This could be recorded as: XYZ+A:AP twice, because both the A elements are expanded to phrases.

This is particularly impressive in a child who is not yet three.
5 Getting to know the STASS forms

The forms can be photocopied and are in Appendix One. The STASS form is also reproduced here as we are going to look at it in detail.

**STASS Rapid Assessment Score Sheet**

1. CLAUSE
   - Q
   - NAME
   - N
   - AGE
   - V
   - DATE
   - Other
   - PHONOLOGY
   - COMPREHENSION

2. CLAUSE
   - QX
   - PHRASE
   - DN
   - WORD
   - -ING
   - EXPANSION
   - X+S:NP
   - SV
   - AdjN
   - PL
   - SC
   - NN
   - -ED
   - SO
   - PREP N
   - -EN
   - VO
   - VV
   - 3S
   - VC
   - V Part
   - AX
   - Int X

3. CLAUSE
   - QXY
   - PHRASE
   - DAdjN
   - WORD
   - GEN
   - EXPANSION
   - XY+S:NP
   - VS
   - AdjAdjN
   - NT
   - SVC
   - PREP D N
   - 0'COP
   - SVO
   - N Adj N
   - XY+V:VP
   - SVA
   - COP
   - XY+C:NP
   - NEG XY
   - AUX
   - V C/O A
   - PRON
   - VOO
   - PREP Adj N

4. CLAUSE
   - QVS
   - PHRASE
   - N PREP NP
   - WORD
   - -EST
   - EXPANSION
   - QXYZ
   - PREP D Adj N
   - -ER
   - VS(X+)
   - eX
   - -LY
   - SVCA
   - XcX
   - SVOA
   - NEG V
   - SVOO
   - NEG X
   - AAXY
   - 2 AUX

5. AUXILIARIES
   - HAVE
   - PREPOSITIONS
   - IN / INSIDE
   - PRONOUNS
   - CAN
   - ON
   - HIS
   - BE
   - UNDER / UNDERNEATH
   - YOU
   - DO
   - BEHIND
   - I
   - WILL
   - BESIDE / NEXT TO
   - MY
   - MIGHT
   - BETWEEN
   - THEY
   - COULD
   - IN FRONT
   - SHE
   - YOUR

Scottish Sensory Centre 2011
5.1 STASS Data Sheet

This form is a landscape form with a target response for each picture prompt and space to write the child’s response. When you start using STASS it is a good idea to audio or video record the first few assessments so that you can focus on exactly what the child is saying. As you get more experienced you can write down the response quickly on this form. If the child makes the expected response, just tick the left hand target column. To save time you can annotate the target response if it is fairly similar.

It’s important to put the child’s age in years and months on the form, and the date.

5.2 Detailed Analysis Form

This form is a blank with a line for the response, copied from the Data Sheet, and five lines for the analysis. The analysis moves through the levels from Clause to Phrase to Word to Expansions and finally there is more focus on Auxiliaries, Prepositions and Pronouns. A worked example in section 7 will show the types of decision you need to make to complete the analysis. The analysis stage will probably take about an hour when you start. As you get quicker, and if you decide to use the screening method, it can take much less time.

5.3 STASS Rapid Assessment Score Sheet

This is the summary sheet which gives an overview of the child’s language development. As well as recording the child’s name, their age in years and months and the date, it is useful to record your own name as colleagues may need to check details with you in the future.

Starting from the top this form is organised into Crystal’s Stages from 1-4 down the page. There are no age norms on the chart, though you can look at page 8 of this booklet to find Crystal’s suggestions for typical ages for each stage of spoken language development.

Looking only at rows 1-4 on the STASS form, the first column shows the Clause level analysis, the next shows Phrase level analysis, and the third shows Word level features. The final column, only available for Stages 2 and 3, shows Expansions.

The bottom row of the Score Sheet shows more detail about some of the words used in phrases. The first box is for auxiliary verbs, the second for prepositions and the third for pronouns. As we have noted before, some determiners appear in the pronoun box, but this is probably because of a different way of analysing grammatical features.

There is some space for recording other information at the bottom. I often mark features beyond stage 4 which I find in the language sample, for example features of subordination or a wider range of prepositions.

You may decide just to file this summary form with the child’s records. I think there is an advantage in keeping all of the forms because it’s very useful to look back at the detail next time a review is being made of the child’s spoken language.
6 Arranging the assessment

You will need parental permission for doing any assessment; most services for deaf children get this early on in their contact with families. It is important to explain to parents why you are doing the assessment, and what conclusions you may draw from it. Make sure you tell parents the limitations as well as the advantages of using STASS. Parents who have used the Early Support Monitoring Protocol (DfES 2006) may know a lot about early language development from the sections on Communication and Attending or from the section called Early Grammar in the Level 2 materials. It is positive when parents are interested and able to access this information.

It helps if you already know the child you are going to be assessing. If you don’t, give yourself some warm up time to play with the child and let them feel relaxed. Sit down at their level, or find somewhere comfortable to sit where you can hold the picture prompts up to them and write down their responses. If you are using a video camera, arrange the room so the camera is pointing away from a window and the light is on the child. Seeing the child’s face can help with transcribing when you start. Set the video camera up before the child comes into the room and don’t draw attention to it.

Don’t deviate from the script. It’s tempting to reword the prompt to encourage the child to say something more, but try just to repeat the prompt.

Tell the parents you can’t draw conclusions very quickly from this assessment and make sure you get back to them with an informal summary of your findings within a day or so. This is important because parents often worry about their children's language development.

Summary: What are the advantages and disadvantages of using STASS?

Advantages:
• It is quick to collect a language sample which covers a wide range of structures.
• The assessment has been normed on over 200 children. So it is possible to report results, for example by saying the child has achieved better than 75% of 5-year olds.
• It is quite straightforward to score.

Disadvantages:
• Practitioners may find it laborious at first to score the assessment.
• It is difficult to make any generalisations about the performance of children from families where English is not the main language used at home.
• Children in a free play situation are likely to produce more complex language than that elicited by the pictures. So the results may underestimate the child’s true levels.
• Age related norms may not be not a suitable way of reporting results of assessments in deaf children, especially if the deaf child has not had exposure to a full natural language from a young age. Reporting results in this way can be upsetting for parents.
• The STASS pictures are really only suitable for children up to about the age of nine.
7 Analysing data – decisions and examples

We are going to use a complete set of data from a hearing girl called Katie (3;6) and discuss how it is analysed. Katie’s responses to the STASS assessment are repeated in full in Appendix Two. To make sense of these responses you need to look at the STASS picture prompt book.

7.1 Clause level analysis

For the first sweep through the data we are only going to analyse those utterances which are complete clauses. If it is just a phrase, for example NP or VP, we will leave it till the next level of analysis. Below I discuss cases where it is difficult to decide what to do. This leaves us with the following data, which we then analyse at Clause level. Underline any clause elements you find which have more than one word in them; these are phrases which we will analyse later.

I use the symbol + for a pause and + + + for a long pause.

1. girl     + + + sitting down
   There was a very long gap between the Subject and the Verb here so I decided that it was not a clause.

2. He’s + he’s digging a hole.
   S         V           O

3. He hasn’t got any eyes or mouth.
   S         V                       O

4. He having a basketball on the grass + without any hard stones.
   S           V                    O                       A       A

5a. On the on the edge of the on the bottom of the cup.
    These are phrases, so leave them till later.

5b. He’s in the cup
    S       V         A

6. the happy dog.  This is a phrase.

I think he’s a mite? sad.
This seems to be a clause. One word is unintelligible but the clause could still be analysed. It could be bit or mite.

I think he’s a bit sad.
S       V  O

The object element is a little clause itself. So we can analyse this too:
He’s a bit sad.
S       V  C

We will enter both on the summary sheet, and also note in the space at the bottom that Katie has used subordination which appears beyond the level of this STASS assessment.
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7. cos it’s too big.
   S V C

We will ignore the ‘cos which is a feature of subordination for now as it’s the answer to a question.

8. a cat + a tail

This is a phrase, so ignore it till the next level of analysis.

9. He fell off his bike.
   S V A

10. is a tiny boat
    V C

This clause is a response to the prompt:
This is a big boat and ...

11. slow.

This isn’t a phrase. We may be able to use it at the Word level.

He wants to win and she doesn’t.
   S V c S V

This lovely comment sentence shows features of ellipsis. That is, Katie knows she doesn’t have to repeat the full verb phrase, doesn’t want to win. She just uses the auxiliary, doesn’t. Ellipsis is not marked in the STASS assessment, but Crystal notes it as a feature of Stage 7.

12. a red flower. A red flower. a big flower

13a. under the cup
13b. beside the cup

These are all phrases.

14. they’ll bump in
   S V

I have taken the verb to be a phrasal verb, bump into.

15. he can’t.
   S V

The fish will just fall out.
   S V A

Adverbials like just can interrupt a verb phrase. You could put a double arrow underneath to show there is one verb element.

16. he’s spilt his milk.
   S V O

17. I can’t stay up
   S V A

This is the sort of wonderful child-like perspective on the world which makes you glad you work with little children! She means she can jump, but she can’t stay up in the air as the boy in the picture appears to be doing to her.
Cos it’s a picture.
s V C

cos is a subordinator.

18. a little girl and a big man dad + no seat belt
These are both phrases.

or they’ll fall out

or is a co-ordinator.

19. cos they have been in the sea.
s V A

Swimming pool a phrase

Swim in the sea. Record as SX, that is an Adverbial plus another clause element.

Katie now tells me a story which shows how much more advanced her language is compared to the limited responses to the assessment items:

I have been + I have been + in sea + one day + when I was at nanas and papas.

This clause has 5 elements: SVAAA. So it is well beyond what we can record on this STASS form. We could note it in the space at the bottom. In addition the last adverbial element is a clause in its own right because it has a verb, so we can analyse it again.

when I was at nanas and papas.

and it was freezing cold.

and I cried

You know what,

I had my shoes on and Sarah had her old top on.

In both cases in this balanced construction the verb element is split by the object. So Katie shows she knows the rules about how phrasal verbs work.

and I went ‘Come Sarah let’s jump in’

This direct speech is a clause in its own right:

The Verb element of the last clause is split.
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and he said ‘Aagh!’

20a. He’s dirty.

20b. cos he ‘s been in mud.

No he ‘s been painting himself.

21. He’ll fall in.

22. cos he doesn’t want it.

My medicine tastes yummy.

23. in the big house.

This is just a phrase.

24a. + + + at the back of the cup
24b. at the front of the cup

Phrases – ignore for now.

25. he he he he (unintelligible)

Leave this out as there is no phrase or clause to analyse.

26. Where’s my shoes?

To see why the question clause has this structure, turn the elements round: My shoes are where? SVA. In STASS we record question words as Q, but actually they are a type of Adverbial. Record as QXY.

27. bigger, bigger, + biggest

No clause or phrase structure. We will wait till the Word analysis to look at this further.

28. brush your teeth. Brush your teeth.

I would only record this once as it’s an exact repeat. To see why the command clause has this structure, imagine you are inserting the name of a person at the front:

(You) brush your teeth.

She says ‘open your mouth’.
As before we have direct speech with a little clause:

\[
\text{open your mouth}
\]

This item requires the child to imagine that he/she is the mother. Many children can’t do this by four years old, especially when in the picture there is someone like themselves. Language development and a growing theory of mind are closely linked (See Woolfe, 2003).

29. *beside each other. Beside the cups.*

These are phrases.

30. *cos she’s been in the sea.*

SVO sentence. The Verb element is split by the Object.

31. *cos he didn’t take his clothes off.*

32. *Santa’s giving her a parcel.*

Now we have finished the first level of analysis we can enter the results in the first column of the Rapid Assessment Score Sheet.

Use the blank Score sheet in Appendix One and enter the tallies in column one (only use rows 1-4). Then check your answers against mine in the Answers on page 70.

### 7.2 Phrase level analysis

Next we will look right through the data again, including those ones which were not in clauses. This is the most time-consuming part of the analysis. Remember we are only looking for the patterns on the STASS sheet. There may well be other phrase patterns in our data, but we ignore them to save time. I have put the stage in brackets to allow for easy transfer to the STASS Score Sheet form.

1. *sitting down*
   
   \[
   V \text{ Part (2)}
   \]

2. *‘s digging a hole*
   
   \[
   \text{Aux (3) D N (2)}
   \]

3. *hasn’t got any eyes or mouth.*
   
   \[
   \text{Aux NegV D N c N Record as XcX (4)}
   \]

4. *a basketball on the grass without any hard stones.*
   
   \[
   D N (2) \text{ Prep D N (3)} \text{ Prep D Adj N (4)}
   \]
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5a. On the on the edge of the on the bottom of the cup.
   Ignore this – repeats Prep D N Prep DN
If you record this as PrepDN x 2 at Stage 3 it is not really giving credit for the phrase’s complexity. I would record it as N Prep NP even though it is actually NP Prep NP (4).

5b. in the cup
   Prep D N (3)

6. the happy dog
   D Adj N (3)

a bit sad
D Adj
I would classify a bit as one determiner. But it’s more complex than (2). Hard to fit into the chart so leave it out.

7. too big
   Int Adj Recorded as Int X (2)

8. a cat + a tail
   DN DN (2)

9. falled off his bike.
   V Part DN (1)

10. a tiny boat
    D Adj N (3)

11. wants to win
    V V (2)

12. a red flower A red flower a big flower
    D Adj N D Adj N (3)

13a. under the cup
    Prep D N (3)

13b. beside the cup
    Prep D N (3)

14. ’ll bump in
    Aux VPart (3 & 1)

15. The fish will fall out
    DN Aux VPart (2) (3 & 2)

16. ’s spilt his milk.
    Aux (3) DN (2)

17. can’t stay up
    Aux Neg V VPart (3) (4) (2)
Monitoring the spoken language of deaf children

18. a little girl and a big man dad
   D Adj N           D Adj N     N
   (3) (3) (4) Also record as XcX (4) Really beyond level 4

   no seat belt
   Neg X (4)

   'll fall out
   Aux VPart
   (3) (2)

19. have been in the sea
    Aux Prep D N
    (3) (3)

   Look back to the data sheet to check that been is a main verb here. It is not two auxiliaries.

   Swimming pool
   N N
   (2)

   in the sea
   Prep D N
   (3)

   have been in sea one day
   Aux Prep N Adj N
   (3) (2) (2)

   at nanas and papas
   Prep N c N
   Record as XcX (4)
   (2)

   freezing cold
   Int X
   (2)

   my shoes her old top
   D N D Adj N
   (2) (3)

   had on V Part (2)

   let.. jump in
   V V Part
   Record as VV and VPart (2)

20a. no phrases

20b. 's been in mud
    Aux Prep N
    (3 / 2)

   's been painting
   Aux Aux
   2 Aux (4)

21. 'll fall in
    Aux V Part
    Record as Aux (3) and VPart (2)
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22. doesn't want
   Neg V (4)

My medicine
   D N (2)

23. in the big house
   Prep D Adj N (4)

24a. at the back of the cup
   Prep D N Prep DN Record as N Prep NP (4)

24b. at the front of the cup
   Prep DN Prep DN As above

25. no data to analyse

26. my shoes
   D N

27. bigger, bigger, + + biggest
   No clause or phrase structure. We will wait till the Word analysis to look at this further.

28. your teeth your mouth
   D N D N (2)

29. beside each other beside the cups
   Prep D N Prep D N (3 – twice)

30. 's been in the sea.
   Aux Prep DN (3)

31. didn’t take.. off his clothes
   Neg V V Part D N (4) (2) (2)

Join the parts of the phrase together to make it easier to analyse.

32. 's giving a parcel
   Aux DN (3) (2)

Now we have finished the Phrase level analysis of Katie's data set we can enter the results in the second column of the Score Sheet.

Transfer the scores for the phrase level analysis to column two of the STASS sheet. Then check your answers against mine on page 71.
7.3 Word level analysis

For this sweep of the data we will look out for the word level features in column 3 of the STASS table as well as the actual examples of auxiliaries, prepositions and pronouns in the bottom row of the table. It is quite easy to look for both at once. Here I will repeat the complete data set and annotate word level features in bold.

Remember we are not counting the particles on phrasal verbs as prepositions.

You will see that his, my your are recorded by STASS as being in the pronoun box, even though in this booklet we classified them as determiners. We still need to count them, so to remind yourself that they are actually determiners you could put a D on the data sheet, for example: my Pron-D.

Transfer the Word Level Analysis to the blank STASS Score Sheet in Appendix One and fill in the Auxiliaries, Prepositions and Pronouns boxes.

1. girl + + + sitting down

2. He’s + he’s digging a hole.
   Pron Pron 3s -ing

3. He hasn’t got any eyes or mouth.
   Pron n’t Pl

4. He having a basketball on the grass. Without any hard stones.
   Pron -ing Prep Pl

5a. On the on the edge of the on the bottom of the cup.
   Prep (x 2) Prep Prep Prep

5b. He’s in the cup
   Pron 3s Prep

Also record the ‘s as ‘Aux, auxiliary contraction (3)

6. The happy dog. I think he’s a mite? sad.
   Pron ‘Cop

‘Cop means reduced copula verb. Remember this sentence was SVC at the clause level.

7. cos it’s too big.
   Pron ‘cop (3)

8. a cat + a tail
   Katie is not able to say cat’s tail yet, which would be a genitive (Gen).

9. He fell off his bike.
   Pron -ed Pron-D

Record -ed even though it’s an irregular verb so an error. As Katie is only 3;6 this isn’t an error at her stage of development, just a step on the journey to adult grammar.

bis – recorded on the STASS sheet as a pronoun even though we know it is a Determiner.
10. is a tiny boat
   Pron 3s

11. slow. He wants to win and she doesn’t.
    Pron 3s Pron n’t
Katie doesn’t yet have the -ly adverb ending.

12. a red flower. A red flower. a big flower

13a. under the cup
    Prep

13b. beside the cup
    Prep

14. they’ll bump in
    Pron
Record ‘ll as ‘aux contraction And also under Auxiliaries: WILL

15. he can’t. The fish will just fall out.
    Pron n’t Aux

16. he’s spilt his milk.
    Pron ‘Aux -ed Pron-D
Record spilt as -ed even though it’s a correctly formed irregular past. We should make a note of this good development if there’s room on the form.

17. I can’t stay up. Cos it’s a picture.
    Aux: CAN Pron ‘Cop n’t
Check carefully: the is in the second utterance is a main verb in an SVC sentence, so a copula.

18. a little girl and a big man dad + no seat belt or they’ll fall out.
    Pron ‘Aux
Also list the Auxiliary as WILL.

19. cos they have been in the sea. Swimming pool.
    Pron -en Prep
Swim in the sea. I have been + I have been + in sea +
    Prep Pron -en Pron -en Prep
Aux: HAVE

one day + when I was at nanas and papas. And it was freezing cold. And I cried.
You know what, I had my shoes on and Sarah had her old top on. And I went ‘Come Sarah

let’s jump in’ and he said ‘Aagh!’
    Pron:US Pron

There isn’t a category at stage 3 or below for the shortened let us. We record he as pronoun even though it’s a slip as it refers to Katie’s sister.
20. **He** 's dirty.
   *Pron 'cop*  
   3s
   Because this is a SVC clause.

20b. **cos he's been in mud. No he 's been painting himself.**
   *Pron 'Aux -en Prep Pron 'Aux -en -ing Pron*  
   Auxiliary: HAVE (x2)
   3s
   3s
   This last pronoun is more complex than any in the box. Worth recording as a positive feature.

21. **He'll fall in.**
   *Pron 'Aux*  
   Auxiliary boxes: WILL

22. **cos he doesn't want it. My medicine tastes yummy.**
   *Pron 3s n't Pron*  
   Auxiliary: DO

23. **in the big house.**  
   *Prep*

24a. **at the back of the cup**
   These prepositions aren't in the box, but you could mention them as positive features at the bottom of this box.

24b. **at the front of the cup**  
   *Prep*

25. **he he he he** (unintelligible)*Pron*

26. **Where's my shoes?**
   *'cop Pron-D Pl*
   Record 's as reduced copula even though the adult grammar would be are. We can’t count this as an error for someone at Katie’s stage of development.

27. **bigger, bigger, + + biggest**
   Katie has the comparative and superlative adjective endings.

28. **brush your teeth. Brush your teeth. + She says 'open your mouth'.**
   *Pron-D pl Pron-D pl Pron 3s Pron-D*
   *Your will be recorded as Pron-D.*
   teeth is listed as Pl. It’s a correct irregular plural.

29. **beside each other. Beside the cups.**
   *Prep Prep Pl*

30. **cos she's been in the sea.**
   *Pron 'Aux -en Prep*  
   Auxiliary: HAVE
   3s

31. **cos he didn't take his clothes off.**
   *Pron n't Pron-D*  
   Auxiliary: DO

32. **Santa's giving her a parcel.**
   *'Aux -ing Pron*  
   Auxiliary: BE
   3s
It is quite tricky to spot all the word features as well as Auxiliaries, Prepositions and Pronouns. You may find it easier to do several sweeps just looking for one thing.

Add the word level features to your Score Sheet and check your results match with mine in the Answers.

### 7.4 Expansions

When you lay the utterances out on the Detailed Analysis Form it becomes much easier to see which elements of a clause have been expanded into phrases because you have underlined all the phrases of more than one word already. Transfer the transitions to the blank STASS Score Sheet in Appendix One on page 76.

1. he’s digging a hole. \(XY+V:VP; XY+O:NP\)
   
2. He hasn’t got any eyes or mouth. \(XY+V:VP; XY+O:NP\)
   
3. He’s in the cup \(XY+A:AP\)
   
4. He’s a bit sad. \(XY+C:NP\)
   
5. It’s too big. \(XY+C:AP\)

The STASS Scoring system assumes that Complement clauses are always going to be Noun Phrases. This one is actually an Adjective Phrase.
14. they'll bump in S V X+V:VP

15. he can't. S V

16. The fish will just fall out. S V A XY+S:NP; XY+V:VP

17. he's spilt his milk. S V O XY+V:VP; XY+O:NP

18. he's spilt his milk. c S V XY+V:VP; XY+O:NP

19. Cos it's a picture. s S V C XY+C:NP

We can analyse the A: clause again:

when I was at nanas and papas.
S V A A A WXYZ+V:VP

You know what,
S V O

I had my shoes on and Sarah had her old top on.
S V O c S V O XY+O:NP (x2)

and I went 'Come Sarah let's jump in.' c S V O XY+O:Clause

I have been in sea + one day + when I was at nanas and papas. WXYZ+V:VP

Swim in the sea. V A X+A:AP

and it was freezing cold.
S V C XY+A:AP

and I cried
S V

when I was at nanas and papas.
S V A A XY+A:AP

and it was freezing cold.
S V C XY+A:AP

I had my shoes on and Sarah had her old top on.
S V O c S V O XY+O:NP (x2)

and I went 'Come Sarah let's jump in.' c S V O XY+O:Clause

You know what,
S V O
Monitoring the spoken language of deaf children

and he said ‘Aagh!’
c S V O

20a. He’s dirty.
S V C

20b. cos he’s been in mud.
S V A

No he’s been painting himself.
S V C

21. He’ll fall in.
S V X+V:VP

22. cos he doesn’t want it.
S V O

My medicine tastes yummy.
S V C

23. 24a. 24b. 25. 26. Where’s my shoes?
Q V S

27. brush your teeth.
V O

She says ‘open your mouth’.
S V X+O:NP

28. open your mouth
V O

29. 30. cos she’s been in the sea.
S V A

31. cos he didn’t take his clothes off.
S V O

32. Santa’s giving her a parcel.
S V Oi Od

Many of these transitions are showing achievement well above the STASS score sheet. Note these down as they are positive signs which can be reported on.

Add the expansion features to your Score Sheet and check your results match with mine in the Answers on page 73.
8 Becoming proficient with STASS and working with non-standard responses

8.1 Short cuts

We have been recording absolutely everything on the Score Sheet so far. This is particularly useful to do if it’s the first time you have got a detailed picture of a child’s grammatical achievement. But if you have a profile from the year before you could use a quicker approach: just enter the first example of each structure on the form.

Write out the clause analysis as before on the Detailed Analysis Form. Then do the phrase, word and expansion analysis just by looking for the first example. This should save a lot of time. You should be able to see the child’s progress from the year before too.

When you first start using STASS it can seem very slow. Work with a colleague or a Speech and Language Therapist so you can discuss your analysis. After you have become used to STASS you should find a full analysis will take you no more than an hour to do, and less if you use the rapid screening approach.

8.2 Non-standard responses

Now look at another set of responses, this time from Mark (11;1). Mark is profoundly deaf, aided from one and implanted at three. He knows BSL, but this interview took place in spoken English with only natural gestures from the interviewer.

Mark 11;1 Interview: Jan 08

1. cry sitter cry sitting lady
2. swimming he se make + make castle
3. it + gone eye gone that one
4. the lady play build up boy play football
5a. she he teddy sit up bum there + + in cup of tea
5b. here in cup of tea
6. (no response)
7. package mean big + + small + + lady + in there because it + that one it mean too big in there
8. cat tail cat
9. bike mean fellover he ask mummy it what happen
10. small boat small
11. he’s got boot he’s going walking
12. big red big red flower they’re same
13a. cup of tea under + under
13b. this teddy cup of tea beside
14. ready towe pow! Crash + car crash
15. he got fish it’s broken he go went fish away
16. look milk fell milk
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17. boy play want play all day mean jumping
18. boy and girl in car
19. because he standing ee look he swimming because got that boy trouble
20a. because dirty painting
20b. because colour black colour
21. because try try catch boat mean boat will away boy will cry he try get the boat
22. medicine he got eating he doesn’t like medicine doesn’t like it
23. he said ‘hello’ in the window ‘hello!’ There
24a. the cup of tea, behind
24b. it cup of tea in near, beside
25. boy jack on chair jacket the
26. maybe will lost, lost he ask + to shop get boy shoes need ask help need shoe, need shoes
27. big big and big and big and big
28. help he’s help. Erm he lady said don’t know brush teeth
29. in beside teddy in there
30. because no clothe
31. Oh the T-shirt! Because got T-shirt in mean wet
32. Sant give present what in there + got

Activity with Mark’s responses

a. Analyse the responses at clause, phrase and word level. Mark has a number of non-standard responses so you will have to decide sometimes to leave utterances out of the analysis or to hazard a guess. There are dangers in deciding on an analysis without enough evidence. Make a note of places where you have perhaps guessed too much and bracket utterances where it’s too difficult to decide on an analysis.

b. Record the results on the Summary Form.

c. Find the nearest age equivalent in the STASS handbook and use a highlighter to show the 25%, 50% or 75% level for that age group, whichever you think is the best fit.

d. Look at features which Mark has not yet acquired but which are next in the expected sequence. Here you are starting to interpret the results. Compare your analysis and Summary form with mine. It would be useful to do this exercise with a colleague, then work through your answers together looking at features you found difficult. Keep a note of the areas you are making mistakes with and go back to the earlier sections of this handbook to revise these features.
Mark’s responses Jan 08 aged 11.1
I use the double slash symbol // to mark the ends of clause boundaries, as far as I can work out.

<table>
<thead>
<tr>
<th>Response</th>
<th>1. cry sitter cry sitting lady 2. swimming he se make + make castle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrase</td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td>-ing</td>
</tr>
<tr>
<td>Expansion</td>
<td></td>
</tr>
<tr>
<td>Aux Prep Pron</td>
<td>Pron: HE</td>
</tr>
</tbody>
</table>


se = hard to analyse, possibly emerging auxiliary.

Interesting it takes Mark a while before he fills out any clause elements to phrases.

<table>
<thead>
<tr>
<th>Response</th>
<th>3. it + gone eye gone that one 4. the lady play build up boy play football</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause</td>
<td>S V // S V N // S V // S V O</td>
</tr>
<tr>
<td>Phrase</td>
<td>DN DN V Vpart</td>
</tr>
<tr>
<td>Word</td>
<td></td>
</tr>
<tr>
<td>Expansion</td>
<td>X + S:NP X+V:VP</td>
</tr>
<tr>
<td>Aux Prep Pron</td>
<td>Pron:IT THAT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response</th>
<th>5a. she he teddy sit up bum(?) there ++ in cup of tea 5b. here in cup of tea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause</td>
<td>S V A A A // A</td>
</tr>
<tr>
<td>Phrase</td>
<td>Pron Pron Vpart Prep N Prep N Prep N Prep N</td>
</tr>
<tr>
<td>Word</td>
<td></td>
</tr>
<tr>
<td>Expansion</td>
<td>XY+NP XY+V:VP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response</th>
<th>7. package mean big + + small + + lady in there because it + that one it mean too big in there</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause</td>
<td>S V C // S A O // S V A A</td>
</tr>
<tr>
<td>Phrase</td>
<td>Prep N DN Int X PrepAv</td>
</tr>
<tr>
<td>Word</td>
<td></td>
</tr>
<tr>
<td>Expansion</td>
<td>X+AP:AP XYZ+AP:AP x2</td>
</tr>
</tbody>
</table>
I suspect response 9 has an emerging subordinate clause but he uses *ask* instead of *tell*.

<table>
<thead>
<tr>
<th>Response</th>
<th>8. cat tail cat</th>
<th>9. bike mean fellover</th>
<th>he ask mummy</th>
<th>it what happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause</td>
<td>N</td>
<td>S V</td>
<td>S V O</td>
<td>S Q V</td>
</tr>
<tr>
<td>Phrase</td>
<td>NN</td>
<td>V VPart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expansion</td>
<td>X+V:VP</td>
<td>XYZ+O: clause</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aux Prep Pron</td>
<td>Pron: HE</td>
<td>Pron: IT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Response 10.

<table>
<thead>
<tr>
<th>Response</th>
<th>10. small boat small</th>
<th>11. he’s got boot</th>
<th>he’s going walking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause</td>
<td>N</td>
<td>S V O</td>
<td>S V</td>
</tr>
<tr>
<td>Phrase</td>
<td>Adj N Adj</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td>‘Aux –en’</td>
<td>‘Aux –ing’</td>
<td>-ing</td>
</tr>
<tr>
<td>Expansion</td>
<td>XY+V:VP</td>
<td>X+V:VP</td>
<td></td>
</tr>
</tbody>
</table>

### Response 12.

<table>
<thead>
<tr>
<th>Response</th>
<th>12. big red</th>
<th>big red flower</th>
<th>they’re same</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause</td>
<td>N</td>
<td>S V C</td>
<td></td>
</tr>
<tr>
<td>Phrase</td>
<td>Adj Adj</td>
<td>Adj Adj N</td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td>‘Cop’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expansion</td>
<td>Pron: THEY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Response 13a.

<table>
<thead>
<tr>
<th>Response</th>
<th>13a. cup of tea under + under</th>
<th>13b. this teddy cup of tea beside</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause</td>
<td>S A</td>
<td>S O A</td>
</tr>
<tr>
<td>Phrase</td>
<td>N Prep N</td>
<td>DN N Prep N</td>
</tr>
<tr>
<td>Word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expansion</td>
<td>X+S:NP</td>
<td>XY+S:NP  XY+O:NP</td>
</tr>
<tr>
<td>Aux Prep Pron</td>
<td>Prep: OF UNDER</td>
<td>Prep: OF BESIDE</td>
</tr>
</tbody>
</table>

### Response 13b.

| Response |
|----------|----------|
| Clause   | S A      |
| Phrase   | N Prep N |
| Word     |          |
| Expansion| X+S:NP   |
| Aux Prep Pron | Prep: OF UNDER |
### Monitoring the spoken language of deaf children

<table>
<thead>
<tr>
<th>Response</th>
<th>14. ready towe pow! Crash + car crash</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause</td>
<td>V // S V</td>
</tr>
<tr>
<td>Phrase</td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td></td>
</tr>
<tr>
<td>Expansion</td>
<td></td>
</tr>
<tr>
<td>Aux Prep Pron</td>
<td></td>
</tr>
</tbody>
</table>

### Response 15. he got fish it’s broken he go went fish away

| Clause   | S V O // S V C // ? V S A           |
| Phrase   | VV                                  |
| Word     | ‘Cop 3s -ed                          |
| Expansion| XY+V:VP                             |
| Aux Prep Pron | Pron: HE Pron: IT |

He go went fish away – hard to analyse. Possibly emerging DN structure: his fish went away.

### Response 16. look milk fell milk 17. boy play want play all day mean jumping

| Clause   | V // S V S // S V // V A // V |
| Phrase   | VV DN VV                        |
| Word     | -ed -ing                         |
| Expansion| X+V:VP X+A:AP                    |
| Aux Prep Pron |                               |

Mark uses *mean* a lot with the BSL sign with a different meaning from English. Some sort of logical relationship.

### Response 18. boy and girl in car 25. the boy jack on chair jacket

| Clause   | S A // S A                        |
| Phrase   | XcX Prep N DN Prep N              |
| Word     |                                   |
| Expansion| X+S:NP X+A:AP X+S:NP X+A:AP      |
| Aux Prep Pron | Prep: IN Prep: ON |
### Response 19. because he standing **ee** look he swimming because got that boy trouble

<table>
<thead>
<tr>
<th>Clause</th>
<th>S  V //</th>
<th>?</th>
<th>S  V</th>
<th>A</th>
<th>S  C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrase</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Word</td>
<td>-ing</td>
<td>-ing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expansion</td>
<td>XY+A: clause</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aux Prep Pron</td>
<td>Pron: HE</td>
<td>Pron: HE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- *he swimming because got that* – possibly emerging subordination using *because*.

### Response 20a. because dirty painting

<table>
<thead>
<tr>
<th>Clause</th>
<th>Other V //</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrase</td>
<td>Adj V</td>
<td>N Adj N</td>
</tr>
<tr>
<td>Word</td>
<td>-ing</td>
<td></td>
</tr>
<tr>
<td>Expansion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aux Prep Pron</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Response 20b. because colour black colour

<table>
<thead>
<tr>
<th>Clause</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrase</td>
<td>N Adj N</td>
</tr>
<tr>
<td>Word</td>
<td>-ing</td>
</tr>
<tr>
<td>Expansion</td>
<td></td>
</tr>
<tr>
<td>Aux Prep Pron</td>
<td></td>
</tr>
</tbody>
</table>

### Response 21. because *try* try catch boat mean boat will away boy will cry he try get the boat

<table>
<thead>
<tr>
<th>Clause</th>
<th>V  O //</th>
<th>S  V</th>
<th>A //</th>
<th>S  V</th>
<th>//</th>
<th>S  V</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrase</td>
<td>VV</td>
<td>Aux</td>
<td>Aux V</td>
<td>Pron VV</td>
<td>DN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td>X+V:VP</td>
<td>XY+V:VP</td>
<td>XY+O:NP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expansion</td>
<td>Aux: WILL</td>
<td>WILL</td>
<td>Pron: HE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aux Prep Pron</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Response 22. medicine he got eating he doesn't like medicine doesn't like it

<table>
<thead>
<tr>
<th>Clause</th>
<th>N  //</th>
<th>S  V</th>
<th>//</th>
<th>S  V</th>
<th>O //</th>
<th>V  O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrase</td>
<td>VV</td>
<td>Neg V Aux</td>
<td>Neg V Aux</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td>-ed -ing</td>
<td>3s n't</td>
<td>3s n't</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expansion</td>
<td>X+V:VP</td>
<td>XY+V:VP</td>
<td>XY+O:NP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aux Prep Pron</td>
<td>Pron: HE</td>
<td>HE</td>
<td>Aux: DO</td>
<td>Aux: DO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mark is using *got* as an early auxiliary in his grammar.
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23.</td>
<td>he</td>
<td>said</td>
<td>in the</td>
<td>window</td>
<td>'hello'</td>
<td>There</td>
<td>24a.</td>
<td>the cup</td>
<td>of tea</td>
<td>behind</td>
<td>24b.</td>
<td>it cup</td>
<td>of tea</td>
<td>in near, beside</td>
</tr>
<tr>
<td>Response</td>
<td>28. help he’s help. Erm he lady said (don’t know) brush teeth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>----------</td>
<td>---------------------------------------------------------------</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clause</td>
<td>V // S V // S S V O? // V O</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phrase</td>
<td>Aux</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td>3S ‘Aux -ed n’t PL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expansion</td>
<td>X+V:VP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response</th>
<th>29. in beside teddy in there 30. because no clothe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause</td>
<td>Other // S A // N</td>
</tr>
<tr>
<td>Phrase</td>
<td>PrepPrep  PrepPron  Neg X</td>
</tr>
<tr>
<td>Word</td>
<td>X+A:AP</td>
</tr>
<tr>
<td>Expansion</td>
<td></td>
</tr>
<tr>
<td>Aux, Prep, Pron</td>
<td>Prep: IN  BESIDE  Prep: IN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response</th>
<th>31. Oh the T-shirt! Because got T-shirt in mean wet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause</td>
<td>C // V O A// V C</td>
</tr>
<tr>
<td>Phrase</td>
<td>DN</td>
</tr>
<tr>
<td>Word</td>
<td>-ed</td>
</tr>
<tr>
<td>Expansion</td>
<td></td>
</tr>
<tr>
<td>Aux, Prep, Pron</td>
<td>Prep: IN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response</th>
<th>32. Sant give present what in there + got</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause</td>
<td>S V O // Q A V (QXY)</td>
</tr>
<tr>
<td>Phrase</td>
<td>PrepPron</td>
</tr>
<tr>
<td>Word</td>
<td>XY+A:AP</td>
</tr>
<tr>
<td>Expansion</td>
<td></td>
</tr>
<tr>
<td>Aux, Prep, Pron</td>
<td>Prep: IN</td>
</tr>
</tbody>
</table>

On the next page there is a summary of Mark’s responses. The shading shows what 50% of hearing 4 year olds can do.
### STASS Rapid Assessment Score Sheet

#### 1. CLAUSE

<table>
<thead>
<tr>
<th>Q</th>
<th>NAME</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

#### 2. CLAUSE

<table>
<thead>
<tr>
<th>QX</th>
<th>PHRASE</th>
<th>EXPANSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>SV</td>
<td>-ING</td>
<td>X+S:NP 6</td>
</tr>
<tr>
<td>SC</td>
<td>PL</td>
<td>X+V:VP 8</td>
</tr>
<tr>
<td>SO</td>
<td>-ED</td>
<td>X+C:NP</td>
</tr>
<tr>
<td>NegX</td>
<td>PREP N</td>
<td>X+O:NP</td>
</tr>
<tr>
<td>VC</td>
<td>VV</td>
<td>X+A:AP 5</td>
</tr>
<tr>
<td>VO</td>
<td>3S</td>
<td></td>
</tr>
<tr>
<td>AX</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3. CLAUSE

<table>
<thead>
<tr>
<th>QXY</th>
<th>PHRASE</th>
<th>EXPANSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>VS</td>
<td>GEN</td>
<td>XY+S:NP 2</td>
</tr>
<tr>
<td>SVC</td>
<td>NT</td>
<td>XY+V:VP 6</td>
</tr>
<tr>
<td>SVO</td>
<td>'COP</td>
<td>XY+G:NP</td>
</tr>
<tr>
<td>SVA</td>
<td>'AUX</td>
<td>XY+O:NP 2</td>
</tr>
<tr>
<td>NEG XY</td>
<td>XY+A:AP</td>
<td>XY+A:AP 3</td>
</tr>
<tr>
<td>VC/O A</td>
<td>SVO</td>
<td>XYZ+A:AP 3</td>
</tr>
<tr>
<td>VOO</td>
<td>SVA</td>
<td>XYZ + O:Cl 1</td>
</tr>
</tbody>
</table>

#### 4. CLAUSE

<table>
<thead>
<tr>
<th>QVS</th>
<th>PHRASE</th>
<th>EXPANSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>QXYZ</td>
<td>-EST</td>
<td></td>
</tr>
<tr>
<td>VS(X+)</td>
<td>-ER</td>
<td></td>
</tr>
<tr>
<td>SVCA</td>
<td>-LY</td>
<td></td>
</tr>
<tr>
<td>SVOA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SVOO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAXY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 5. AUXILIARIES

<table>
<thead>
<tr>
<th>HAVE</th>
<th>PREPOSITIONS</th>
<th>PRONOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAN</td>
<td>IN / INSIDE</td>
<td>HE 14</td>
</tr>
<tr>
<td>BE</td>
<td>ON</td>
<td>HIS________</td>
</tr>
<tr>
<td>DO</td>
<td>UNDER / UNDERNEATH</td>
<td>I__________</td>
</tr>
<tr>
<td>WILL</td>
<td>BEHIND</td>
<td>IT</td>
</tr>
<tr>
<td>MIGHT</td>
<td>BESIDE / NEXT TO</td>
<td>THEY</td>
</tr>
<tr>
<td>COULD</td>
<td>BETWEEN</td>
<td>SHE</td>
</tr>
<tr>
<td>NEED</td>
<td>IN FRONT</td>
<td>YOUR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>THAT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>YOU</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HER</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>THEM</td>
</tr>
</tbody>
</table>

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Scottish Sensory Centre 2011
9 Interpreting and reporting results

9.1 Results matched to the appropriate age level

The STASS handbook has some charts on pages 12-16 (First edition STASS) which show the results of their assessments of children at 3;0, 4;0 and 5;0. The charts show what 25% of children could do – usually the top performing quarter, what 50% could do and what 75% could do for each age group. There are some structures which 100% of a particular age group could do.

If you are working with a deaf child who has been diagnosed in the first few months of life and she has received early support, start with the correct chart for the age of the child. This will show if the deaf child is developing age appropriate language. Remember the RNID and DfES suggested a target of 60% of deaf children achieving age appropriate language by age three.

It seems fair to look at the 75% level as the level, which shows a particular age group has generally achieved a construction.

• Take your completed STASS Score Sheet and a highlighter pen and look at the chart closest in age to the child you are working with. Highlight the rows where 75% of children of this age of hearing children achieve. Be careful – the Charts and the STASS Score sheets don't quite match up and some lines are in the wrong order.

• Now look at your Score Sheet. You will see how the child you have assessed scores compared to the majority of hearing children in the same age group.

• If the child you are working with has achieved more than this, move on to the next chart for children a year older and repeat with a different colour highlighter.

• You should be able to see strengths and weaknesses of the child you are working with, compared to the majority of hearing children in that age group. This will give you ideas for possible targets or language work with the child.

• You may have some additional notes at the bottom about features which are particularly good, perhaps going beyond the level of the STASS assessment.

It is important to compare deaf children with hearing norms, even if the results are depressing and we may not want to report them to parents in this way. If we don't have age appropriate language as our goal, then we could start to accept lower standards for deaf children and later their progress at school would be depressed. The STASS results could affect our collaborative decision making with parents and colleagues. Poor progress with spoken language development may trigger discussions about additional disabilities, improving information to parents or offering a range of communication choices again. As a result of these discussions we may redraft the child’s Individualised Educational Plan.

Of course the STASS test is not the only tool we will use to make decisions. It is only one of a large range of assessments available to us (DfES 2006, Level 2 Materials, p51). Detailed observation of the child in different environments can help inform our decision making as much as a standardised assessment tool such as STASS. We are not assessing the deaf child to
document her difference from the norm, but to inform us as teachers and parents so we can see what we can do next to encourage language development.

9.2 Results matched to a younger age level

When a deaf child has delayed syntactic development in English, as Mark does, we can compare his responses with the nearest level we can find amongst hearing children. The STASS rapid assessment sheet for Mark shown on page 59 has his results compared to what 50% of hearing children do at age 4.

I used a highlighter to add in the 50% of age 4 to Mark's summary sheet. This left some gaps where Mark is not currently producing structures we would expect, and also some areas where he is performing better than expected.

At the Clause level he has no gaps and goes beyond the 50% level at age 4.

At the Phrase level he doesn't have the phrase patterns DAdjN or PrepDAdjN yet.

At the Word level he does exactly what we would expect of 50% of 4 year olds apart from the missing genitive 's, in phrases like the cat's tail.

For the Expansions he goes beyond the 50% level at age 4 because he has some clauses in object and adverbial positions. Because he goes beyond what is expected, we won't worry about the gap with X+O:NP at Stage 2, but we should notice that he is not filling out phrases in clauses with the XY+C:NP level at Stage 3.

Auxiliaries: Mark is not yet using HAVE or CAN as auxiliaries, although he has a range of other ones.

Prepositions: These are developing as expected, and in fact he uses a wider range than the STASS chart collects.

Pronouns/determiners: Mark is not yet using I, you, his, your.

From these results we can make a report suitable for an annual review meeting and draw up some plans for activities and targets for Mark over the next few months. On the next pages you can see an idea for a report, activities and targets. Each service for deaf children will organise reports and reviews in different ways, so this may not be suitable for everyone. The important thing is to make the summary readable by any other colleague or parent so that they understand what the language focus will be over the next few months.

Notice in the report that the positive features of Mark’s developing spoken English are mentioned before any gaps. Also you will notice that this report is unusual in only focusing on grammatical development. Very often in annual review reports we would also see mention of vocabulary development, listening skills and pragmatic development too. Although the STASS data is real, the name and report are made up to illustrate one possible way of reporting progress to parents and colleagues.
9.3 Sample report to a review meeting

Mark McDonald: Report on spoken language development 30.1.08

Mark is producing speech at approximately the level of 50% of 4 year olds, using the South Tyneside Assessment of Syntactic Structures profile.

1. Clause

At the clause level most of his utterances are at Stage 3, but he has a few emerging utterances at Stage 4 and one or two examples of embedded clauses. For example,

He swimming because got that.

2. Phrase

At the phrase level Mark is showing good development, and again most of his expansions are at Stage 3. Mark is using BSL structures in his phrases to describe objects and their place. This is not surprising as it is a very dominant difference between BSL and English grammar. For example,

It cup of tea in near beside.

Mark sometimes uses an Adj N Adj pattern in his phrases which is again possibly influenced by the reduplication rule in BSL:

Small boat small

3. Word

At the word level Mark is performing as expected for the 4;6 age group apart from the absence of the genitive ‘s (for example the cat’s tail where the ‘s shows belonging to). Mark can hear this /s/ sound and produce it, so it would be useful if he could focus on this next.

Looking at the development of Auxiliaries, Mark is not yet using HAVE or CAN, which would be expected at his stage of development. He can use the –en form of the verb, so could start to do some work on perfect constructions.

His preposition development is as expected.

The pronouns are not developing as predicted by the STASS chart: he is not yet using HIS, I, YOUR or YOU. This would make a lot of difference to his speech.

4. Expansions

Mark’s phrase expansions are good, but it is noticeable that he doesn’t have the XY+C expansion at Stage 3. For example, these would be the type of utterances we would expect to see next in Mark’ speech:

XY+C: phrase
He likes my brother.
That is really yummy.
**Suggestions for English language activities with Mark over next 6 months:**

1. In speech sessions don't use sign support when describing place or placement. Model correct preposition and phrase use many times in interesting contexts before expecting Mark to produce it.

2. Focus on pronouns *I* and *you* and determiners *his* and *your*. Play a lot of games using these words first, with receptive skills before expecting any utterances using them.

3. Focus on modelling perfect constructions in real contexts e.g. *Joanne’s just come in. Have you finished your dinner? Oh look, Grandma has arrived!* (Don’t stress the auxiliary have – it’s almost always unstressed). Mark should be able to hear the ‘s in the contracted form.

   Later see if Mark can distinguish a past event from one which has a connection to now. E.g. *I've just fallen over.*

   *Yesterday Lauren fell over.*

   This could also link to literacy work, matching pictures to sentences.

4. To practice *can* and *can’t*, focus on what people in Mark’s class can and can’t do. Set tests for people round school. Could be linked to maths and pictograms. For example who can curl their tongue? Can Mrs Turner fingerspell her name backwards?

5. The XY+C constructions are more likely to emerge once determiners such as *my, his, your* are in use. Don’t worry about them yet. It would be useful to see if Mark can start using more intensifiers, for example *really, very, a bit*. Talking about size is the easiest way to do this, but also discussing feelings is important and this could expand his vocabulary in the area of emotions. Making posters and adding his own digital photos would be a useful activity.

6. Focus on things belonging to other people to see if Mark can hear the ‘s. Later see if he can produce it in phrases. For example an individual speech session in the cloakroom would give a lot of practice.

**Speaking and Listening Targets**

1. Mark will be able to use English word order in preposition phrases describing place.
2. Mark will be able to use the pronouns *I* / *you* and the determiners *his* / *your* in his speech.
3. Mark will be able to use the auxiliaries *can* / *have* in appropriate contexts.
4. Mark will be able to use a range of intensifiers in his speech, particularly when talking about feelings.
5. Mark will be able to use the genitive ‘s to show belonging to in his speech.

**Success criteria**

Repeat the STASS assessment in six months’ time and look for evidence of these features in his speech.
10 Beyond STASS

Now you have worked through this booklet you should be able to:

• Collect a language sample from deaf children.
• Analyse it at Clause, Phrase and Word levels, and look for expansion features.
• Match the actual profile to standard profiles for hearing children.
• Identify next steps for the child, using the expected results for hearing children.
• Report the results in a format suitable for review meetings.
• Set targets and devise activities which will help achieve the next stage.

This is quite an achievement! As you get used to working with STASS you will be able to use short cuts, for example only record the first example of a structure in the speech sample. One example is enough to show that it is emerging.

You may also decide you are ready to move beyond STASS and try collecting a more naturalistic sample of speech from the deaf child. The reason for doing this is that children will use more complex structures when they are talking about things relating to them. The STASS stimulus picture prompts are not as interesting as the main focus of their lives: themselves and their family.

To collect a naturalistic sample you could set up a play area or a conversation area with some stimulus material in it which will evoke the range of structures you are looking for. This could be a science room with some equipment out, or a cooking area, for example. Over a ten-minute period you can move the conversation on to cover the areas you want, for example:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reason – sort of language you hope to get in the sample</th>
</tr>
</thead>
</table>
| 1. A recent holiday or outing | Past tense narrative  
Use of pronouns |
| 2. What you did just before this session / or use picture prompts | Perfect constructions |
| 3. Tell me how to make something or how to get somewhere | Instructions, verb first |
| 4. What would you do if you won the Lottery? Or what do you think will happen next in your favourite soap? | Future constructions and moving beyond the here and now  
Use of modals |

You can then extend your knowledge of grammatical development and refer to the Crystal books (1979 & 1989) to look at the structures in more detail. This is particularly useful for deaf children who have moved beyond Stage 4 and are using and to join sentences or starting to use subordinate clauses. I have found it useful for monitoring the spoken language development of secondary aged deaf pupils.

You could continue to use the STASS form to collect the data on. Or you could start using Crystal’s profile chart which track spoken language development to Stage VII.

Another advantage of this method is that you can review the vocabulary range of the child. This booklet hasn’t focused on semantic development, but a naturalistic language sample is a good
way to investigate it. Use a Cobuild Dictionary to look at the word frequency the child uses in conversation. In this dictionary the most frequently used words in the adult language have three filled in diamonds in the margin next to them. The least frequent words have no diamonds. This frequency information is very useful for deciding the priorities for vocabulary items. Older deaf learners can use this system too, and it helps them decide how important it is to learn a particular word.

Look at the range of verbs the deaf child uses in their speech too. We want an as wide as possible range of verbs, particularly for looking, talking and moving, to help develop literacy skills.

**Conclusion**

I hope this booklet has been a useful introduction to language analysis for you as a teacher. If you understand the process of analysing a language sample you can plan a better language programme together with the speech and language therapist and parents. At present we know there are many deaf children who are identified early and who are making excellent progress with spoken language development. But there will be others who don’t for a variety of reasons. We need to know how to work collaboratively to challenge and support those children. Understanding the strengths and weaknesses of a child’s spoken language system is the first step in planning an individual language programme.
Answers

Chapter 4 Clause level analysis
Thinking about your generalisations. Have a look at my generalisations and see how they compare with yours.

The Subject of the utterance seems to often go in first position.

The Object element is in final position.

The Verb element is often in second position. But in instructions it is in first position.

The Complement element seems to follow the verb BE.

The adverbial element seems to go towards the end of a clause.

Typical clause orders for a statement seem to be: SV, SVO, SVC

The typical clause order for an instruction seems to be: VSA

The typical clause order for a question seems to be: QVS

This exercise was designed to get you thinking about generalisations; making your own rules is helpful in remembering language features.

Answers to earlier self-check questions about SV clauses 4.1

The oak tree has grown.
S V

This boat is sinking.
S V

Answers to self-check questions about SVO clauses

I loved the fireworks.
S V O

She will be wearing pink pyjamas.
S V O

The family ate their evening meal.
S V O

The children have been fighting.
S V

Tony and Gerry promised to get my dad a ticket.
S V Oi Od

Give me a hand!
V Oi Od
The last one is unexpected because the Subject element is not there. This is a common clause pattern for instructions. The Subject element is understood to be YOU, the person addressed. But we don’t say You give me a hand.

**Answers to 4.1.2**

*He meandered down the lane.*

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>meandered</td>
<td>down the lane</td>
</tr>
</tbody>
</table>

*A battered old ex-army helicopter flew overhead.*

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>battered</td>
<td>old ex-army helicopter</td>
</tr>
</tbody>
</table>

*Don’t sing so loud.*

<table>
<thead>
<tr>
<th>V</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t sing</td>
<td>so loud</td>
</tr>
</tbody>
</table>

*The two old friends came the day before yesterday.*

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The two old friends</td>
<td>came</td>
<td>the day before yesterday</td>
</tr>
</tbody>
</table>

*He came to in a police cell.*

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>came</td>
<td>in a police cell</td>
</tr>
</tbody>
</table>

Did you spot that (3) is an instruction, so doesn’t have a Subject?

4.1.3 Self-check answers to practise distinguishing SVO from SVC sentences

*Your two children are very bright.*

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your two children</td>
<td>are</td>
<td>very bright</td>
</tr>
</tbody>
</table>

*The water splashed me.*

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>The water</td>
<td>splashed</td>
<td>me</td>
</tr>
</tbody>
</table>

*He’s not little.*

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>‘s</td>
<td>not little</td>
</tr>
</tbody>
</table>

*Jessie and Mary became friends.*

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessie and Mary</td>
<td>became</td>
<td>friends</td>
</tr>
</tbody>
</table>

*The shopworker overcharged the customer.*

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>The shopworker</td>
<td>overcharged</td>
<td>the customer</td>
</tr>
</tbody>
</table>

4.1.4 Answers to matching Clause patterns

<table>
<thead>
<tr>
<th>Clause pattern</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>Help!</td>
</tr>
<tr>
<td>SV</td>
<td>The birds / were singing</td>
</tr>
<tr>
<td>SVO</td>
<td>I / haven’t got / any money</td>
</tr>
<tr>
<td>SVC</td>
<td>The old man / seemed to be / senile</td>
</tr>
<tr>
<td>SVA</td>
<td>Joanne and Pete / arrived / last night</td>
</tr>
<tr>
<td>SVOA</td>
<td>There / are / four thousand holes / in Blackburn, Lancashire.</td>
</tr>
<tr>
<td>SVAA</td>
<td>We / danced / all night / under the stars</td>
</tr>
<tr>
<td>SVOiOd</td>
<td>Someone / posted / me / a Valentine’s card.</td>
</tr>
<tr>
<td>SVOC</td>
<td>I / pronounce / you / man and wife</td>
</tr>
</tbody>
</table>

How did you do at finding the boundaries of the clause elements? Discuss this with a friend or colleague.
4.2.2 Check your answers:

<table>
<thead>
<tr>
<th>Example verbs</th>
<th>Meaning category</th>
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</thead>
<tbody>
<tr>
<td>climb</td>
<td>Action</td>
</tr>
<tr>
<td>happen</td>
<td>Occurrence</td>
</tr>
<tr>
<td>survive</td>
<td>State of being</td>
</tr>
<tr>
<td>need</td>
<td>State of mind</td>
</tr>
<tr>
<td>love</td>
<td>Relationship</td>
</tr>
</tbody>
</table>

4.2.5 Answers

My name is Kathy H. I am 31 years old, and I have been a carer now for over eleven years.

That sounds a long time, I know, but actually they want me to go on for another eight months, until the end of this year. That will make it almost exactly twelve years.

Count how many you got right. The total number of words to classify is 34.

You may have had to look some of the words up in the dictionary.

Been is a main Verb, not an auxiliary here. You can see this by doing a clause analysis:

I have been a carer now for over 11 years.

Incidentally, you can see by doing this language analysis that Ishiguro’s style is very like conversational speech with a high proportion of pronouns.

4.2.6 Answers to self-check determiner questions

the old river boat

his car.

a little girl and a big man

It’s too big.

4.2.7 Answers to self-check

There are no right answers for the exercise on explaining prepositions. If you used diagrams and pictures, that’s good because deaf learners usually like visual explanations. Did you try using a time line for 4 and 5?
Functions of to

Ali came to in the operation and could feel everything. She helped me to lift the pram up the steps. How long is it to lunch?

4.2.10 Answers to revision

My name is Kathy H. I am thirty-one years old, and I have been a carer now for over eleven years. That sounds a long time, I know, but actually they want me to go on for another eight months, until the end of this year. That will make it almost exactly twelve years.
1. CLAUSE

Q
N
V
Other

2. CLAUSE

QX
SV 11111111 8
SC
SO
NegX
VC 1 1
VO 11 2
AX 1 1

3. CLAUSE

QXY 1 1
VS
SVC 11111 6
SVO 11111111111 11
SVA 111111111 9
NegXY
VC/OA
VOO

4. CLAUSE

QVS
QXYZ
VS (X+)
SVCA
SVOA
SVOO 1 1
AAXY

Above level 4
SVOAA SVAAA
subordination
ellipsis
### STASS Rapid Assessment Score Sheet - Phrase level analysis

#### 2. PHRASE

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<th>Count</th>
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</tr>
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<td>VV</td>
<td>2</td>
</tr>
<tr>
<td>V Part</td>
<td>10</td>
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<tr>
<td>Int X</td>
<td>2</td>
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</table>

#### 3. PHRASE

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<th>Count</th>
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<td>9</td>
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<td>N ADJ N</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>AUX</td>
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#### 4. PHRASE

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</tr>
<tr>
<td>PREP D ADJ</td>
<td>2</td>
</tr>
<tr>
<td>cX</td>
<td>3</td>
</tr>
<tr>
<td>NEG V</td>
<td>4</td>
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<tr>
<td>NEG X</td>
<td>1</td>
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<td>2 AUX</td>
<td>1</td>
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</table>

Above level 4

XcX 11
### Word level analysis of Katie’s speech sample

#### 2. WORD

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<tbody>
<tr>
<td>-ING</td>
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</tr>
<tr>
<td>PL</td>
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<tr>
<td>-ED</td>
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</table>

#### 3. WORD

<table>
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<th>GEN</th>
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<td>N'T</td>
<td>111</td>
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<tr>
<td>'COP</td>
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<tr>
<td>'AUX</td>
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</table>

#### 4. WORD

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<tr>
<td>-ER</td>
<td>1</td>
</tr>
<tr>
<td>-LY</td>
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</table>

#### 5. AUXILIARIES, PREPOSITIONS, PRONOUNS

<table>
<thead>
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<th>AUXILIARIES</th>
<th>PREPOSITIONS</th>
<th>PRONOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAVE 1111</td>
<td>IN / INSIDE 111111</td>
<td>HE 111111111111111111111111</td>
</tr>
<tr>
<td>CAN 1</td>
<td>ON 1111</td>
<td>HIS 111</td>
</tr>
<tr>
<td>BE 1111</td>
<td>UNDER / UNDERNEATH 1</td>
<td>I 11111</td>
</tr>
<tr>
<td>DO 111</td>
<td>BEHIND</td>
<td>IT 111</td>
</tr>
<tr>
<td>WILL 1111</td>
<td>BESIDE / NEXT TO 111</td>
<td>THEY 111</td>
</tr>
<tr>
<td>MIGHT</td>
<td>BETWEEN</td>
<td>SHE 111</td>
</tr>
<tr>
<td>COULD</td>
<td>IN FRONT</td>
<td>US 1</td>
</tr>
<tr>
<td></td>
<td>OF 1111</td>
<td>HIMSELF 1</td>
</tr>
<tr>
<td></td>
<td>AT 111</td>
<td>YOUR 111</td>
</tr>
<tr>
<td></td>
<td></td>
<td>THAT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>YOU 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MY 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HER 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>THEM</td>
</tr>
</tbody>
</table>
Expansion features of Katie’s speech sample

2 EXPANSION
<table>
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<th>Count</th>
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</thead>
<tbody>
<tr>
<td>X+S:NP</td>
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</tr>
<tr>
<td>X+V:VP</td>
<td>11</td>
</tr>
<tr>
<td>X+C:NP</td>
<td>1</td>
</tr>
<tr>
<td>X+O:NP</td>
<td>2</td>
</tr>
<tr>
<td>X+A:AP</td>
<td>1</td>
</tr>
</tbody>
</table>

3 EXPANSION
<table>
<thead>
<tr>
<th>Pattern</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>XY+S:NP</td>
<td>11</td>
</tr>
<tr>
<td>XY+V:VP</td>
<td>11111111111</td>
</tr>
<tr>
<td>XY+C:NP</td>
<td>11</td>
</tr>
<tr>
<td>XY+O:NP</td>
<td>11111</td>
</tr>
<tr>
<td>XY+A:AP</td>
<td>111111</td>
</tr>
<tr>
<td>XY2+V:VP</td>
<td>1</td>
</tr>
<tr>
<td>XY2+O:NP</td>
<td>1</td>
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</tbody>
</table>

More Advanced
Expansions:
<table>
<thead>
<tr>
<th>Pattern</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>WXY2+A:AP</td>
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</tr>
<tr>
<td>WXY2+O:NP</td>
<td>111</td>
</tr>
<tr>
<td>WXY2+V:VP</td>
<td>1</td>
</tr>
<tr>
<td>XY=O:clause</td>
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</tr>
<tr>
<td>WXY2+A:clause</td>
<td>1</td>
</tr>
</tbody>
</table>

We have now finished analysing the data from the sample assessment. As you practise using STASS you will find it becomes much quicker.
11 Bibliography


Websites

Cambridge Online Advanced Learners Dictionary

Clarice Bean

http://www.education.gov.uk/schools/toolsandinitiatives/nationalstrategies (Accessed 26.07.11)


Phrasal Verb Dictionary

Royal College of Speech and Language Therapists

Scots: An introduction to Modern Scots
### Appendix One

**STASS Rapid Assessment Score Sheet**

1. **CLAUSE**

<table>
<thead>
<tr>
<th>Q</th>
<th>N</th>
<th>V</th>
<th>Other</th>
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</table>

<table>
<thead>
<tr>
<th>NAME</th>
<th>AGE</th>
<th>DATE</th>
<th>PHONOLOGY</th>
<th>COMPREHENSION</th>
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</thead>
</table>

2. **CLAUSE**

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<thead>
<tr>
<th>PHRASE</th>
<th>WORD</th>
<th>EXPANSION</th>
</tr>
</thead>
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<tr>
<td>QX</td>
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</tr>
<tr>
<td>SV</td>
<td>AdjN</td>
<td>X+S:NP</td>
</tr>
<tr>
<td>SC</td>
<td>NN</td>
<td>PL</td>
</tr>
<tr>
<td>SO</td>
<td>PREP N</td>
<td>X+V:VP</td>
</tr>
<tr>
<td>NegX</td>
<td>VV</td>
<td>-ED</td>
</tr>
<tr>
<td>VC</td>
<td>V Part</td>
<td>X+C:NP</td>
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<tr>
<td>VO</td>
<td>Int X</td>
<td>-EN</td>
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<tr>
<td>AX</td>
<td></td>
<td>X+O:NP</td>
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</table>

3. **CLAUSE**

<table>
<thead>
<tr>
<th>PHRASE</th>
<th>WORD</th>
<th>EXPANSION</th>
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</thead>
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<td>QXY</td>
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<tr>
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<td>AdjAdjN</td>
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</tr>
<tr>
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</tr>
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<td>SVO</td>
<td>N Adj N</td>
<td>X+V:VP</td>
</tr>
<tr>
<td>SVA</td>
<td>COP</td>
<td>-ED</td>
</tr>
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<td>NEG XY</td>
<td>AUX</td>
<td>X+C:NP</td>
</tr>
<tr>
<td>V C/O A</td>
<td>PRON</td>
<td>-EN</td>
</tr>
<tr>
<td>VOO</td>
<td>PREP Adj N</td>
<td>X+O:NP</td>
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4. **CLAUSE**

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</tr>
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<td>VS(X+)</td>
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</table>

5. **AUXILIARIES**

<table>
<thead>
<tr>
<th>HAVE</th>
<th>CAN</th>
<th>BE</th>
<th>DO</th>
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<th>COULD</th>
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<table>
<thead>
<tr>
<th>PREPOSITIONS</th>
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<tr>
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<td>HIS</td>
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<tr>
<td>UNDER / UNDERNEATH</td>
<td>YOU</td>
</tr>
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<td>I</td>
</tr>
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<td>BE</td>
<td>MY</td>
</tr>
<tr>
<td>BESIDE / NEXT TO</td>
<td>IT</td>
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<tr>
<td></td>
<td>THEM</td>
</tr>
<tr>
<td></td>
<td>YOUR</td>
</tr>
</tbody>
</table>
Appendix Two

**STASS Responses Katie 3;6**

1. girl ++ + sitting down
2. He’s + he’s digging a hole.
3. He hasn’t got any eyes or mouth.
4. He having a basketball on the grass. Without any hard stones.
5a. On the on the edge of the on the bottom of the cup.
5b. He’s in the cup
6. The happy dog. I think he’s a mite? sad.
7. cos it’s too big.
8. a cat (what’s this bit?) a tail
9. He falled off his bike.
10. is a tiny boat
11. slow. He wants to win and she doesn’t.
12. a red flower. (RPT) a big flower
13a. under the cup
13b. beside the cup
14. they’ll bump in
15. he can’t. The fish will just fall out.
16. he’s spilt his milk.
17. I can’t stay up. Cos it’s a picture.
18. a little girl and a big man dad + no seat belt
(me: they should have, shouldn’t they) yeah, or they’ll fall out.
19. cos they have been in the sea. Swimming pool.
Swim in the sea. I have been + I have been + in sea + one day + when I was at nanas and papas. And it was freezing cold. And I cried. You know what, I had my shoes on and Katie had her old top on. And I went ‘Come Katie let’s jump in’ and he said ‘Aagh!’
20a. He’s dirty.
20b. cos he’s been in mud. No he’s been painting himself.
21. He’ll fall in.
22. cos he doesn’t want it. My medicine tastes yummy.
23. in the big house.
24a. + + + at the back of the cup
24b. at the front of the cup
25. he he he he (What’s be done?) (unintelligible)
26. Where’s my shoes?
27. bigger, bigger, + + picture, biggest
28. brush your teeth. Brush your teeth. ++ She says ‘open your mouth’.
29. beside each other. Beside the cups.
30. cos she’s been in the sea.
31. cos he didn’t take his clothes off.
32. Santa’s giving her a parcel.
Appendix Three

STASS responses  Mark  11;1

1. cry sitter cry sitting lady
2. swimming he se make + make castle
3. it + gone eye gone that one
4. the lady play build up boy play football
5a. she he teddy sit up bum there + + in cup of tea
5b. here in cup of tea
6. (no response)
7. package mean big + + small + + lady + in there because it + that one it mean too big in there
8. cat tail car
9. bike mean fellover he ask mummy it what happen
10. small boat small
11. he’s got boot he’s going walking
12. big red big red flower they’re same
13a. cup of tea under + under
13b. this teddy cup of tea beside
14. ready towed pow! Crash + car crash
15. he got fish it’s broken he go went fish away
16. look milk fell milk
17. boy play want play all day mean jumping
18. boy and girl in car
19. because he standing ee look he swimming because got that boy trouble
20a. because dirty painting
20b. because colour black colour
21. because try try catch boat mean boat will away boy will cry he try get the boat
22. medicine he got eating he doesn’t like medicine doesn’t like it
23. he said ‘hello’ in the window ‘hello!’ There
24a. the cup of tea, behind
24b. it cup of tea in near, beside
25. the boy jack on chair jacket
26. maybe will lost, lost he ask + to shop get boy shoes need ask help need shoe, need shoes
27. big big and big and big and big
28. help he’s help Erm he lady said don’t know brush teeth
29. in beside teddy in there
30. because no clothe
31. Oh the T-shirt! Because got T-shirt in mean wet
32. Sant give present what in there + got
For more information and additional copies of this book please contact:

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