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Base: All respondents  10. Which of the following best describes where the school you work in is located?  21. When children join your school in P1, which of the following aspects of speech and language, if any, do you most often see children struggling with?  22. In your experience, which of the following are consequences for children starting P1 with delayed speech and language skills?  23. In your experience, which of the following are consequences for schools and teachers when children start P1 with delayed speech and language skills?  33. In your experience, which of the following are consequences for schools and teachers when children start P1 with delayed speech and language skills?  34. SUM. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? SUMMARY TABLE  36. It respondents  37. It respondents  38. It respondents  38. It respondents  39. It respondents  40. It inking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? The number of children struggling with speech and languageskills when they join my school is a concern sales. All respondents  39. It respondents  40. It inking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? The number of children struggling with speech and languageskills when they join my school is a concern sale in the spend of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? Poverty can have a negative impact on children's early speech and language development sale in early years services (e.g. nurseries, pre-school) to improve the speech and language skills and children arriving at primary school services in early years services (e.g. nurseries, pre-school) to improve the speech and lan	Dase. All respondents	
D8. Which of the following best describes where the school you work in is located?  Q1. When children join your school in P1, which of the following aspects of speech and language, if any, do you most often see children struggling with?  Q2. In your experience, which of the following are consequences for children starting P1 with delayed speech and language skills?  Q3. In your experience, which of the following are consequences for schools and teachers when children start P1 with delayed speech and language skills?  Q3. In your experience, which of the following are consequences for schools and teachers when children start P1 with delayed speech and language skills?  Q4. SUM. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? SUMMARY TABLE  Q4. 1. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? The number of children struggling with speech and languageskills when they join my school is a concern  Q4. 2. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? Poverty can have a negative impact on children's early speech and language development  Q4. 3. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? Poverty can have a negative impact on children's early speech and language development  Q4. 3. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? More should be invested in early years services (e.g. nurseries, pre-school) to improve the speech and language skills of children struggling at primary school.  Q4. 3. Thinking about the period of time before children sta		. 9
Base: All respondents  11  Q1. When children join your school in P1, which of the following aspects of speech and language, if any, do you most often see children struggling with?  22. In your experience, which of the following are consequences for children starting P1 with delayed speech and language skills?  23. In your experience, which of the following are consequences for schools and teachers when children start P1 with delayed speech and language skills?  23. In your experience, which of the following are consequences for schools and teachers when children start P1 with delayed speech and language skills?  24. SUM. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? SUMMARY TABLE  24. In respondents  24. 1. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? The number of children struggling with speech and languageskills when they join my school is a concern	Base: All respondents	
Q1. When children join your school in P1, which of the following aspects of speech and language, if any, do you most often see children struggling with?  Q2. In your experience, which of the following are consequences for children starting P1 with delayed speech and language skills?  Q3. In your experience, which of the following are consequences for schools and teachers when children start P1 with delayed speech and language skills?  Q4. SUM. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? SUMMARY TABLE  Q4. 1. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? The number of children struggling with speech and languageskills when they join my school is a concern	D8. Which of the following best describes where the school you work in is located?	10
Base: All respondents  Q2. In your experience, which of the following are consequences for children starting P1 with delayed speech and language skills?  Q3. In your experience, which of the following are consequences for schools and teachers when children start P1 with delayed speech and language skills?  Q4. SUM. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? SUMMARY TABLE  Q4. 1. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? The number of children struggling with speech and languageskills when they join my school is a concern	Base: All respondents	
Base: All respondents  Q2. In your experience, which of the following are consequences for children starting P1 with delayed speech and language skills?  Q3. In your experience, which of the following are consequences for schools and teachers when children start P1 with delayed speech and language skills?  Q4. SUM. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? SUMMARY TABLE  Q4. 1. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? The number of children struggling with speech and languageskills when they join my school is a concern	0.1 When children join your school in P1, which of the following aspects of speech and language if any do you most often see children struggling with?	11
Base: All respondents  Q3. In your experience, which of the following are consequences for schools and teachers when children start P1 with delayed speech and language skills?		• •
Base: All respondents  Q3. In your experience, which of the following are consequences for schools and teachers when children start P1 with delayed speech and language skills?	CO. In your apparature, which of the following are apparatured for children starting DA with delayed apparature of the following are starting DA with delayed apparature of the following DA with delayed apparature of the following are starting DA with delayed apparature of the following DA with delayed apparature of the follo	10
Q3. In your experience, which of the following are consequences for schools and teachers when children start P1 with delayed speech and language skills?		12
Base: All respondents  Q4_SUM. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? SUMMARY TABLE		
Q4_SUM. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? SUMMARY TABLE		14
Base: All respondents  Q4_1. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? The number of children struggling with speech and languageskills when they join my school is a concern	Dase. All respondents	
Q4_1. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? The number of children struggling with speech and languageskills when they join my school is a concern	Q4_SUM. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? SUMMARY TABLE	16
Base: All respondents  Q4_2. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? Poverty can have a negative impact on children's early speech and language development	Base: All respondents	
Q4_2. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? Poverty can have a negative impact on children's early speech and language development	Q4_1. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? The number of children struggling with speech and languageskills when they join my school is a concern	17
Base: All respondents  Q4_3. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? More should be invested in early years services (e.g. nurseries, pre-school) to improve the speech and language skills of children arriving at primary school	Base: All respondents	
Base: All respondents  Q4_3. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? More should be invested in early years services (e.g. nurseries, pre-school) to improve the speech and language skills of children arriving at primary school	O4. 2. Thinking about the period of time before children start primary school to what extent, if at all, do you agree or disagree with each of the following statements? Poverty can have a pegative impact on children's early speech and language development	18
of children arriving at primary school		
of children arriving at primary school		
Base: All respondents		
Q4_4. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? Speech and language skills are not a challenge for most childrenwho come into my P1 class		-
4. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? Speech and language skills are not a challenge for most childrenwho come into my P1 class	OA 4. Thisking about the period of time before phildren chart primery caball, to what extent if at all do you caree or discarred with each of the following statements? Speech and language skills are not a challenge for the following statements?	20
Base: All respondents		∠0
Q4_5. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements? Good early speech and language skills are important to help children do well throughout their education		21

# **S1. Please could you confirm your job title?** Base: All respondents

Significance Level: 95% Unweighted Total Weighted Total Reception teacher/ P1 Teacher Head of Department or above Teaching assistant Year 1 or higher/ P2 or higher/ another year teacher Don't know

	GEN	DER		AGE		SIZ	E OF SCHO	OL	F	REE SCHO	OL MEAL	ELIGIBILITY	,		H OF TEA	CHING	SCHOOL I	OCATION
						Fewer than 100	100-399	400+						Up to	3-10	11 years		
Total	Male	Female	18-34	35-54	55+	pupils	pupils	pupils	0%	1%-25%	26%-50%	51%-75%	76%+	2 years	years	or more	Urban	Rural
	*a	b	*c	d	*e	f	g	*h	*i	j	*k	*1	*m	*n	*0	р	q	r
100	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
100	1	99	30	60	8	37	49	14	-	38	20	9	2	7	23	71	48	52
100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
100	1	99	30	60	8	37	49	14	_	38	20	9	2	7	23	71	48	52
100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
_	-	-	_	-	-	-	-	-	_	-	-	-	-	_	-	-	_	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	_	-



### S1a. Are you also a Reception teacher/ P1 teacher Base: All respondents

Significance Level: 95% Unweighted Total Weighted Total Yes No

Γ														_	LENG'	TH OF TEA	CHING		
L		GEN	DER		AGE		SIZ	E OF SCHO	OL		FREE SCHO	OOL MEAL	ELIGIBILITY			CAREER		SCHOOL	LOCATION
	Total	Male	Female	18-34	35-54	55+	Fewer than 100 pupils	100-399 pupils	400+ pupils	0%	1%-25%	26%-50%	51%-75%	76%+	Up to 2 years	3-10 years	11 years or more	Urban	Rural
		*a	b	*c	d	*e	f	g	*h	*i	j	*k	*1	*m	*n	*0	р	q	r
	100	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
	100	1	99	30	60	8	37	49	14	-	38	20	9	2	7	23	71	48	52
	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



### **D1. Which of the following describes the school you work in?** Base: All respondents

Significance Level: 95% Unweighted Total Weighted Total Private school State school Other

	GEN	DER		AGE		SIZ	E OF SCHO	OL	ı	FREE SCHO	OOL MEAL	ELIGIBILITY	,	LENG	TH OF TEA	CHING	SCHOOL L	OCATION
Total	Male	Female	18-34	35-54	55+	Fewer than 100 pupils	100-399 pupils	400+ pupils	0%	1%-25%	26%-50%	519/ <sub>-</sub> 759/	76%+	Up to 2 years	3-10 years	11 years or more	Urban	Rural
Total	*a	b	*C	d d	*e	f	pupiis	*h	*i	i 170-2376	*k	*	*m	z years *n	*0	or more	a	r
100	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
100	1	99	30	60	8	37	49	14	-	38	20	9	2	7	23	71	48	52
100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-		-
96 96%	1 100%	95 96%	30 100%	56 94%	8 100%	36 97%	47 96%	13 93%	-	36 95%	20 100%	8 89%	2 100%	7 100%	23 100%	67 95%	46 96%	50 96%
4 4%	-	4 4%	-	4 6%	-	1 3%	2 4%	1 7%	-	2 5%	-	1 11%	-	-	-	4 5%	2 4%	2 4%



## D2. In which of the following nations is your school located? Base: All respondents

Significance Level: 95% Unweighted Total Weighted Total Scotland Wales Northern Ireland Other

	GEN	IDER		AGE		SIZ	E OF SCHO	OL	ı	FREE SCHO	OOL MEAL	ELIGIBILITY	,	LENGT	TH OF TEA CAREER	CHING	SCHOOL I	OCATION
Total	Male	Female	18-34	35-54	55+	Fewer than 100 pupils	100-399 pupils	400+ pupils	0%	1%-25%	26%-50%	51%-75%	76%+	Up to 2 years	3-10 years	11 years or more	Urban	Rural
	*a	b	*c	d	*e	f	g	*h	*i	j	*k	*	*m	*n	*0	р	q	r
100	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
100 1009	1 6 100%	99 100%	30 100%	60 100%	8 100%	37 100%	49 100%	14 100%	-	38 100%	20 100%	9 100%	2 100%	7 100%	23 100%	71 100%	48 100%	52 100%
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	_	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
100 1009	1 6 100%	99 100%	30 100%	60 100%	8 100%	37 100%	49 100%	14 100%	-	38 100%	20 100%	9 100%	2 100%	7 100%	23 100%	71 100%	48 100%	52 100%
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



# D3. Which of the following age groups do you fall into? Base: All respondents

Significance Level: 95% Unweighted Total Weighted Total 18-34 35-54 55+ Prefer not to say

	GEN	IDER		AGE		SIZ	E OF SCHO	OL		FREE SCH	OOL MEAL	ELIGIBILITY	,	LENG	TH OF TEA	CHING	SCHOOL L	OCATION
						Fewer than 100	100-399	400+						Up to	3-10	11 years		
Total	Male	Female	18-34	35-54	55+	pupils	pupils	pupils	0%	1%-25%	26%-50%	51%-75%	76%+	2 years	years	or more	Urban	Rural
	*a	b	*c	d	*e	f	g	*h	*i	j	*k	*1	*m	*n	*0	p	q	r
100	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
100	1	99	30	60	8	37	49	14	-	38	20	9	2	7	23	71	48	52
100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
30	-	30	30	-	-	13	16	1	-	7	7	2	1	7	19	4	19	11
30%	-	30%	100%	-	-	36%	32%	8%	-	17%	33%	25%	54%	100%	83%	6%	40% r	21%
60	1	59	-	60	-	21	30	10	-	27	12	6	1	-	3	57	26	34
60%	100%	60%	-	100%	-	56%	60%	70%	-	70%	62%	64%	46%	-	13%	81%	54%	65%
8	-	8	-	-	8	2	4	2	-	4	1	1	-	-	1	7	2	6
8%	-	8%	-	-	100%	5%	8%	15%	-	10%	5%	11%	-	-	4%	10%	4%	11%
2	-	2	-	-	-	1	-	1	-	1	-	-	-	-	-	2	1	1
2%	-	2%	-	-	-	3%	-	7%	-	3%	-	-	-	-	-	3%	2%	2%



#### D4. Gender

Base: All respondents

Significance Level: 95%

Unweighted Total

Weighted Total

Male

Female

	GEN	DER		AGE		SIZ	E OF SCHO	OL	F	FREE SCHO	OOL MEAL	ELIGIBILITY	,	LENG	TH OF TEA	CHING	SCHOOL I	LOCATION
						Fewer than 100	100-399	400+						Up to	3-10	11 years		
Total	Male	Female	18-34	35-54	55+	pupils	pupils	pupils	0%	1%-25%	26%-50%	51%-75%	76%+	2 years	years	or more	Urban	Rural
	*a	b	*c	d	*e	f	g	*h	*i	j	*k	*1	*m	*n	*0	р	q	r
100	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
100	1	99	30	60	8	37	49	14	-	38	20	9	2	7	23	71	48	52
100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
1	1	-	_	1	-	-	1	-	-	1	-	-	-	_	-	1	_	1
1%	100%	-	-	2%	-	-	2%	-	-	2%	-	-	-	-	-	1%	-	2%
99	-	99	30	59	8	37	48	14	-	37	20	9	2	7	23	70	48	51
99%	-	100%	100%	98%	100%	100%	98%	100%	-	98%	100%	100%	100%	100%	100%	99%	100%	98%



## **D5.** Approximately how many children attend the school you work in? Base: All respondents

Significance Level: 95% Unweighted Total Weighted Total Fewer than 100 100-199 200-299 300-399 400+

	GEN	DER		AGE		SIZ	E OF SCHO	OL		FREE SCH	OOL MEAL	ELIGIBILITY	,	LENG	TH OF TEA	CHING	SCHOOL L	OCATION
Total	Male	Female	18-34	35-54	55+	Fewer than 100 pupils	100-399 pupils	400+ pupils	0%	1%-25%	26%-50%	51%-75%	76%+	Up to 2 years	3-10 years	11 years	Urban	Rural
Total	*a	b	*C	d d	*e	pupiis		*h	*i	1 /0-23 /0	*k	*1	*m	z years *n	years *0			ixuiai
	a	b	'	u	е	1	g	- 11	'	J	ĸ	'	1111	"	U	р	q	'
100	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
100	1	99	30	60	8	37	49	14	-	38	20	9	2	7	23	71	48	52
100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
37	-	37	13	21	2	37	-	-	-	16	7	2	-	3	11	23	12	26
37%	-	38%	44%	35%	25%	100%	-	-	-	41%	35%	23%	-	50%	47%	33%	25%	49%
						g												q
35	-	35	13	18	4	-	35	-	-	14	8	2	2	2	10	23	15	20
35%	-	36%	44%	30%	50%	-	72% f	-	-	36%	41%	23%	100%	33%	43%	33%	32%	38%
10	1	9	1	9	-	-	10	-	_	5	1	2	-	_	1	9	4	6
10%	100%	9%	4%	14%	-	-	20% f	-	-	13%	5%	21%	-	-	5%	12%	8%	11%
4	-	4	1	3	-	-	4	-	_	2	-	1	-	1	-	3	4	-
4%	-	4%	4%	5%	-	-	8%	-	-	5%	-	11%	-	17%	-	4%	8%	-
																	r	
14	-	14	1	10	2	-	-	14	-	2	4	2	-	-	1	13	13	1
14%	-	14%	4%	16%	25%	-	-	100%	-	5%	19%	22%	-	-	5%	18%	26% r	2%



D6. To the best of your knowledge, what proportion of children at your school are eligible for and claiming free school meals?

Base: All respondents

Significance Level: 95%
Unweighted Total
Weighted Total
0%
1-25%
26-50%
51-75%
76%+
Don't know

														LENG	TH OF TEA	CHING		
	GEN	DER		AGE		SIZ	E OF SCHO	OL	I	FREE SCHO	OOL MEAL	ELIGIBILITY	<u>'</u>		CAREER		SCHOOL L	OCATION
Tatal	Mala	Familia	40.04	05.54	55.	Fewer than 100	100-399	400+	00/	40/ 050/	000/ 500/	540/ 750/	700/	Up to	3-10	11 years	I leb e e	Donal
Total	Male	Female	18-34	35-54	55+	pupils	pupils	pupils	0%	1%-25%	26%-50%		76%+	2 years	years	or more	Urban	Rural
	*a	b	*c	d	*e	f	g	*h	*i	j	*k	*1	*m	*n	*0	р	q	r
100	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
100	1	99	30	60	8	37	49	14	-	38	20	9	2	7	23	71	48	52
100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
38	1	37	7	27	4	16	21	2	_	38	-	-	-	1	6	32	9	29
38%	100%	38%	22%	44%	50%	42%	42%	14%	_	100%		-	-	17%	24%	45%	19%	56%
																		q
20	-	20	7	12	1	7	9	4	-	-	20	-	-	1	3	16	9	11
20%	-	20%	22%	21%	13%	19%	19%	28%	-	-	100%	-	-	17%	15%	22%	19%	21%
9	-	9	2	6	1	2	5	2	-	-	-	9	-	-	3	6	8	1
9%	-	9%	7%	10%	13%	6%	10%	14%	-	-	-	100%	-	-	14%	8%	17%	2%
																	r	
2	-	2	1	1	-	-	2	-	_	-	-	-	2	-	-	2	2	-
2%	_	2%	4%	2%	_	-	4%	-	_	_	_	_	100%	_	_	3%	4%	-
		-/-		-/-														
31	-	31	13	14	2	13	12	6	-	-	-	-	-	4	11	15	20	11
31%	-	31%	44%	24%	25%	34%	25%	43%	-	-	-	-	-	67%	47%	22%	41%	21%
																	r	



# D7. How many years have you been working in teaching for? Base: All respondents

Significance Level: 95% Unweighted Total Weighted Total Less than 1 1-2 3-5 6-10 11-15 16+

Columns Tested:	a,b - c,d,e -	f,g,h - i,j,k,l,	m - n,o,p - q,r
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															LENG	TH OF TEA	CHING		
		GEN	DER		AGE			E OF SCHO	OL		FREE SCH	OOL MEAL	ELIGIBILITY	<b>'</b>		CAREER		SCHOOL L	OCATION
							Fewer than 100	100-399	400+						Up to	3-10	11 years		
То	tal	Male	Female	18-34	35-54	55+	pupils	pupils	pupils	0%	1%-25%	26%-50%	51%-75%	76%+	2 years	years	or more	Urban	Rural
		*a	b	*c	d	*e	f	g	*h	*i	j	*k	*	*m	*n	*0	р	q	r
1	00	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
1	00	1	99	30	60	8	37	49	14	-	38	20	9	2	7	23	71	48	52
1	00%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	7	-	7	7	-	-	3	3	-	-	1	1	-	-	7	-	-	6	1
	7%	-	7%	22%	-	-	9%	7%	-	-	3%	6%	-	-	100%	-	-	12%	2%
	3	-	3	3	-	-	1	2	-	-	3	-	-	-	-	3	-	1	2
	3%	-	3%	11%	-	-	3%	5%	-	-	9%	-	-	-	-	15%	-	2%	4%
	19	-	19	16	3	1	10	9	1	-	2	3	3	-	-	19	-	10	10
	19%	-	20%	52%	5%	13%	26%	18%	8%	-	6%	17%	36%	-	-	85%	-	21%	18%
1	17	-	17	4	11	-	5	10	2	-	5	4	2	1	-	-	17	9	8
	17%	-	17%	15%	19%	-	13%	20%	14%	-	12%	21%	21%	54%	-	-	24%	19%	15%
1	54	1	53	-	46	7	18	25	11	-	27	11	4	1	-	-	54	22	32
	54%	100%	53%	-	76%	88%	49%	51%	78%	-	70%	57%	43%	46%	-	-	76%	46%	60%



#### D8. Which of the following best describes where the school you work in is located?

Base: All respondents

Significance Level: 95%
Unweighted Total
Weighted Total
Urban – population over 10,000

Town and fringe
Village

	GEN	DER		AGE		SIZ	E OF SCHO	OL	ı	FREE SCH	OOL MEAL	ELIGIBILITY	,	LENG	TH OF TEA	CHING	SCHOOL L	OCATION
						Fewer than 100	100-399	400+						Up to	3-10	11 years		
Total	Male	Female	18-34	35-54	55+	pupils	pupils	pupils	0%	1%-25%	26%-50%	51%-75%	76%+	2 years	years	or more	Urban	Rural
	*a	b	*c	d	*e	f	g	*h	*i	j	*k	*	*m	*n	*0	р	q	r
100	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
100	1	99	30	60	8	37	49	14	_	38	20	9	2	7	23	71	48	52
100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
19	-	19	3	13	2	1	9	9	-	1	5	5	2	_	2	16	19	-
19%	-	19%	11%	22%	25%	3%	18%	64%	-	2%	25%	54%	100%	-	10%	23%	39%	-
							f										r	
29	-	29	16	12	-	11	14	4	-	8	4	3	-	6	9	15	29	-
29%	-	29%	52%	21%	-	29%	29%	28%	-	21%	20%	36%	-	83%	38%	21%	61%	-
																	r	
40	1	39	9	26	5	17	22	1	-	21	9	-	-	1	8	31	-	40
40%	100%	39%	30%	43%	63%	45%	44%	8%	-	56%	46%	-	-	17%	34%	44%	-	76%
																		q
13	-	13	2	9	1	9	4	-	-	8	2	1	-	-	4	9	-	13
13%	-	13%	7%	14%	13%	24%	8%	-	-	21%	10%	11%	-	-	18%	12%	-	24%
						g												q



Q1. When children join your school in P1, which of the following aspects of speech and language, if any, do you most often see children struggling with?

Base: All respondents

		GEN	DER		AGE		SIZI	E OF SCHO	OL		FREE SCH	OOL MEAL	ELIGIBILITY	,	LENG	TH OF TEA	CHING	SCHOOL L	OCATION
	Total	Male	Female	18-34	35-54	55+	Fewer than 100 pupils	100-399 pupils	400+ pupils	0%	1%-25%	26%-50%	51%-75%	76%+	Up to 2 years	3-10 years	11 years or more	Urban	Rural
Significance Level: 95%		*a	b	*c	d	*e	f	g	*h	*i	j	*k	*1	*m	*n	*0	р	q	r
Unweighted Total	100	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
Weighted Total	100 100%	1 100%	99 100%	30 100%	60 100%	8 100%	37 100%	49 100%	14 100%	-	38 100%	20 100%	9 100%	2 100%	7 100%	23 100%	71 100%	48 100%	52 100%
Speaking in full sentences	78 78%	-	78 79%	23 78%	49 81%	5 63%	26 70%	41 84%	11 78%	-	30 80%	15 74%	7 78%	2 100%	6 83%	16 71%	56 79%	38 80%	40 76%
Understanding simple instructions	70 70%	- -	70 70%	19 63%	44 73%	7 88%	24 64%	36 74%	10 72%	-	26 69%	13 64%	8 89%	2 100%	6 83%	13 57%	51 73%	33 70%	36 70%
Remembering new words	66 66%	1 100%	65 66%	23 78%	39 65%	4 50%	23 62%	34 70%	9 64%	-	24 61%	11 56%	9 100%	2 100%	3 50%	18 77%	46 65%	32 66%	35 66%
Following nursery rhymes and stories	57 57%	1 100%	56 57%	13 44%	38 63%	6 75%	19 50%	32 65%	7 50%	-	24 64%	11 54%	5 56%	2 100%	2 33%	9 38%	46 66%	27 57%	30 58%
Articulating what they want and need	56 56%	1 100%	55 56%	13 44%	39 65%	3 38%	18 48%	30 61%	9 63%	-	20 53%	13 64%	4 44%	2 100%	1 17%	10 43%	45 64%	27 57%	29 56%
Understanding the meaning of simple words	46 46%	-	46 46%	13 44%	30 49%	3 38%	13 35%	28 57%	5 35%	-	13 33%	8 40%	6 66%	2 100%	4 67%	8 33%	34 48%	26 55%	20 37%
Having a conversation with other children	45 45%	-	45 45%	13 44%	29 48%	2 25%	14 38%	24 49%	7 50%	-	12 31%	9 43%	8 89%	2 100%	2 33%	10 43%	33 47%	28 60% r	17 32%
Other	28 28%	-	28 28%	9 30%	14 24%	4 50%	9 24%	16 33%	3 22%	-	12 31%	7 35%	3 32%	2 100%	2 33%	5 24%	21 29%	13 28%	15 29%
I Don't see children in my class struggling with any of these	3 3%	-	3 3%	-	2 3%	-	2 5%	-	1 7%	-	1 2%	-	-	-		-	3 4%	1 2%	2 4%
Don't know	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-



Q2. In your experience, which of the following are consequences for children starting P1 with delayed speech and language skills?

Base: All respondents

		GEN	DER		AGE		SIZI	E OF SCHO	OL		FREE SCHO	OOL MEAL	ELIGIBILITY	,		H OF TEA CAREER	CHING	SCHOOL L	OCATION
	Total	Male	Female	18-34	35-54	55+	Fewer than 100 pupils	100-399 pupils	400+ pupils	0%	1%-25%	26%-50%	51%-75%	76%+	Up to 2 years	3-10 years	11 years or more	Urban	Rural
Significance Level: 95%		*a	b	*c	d	*e	f	g	*h	*i	j	*k	*1	*m	*n	*0	р	q	r
Unweighted Total	100	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
Weighted Total	100 100%	1 100%	99 100%	30 100%	60 100%	8 100%	37 100%	49 100%	14 100%	-	38 100%	20 100%	9 100%	2 100%	7 100%	23 100%	71 100%	48 100%	52 100%
Finding it hard to express their thoughts and ideas	93 93%	1 100%	92 93%	30 100%	53 89%	8 100%	33 90%	46 94%	14 100%	-	35 93%	19 95%	8 89%	2 100%	7 100%	22 96%	65 92%	44 92%	50 95%
Struggling to learn how to read	92 92%	1 100%	91 92%	28 93%	56 94%	7 88%	33 89%	46 94%	13 93%	-	34 90%	18 90%	9 100%	2 100%	7 100%	21 90%	65 92%	47 98% r	45 86%
Falling behind other children in their learning	92 92%	1 100%	91 92%	27 89%	56 94%	7 88%	33 89%	45 92%	14 100%	-	33 87%	19 94%	8 89%	2 100%	6 83%	21 90%	66 93%	46 96%	46 88%
Struggling to concentrate in the classroom	89 89%	-	89 90%	26 85%	55 92%	7 88%	32 86%	46 94%	11 78%	-	35 92%	18 90%	9 100%	2 100%	4 67%	21 90%	64 90%	45 94%	44 84%
Struggling to follow many of the activities set by the teacher	83 83%	1 100%	82 82%	22 74%	52 87%	6 75%	30 80%	41 84%	12 85%	-	32 85%	18 89%	4 44%	1 54%	4 67%	17 76%	61 86%	39 83%	43 82%
Being less likely to enjoy school	64 64%	1 100%	63 63%	17 56%	42 70%	4 50%	20 53%	32 66%	12 85%	-	26 67%	15 75%	6 68%	1 54%	1 17%	14 61%	48 69%	33 70%	30 58%
Being more likely to get left out of activities	62 62%	1 100%	61 61%	16 52%	40 67%	5 63%	21 55%	30 62%	11 78%	-	23 59%	16 79%	6 68%	1 54%	1 17%	14 62%	46 66%	30 64%	31 60%
Finding it hard to make friends	51 51%	-	51 52%	16 52%	30 51%	4 50%	17 45%	24 50%	10 71%	-	22 57%	12 60%	3 34%	1 54%	-	15 67%	36 51%	22 47%	29 55%
Other	13 13%	-	13 13%	3 11%	9 14%	1 13%	7 19%	6 12%	-	-	8 21%	1 5%	- -	1 46%	1 17%	2 10%	10 14%	3 7%	10 19%
None of these are consequences for children starting P1 with delayed speech and language skills	-	-	-	- -	-	-	-	-	-	- -	-		-	-		- -	- -		-



Q2. In your experience, which of the following are consequences for children starting P1 with delayed speech and language skills?

Base: All respondents

Significance Level: 95%
Unweighted Total
Weighted Total
Don't know

Colun	nns <sup>-</sup>	Tested:	a,b -	c,d,e	- f	g,h	۱ -	i,j,k	۱,l,m	-	n,o,p	-	q,ı	ſ
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	GEN	DER		AGE		SIZ	E OF SCHO	OL		FREE SCHO	OOL MEAL	ELIGIBILITY	,	LENG <sup>*</sup>	TH OF TEA CAREER	CHING	SCHOOL I	OCATION
Total	Male	Female	18-34	35-54	55+	Fewer than 100 pupils	100-399 pupils	400+ pupils	0%	1%-25%	26%-50%	51%-75%	76%+	Up to 2 years	3-10 years	11 years or more	Urban	Rural
	*a	b	*c	d	*e	f	g	*h	*i	j	*k	*	*m	*n	*0	р	q	r
100	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
100	1	99	30	60	8	37	49	14	-	38	20	9	2	7	23	71	48	52
100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
-	-	-		-	-	-	-	-	-	-	-	-	-		-	-		-



Q3. In your experience, which of the following are consequences for schools and teachers when children start P1 with delayed speech and language skills?

Base: All respondents

		GEN	DER		AGE		SIZI	E OF SCHO	OL		FREE SCHO	OOL MEAL	ELIGIBILITY			H OF TEA	CHING	SCHOOL L	OCATION
	Total	Male	Female	18-34	35-54	55+	Fewer than 100 pupils	100-399 pupils	400+ pupils	0%	1%-25%	26%-50%	51%-75%	76%+	Up to 2 years	3-10 years	11 years or more	Urban	Rural
Significance Level: 95%		*a	b	*c	d	*e	f	g	*h	*i	j	*k	*1	*m	*n	*0	р	q	r
Unweighted Total	100	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
Weighted Total	100 100%	1 100%	99 100%	30 100%	60 100%	8 100%	37 100%	49 100%	14 100%	-	38 100%	20 100%	9 100%	2 100%	7 100%	23 100%	71 100%	48 100%	52 100%
It is challenging to support children with delayed speech and language skills to learn to read and write	94 94%	1 100%	93 94%	28 93%	56 94%	8 100%	32 86%	49 100% f	13 93%	- -	35 93%	20 100%	9 100%	2 100%	4 67%	23 100%	67 95%	44 93%	50 95%
It takes significant resources to help children catch up	88 88%	-	88 89%	23 78%	58 97%	5 63%	35 94%	42 85%	12 86%	-	33 86%	16 79%	8 88%	2 100%	4 67%	19 85%	65 91%	42 89%	46 88%
It is harder to find time to work with other children who Don't have delayed speech and language skills	84 84%	1 100%	83 84%	27 89%	50 83%	6 75%	32 86%	42 86%	10 71%		32 85%	18 90%	6 67%	2 100%	7 100%	19 85%	58 82%	40 84%	44 85%
It negatively affects school results	78 78%	1 100%	77 77%	21 70%	50 84%	4 50%	31 84%	36 73%	11 77%	-	30 80%	18 89%	5 55%	2 100%	3 50%	15 68%	59 83%	36 76%	41 79%
It is harder to create learning activities that suit all of the children in the class	72 72%	- -	72 73%	21 70%	45 75%	5 63%	28 76%	33 67%	11 78%		23 59%	17 85%	6 66%	2 100%	2 33%	18 80%	51 73%	37 78%	35 66%
It is difficult to deliver the curriculum	64 64%	-	64 65%	14 48%	45 75%	4 50%	24 64%	31 63%	10 71%	-	24 63%	12 60%	6 66%	2 100%	2 33%	12 52%	50 71%	36 76% r	28 54%
It leads to children behaving badly	61 61%	-	61 61%	16 52%	39 65%	5 63%	19 50%	31 64%	11 78%	-	23 59%	15 74%	7 77%	2 100%	3 50%	11 48%	46 66%	34 72% r	26 51%
It is disruptive for other children	59 59%	-	59 60%	13 44%	40 67%	5 63%	23 61%	26 53%	11 78%	-	24 64%	13 64%	6 66%	2 100%	1 17%	11 47%	48 67%	32 68%	27 52%



### **Reception Teachers Research - Northern Ireland**

Q3. In your experience, which of the following are consequences for schools and teachers when children start P1 with delayed speech and language skills?

Base: All respondents

		GEN	DER		AGE		SIZ	E OF SCHO	OL	ı	FREE SCHO	OOL MEAL	ELIGIBILITY	,		H OF TEAC		SCHOOL L	OCATION
							Fewer than 100	100-399	400+						Up to		11 years		
	Total	Male	Female	18-34	35-54	55+	pupils	pupils	pupils	0%	1%-25%	26%-50%	51%-75%	76%+	2 years	years	or more	Urban	Rural
Significance Level: 95%		*a	b	*c	d	*e	f	g	*h	*i	j	*k	*1	*m	*n	*0	р	q	r
Unweighted Total	100	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
Weighted Total	100	1	99	30	60	8	37	49	14	-	38	20	9	2	7	23	71	48	52
	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
It slows down the progress for the whole class	47	-	47	11	31	2	17	22	8	-	19	9	4	2	1	10	36	26	20
	47%	-	47%	37%	52%	25%	46%	44%	56%	-	48%	44%	44%	100%	17%	43%	51%	55%	39%
Other	8	-	8	1	7	-	3	5	-	-	4	1	-	1	-	-	8	2	6
	8%	-	8%	4%	11%	-	8%	10%	-	-	10%	5%	-	54%	-	-	11%	4%	11%
None of these are consequences for schools and teachers when																			
children start Reception/ P1 with delayed speech and language skills	-	-	-	-	-	-	-	-	-	-	-	-	-	-	_	-	-	_	-
D 111																			
Don't know	-	-	-	-	-	-	_	-	-	-	-	-	-	-	-	-	-	-	
	-	-	-	_	-	-	-	-	-	_	-	-			_	-	-	_	- 1



Q4\_SUM. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements?

#### **SUMMARY TABLE**

Base: All respondents

More should be invested in early years services (e.g. nurseries, pre-school) to improve the speech and language skills of children arriving at primary school

Good early speech and language skills are important to help children do well throughout their education

Poverty can have a negative impact on children's early speech and language development

The number of children struggling with speech and language skills when they join my school is a concern

Speech and language skills are not a challenge for most children who come into my P1 class

							NETS	
Total	Strongly disagree	Tend to disagree	Tend to agree	Strongly agree	Don't know	Disagree	Agree	Mean
100	-	-	13	87	-	-	100	3.
100%	-	-	13%	87%	-	-	100%	
100	-	1	6	93	-	1	99	3
100%	-	1%	6%	93%	-	1%	99%	
100	7	17	39	35	2	24	74	3
100%	7%	17%	39%	35%	2%	24%	74%	
100	8	20	32	38	2	28	70	3
100%	8%	20%	32%	38%	2%	28%	70%	
100	12	20	47	20		33	66	2
100%	12%	20%	47%	20%	1%	33%	66%	4



Q4\_1. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements?

## The number of children struggling with speech and language skills when they join my school is a concern

Base: All respondents

			GENI	DER		AGE		SIZ	E OF SCHO	OL		FREE SCH	OOL MEAL I	ELIGIBILITY	,		H OF TEA	CHING	SCHOOL L	OCATION
		Total	Male	Female	18-34	35-54	55+	Fewer than 100 pupils	100-399 pupils	400+ pupils	0%	1%-25%	26%-50%	51%-75%	76%+	Up to 2 years	3-10 years	11 years or more	Urban	Rural
Significance Level: 95%			*a	b	*c	d	*e	f	g	*h	*i	j	*k	*1	*m	*n	*0	р	q	r
Unweighted Total		100	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
Weighted Total		100 100%	1 100%	99 100%	30 100%	60 100%	8 100%	37 100%	49 100%	14 100%	-	38 100%	20 100%	9 100%	2 100%	7 100%	23 100%	71 100%	48 100%	52 100%
Strongly disagree	(1.0)	8 8%	- -	8 8%	3 11%	4 6%	-	4 11%	3 6%	1 7%	-	2 5%	2 10%	-	-	1 17%	3 14%	4 5%	4 9%	4 7%
Tend to disagree	(2.0)	20 20%	1 100%	19 19%	8 26%	10 17%	2 25%	11 30% g	6 12%	3 21%	-	9 23%	4 21%	1 11%	-	2 33%	5 24%	13 18%	10 21%	10 19%
Tend to agree	(3.0)	32 32%	- -	32 32%	8 26%	19 32%	5 63%	7 19%	21 43% f	4 29%	-	15 38%	6 30%	3 34%	-	2 33%	5 24%	24 34%	14 30%	18 34%
Strongly agree	(4.0)	38 38%	- -	38 38%	10 33%	26 43%	1 13%	15 40%	19 38%	4 28%	-	13 33%	7 34%	5 55%	2 100%	1 17%	8 33%	29 41%	18 38%	20 37%
Don't know		2 2%	- -	2 2%	1 4%	1 2%	-	-	-	2 15%	-	-	1 5%	-	-	-	1 5%	1 1%	1 2%	1 2%
NETS																				
Net: Disagree		28 28%	1 100%	27 28%	11 37%	14 24%	2 25%	15 41% g	9 19%	4 28%	-	11 29%	6 31%	1 11%	-	3 50%	9 38%	16 23%	14 30%	14 27%
Net: Agree		70 70%	- -	70 70%	18 59%	45 75%	6 75%	22 59%	40 81% f	8 57%	-	27 71%	13 64%	8 89%	2 100%	3 50%	13 57%	53 75%	32 68%	37 71%
Mean score Standard deviation Standard error		3.01 .97 .10	2.00	3.02 .97 .10	2.85 1.04 .20	3.13 .93 .12	2.88 .64 .23	2.88 1.07 .18	3.13 .88 .13	2.92 .99 .29	- - -	2.99 .89 .14	2.93 1.03 .24	3.44 .72 .24	4.00	2.50 1.04 .42	2.81 1.10 .25	3.12 .90 .11	2.99 1.00 .15	3.03 .95 .13



Q4\_2. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements?

Poverty can have a negative impact on children's early speech and language development Base: All respondents

Significance Level: 95%
Unweighted Total
Weighted Total

Strongly disagree (1.0)
Tend to disagree (2.0)
Tend to agree (3.0)
Strongly agree (4.0)

Net: Disagree

Net: Agree

Mean score

NETS

Standard deviation Standard error

		GENI	DER		AGE		SIZ	E OF SCHO	OL	ı	FREE SCHO	OOL MEAL	ELIGIBILITY	,	LENG	TH OF TEA CAREER	CHING	SCHOOL L	OCATION
	Total	Male	Female	18-34	35-54	55+	Fewer than 100 pupils	100-399 pupils	400+ pupils	0%	1%-25%	26%-50%	51%-75%	76%+	Up to 2 years	3-10 years	11 years or more	Urban	Rural
		*a	b	*c	d	*e	f	g	*h	*i	j	*k	*	*m	*n	*0	р	q	r
	100	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
	100	1	99	30	60	8	37	49	14	-	38	20	9	2	7	23	71	48	52
	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
0)	7	-	7	3	3	1	2	5	-	-	3	2	-	-	1	2	4	2	5
	7%	-	7%	11%	5%	13%	6%	10%	-	-	8%	10%	-	-	17%	10%	5%	5%	9%
0)	17	-	17	7	10	-	9	7	1	-	5	6	1	-	3	3	11	5	12
	17%	-	17%	22%	17%	-	24%	15%	7%	-	13%	30%	12%	-	50%	14%	15%	11%	23%
0)	39	-	39	12	25	2	17	18	4	-	19	5	2	-	2	9	28	17	22
	39%	-	39%	41%	41%	25%	46%	36%	29%	-	50%	26%	21%	-	33%	39%	39%	35%	43%
)	35	1	34	8	20	5	8	19	8	_	11	7	6	2	_	8	26	22	13
	35%	100%	34%	26%	33%	63%	22%	39%	57%	-	29%	34%	66%	100%	-	37%	37%	46% r	25%
	2	-	2	_	2	-	1	-	1	_	_	-	-	-	_	-	2	2	-
	2%	-	2%	-	3%	-	3%	-	7%	-	-	-	-	-	-	-	3%	4%	-
	24	_	24	10	13	1	11	12	1	_	8	8	1	_	4	5	14	7	17
	24%	-	25%	33%	22%	13%	30%	25%	7%	-	21%	40%	12%	-	67%	24%	21%	16%	32%
	74	1	73	20	45	7	25	37	12	_	30	12	8	2	2	17	54	38	36
	74%	100%	74%	67%	75%	88%	68%	75%	86%	-	79%	60%	88%	100%	33%	76%	77%	80%	68%
	3.03	4.00	3.02	2.81	3.07	3.38	2.86	3.03	3.54	-	2.99	2.85	3.54	4.00	2.17	3.04	3.12	3.26 r	2.83
	.91	-	.91	.96	.85	1.06	.83	.98	.66	-	.88	1.03	.75	-	.75	.97	.87	.86	.92
	.09	-	.09	.18	.11	.38	.14	.14	.18	-	.14	.23	.25	-	.30	.21	.10	.13	.13



Q4\_3. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements?

More should be invested in early years services (e.g. nurseries, pre-school) to improve the speech and language skills of children arriving at primary school

Base: All respondents

			GENI	DER		AGE		SIZI	E OF SCHO	OL		FREE SCH	OOL MEAL I	ELIGIBILITY	,		H OF TEAC	CHING	SCHOOL L	OCATION
		Total	Male	Female	18-34	35-54	55+	Fewer than 100 pupils	100-399 pupils	400+ pupils	0%	1%-25%	26%-50%	51%-75%	76%+	Up to 2 years	3-10 years	11 years or more	Urban	Rural
Significance Level: 95%			*a	b	*c	d	*e	f	g	*h	*i	j	*k	*1	*m	*n	*0	р	q	r
Unweighted Total		100	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
Weighted Total		100 100%	1 100%	99 100%	30 100%	60 100%	8 100%	37 100%	49 100%	14 100%	-	38 100%	20 100%	9 100%	2 100%	7 100%	23 100%	71 100%	48 100%	52 100%
Strongly disagree	(1.0)	-	- -	-	- -	-	-		-	-	-	-	-	-	-	-	-	-	- -	-
Tend to disagree	(2.0)	-	- -	-	- -	-	-		-	-	- -	-	-	- -	-	-	-	-	- -	-
Tend to agree	(3.0)	13 13%	-	13 14%	7 22%	6 10%	1 13%	9 25% g	3 6%	1 7%	-	4 10%	5 25%	-	-	1 17%	4 19%	8 11%	5 11%	8 16%
Strongly agree	(4.0)	87 87%	1 100%	86 86%	23 78%	54 90%	7 88%	28 75%	46 94% f	13 93%	- -	34 90%	15 75%	9 100%	2 100%	6 83%	18 81%	63 89%	42 89%	44 84%
Don't know		-	- -	-	- -	-	-		-	-	-	-	-	-	-	-	-	-	- -	-
NETS																				
Net: Disagree		-	- -	-	- -	-	-		-	-	-	-	-	- -	-	-	-	-	- -	-
Net: Agree		100 100%	1 100%	99 100%	30 100%	60 100%	8 100%	37 100%	49 100%	14 100%	-	38 100%	20 100%	9 100%	2 100%	7 100%	23 100%	71 100%	48 100%	52 100%
Mean score		3.87	4.00	3.86	3.78	3.90	3.88	3.75	3.94 f	3.93	-	3.90	3.75	4.00	4.00	3.83	3.81	3.89	3.89	3.84
Standard deviation Standard error		.34 .03	-	.34 .03	.42 .08	.30 .04	.35 .13	.44 .07	.24 .03	.26 .07	- -	.31 .05	.45 .10	-	-	.40 .17	.40 .09	.32 .04	.32 .05	.37 .05



Q4\_4. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements?

### Speech and language skills are not a challenge for most children who come into my P1 class

Base: All respondents

		GENDER			AGE			SIZE OF SCHOOL			FREE SCHOOL MEAL ELIGIBILITY					LENGTH OF TEACHING CAREER			SCHOOL LOCATION	
		Total	Male	Female	18-34	35-54	55+	Fewer than 100 pupils	100-399 pupils	400+ pupils	0%	1%-25%	26%-50%	51%-75%	76%+	Up to 2 years	3-10 years	11 years or more	Urban	Rural
Significance Level: 95%			*a	b	*c	d	*e	f	g	*h	*i	j	*k	*1	*m	*n	*0	р	q	r
Unweighted Total		100	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
Weighted Total		100 100%	1 100%	99 100%	30 100%	60 100%	8 100%	37 100%	49 100%	14 100%	-	38 100%	20 100%	9 100%	2 100%	7 100%	23 100%	71 100%	48 100%	52 100%
Strongly disagree	(1.0)	12 12%	-	12 12%	6 19%	7 11%	-	4 11%	6 12%	2 14%	-	3 7%	2 10%	2 23%	1 54%	1 17%	3 15%	8 11%	8 17%	4 8%
Tend to disagree	(2.0)	20 20%	-	20 21%	2 7%	17 29%	-	5 13%	13 26%	3 21%	-	7 18%	5 24%	5 55%	-	-	2 10%	18 26%	11 22%	10 18%
Tend to agree	(3.0)	47 47%	1 100%	46 46%	18 59%	25 41%	4 50%	19 51%	23 46%	5 36%	-	20 51%	10 51%	1 11%	-	3 50%	13 57%	30 43%	20 41%	27 51%
Strongly agree	(4.0)	20 20%	-	20 20%	4 15%	11 19%	3 38%	8 22%	8 16%	4 28%	-	8 21%	3 14%	1 11%	1 46%	2 33%	4 18%	14 19%	9 19%	11 21%
Don't know		1 1%	-	1 1%	-	-	1 13%	1 3%	-	-	-	1 3%	- -	-	-	-	-	1 1%		1 2%
NETS																				
Net: Disagree		33 33%	-	33 33%	8 26%	24 40%	-	9 24%	19 38%	5 35%	-	10 25%	7 34%	7 78%	1 54%	1 17%	6 24%	26 37%	19 40%	14 26%
Net: Agree		66 66%	1 100%	65 66%	22 74%	36 60%	7 88%	27 73%	30 62%	9 65%	-	28 72%	13 66%	2 22%	1 46%	6 83%	17 76%	44 62%	29 60%	38 72%
Mean score Standard deviation Standard error Columns Tested: a based out a basisk Im		2.75 .92 .09	3.00	2.75 .92 .09	2.70 .95 .18	2.68 .91 .12	3.43 .53 .20	2.86 .91 .15	2.65 .90 .13	2.79 1.04 .28	- - -	2.87 .84 .14	2.70 .86 .19	2.09 .93 .31	2.38 2.08 1.47	3.00 1.08 .44	2.79 .93 .20	2.71 .91 .11	2.62 .99 .14	2.87 .84 .12



Q4\_5. Thinking about the period of time before children start primary school, to what extent, if at all, do you agree or disagree with each of the following statements?

Good early speech and language skills are important to help children do well throughout their education Base: All respondents

			GENDER		AGE		SIZE OF SCHOOL			FREE SCHOOL MEAL ELIGIBILITY					LENGTH OF TEACHING CAREER			SCHOOL LOCATION		
		Total	Male	Female	18-34	35-54	55+	Fewer than 100 pupils	100-399 pupils	400+ pupils	0%	1%-25%	26%-50%	51%-75%	76%+	Up to 2 years	3-10 years	11 years or more	Urban	Rural
Significance Level: 95%			*a	b	*c	d	*e	f	g	*h	*i	j	*k	*	*m	*n	*0	р	q	r
Unweighted Total		100	1	99	27	63	8	37	49	14	-	39	20	9	2	6	21	73	47	53
Weighted Total		100 100%	1 100%	99 100%	30 100%	60 100%	8 100%	37 100%	49 100%	14 100%	- -	38 100%	20 100%	9 100%	2 100%	7 100%	23 100%	71 100%	48 100%	52 100%
Strongly disagree	(1.0)	-	- -	-	-	-	-		-	-		-		-	-	- -	-	-	- -	
Tend to disagree	(2.0)	1 1%	-	1 1%	-	1 2%	-	1 3%	-	-		-	-	-	-		1 4%	-	1 2%	-
Tend to agree	(3.0)	6 6%	-	6 6%	2 7%	3 5%	1 13%	2 6%	4 8%	-	-	4 10%	1 6%	1 11%	-	-	2 10%	4 5%	1 2%	5 10%
Strongly agree	(4.0)	93 93%	1 100%	92 93%	28 93%	56 94%	7 88%	34 92%	45 92%	14 100%	-	34 90%	19 94%	8 89%	2 100%	7 100%	20 86%	67 95%	46 96%	47 90%
Don't know		-	-	-	-	-	-		-	-	-	-	-	-	-		-	-	-	-
NETS																				
Net: Disagree		1 1%	- -	1 1%	-	1 2%	-	1 3%	-	-	-	-	-	-	-	-	1 4%	-	1 2%	-
Net: Agree		99 99%	1 100%	98 99%	30 100%	59 98%	8 100%	36 97%	49 100%	14 100%	-	38 100%	20 100%	9 100%	2 100%	7 100%	22 96%	71 100%	47 98%	52 100%
Mean score Standard deviation Standard error		3.92 .31 .03	4.00 - -	3.92 .31 .03	3.93 .27 .05	3.92 .33 .04	3.88 .35 .13	3.89 .39 .06	3.92 .28 .04	4.00	- - -	3.90 .31 .05	3.94 .23 .05	3.89 .33 .11	4.00	4.00 - -	3.82 .49 .11	3.95 .23 .03	3.94 .31 .05	3.90 .30 .04
Columns Tested: a b - c d e - f a b - i i k l m - n o p - a r																				

