



# **Speech, Language & Communication Needs**

**A Guide to Inclusive Practice in  
Secondary Schools**

## **SENCOs Part One and Two**

# Universal strategies and guidance for inclusive practice for Secondary Schools

## INTRODUCTION

The purpose of this guidance is to assist SENCos, teachers and teaching assistants in identifying children who may have SLCN needs and suggesting ways in which these children can be supported primarily at a universal level within the classroom. For pupils who may need more targeted support, there are also suggested targeted interventions that will support children in specific areas of speech, language and communication.

### Why do we need to address Speech, Language and Communication Needs (SLCN)?

*‘Good communication is the gateway to learning, friendships, academic achievement and success at work.’* -The Communication Trust

SLCN is the most prevalent primary need in almost every primary school in Barking and Dagenham. This has always been the case historically, and the impact of Covid 19 has also exacerbated the situation. It is a national concern and requires all schools to make speech and language a priority.

Children with underlying SLCN difficulties are often then re-categorised as having SEMH as their primary need once they are in secondary school.

### What do we mean by speech, language and communication needs?

**Communication** is about receiving and expressing information either verbally or non-verbally.

Communication can occur without using verbal language e.g. symbols, signs, body language, eye contact and gesture

**Language** is the organised system of linguistic symbols (words) used by people to communicate at an abstract level. It is the ability to understand (receptive) and use symbols/verbal language (expressive) to convey their ideas, thoughts and feelings.

**Speech** is the means by which most people express their language. However, some people may express their language through signing or through other visual communication systems.

### What are Speech, Language and Communication Needs?

Pupils may display one or more of the following;

- language delay – this means that their language development generally follows a normal pattern, but is slower than expected for a child of that age

- language disorder – this means that their language development doesn't follow the usual pattern. These difficulties can change over time and are likely to last into adulthood
- poor receptive language (understanding)
- expressive difficulties (use of language)
- social communication difficulties – pupils may not be able to read between the lines or understand the real meaning of what is being said. They may have difficulty understanding the rules and the reasons for social rules and so they may appear to behave in an inappropriate way
- literacy, phonological awareness difficulties and speech sound difficulties - this will affect pronunciation and literacy skills

### How does SLCN affect life?

- Academic achievement- children with SLCN often make slower progress than their peers
- Success in the workplace/school- without good communication skills, school and workplace life can be very challenging and is a barrier to success and fulfilment
- Happiness/well-being/confidence- poor language skills can lead to increased anxiety and withdrawal and a sense of being a failure
- Mental health- unable to express how you are feeling or share your thoughts can be very debilitating
- Relationships-building trusted relationships rely on effective communication. In school children need to have secure friendships- this is much more challenging for children with SLCN needs
- Prison System- it is believed that up to 60% Of offenders have an underlying SLCN difficulty
- Behaviour- poor language skills is linked to poor behaviour even in very young children. Children with language difficulties can become quickly labelled as having a behavioural issue if links are not made with any language difficulties.
- Ofsted reports note that a common feature of the most successful schools surveyed was the attention they gave to developing speaking and listening

### How does SLCN affect access to the curriculum?

It makes perfect sense that SLCN needs would impact on reading and writing.

You need to be able to **Say it before you can Read it and Write it!**

But have you thought of all the other areas of the curriculum that are affected?

- In English, pupils will need to be able to use spoken language before they can be expected to write it. Reading comprehension is challenging if children do not have age-appropriate vocabulary. *It is also worth noting that whilst some speech problems resolve or are supported by speech and language therapy during Key Stage 1, some children have residual needs which lead to later difficulties with reading and/or spelling. Earlier 'resolved' speech and language needs can lead to unexpected gaps in vocabulary and knowledge.*

- In maths pupils may have difficulty with concepts such as time, quantity, size, sequencing, reciting and recalling number facts
- In science the ability to sequence, classify and categorise, understand cause and effect, predict outcomes and explain observations can all be affected
- In history the concept of 'time' is particularly challenging
- In geography, positional words and lack of personal experience present further problems
- All subjects have subject specific vocabulary that pupils will require support in learning, using and retaining

## How do we meet the needs of our children with SLCN Needs?

As educational practitioners, it is essential that we meet the needs of all our children. Our practice within the classroom needs to be inclusive and consistent. The SEN Code of practice and the Teaching Standards state clearly that we have a responsibility to meet our children's needs.

### Universal Level

The guidance is the result of a collaborative project with the Speech and Language Therapy Service (SALT) and the LBBB Advisory Service intended to support schools in a whole school approach in the early identification of SLCN needs and the implementation of universal strategies to meet these needs in EYFS, KS1 and KS2. There is accompanying differentiated training for SENCOs/Inclusion Leads, Teachers and Teaching Assistants

### Targeted Level

For children with identified SLCN needs, the guidance also offers support and strategies at the targeted level with accompanying training if requested. **Schools can also benefit from universal and targeted online training devised by SALT on specific areas of SLCN which is accessible to all schools.**

**SALT Training Programme Information (Appendix 1). Links are also included throughout the guidance.**

### Specialist Level

A smaller number of pupils will require more support on an individual basis, over and above the strategies highlighted in this training. SALT will support schools through specific assessments, training and advice.

## How to use this guidance?

**The guidance is organised into two parts.**

### Part One- Teachers/Teaching Assistants

This is designed as an easily accessible guide supporting all teachers/teaching assistants in ensuring an inclusive ethos within in their classroom through quality first teaching. It

includes information regarding SLCN and a bank of easily implemented universal strategies. This can make a huge difference not to just our children with SLCN needs but **ALL** our children.

## Part Two- SENCOs

This has been designed for SENCOs to develop their knowledge of SLCN and to support SENCOs in the identification of a SLCN need. The SLCN areas have been divided into colour-coded sections covering the five main areas. These are further divided into specific areas within these broader areas

- Attention and Listening
- Auditory Processing
- Speech production
- Semantics
- Grammar: comprehension
- Grammar: expression
- Literacy/Learning/Cognition
- Pragmatics
- Additional SLCN difficulties- Selective Mutism and Stammering

### Each of the sections contains the following information:

- Definition
- Indicators of need
- Whole class strategies
- Activities/interventions
- Developmental milestones
- Suggested resources

## How to use this Guidance

### Universal

1. Look at the *speech and language* statements for the appropriate key stage/year group using Universally Speaking Checklist (Appendix ii) and/or the LBBB checklist (Appendix vii)  
If the majority of the class or a proportion of the class do not exhibit the expected skill(s) then:
2. Complete the indicators of need from the guidance for the class/children of concern
3. This will indicate the priority areas of need for this class/group and will support target setting
4. Implement the universal strategies suggested for that section of the guidance with the whole class for at least a term.

## Targeted

### **If there are still concerns:**

5. Consult the developmental milestones for that section of the guidance, plot where the children are in speech and language age- this will support target setting.
6. Consider intervention for at least 6 -12 weeks on the next milestone at the targeted level, using the suggestions of targeted support from the handbook.

### **If there is still no progress:**

### **Specialist**

7. If there are still concerns the children should be referred to SALT for Specialist assessment and intervention, while continuing with the Universal strategies and Targeted support. Following the above will give you the evidence required for a SALT referral.


**Please refer to SALT training on 1c Making a referral beforehand:**

<https://youtu.be/QfxYYBFcsw>

# Part One

## Teachers and Teaching Assistants

## The Broader Areas of Speech and Language

Attention and Listening	Receptive Language	Expressive Language	Social Language	Literacy
Difficulties engaging in lessons and maintaining concentration/focus	Difficulties in understanding spoken and written language	Difficulties forming sentences, finding the words and sounds to speak	Difficulties in using language skills to communicate effectively with others	Difficulties reading (decoding and comprehending texts) and writing (expressing ideas in a written form)
				
<b>Specific Areas of Possible Difficulties</b>				
<ul style="list-style-type: none"> <li>• Inability to attend and focus</li> </ul>	<ul style="list-style-type: none"> <li>• Auditory Processing</li> <li>• Grammar – comprehension</li> <li>• Semantics</li> </ul>	<ul style="list-style-type: none"> <li>• Speech Production</li> <li>• Oro-motor difficulties</li> <li>• Grammar – expression</li> <li>• Semantics</li> </ul>	<ul style="list-style-type: none"> <li>• Auditory Processing</li> <li>• Pragmatics/semantics</li> <li>• Non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• Auditory Processing</li> <li>• Phonological Awareness</li> <li>• Cognition</li> </ul>
<b>Specific Speech and Language Disorders</b>				
Speech and language delay Speech Disorder Developmental Language Disorder Auditory Processing Disorder Verbal dyspraxia Aphasia Apraxia Semantic Pragmatic Disorder Stammer Selective Mutism				
<b>Associated Difficulties</b>				
Some children experience speech, language and communication difficulties in association with another difficulty: Hearing Impairment				



Visual Impairment

Autism (ASC)

Attention Deficit Hyperactivity Disorder (ADHD)

Attention Deficit Disorder (ADD)

Physical Disability (PD) e.g. cleft lip/palate

Specific Learning Difficulty- Dyslexia (SpLD)

Moderate Learning Difficulty/Global Delay (MLD)

Severe Learning Difficulty/Global Delay (SLD)

Cerebral Palsy

Down Syndrome

Foetal Alcohol Syndrome

Brain Injury

Anxiety

Emotional Distress/Trauma

## SLCN is a Barrier to ALL Learning and Progress- It is a cycle

In general, children who are not understanding the language and vocabulary of the classroom, will quickly lose interest and attention. These children will often lack motivation and over time, lose the sense of achievement and success. Failure or being reliant on support becomes their normal. These children often stand out as having low level behaviours, diversionary or extreme behaviours, having low-self esteem or will be withdrawn.

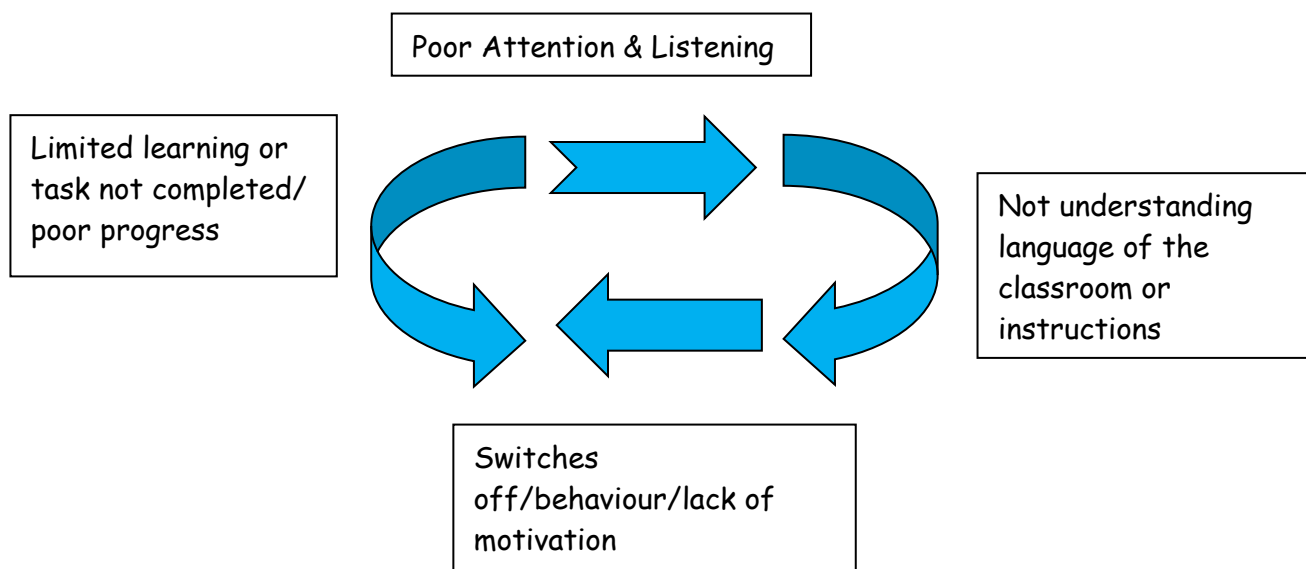
Children with ASC may not see the need or have the desire to actively attend. They may struggle with filtering information and become quickly overwhelmed. They may have sensory needs to consider. Children with sensory impairments find holding attention challenging due to the amount of energy needed to compensate for their impairment.

Children with ADHD will struggle to attend for sustained periods. They can find it difficult to zone out environmental distractions such as noise, movements of others. They can quickly lose the thread of the learning.

Being in a state of anxiety and/or emotional stress/trauma has been proven to significantly impact on our ability to focus both long term and short term.

Children acquiring a second language (EAL) will often struggle to understand key information/vocabulary. The level of concentration required is higher than normal and can lead to 'switching off' as the child becomes increasingly tired of this high-level concentration.

Children with auditory processing will often have difficulty with phonological awareness and will struggle with even basic literacy and phonic skills.



## Delayed Language in LBB

We know that in LBB through screening in Reception, that our children start school with **delayed language** and as a result, this is the highest primary need on the primary school's SEN registers across the borough. This often becomes a SEMH need as these children transition into secondary school.

### What is delayed language?

Delayed language is when a young person has not reached the normal developmental milestones one would expect a child to reach by a certain age.

### Why do so many children in LBB have delayed language?

There are several reasons why this is the case. It is well documented that children from deprived areas have more delayed language- averaging 50-70%. There is the national issue of increased screen time, impact of poor socialisation during the pandemic, poverty results in less life experiences e.g. going to the beach, the zoo and other trips and experiences. This leads to very limited vocabulary knowledge.

### What can we do to ensure an inclusive approach for our pupils with delayed language?

Ensuring our pupils can access the curriculum and what we are teaching is everybody's responsibility.

The following page suggests many universal strategies that we can easily implement within our classrooms without relying on support and resources. These strategies will make a significant difference to all pupils, including SEN and EAL, and ensure a communication friendly ethos is established.

## Universal Inclusion Strategies for pupils with SLCN and delayed language

Developing an ethos where pupils feel secure and confident enough to ask for help or for instructions to be repeated.
Pair pupil with a study buddy to repeat instructions and demonstrate tasks.
Add Speech & Language targets to weekly planning as a visual cue for you to incorporate them into everyday practice
Consider seating arrangements to meet the needs of differing classes and tasks and environmental noise e.g.door/window
Chunk instructions and information to avoid auditory/working memory overload
Ensure that all pupils are quiet during teaching time and when instructions are given. Give directions before, but not during an activity.
Keep verbal instructions simple, and in the order you want them carried out. Be aware of how many 'information-carrying' words you are using : 'Get your <b>maths book</b> from the pile on <b>my desk</b> ; on a <b>clean page</b> , <b>write</b> the <b>date</b> and then <b>copy down</b> the <b>calculations on the board</b> ' has more information-carrying words than many adults will be able to remember.
Ask pupils to repeat instructions to clarify tasks. Check for understanding - ask the pupil to tell you what they have to do.
Introduce Word Maps for new subject specific vocabulary- Communication in Print/Symbols for Science
Speak slowly and clearly and beware of idioms and too much 'adult' language.
Give pupils processing time and/or a choice of responses. Give pupil time (at least 10 seconds) to respond and then, if necessary, repeat what you said. Use the same words unless you think the vocabulary was too difficult to understand.
Introduce a Thinking Time Visual- support the ethos consistently
Give pupil time to think, or to talk to a partner before answering a question, or say 'I'm going to come back to you in a minute to ask you xxxx. But first I'm going to ask xxxx a question
Use a variety of different questioning. Are your questions always closed? Do you differentiate them? (Blank 4 levels of questioning)
Use a hierarchy of questions - start with an open question ("What do you think might happen next?"), then if support is needed frame the question as alternatives ("Do you think x or y?")
If pupil can't answer a question, scaffold/support till they can rather than saying 'Can anyone help x?'
Question pupil after some other pupils have given examples of what is required.
Keep clear lines of vision within the classroom. Good /exaggerated use of facial expression and body language.
Make active listening high profile and model good listening skills.- Good Listening Poster
Use cued listening – give pupil a small number of questions in advance that they will have to answer after listening to teacher presentation or video input.
Use pupil's name before asking a question or giving an instruction.
Positive praise and reinforcement for good listening, following instructions, verbal expression.
Give immediate feedback whenever possible to build confidence.
Use positive language. Avoid too many 'don't do'.
Encourage turn taking and beware of the pupils who always have their hands up and are always eager to participate. (Random lollipops/no hands)

Adapt language used within the class for SEN, EAL and SLCN pupils.
Encourage a range of activities to promote learning and confidence e.g. partner work, talk partners, group work, peer support, circle time etc.
Cue pupil in to a change of topic of conversation/presentation- say 'Now we are going to talk about ...'
Begin work on a new topic with pupil's existing knowledge and experiences - make a mind map or other visual representation of what they already know.
Consider using a TA for pre-teaching as a strategy - to support pupils by preparing them for a task so that they come to it already knowing the key vocabulary and concepts and thus build confidence.
When you start a new topic, add the new vocabulary (with visuals) to the learning walls that the pupils will find useful or need to learn.
Build in opportunities to practise and reinforce new learning and skills.
Make links between new learning and prior learning.
Use a range of teaching activities to incorporate the different learning styles e.g. kinaesthetic learning.
Use visual summaries of discussions – mind maps, flow charts, diagrams, comic strip format.
Support your oral presentations /teaching with pictures, real objects or mime.
Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word.
Encourage 'thinking skills' by actively modelling/thinking out loud
Encourage the children to solve their own conflicts. Drawings may help.
Try and avoid allowing other pupils or adults to speak for a child.
Avoid pre-empting needs. Encourage pupils to develop the skills and confidence to express their needs.
If you cannot understand what the pupil has said, do not pretend you have – ask for repetition in different words.
Accept pupil's spoken utterances but rephrase and give them back in a grammatically correct and expanded version.
Encourage conversation by commenting rather than asking too many questions.
Agree a private signal pupil can use to show you they have not understood.
Introduce a Help Card that the pupil can use discreetly
Support oral work with talk frames /key phrases ('First...next...finally', 'I think ...but on the other hand')
Support writing with writing frames and lists of vocabulary to choose from.
Use a range of ways of recording so that learning is not limited by the pupil's ability to write full English sentences: <ul style="list-style-type: none"> <li>• bullet points and mind maps</li> <li>• ordering tasks – for example, ordering cut-out words to make a sentence, or sentences to make a sequence of instructions;</li> <li>• matching tasks, such as matching labels to pictures/diagrams/maps;</li> <li>• cloze procedure, where they fill in missing words in text;</li> <li>• annotating a print-off page</li> <li>• PowerPoint presentations</li> <li>• making posters, oral presentations, dramatic reconstructions</li> </ul>
Provide the pupil with a support pack – glossaries of key subject vocabulary with visuals, highlighter pens, glue stick, post-it notes, index cards to make their own mind maps/cartoon strips/key word lists, templates for writing up science experiments etc.

Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning.

Write down homework for pupil, or give it on a pre-printed sticky label or sheet they can stick into their book, or record your instructions on a dictaphone. Allocate a homework buddy they can ring if they have forgotten what to do ('phone a friend').

# Part Two

## A MORE DETAILED LOOK AT SPECIFIC AREAS OF LANGUAGE

It may be expected that secondary aged pupils will have reached all the developmental milestones depicted in this guidance.

**This is not always the case.**

**Please use this section to support identification of a specific need, assessment against the milestones and the implementation of strategies for that identified need**

# Areas of SLCN

**Attention and Listening** – attention control, response, and gestures

## Receptive Language

**Auditory Processing** – listening and processing sound, auditory memory

**Phonological Awareness**- ability to discriminate sounds, rhyme and syllables

**Semantics**- vocabulary development, word meanings and relationships between words

**Grammar-comprehension**- understanding of sentence structures, pronouns, negatives, plurals, tenses etc

**Cognition**- understanding, memory, concepts and sequencing

## Expressive language

**Speech Production** – clarity of speech and oro-motor skills

**Grammar-expressive**- word order, omissions, use of plurals, tenses etc

**Semantics**- vocabulary development, retrieval, word meanings and relationships between words

## Social Language

**Pragmatics** – non-verbal communication, appropriate responses, turn-taking, topic maintenance and repair, intonation, volume and pitch, body language, social skills

## Literacy/Learning

### Cognition

**Auditory memory**- taking in and processing oral information, storing information in your mind and recalling the information when needed

**Phonological awareness**- discriminating sounds, rhyme and syllables

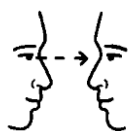
**Working memory/short term memory**- holding information and storing information for recall

## **Additional Difficulties:**

**Selective Mutism**

**Stammering**





## Attention and Listening – attention control, response, and gesture

Being able to *attend* and respond to stimulus is the prerequisite for **all** forms of language and learning. A pupil who cannot maintain attention will have difficulties in processing auditory information.

Listening and attending is more than just hearing and being aware of environmental noise. It involves *actively* concentrating on auditory and visual stimuli in the environment. A pupil's ability to attend includes their response to verbal and also non-verbal communication. A child learns at an early stage of development that facial expressions, behaviours and sounds they hear are useful sources of information and communication. A child will learn how to get and hold attention using eye contact and facial expression and by use of voice.

**Worth Noting:** Attention and listening is often considered to be something that we should all just be able to do. Pupil's who struggle with attention and listening are often considered to be making a conscious choice not to listen and can be labelled as having a behavioural barrier. We do not always consider this area to be something that we need to **actively teach** and for some children they *genuinely* need support to improve their attention and listening skills

### INDICATORS TO CONSIDER/SCREEN

fleeting attention/concentration (not age appropriate)	
poor eye contact	
limited facial expressions	
inability to sit still during whole class teaching/independent learning/carpet time	
inability to complete tasks or only completes first part of a task	
appear to be in a world of his/her own/distracted/looking out of the window	
better attention in 1:1 situations	
yawning/lethargy/day dreaming	
despondency/boredom	
seeking out distractions	
chewing cuff/collars	
not responding/following to instructions	
tendency to switch from one activity/conversation to another	
tendency to copy others	
not realising when someone else is talking	
challenging family circumstances	
sensory needs	

## UNIVERSAL STRATEGIES

This section will include strategies to support children with attention and listening.

**Highly Recommended-** TEACH active listening as part of whole class ethos! Some children need to be taught what good listening is and what they need to have in place to BE a good listener e.g. are they comfortable, do they have everything they need, are they aware they need to block out noise, are they worried about anything, do they have sensory needs that are not being met, do they understand the task, do they want to succeed, do they see the purpose? – **(‘Hanging on Every Word’- Maggie Johnson)- additional training available**

- Openly discuss and value good listening and attention within your class
- Give the child/children your complete attention- modelling what good attention looks like- visually supported by an age appropriate good listening poster/visual
- Try not to interrupt the child- this will avert the child’s attention
- Be aware of auditory overload- chunk instructions
- Limit the time that focused auditory attention is required and give well marked ‘breaks’ in the form of activities or opportunities to check pupils’ listening and understanding.
- Use intonation to increase attention
- Mark clearly and consistently when active listening is required. Alert the pupil to the fact that he/she should be listening by saying his/her first name. Have a secret sign with the pupil e.g. nose twitch – this is so you are not constantly saying their name and possibly damaging self- esteem
- Consider seating arrangements/sight lines- is the child near the door/window so can be distracted?
- Always be positive and state clearly why it ‘*was good listening*’ e.g. ‘*I could tell that you were listening because.....*’ ‘*I can see that x and y are listening because.....*’
- Consider fidget toys/wobble cushion- these can work but can also add another distraction
- Display key words with a symbol/picture
- Use natural gestures
- Use timers to help focus- increase slowly
- If a pupil has difficulty making eye contact, only expect him/her to make eye contact once a day to begin with e.g. when meeting and greeting first thing in the morning

You would expect secondary school aged pupils to have met these milestones. This may not be the case for all pupils.

### Attention and Listening Developmental Milestones for Reference

Before birth	Baby reacts to sound and responds differently to voices
0-6 months	Responds to and initiates physical contact, gives visual attention when people are talking to him/her, responds to sound, recognises adults
12 months	Shows signs of 'listening' when spoken to – quietens, turns and watches. Will use gestures such as pointing and waving good-bye. Attention can be held momentarily by dominant stimuli. Any new stimulus attracts attention; auditory / visual stimuli most noticeable sources of distraction. Takes turns in nonverbal interactions with others e.g. peek-a-boo. Cannot attend to verbal conversation
18 months	Can attend and enjoy a structured activity for 5-10 mins. Points and gestures to call attention to an event and to show wants. Imitates simple actions. Listens to and responds to simple instructions e.g. get your shoes
2 years	Stays with one activity for 6-7 minutes. Will concentrate for short periods of time on an activity which s/he has chosen - single channel attention so that verbal or adult intervention is seen as intrusive. Listens to talk about pictures. Enjoys listening to action songs/rhymes eg round and round the garden. Will begin to allow adults to shift them from one task to another.
3 years	Stays with one activity for 8-9 mins. Single channel attention becomes more flexible so that the child shows the ability to shift from activity to verbal directions and back again. Child can only assimilate directions if attention is focused on the source from which they come. Enjoys listening to simple stories and likes them repeated. Short turn-taking within conversation
4 years	Develops turns within conversation and play. Aware when not understood. Listens with interest to stories, rhymes etc. Can stay with an activity for 11-12 mins. More voluntary control over focussing attention but auditory stimuli still distracting.
5 years	More aware of him/herself in a group and has more interest in things related to others. Can listen to other group members and keep their attention on the task. Enjoys games with speech sounds e.g. rhymes and clapping games. Can stay with one activity for 12-13 minutes. Ability to assimilate verbal instructions related to task without needing to interrupt task and look at the speaker (short periods only).

5-7 years	Integrated attention is well established and can be sustained under voluntary control. It is possible to perform efficiently in a group/class situation because of the ability to process auditory information while engaged on a task or to focus on a task when surrounded by other sources of stimulation. Can pick up on adult's non-verbal cues. Can work independently in a group. Can sit for long stretches of time – 30 mins + in a classroom environment.
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**Auditory Processing** – listening and processing and responding to sounds/oral language

**Auditory Memory**- remembering auditory/oral information and recall

**Auditory processing** -is the ability to **interpret** the sounds that one hears. The brain must identify the incoming sounds and make an analysis of those sounds and attach meaning/make sense of them when a sound is heard. This includes auditory discrimination (knowing the difference between sounds) and attending to a sound source and being able to exclude background noise. Pupils with auditory processing difficulties will find identifying speech patterns, rhythm and rhyme challenging. These children will often have **Phonological Awareness** difficulties and phonics is not always the right approach for these children (see cognition)

**Auditory memory**- is the ability to, store information in our short-term memory and recall the information when needed

May consider completing **Informal Auditory Processing Assessment (appendix iii)**

**Worth Noting:** The auditory channel is the channel most frequently used for teaching and learning in schools. The role of the visual/kinaesthetic channels should always be considered.

## INDICATORS TO CONSIDER/SCREEN FOR AUDITORY PROCESSING

The pupil may:

need a hearing test- when was their last check?	
need constant assistance or direction from an adult to complete a task	
difficulty following instructions	
wait to observe others before responding	
may copy others actions/learning	
respond with random answers to questions	
appear to misinterpret what is being said	
remember few songs or remember incorrectly (may not make sense)	
find it difficult to say words of several syllables	
confuse similar sounding words. e.g. hear “ <i>he did</i> ” for “ <i>who did</i> ”	
have variable performance e.g. reduced understanding in noisy environment	
be easily distracted	
have difficulty establishing firm link between sounds and letters	
show sensitivity to sounds – unable to pick out salient auditory	

stimuli	
have difficulty with listening and reading/ reading comprehension	
show auditory self-stimulation, such as constant humming or self-talk	
pupils who have a history of ear infections or chronic middle ear fluid are at a higher risk	
have difficulty with social interactions	
have difficulty understanding riddles	
have difficulty identifying rhyme and speech patterns	
have difficulty analysing spoken language into its parts – sentences, words, sounds	

### TO CONSIDER/SCREEN FOR AUDITORY MEMORY

may remember the first part of an instruction/information, others will remember the end part	
have difficulty remembering song lyrics/nursery rhymes	
have difficulty to follow 2-3 step instructions	
needs constant repetition of oral information	
have difficulty building on prior knowledge	
poor phonics knowledge despite being taught	
progress is below /significantly below expected	

### UNIVERSAL STRATEGIES

**These activities can be carried out with the whole class, but some pupils may need the same activities more intensely in a small group or individually.**

- Build an ethos in your class to encourage and normalise thinking (processing) time through teacher modelling
- Use 'Thinking Time' visual (poster)
- Develop an ethos where pupils feel secure enough to ask for something to be repeated- teacher modelling
- Teach active listening- specifically be aware of possible environmental noise and support children discriminate between the sounds they should be listening to and background noise
- Consider best sitting position for task – needs to be in a position that will aid attention and minimalise distractions
- Provide a quiet environment –call name and ask all pupils to stop before giving general instructions
- Adults to be mindful of the pace and the loudness of their oral communications- can they be too quick or too quiet?
- Adults to insert pauses

- Teach that listening involves thinking about what is being said (making a picture in your head- visualisation)
- Use visual or written prompts to back up instructions for task completion
- Use short simple sentences – slow down rate of speech
- Repeat instructions as often as necessary in the same form
- Use signing/actions/gestures to support verbal information – beware of having too many visual distracters during listening time
- Ask pupil to repeat instruction/explanation. Clarify possible misunderstandings by asking questions eg *'Which pencils do you have to use?'*

### **Auditory Memory**

- Think about/plan a three-pronged approach to learning- **auditory** teaching is backed by **visual** scaffolds/prompts and **kinaesthetic** learning

## DEVELOPMENTAL MILESTONES

0-1 years	Attends to the dominant source of sound Fleeting attention to any new sound Responds to familiar word/s Plays with sounds
1-2 years	Blocks out unwanted sounds in order to attend to a sound of own choice for short periods of time. Can discriminate between the speech sounds: m ,n, p, b. t, d, w
2-3 years	Can also discriminate between the speech sounds: h. ng, k, g
3-4 years	Knows some nursery rhymes Can fill in missing rhyming word from familiar nursery rhyme Begins to recognise words beginning with the same sound Begins to ask what words mean Can also discriminate between the speech sounds: f, s, y, l, v, z
4-5 years	Beginning to self-monitor errors e.g. psgetti, flutterby Segments syllables e.g. biscuit Counts number of syllables in words Can also discriminate between the speech sounds: ch, j, sh, r, th, th
5-6 years	Developing ability to count phonemes in words Beginning to recognise that two words sound the same at the beginning
6-7 years	Able to recognise that two words sound the same at the beginning/end Blends two to three phonemes Count phonemes within words Identifies rhyming words
7-8 years	Blends phonemes to form words Segments 3 to 4 phonemes within words Spells phonetically Can delete phonemes from words





## Speech Production – clarity of speech and oro-motor skills

This refers to the sounds that a child uses in words. In order to produce sounds the pupil requires oro-motor skills, co-ordination and sequencing of fine and rapid movements.

**Worth Noting:** Pupils who have speech production difficulties may have short or long term difficulties. This is often the area of speech and language, communication that teachers pick up quickly as it can be the most obvious. Pupils who may have a speech delay will find some sounds difficult, but they often resolve over time without the need for support or with short term support that can be undertaken in school without the need for a referral to SALT. Pupils with significant speech disorders could present as unintelligible some or most of the time. To determine the complexity of a child's speech production difficulties you may find it useful to complete and **Articulation Check** (Appendix iv).

### INDICATORS OF CONSIDER/SCREEN

The pupil may:

be unintelligible much of the time	
deteriorate in intelligibility when excited, nervous or angry	
deteriorate in clarity with increasing length of sentence	
use sound substitutions and errors	
have oro-motor difficulties e.g. dribbling, eating, using a straw, blowing nose	
have poor voice control	
omit individual sounds, phonemes, consonant blends	
distorted vowels	
have poor listening skills	
have poor phonological awareness	

## Steps to Sound Success!

It is important to remember that children need to learn the sound in a particular order and to focus on one sound at a time.

<b>Listen and identify when the sound is correct/incorrect</b>
<b>Say the sound in isolation</b>
<b>Count the Syllables</b>
<b>Say the sound at the beginning of the word</b>
<b>Say the sound at the end of the word</b>
<b>Say the sound in the middle of the word</b>
<b>Say the sound in fixed phrases</b>
<b>Say the word with the correct sound in sentences</b>
<b>Say several words with the sound in a sentence</b>
<b>Say the sound in rhymes/games</b>
<b>Say the sound in conversations</b>

### UNIVERSAL STRATEGIES

- Clear lines of vision between speaker and listener
- Communicate face to face- we pick up a lot from lip reading/gestures without consciously knowing it!
- Ask the pupil to tell you in another way or show you
- Avoid open ended questions out of context e.g. what did you do at the weekend?
- Try and become familiar with the child's speech pattern to help decode what the child is saying
- Provide back the correct model
- Familiarise yourselves with key words e.g. family names
- If you don't understand, repeat back to the child the sentence to the point you did not understand so the child does not have to say everything again
- Avoid asking the pupil to repeat back the word you have modelled correctly- a child with phonological issues will not think he has said it incorrectly
- If the child does repeat the modelled version back- give praise and encouragement

- Keep noise levels to a minimum
- Allow more time for response
- Give multiple choice options
- Ask for repetition rather than pretending to understand – they will know!
- Use drama, demonstration and drawing as a means of response
- Use pictures/symbols to accompany verbal response
- Model the correct sound rather than ask the child to repeat the sound correctly in front of the whole class.

## DEVELOPMENTAL MILESTONES

AVERAGE AGE AT WHICH SOUNDS ARE USED	SOUNDS USED
1 year 5 months-2 years	m, n, p, b, t, d, w
2-2 years 5 months	H
2 years 5 months-3 years	ng (as in sing) k, g
3-3 years 5 months	f, s, y
3 years 5 months-4 years	l, v, z
4 years-4 years 5 months	ch (as in chimney), j (as in judge), sh (as in shut)
4 years 5 months upwards	r, th (as in thin) th (as in that)



## Semantics – vocabulary development, retrieval, word meanings, concepts and relationships between words

Semantics refers to the way we use language in everyday communication. It includes the meaning of individual words and sentences; expressing meaningful ideas that reflect the situation and understanding other people’s expression of ideas. It includes active and passive vocabulary, word retrieval, relationships between words such as synonyms, antonyms and homonyms, concepts/content words and word meaning/understanding vocabulary

**Worth noting:** Pupils with semantic difficulties need a structured approach to the learning of vocabulary and its meaning. They require more focused teaching strategies and exposure to key words as well as general everyday vocabulary. Explicit teaching of vocabulary will support ALL pupils. We know that our pupils often have limited life opportunities and experiences and as a result have limited vocabulary which impacts on reading and writing as well as their spoken language and communication- **NEVER overestimate a pupil’s vocabulary and concept knowledge!!**

Adopting a whole school approach to the teaching of vocabulary that is consistent and embedded across the school can greatly improve reading and writing skills, It is also worth noting that children with Pragmatic language difficulties (usually associated with social communication difficulties/ASC) often have semantic difficulties alongside- Semantic Pragmatic Disorder(SDP).

**May want to look at the Concept Checklist (appendix v)**

### INDICATORS TO CONSIDER/SCREEN

The pupil may:

find it difficult to learn new vocabulary	
present with limited use of vocabulary	
have difficulties recalling known words or concepts	
find it difficult to make connections to other words e.g words with similar meaning, opposites or homophones	
repeat what’s being said to him (echolalia)	
have difficulties retrieving specific concepts	
use ‘hook’ for ‘hanger’ or ‘car’ for ‘lorry’	
overuse general verbs or nouns such as ‘get’, ‘thing’ or ‘stuff’	
use fillers such as ‘thingy’, ‘you know and um, or fill with non-words	
have difficulties/confuses using prepositions, pronouns, adjectives and pronouns	
low level of reading and writing skills	

## UNIVERSAL STRATEGIES

### **Highly Recommended**

**Word Aware by Stephen Parsons & Anna Brannaghan- this is whole school approach to the teaching of vocabulary.**

It is well researched, and the results are very positive showing a direct impact on reading and writing skills as well as language development

**Developing Vocabulary- SALT online training-** accessible to all schools-  
[Vocabulary development - YouTube](#)

**Colourful Semantics- SALT online training-** accessible to all schools- this is a colour- coded system for supporting language devised by speech therapists that can be used as an intervention and whole class/school. This also has a positive impact on writing and supports spoken and written language development

[Supporting language development using colourful semantics - YouTube](#)

**Concepts and Information Carrying Words- SALT online training-** accessible to all schools

[Concepts and key word level training - YouTube](#)

**Preposition Training for EYFS- SALT online training-** accessible to all schools

[Prepositions Training - YouTube](#)

- Never overestimate the vocabulary/concept knowledge of the children- check their understanding of even basic vocabulary
- Show excitement about new words!
- Ensure abstract concepts are understood/taught for Maths e.g. less/more/few/fewest
- Explicitly teach vocabulary- ensure word is visually represented and is taught using a Phonology, Syntax and Grammar approach- e.g. suffixes/syllables/sound structure. Rehearse the word out loud.
- Build in opportunities to revisit the word regularly
- Word of the Week- in each subject
- All word list given have a visual representation also.
- Use visual word maps
- Put the new word into sentences to expand context knowledge and understanding
- Use real or replica items when teaching new vocabulary and concepts so that children can touch, feel, hear, smell and handle them. Pictures or photographs can be used for older children.
- Link new vocabulary in as many every day and real-life situations as possible.
- Word Tally- ask the children to mark on a tally chart displayed in the class whenever they hear a targeted word
- Teach the pupils categories e.g. animals, clothes, furniture, transport.
- Identify key vocabulary when teaching topics. Agree on a definition for each of these concepts.
- Teaching/pre-teaching key vocabulary before introduction of a new topic.

- Display key vocabulary in the classroom. Refer to the displays when referring to the key words
- Support key vocabulary by using visual icons or symbols, such as Makaton or Widget symbols
- Encourage pupils to write new or unknown words in a personal thesaurus.
- Discuss familiar words when they are presented in a new or different context.
- Aim to use concepts such as *soft, hard, rough, smooth, long, short*, etc in as many subjects and situations as possible.
- Encourage pupils to generate other words or concepts associated with the new vocabulary.
- Extend existing vocabulary by introducing opposites and synonyms- note that for some children with difficulties, this may lead to confusion between the two words
- Select vocabulary for the week and create opportunities during the day to reinforce the selected vocabulary.
- Link the child's learning of a word, with his/her sight/experience of its meaning.

## TARGETED ACTIVITIES

- **Colourful Semantics**- a structured approach for ordering language structure. Suitable for children with high needs and for KS1
- **Personal thesaurus**  
Pupils should be encouraged to write unknown or difficult words in a thesaurus. The thesaurus can be arranged in subject order or alphabetical order. Each word should be defined in easy, accessible language. The pupil can refer to the thesaurus if and when needed and should be encouraged to refer to this resource.

## DEVELOPMENTAL MILESTONES

AGE	
6-12 months	Situational understanding First, early verbal labels
12-18 months	Single words, usually restricted to everyday events Understanding of words in different contexts
18-24 months	Rapid increase in number of words understood Passive vocabulary of approximately 300 words Active vocabulary of approximately 50 words
2-2 years 6 months	Beginning to understand object function Vocabulary includes words such as <i>there, here, mine, me, mummy's, in where, what</i> and <i>body parts</i> Passive vocabulary of approximately 500 words Active vocabulary of approximately 200 words
2 years 6 months-3 years	Understands object function Understands wider range of action words Understands concepts such as <i>big, little, in, on, under</i> Understands more complex sentences and commands Passive vocabulary of approximately 900 words Active vocabulary of approximately 500 words
3-3 years 6 months	Increased understanding of concepts such as time, colour, number, shapes and comparisons Passive vocabulary of approximately 1 200 words Active vocabulary of approximately 800 words
3 years 6 months-4 years	Passive vocabulary of approximately 1 500 - 2 800 words Active vocabulary of approximately 1 000 - 1 500 words
4-5 years	Increased understanding of spatial concepts, emotions and things outside the child's experience Able to follow and execute more complex instructions such as ' <i>Pick up the book and take it in to the other room.</i> ' Passive vocabulary of approximately 2 500 - 2 800 words Active vocabulary of approximately 1 000 - 1 500 words
5-6 years	Ideas can be grouped into categories Vocabulary for time concepts such as <i>morning</i> and <i>afternoon</i> Passive vocabulary of approximately 13 000 words by the age of 6:00 Active vocabulary continues to increase
6-7 years	Passive vocabulary of approximately 20 000 - 26 000 words
Ongoing	Active vocabulary continues to increase







## Grammar – comprehension

understanding of sentence structures, questioning, pronouns, negatives, plurals, tenses etc

Grammar Comprehension (receptive) refers to the rules by which we understand how words can be combined or changed to make phrases or sentences. It is the structural organisation of a language and is the way words and parts of words combine in phrases and sentences. It includes the way word order can be changed causing the meaning to alter e.g. 'The girl chased the dog'. 'The dog chased the girl.' 'The girl was chased by the dog.' It includes word endings, which can also change the meaning, e.g. 'Give some food to the cat.' 'Give some food to the cats.'- plurals 'She looks carefully' and 'She looked carefully.'- tenses  
**May want to consider the Syntex Summary Checklist (appendix vi)**

### INDICATORS TO CONSIDER/SCREEN

The pupil may:

not be able to listen to lengthy verbal input and stops listening as a result.	
try hard to listen but fails to understand what is said – stops listening.	
have difficulty with boundaries between words e.g. Teacher: Ellie, stand up and tell us your address. Ellie: I'm a dress.	
only carry out one instruction or may carry out two instructions in the wrong order e.g. Teacher: before you go out to play, please get out your reading book for the next lesson. Pupil goes straight out to play.	
misunderstand instructions or questions containing negatives.	
not understand when the adjective is not adjacent to the noun e.g. the hoops on the trolley that are red.	
change the words in his reading book as he/she reads, or is unable to read relatively simple words as they are too high a level (e.g. has).	
has difficulty understanding questions	

## UNIVERSAL STRATEGIES

### Highly Recommended

**Colourful Semantics- SALT online training-** accessible to all schools- this is a colour- coded system for supporting language devised by speech therapists that can be used as an intervention and whole class/school. This also has a positive impact on writing and supports spoken and written language development  
[Supporting language development using colourful semantics - YouTube](#)

- Match level of adult speech to developmental level of pupil's language.
- Speak slowly and clearly.
- Match level of questioning to child's developmental stage- Blanks Levels of Questioning- can be whole school approach
- Directly teach grammar at the correct level of development e.g. irregular plurals
- Use visuals/cue cards to discriminate between the different types of questions
- New words should be learned correctly with reference to their sound structure, emphasising syllable structure, first sound in the word, other words that rhyme and rehearsing the word out loud
- Make instructions short, separate multiple instructions and avoid repeating in a different form as the pupil has to start processing again.
- Use appropriate facial expressions to accompany speech and emphasise prosody so pupil knows you are asking a questions, etc.
- Introduce new grammatical structures in familiar settings within the pupil's experience. E.g. introduce past tense using familiar and simple verbs.
- Give extra time to process.
- Encourage activities which require talking e.g. partner work.
- Use forced alternatives e.g. 'do you want to use a red pencil or a blue pencil?' which allows the pupil to hear the sentence structure but also requires an answer.
- Teach pupils to take responsibility for not understanding and request information is repeated or re-framed
- Emphasise visual markers such as question marks to aid understanding of questions.
- Mark parts of speech visually e.g. prefixes and suffixes

## TARGETED ACTIVITIES

- Colourful Semantics

## RESOURCES

Speechlink/Language Link resources- a license is required

Colourful Semantics- NHS Forth- additional resources available if book is purchased

Black sheep- Grammar

Blanks Level of Questioning

Living language Anne Lock

Communication Keys- Brent SALT- available online (free)

Language master

Basic picture cards (LDA)

Feelie bag  
 Sequencing cards  
 Strategy games  
 Cambridge Language Activity file.  
 Chatterbox (LDA)  
 CLIP worksheets (Psychological Corporation)  
 Makaton signing

## DEVELOPMENTAL MILESTONES

Age of mastery	
<b>12-20 months</b>	Understands many single words e.g. Daddy, more, milk.
<b>18-24 months</b>	Understands verbs e.g. walk, run, sleep, drink.
<b>20-30 months</b>	Understands easy 2-word utterances e.g. Teddy's hat.
<b>24-30 months</b>	Answers 'where' questions e.g. Where's your daddy? At work.
<b>28-36 months</b>	Understands 3 word instructions e.g. Big teddy hat
<b>36 months</b>	Understands prepositional phrases e.g. 'put the doll under the table'
<b>40-60 months</b>	Understands 4-5 information carrying words e.g. Put the book on the table and give me your coat.
<b>6 years</b>	Understands sentences with repair e.g. Get the blue book – no I mean the red one.
<b>7 years</b>	Understands structures such as x but not y, not only x but y.
<b>8 years</b>	Understands post modified subject e.g. The boy chasing the horse is fat. Understands basic jokes – e.g. What is at the end of everything? The letter G.
<b>9 years</b>	Understands relative clauses e.g. The girl chases the dog that is big. Understands the difference between 'ask' and 'tell'.
<b>8-11 years</b>	Understands verbal humour.
<b>10-11 years</b>	Understands complex jokes e.g. An Englishman, Irishman and Scotsman .....
<b>12 years</b>	Understands use of prosody e.g. She dressed, and fed the baby vs She dressed and fed the baby.
<b>Ongoing</b>	Understands increasingly challenging grammar



## Grammar – expression

word order, omissions, use of plurals, tenses etc

Grammar Expression (expressive language) refers to the way we articulate/say language following the rules and the structural organisation of a language.

See section on Grammar – comprehension. As a general rule pupils will understand the language they hear before they are able to express it.

### INDICATORS TO CONSIDER/SCREEN

The pupil may:

confuse word order e.g. getting the cat went up the ladder	
muddle tenses e.g. the girl is falling down and broked her glasses.	
have difficulty with multisyllabic words e.g. puter for computer	
repeat phrases as language gets more difficult to organise	
omit words such as 'is' 'the' 'to' e.g. car going	
keep the word order the same for questions e.g. what you are doing?	
may not mark plurals or possessives	
use the wrong pronouns e.g. me get us coats	

### UNIVERSAL STRATEGIES

- Create an ethos of speaking in full sentences for children within the class so correct grammatical structure is modelled by peers
- Directly teach grammar at the appropriate developmental level e.g. irregular plurals
- Match level of speech to developmental level of child.
- Model correct grammar back to the child- do not ask them to self-correct
- Extend sentences used to next developmental level- model
- Emphasise and model (avoid criticism) target parts of speech as they arise in everyday language and ignore other mistakes the child makes.
- Give child extra time to process.
- Oral rehearsal of sentences – oral or written tasks
- Avoid letting other children or adults speak for the child.
- Avoid anticipating needs – give child the need to talk.
- Encourage activities which require talking e.g. partner work.
- Use forced alternatives e.g. 'do you want to use a red pencil or a blue pencil?'  
This allows the child to hear the sentence structure but also requires an answer.

- Encourage pupils to generate other words or concepts associated with the new vocabulary.
- Extend existing vocabulary by introducing opposites and synonyms.
- Link the child's learning of a word, with his/her sight/experience of it's meaning.

### TARGETED ACTIVITIES

- **Colorful Semantics-** colour-coding sentence structure
- **Word Webs**  
Take an identified word and write it down. Prompt the pupils to think of as many things as possible that go with the identified word. The following prompting questions can be asked:
  - ❖ Category or family: Which category does it belong to? Which other concepts belong to this category?
  - ❖ Function: What does it do? What do we do with it? Who does it?
  - ❖ Appearance: What does it look, smell, feel or taste like?
  - ❖ Association: What goes with it?

### RESOURCES

Language Link ([www.speechlink.co.uk](http://www.speechlink.co.uk))  
 Language master  
 Basic picture cards (LDA)  
 Feelie bag  
 Sequencing cards  
 Strategy games  
 Cambridge Language Activity file.  
 Chatterbox (LDA)  
 CLIP worksheets (Psychological Corporation)  
 Magazines

## DEVELOPMENTAL MILESTONES

In summary, normal development of patterns of grammar is completed by the time the child goes to school, but the subtleties and ambiguities of the grammatical system is still being learnt until adulthood.

<b>8-18 months</b>	First words appear.
<b>12-18 months</b>	Child has 50 words. Some negatives.
<b>18-24 months</b>	Words will be combined into 2 element utterances e.g. 'daddy gone'
<b>19-28 months</b>	Present progressive verb ending 'ing' e.g. Mummy pushing Asks what and where e.g. What that ? Where daddy ? 2 word negative phrases e.g. No want
<b>24-30 months</b>	Begins to use 3 element sentences Begins to use rules (but makes mistakes)
<b>24-33 months</b>	Regular plurals e.g. Eat biscuits.
<b>27-30 months</b>	Prepositions in and on e.g. Put in box, put on table.
<b>26-48 months</b>	Regular past (ed) e.g. He walked. Past irregular verbs (came, fell, broke). Possessive noun e.g. mummy's coat. Be as the main verb: am, is, are, were e.g. he was sad, they are blue. 3rd person singular regular e.g. He writes, Daddy goes.
<b>30-36 months</b>	4 element sentences begin to emerge. Begins to link 2 ideas together using connectives such as but, if, so. Refers to self as 'me' rather than name e.g. Me got new shoes. Articles 'a' and 'the' e.g. eat the cake, find a pencil.
<b>29-48 months</b>	'Be' verbs preceding another verb: am, is, are, was, were e.g. The boys are walking. The dog is barking. Contractible copula e.g. I'm big. She's pretty. Contractible auxiliary e.g. I'm jumping. She's working. They're laughing.
<b>40-48 months</b>	Irregular verb forms are emerging, but errors are still made.
<b>3 years</b>	Uses no and not in speech. Asks 'what doing?' questions
<b>4 years</b>	Asks who? and why ? questions.
<b>5 years</b>	Uses future, present and past tenses.
<b>6-7 years</b>	Longest sentence 9 words. Some conjunctions e.g Because, so , anyway. Segments words into smallest grammatical units e.g. Biggest = big + est. Begins to use grammatical cues in writing and reading e.g. Bigger, cats
<b>9 years</b>	Longest sentence 14 words.
<b>10-11 years</b>	Less literal, figurative speech emerging.
<b>12 years</b>	Can explain most jokes.
<b>12+</b>	Uses embedded sentences e.g. The book the pencil is on is red.
<b>14-19 years</b>	Figurative speech developed.



## Literacy/Learning/Cognition

Phonological Awareness, understanding, memory, concepts, and sequencing

Cognition relates to how individuals process information and make sense of their experiences. This includes understanding, phonological awareness (**see auditory processing**) memory, sequencing, learning in general and problem solving.

**Worth noting:** Pupils with MLD often have a spikey profile and many have several underlying SLCN difficulties exacerbated by cognition difficulties. These are often the pupils who struggle with all learning, especially literacy and make little progress. **They present as having difficulties in most of the areas covered in this guidance and therefore most strategies already mentioned would support these pupils.**

### INDICATORS TO CONSIDER/SCREEN

The pupil may:

have difficulty in understanding basic concepts e.g. colour, number, size, and shape despite lots of opportunities for practice	
have difficulty in understanding the language of sequencing e.g. before, after, first, last	
poor understanding of time, space, volume	
find it difficult to follow instructions	
appear anxious or totally uninvolved/withdrawn	
rely heavily on adults and peers for support	
unwilling to start a task	
tasks are rarely completed	
have a limited attention span	
copies others	
have difficulty talking about familiar activities in an organised way	
poor organisational skills	
difficulty with problem solving even when they have all the skills required	
limited progress in Literacy	
limited progress in Maths	
working below age-expected expectations	
poor phonics skills	
poor recall of learning taught/prior learning	
needs constant repetition	
finds ordering and sequencing oral/pictorial/written work challenging	
poor memory skills	



## UNIVERSAL STRATEGIES

**Highly Recommended-** when planning, consider a three-pronged approach to all learning- auditory, visual and kinaesthetic.

- Build in opportunities to practise and reinforce new learning using concrete and visual materials.
- Draw attention to links between previous and new learning, knowledge of facts and casual relationships – using visual reminders which can be kept for rehearsal and revision.
- Use visuals for scaffolding writing- use communication in print/widget to support reading and writing tasks
- Chunk learning
- Chunk instructions
- Oral rehearsal of written sentences- explicitly teach hold the sentence in your head, rehearse out loud counting the number of words- repeat before attempting to write the sentence
- Trigger Words
- Colour-coding for Maths – the four operations
- Consider a whole word visual approach to learning words rather than a phonics approach
- Whole class phonological awareness games- rhymes etc
- Phonics mat
- Visual planners
- Pre-teaching concepts/vocabulary

### Memory:

- Keep instructions short and simple
- Give instructions one at a time, in the order in which they are to be carried out.
- Use visual aids to reinforce instructions
- Be aware of primary/recency effects. Pupils are more likely to retain information given at the beginning and end of sessions.
- Provide opportunities for learning via all senses- three-pronged approach

### Sequencing:

- Visual timetables
- Visual instructions

## TARGETED ACTIVITIES

- Pre-teaching concepts/vocabulary
- Sort and classify items e.g. things that are transparent etc
- Sequence pictures, sentences, cartoon strips.
- Use visual and auditory memory games such as 'shopping' 'pairs' 'Kim's game' 'I went to the zoo and I saw....'
- Activities from 'Visual Memory Skills' and 'Auditory Memory Skills'- Mark & Katy Hill-LDA
- Use barrier/screen games to develop listening, memory and sequencing skills. Partner children to play screen-games which involve giving each other instructions. Give each child an identical worksheet containing, working with the screen between them, pupils take it in turns to instruct each other e.g. colour the trousers blue, put a square in box one.

## RESOURCES

Language Link resources

Communication in Print

Real objects

Photo and picture materials (Photocards or LDA)

What's different? cards (LDA)

Chatterbox (LDA) included concepts, vocabulary and sequencing materials

Sequencing-(LDA)

'Visual Memory Skills' and 'Auditory Memory Skills'- Mark & Katy Hill-LDA

## DEVELOPMENTAL MILESTONES

2 years (approx.)	Emerging: symbolic understanding: the idea that an object can represent something else. Developing the concept of objects and how they relate to each other. Has developed an understanding of simple cause and effect e.g. if a child reaches to touch an 'out of bounds' the adult will say 'no'.
2.5 years -3 years	Emerging: basic concepts such as big, little, happy, sad, in, on.
3-4 years	Emerging; concept of size, colours and basic shapes Asking 'how' and 'why' questions and beginning to understand 'because'.
4-5 years	Abstract concepts including words for abstract concepts e.g. fluffy, same. They have words and concepts for things outside of the child's experience. Can group items by semantic categories e.g. fruits, animals. Can retrieve a word by being given clues e.g. it's four legs and barks.
5-7 years	Has vocabulary for time concepts such as morning, afternoon, tomorrow, yesterday.
7 years	Children realise that something should be done to facilitate memory but they do not use strategies spontaneously.



**Pragmatics** – social interaction and communication, appropriate responses, turn-taking, topic maintenance and repair, intonation, volume and pitch, body language

Pragmatics is the understanding of language in social situations and how language is used appropriately in varying contexts in order to spread information from one to another. It is how we put thoughts into words and how we understand the words other people use. It enables us to interact with others effectively. It includes both verbal and non-verbal language.

Pragmatics includes active listening, eye contact and facial expression, gesture and body language, proximity (body space), physical awareness of others and self awareness. It includes conversational skills such as greetings, initiations, repair strategies, topic maintenance and shifting, ending conversations, asking and responding to questions. It includes functional skills such as giving and receiving compliments, giving and receiving criticism, assertiveness and problem solving.

**Worth noting:** Pragmatic difficulties are mostly associated with Autism. Girls can present differently to boys and can be more articulate and socially aware. Girls with autism are not always identified as quickly as boys. The indicators below may support with an earlier identification and strategies can be implemented.

**INDICATORS TO CONSIDER/SCREEN:**

The pupil may:

appear rude or cheeky in their responses	
appear 'odd' in the ways she/he talks, moves and behaves	
show little or inappropriate facial expression	
can show inappropriate behaviour	
have attention difficulties/appear distracted	
give no eye contact or too much eye contact	
have trouble in the playground	
not be able to make or keep friends	
have difficulty following the rules of games	
stand too close to others or over reacts to close proximity	
be too tactile or avoid physical contact	
prefer own company or the company of adults	
repeat questions rather than answer them	
present as socially awkward	
can say inappropriate/offensive comments	
has mechanical, repetitive or random conversations	
conversation is limited to selective topics	
limited conversation/talks too much/appears very literal	
may have sensory sensitivities or become dysregulated	

## UNIVERSAL STRATEGIES

- Clear school/class behaviour policy with clear sanctions and rewards for all pupils to follow.
- Whole class/individual visual timetable
- Rehearse good listening skills focussing on looking at the speaker, staying quiet until it is your turn to speak, staying still, thinking about what the person is saying.
- Use visual and verbal cues when focussed attention is needed.
- Keep instructions concise
- Use of visuals/concrete apparatus to support learning
- State clearly what you are going to talk about and keep to it. Have a clear ending. 'We have finished talking about....'
- State the ground rules for activities; particularly if they change e.g. group discussion without raising hand, partner talk requires facing each other.
- Be explicit about what's going to happen in a lesson. Give a lesson a title. Saying today we are going to learn about.... Pupils will feel more regulated and less anxious if they know what is going to happen
- Pre-empt and prepare for changes of timetable.
- Let the pupil know if they have/have not followed the agreed rules with immediate feedback using the agreed framework.
- Discuss feelings, body language and facial expressions.
- Address issues when they are fresh in the pupil's mind.
- Model ways of seeking clarification.
- For every 'Don't' give a 'Do'. Identify an undesired behaviour pattern and suggest an alternative desired behaviour e.g. 'Don't hit' replace with say 'You're making me angry'.
- Social stories
- Rest breaks
- Calm space if the child becomes overwhelmed
- Zones of regulation

## TARGETED/ INTERVENTIONS

- Use materials which will develop prediction skills e.g. completing picture story sequences
- Circle time activities
- Ask pupils to copy facial expressions from photo cards/pictures. Describe and discuss.
- Make a collection of facial expressions made by pupils using a digital camera
- Create opportunities to practise conversation skills.
- Talkabout Intervention- has a series of books with discussion prompts and tools
- Display mood and emotion vocabulary and triggers for these emotions.
- Teach idioms and ask pupils to draw posters illustrating meaning e.g. idiom of the week 'Pull up your socks'.

## RESOURCES

'Good Listening' posters

Emotion pictures - LDA

What's Wrong? LDA

What would you do? cards - LDA

Talkabout: A Social Communication Skills Pack

Socially Speaking - LDA

Super Duper Say and Do Positive Pragmatic Game Boards

Circle time materials

## DEVELOPMENTAL MILESTONES

Developmental milestones will offer some guidance but be aware that these are average age norms.

Birth to 9 months	Baby attends to the human voice and face. Early responses to interaction including looking, smiling and laughing. Smiles and responds to familiar words and actions such as tickling.
9-18 months	Will understand adult gestures such as pointing.
18-24 months	Emerging: Begins to perceive a range of adult initiated language functions such as naming, greeting, requesting, commenting and directing. Develops an understanding of phrases such as 'in a minute'.
24-30 months	Established: Parallel play Emerging: Initiating conversational topics and asking questions such as 'what's that?' Understands the power of language especially the meaning of 'no'. Exploring limits. More interactive.
2 years 5 months-3 years	Established: Introducing subjects. Comments on events. Emerging: Short turn taking within conversation.
3-4 years	Established: Developing turns within conversation and play. Emerging: Aware when not understood. Tries to make self clearer.
4-5 years	Established: More aware of self in the group. Has more interest in things related to others. Emerging: Starting to be aware of different speech styles for particular people or groups.
5-7 years	Emerging: Listens and responds to instructions from peers. Enjoys jokes but does not fully comprehend the play on words due to a lack of understanding of their multi meanings. Established: Can learn game rules and stick to them. Using language to build and develop relationships. Can pick up on adult's non-verbal cues.
7+ years  Ongoing	Established: Peer group is important to the child with codes of behaviour and rules. Starting to make compromises, select and swap role. Language of negotiation. Responds to indirect, more appropriate requests. Less dependent upon non-verbal cues to support understanding of linguistic messages. Developing awareness of the needs of the listener and will adapt utterances accordingly. Recognises when communication breaks down. Recognises and responds to idioms and to figurative and non-literal language e.g. 'face of the clock' and the 'tongue of a shoe'. Aware of the politeness of the different forms of requests. Knowledge of multi-meanings of words results in a greater understanding of jokes and puns. Emerging: Begins to appreciate the effect of intonation on meaning. Begins to understand the differences between more sophisticated functions of language such as promise and prediction.

## Selective Mutism- reluctance or phobia to speak in front of all or some people

Selective mutism is when children are physically capable of normal speech and comprehension. They may speak only to certain people, normally their close family or friends. Sometimes they will only speak in a whisper. It is usually anxiety/trauma related and can be seen as a phobia of speaking. The trigger for this phobia is often unknown.

### Indicators of Need:

The pupil may:

have a fear of people, especially unknown adults	
be overwhelmingly shy	
only speak at home/select people	
find eye-contact uncomfortable	
lack expression/emotion	
remain detached or on the outside of things	
appear rigid in their behaviours	
could be interpreted as being rude	

### Universal Strategies:

- provide continuous reassurance through body language
- foster a strong nurturing relationship with one adult e.g. teaching assistant
- if the child will speak to a specific adult, give time for 1:1 talking time in a safe space
- avoid situations that may cause anxiety e.g. assembly
- encourage but do not force interactions
- encourage and model gestural responses
- provide non-verbal activities/games that the child can join in e.g. Simon says..
- use of visuals to ascertain wants/feelings
- do not show frustration or annoyance when the child does not respond

### Targeted Interventions

- encourage friendships and develop confidence through group games and activities. Start with non-verbal games and build to sound games and one-word games etc
- establish a safe space/rest breaks to reduce anxiety building

## Stammer (stutter)- fluency, word retrieval difficulties,

Stammering affects the fluency of spoken language. It is sometimes also called a stutter. Stammering can be episodic and varies in severity. It is thought to be genetically influenced. Brain imaging studies of young children have shown that stammering is linked to subtle differences in the way that the brain has developed and how it processes speech, especially processing speed. Pupils who stammer may also have word retrieval difficulties.

### Indicators of Need:

The pupil may:

be reluctant to speak	
show signs of anxiety	
speak slowly	
struggle to answer when spoken to/or uses one word answers	
not speak in full sentences	
take a long time to speak/answer	
get stuck on a particular word	
repeat the initial sounds of words	

### Universal strategies

- Resist the temptation to finish their sentence
- Show patience and maintain eye contact
- Encourage the child to take their time and not to rush- model this for other children
- Encourage the child to take pauses
- Do not ask the child 'to take a breath' or 'slow down' as this can make matters worse
- Slow down your speech as people have a subconscious tendency to match the pace of the person they are talking to and this increases the pressure
- Avoid lots of questions
- Show you are listening to what is being said and not how it's being said
- Look for opportunities to build confidence
- Use praise and encouragement
- Avoid putting the child 'on the spot'
- Do not exclude the child from activities assuming they would not want to take part- ask them!
- Consider calming activities

### Targeted Activities

- 1:1 unhurried time with the child
- Social games with other children

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**NHS Forth** *Colourful Semantics*-Routledge

**Brent SALT** *Communication Keys*- Brent Community Services



## Glossary

### A

Active listening – hearing something and acting on it.

Active vocabulary – vocabulary that is used.

Antonyms – a word that means the opposite of another.

Articulation – co-ordination of vocal organs (tongue, teeth, lips, etc.), to produce sounds.

Attention – concentrated direction of the mind onto a specific target or activity.

Auditory attention – concentrated direction of the mind onto stimuli being delivered through the auditory channel.

Auditory channel – the route through which information passes via sound only.

Auditory information – information given via sound only.

Auditory perception – receiving information via sound only.

### B

Basic grammar – early levels of grammar used by the average child under the age of 5.

Body language – position and stance of the body which conveys meaning.

Borough Foundation stage document

### C

Clarification strategies – asking for repetition or explanation when something has not been understood.

Cognition – the ability to learn and understand.

Complex sentences – sentences using grammatical forms that would be expected of the average child above the age of 5.

Concepts – words with abstract meaning.

Contractible auxiliary - e.g. I'm jumping

### D

Developmental language level – level of language understood and used, not related to age. (See Living Language.)

Developmental milestones – age at which certain skills are expected to be acquired.

Distorted vowels – vowel sounds which do not match those used by peers.

### E

Echolalia – repetition of what is said without understanding or replying. Pupils sometimes echo the last word said to them.

(2/3) element utterances – utterances in which there are 2 information carrying words e.g. 'car gone' and 'the car is gone' are both 2 element utterances.

Embedded sentences – e.g. 'the book the pencil is on is red.'

Expanded sentences – adding in grammatical features of a sentence produced by a pupil e.g. 'daddy gone' to 'yes, daddy has gone hasn't he?'

Expressive language – to communicate with others using spoken, signed, gestured or symbolic language.

### F

Figurative speech – a word or phrase applied to an object or action that is not the literal meaning (metaphorical.)

Fillers – pupil uses non-words or sounds in a sentence in place of the words he/she does not know.

Functional language – the reasons for speaking e.g. requests, commands, descriptions.

### G

Gesture – a movement of the hand, head or body to express or emphasise an idea or emotion.

Grammar – the way in which words and parts of words can be combined to form sentences.

Grammar: comprehension – understanding the way words and parts of words combine to form sentences.

Grammar: Expression – able to use parts of speech correctly together to form sentences.

Grammatical unit – the smallest unit of meaning in a language e.g. 'it, me the, est, is.' Known as a morpheme

### H

Homonyms – words spelt the same way but having different meanings.

### I

Idioms – a group of words whose meanings cannot be predicted from the grammatical structure without taking into consideration local usage e.g. 'it is raining cats and dogs.'

Inclusion strategies – teaching styles/methods which allow a pupil to bypass his/her difficulties in order to access the curriculum with his/her peers by using the pupil's strengths.  
Information carrying words – words in a sentence that carry the meaning e.g. in 'the big ball is red' there are 3 information carrying words i.e. big, ball and red.  
Interaction – contact and communication between 2 or more people.  
Interactive displays – classroom displays which are deliberately designed to aid teaching by being used equally by pupils and staff.  
Interventions – teaching methods put in place to address the particular skills the pupil is weak on.  
Intonation – the sound pattern of phrases and sentences produced by varying the pitch of the voice.

## **K**

Key words – the words which are most important for the pupil to learn in order to access a particular lesson.

## **L**

Language areas – different parts of the process of communication from hearing sounds to producing speech, including interaction.

Language delay – level of language displayed by a pupil is below that expected of a child his/her age but is due to the child displaying a lower level of achievement in all areas of development.

Language disorder – language displayed by a pupil at a lower level than that expected of a child his/her age but other areas of his/her development show average or above progress. Or, pupil displays errors in his/her language inconsistent with expected developmental order.

Language functions – the reasons for using language e.g. instructions, requests, descriptions.

Language master – machine which allows written words to be put through it while the words are spoken simultaneously.

Lines of vision – allowing pupil to be able to see the target (teacher, board, etc.) without any distractions or objects in the way.

Listening – hearing sounds and being able to concentrate on them.

## **M**

Mapping – linking a word with all the relevant meanings.

Minimal pairs – 2 words which are identical in sound apart from one phoneme. E.g. cat/bat.

Minimum expected standards for speaking & listening

Model/modelling – demonstrating the correct response, action or skill.

## **N**

Non-verbal communication – ability to communicate without words e.g. eye contact, body language, facial expression.

Non-words – a collection of phonemes which could be words but do not make sense in the language being used e.g. puz

## **O**

Oro-motor skills – actions such as eating, blowing, sucking, smiling, which use movements of the mouth, tongue, jaw, etc.

## **P**

Parallel play- playing by the side of another pupil, sometimes in an identical activity but without communicating.

Passive vocabulary – vocabulary that is understood by a pupil but not used.

Phonemes – smallest segment of sounds that distinguish a language – English has 42.

Phonological awareness – an ability to distinguish between different sounds of a language.

Phonology – the sound system of a language.

Post modified subject – e.g. the boy chasing the horse is fat.

Pragmatics – the meaning and effects of different contexts on language.

Primary Care Trust – the division within the health service for which the speech and language therapists work.

Primary effect – finding it easier to recall the first of a list than the rest.

Pronunciation – the act of producing sounds in the manner correct for the language and local dialect being spoken.

Prosody – the length, intonation, pitch and volume of spoken language.

Proximity – nearness in space or time.

## **R**

Rate of speech – the speed at which a person produces speech sounds and words/sentences.

Recall – remember.

Recency effect – finding it easier to remember the last item of a list than those items in the middle of the list.

Receptive language – the ability to understand language.

Residual needs – the effect on learning that a previous speech/language difficulty can leave behind.

## **S**

Salient auditory stimuli – the most important sounds within the environment on which one should focus in order to understand the chosen activity.

Semantics – the meaning of words.

Sentence structure – the way the words are sequenced.

Sequencing – the arrangement of 2 or more items in a successive order.

Social communication – taking into consideration social rules when communicating.

Social rules – rules acquired by a particular community which allow group members to interact compatibly.

Sound structure – the way in which sounds are put together to form an item e.g. a word.

Sound substitutions – consistently using a different sound to the accepted one. E.g. a pupil may use the phoneme 't' when it should be 'c.'

Speech – the spoken medium for the transition of language.

Speech, Language & Communication Needs (SLCN)

Speech and Language Needs Team

Speech production – producing the phonemes required for speech.

Speech sounds – spoken sounds.

Spontaneous speech – the words spoken without any prompting.

Strategies – planned responses or teaching methods which work on strengths in order to overcome weaknesses.

Symbolic understanding – knowing what a symbol represents.

Symbols – visual icons accompanying a word or action.

Synonyms – a word that means the same or nearly the same as another word e.g. bucket and pail.

## **T**

Topic maintenance – keeping the conversation on the same topic.

Topic repair – being able to get back to the conversation topic after a breakdown in the conversation.

## **U**

Unintelligible – speaking in such a manner that others cannot comprehend.

## **V**

Visual distracters – stimuli accessed through the visual channel which distract the person's concentration away from the task in hand.

Visual icon – symbol or picture that can refer to a particular word or action.

Visual prompts/cues – any stimuli received through the visual channel which can elicit a verbal response or an action.

Visual timetables – timetables set out using visual icons/symbols/prompts which allow a pupil access to routines and daily schedules.

Vocabulary – words and phrases.

Voice pitch – using the voice for high or low sounds.

Voice volume – using a loud or quiet voice.

## **W**

Whole class strategies - planned responses or teaching methods which work on strengths in order to overcome weaknesses and used for the whole class rather than for an individual pupil.

Word retrieval - the ability to think of (access) a word when it is required.

# Appendix 1

## B&D Speech and Language Therapy - Universal Training

Topic	Target audience	Link	Comments
<b>It is strongly recommended that staff watch the training videos 1A, B, C before watching the rest of the universal training offer.</b>			
1A: Identifying SLCN and creating a quality communication environment.	TAs/ CT/ SENCO/ Parents	<a href="https://youtu.be/6qGR7DXMk-Y">https://youtu.be/6qGR7DXMk-Y</a>	
1B: Target Setting for Children with SLCN	TAs/ CT/ SENCO	<a href="#">Setting up intervention groups and target setting - YouTube</a>	
1C: Making a Referral to SALT - Primary and Secondary	TAs/ CT/ SENCO/ Parents/ Other professionals	<a href="https://youtu.be/QfxYYBFcsw">https://youtu.be/QfxYYBFcsw</a>	NB: Video refers to the different levels of support, and refers to universal 1A video
Introduction to Speech and Language Therapy in the Social Communication Additional Resource Provision	TAs/ CT/ SENCO/ Parents/ Other professionals	<a href="#">(124) Intro to Speech &amp; Language Therapy within Social Communication</a>	NB: May not apply to all parents, but may be of interest to SENCOs and other professionals working with children whom may benefit from ARPs.
<b>Introduction to interventions</b>			
Selective Mutism	TAs/ CT/ SENCO/ Parents/ Other professionals	<a href="https://youtu.be/JFX1nngizJs">https://youtu.be/JFX1nngizJs</a>	
An introduction to the Shape Coding system	TAs/ CT/ SENCO	<a href="https://youtu.be/Ot-uekkC560">https://youtu.be/Ot-uekkC560</a>	Info from Susan Ebbers: SALTs can't "deliver training" unless they are accredited trainers. They can however show the vodcast <a href="https://youtu.be/Ot-uekkC560">https://youtu.be/Ot-uekkC560</a> and then discuss how they use it with children and how people can support – they mustn't charge for this. The key point is that the people coming don't think they are receiving SHAPE CODING training.
Colourful Semantics	TAs/ CT/ SENCO/ Parents	<a href="#">Supporting language development using colourful semantics - YouTube</a>	
Blank levels	TAs/ CT/ SENCO/ Parents	<a href="https://www.youtube.com/watch?v=HTDWSZNSIQY">https://www.youtube.com/watch?v=HTDWSZNSIQY</a>	
Concepts and Information Carrying Words	TAs/ CT/ SENCO/ Parents	<a href="#">Concepts and key word level training - YouTube</a>	
Developing vocabulary	TAs/ CT/ SENCO/ Parents	<a href="#">Vocabulary development - YouTube</a>	
Adult-Child Interaction	TAs/ CT/ SENCO/ Parents	<a href="#">(124) Adult Child Interaction (ACI) - YouTube</a>	
An introduction to using Coreboards	TAs/ CT/ SENCO/ Parents	<a href="#">An Introduction to using Coreboards - YouTube</a>	
LEGO Therapy	TAs/ CT/ SENCO/ Parents	<a href="#">Lego Based Therapy - YouTube</a>	
Attention Bucket for school aged children	TAs/ CT/ SENCO/ Parents	<a href="https://www.youtube.com/watch?v=aC9Cnu8x1DI">https://www.youtube.com/watch?v=aC9Cnu8x1DI</a>	
<b>In development</b>			
Supporting with transitions			

## B&D Speech and Language Therapy (Early Years)

Topic	Target audience	Link	Comments
The difference between Social Communication, and Language difficulties	TAs/ CT/ SENCO		NB: The final slide gave the EY prevention team email address and said "team will respond within 5 days" - if you use this video, please ask SENCOs to refer back to you (link SALT, as appropriate)
5 top tips to support your child's talking	TAs/ CT/ SENCO/ Parents	<a href="#">5 top tips to support your child's talking. - YouTube</a>	
Commenting and labelling training	TAs/ CT/ SENCO/ Parents	<a href="#">Commenting &amp; Labelling Training - YouTube</a>	
Prepositions training	TAs/ CT/ SENCO/ Parents	<a href="#">Prepositions Training - YouTube</a>	
Giving choices	TAs/ CT/ SENCO/ Parents	<a href="#">Giving Choices Training - YouTube</a>	
Using action words	TAs/ CT/ SENCO/ Parents	<a href="#">Verbs Training - YouTube</a>	
Levels of support from the EY SALT team	CT/SENCO/Parents/Other professionals	<a href="#">Levels of Support from the Speech and Language Therapy Service - YouTube</a>	NB: Video aligns to the same model used in school aged, but the examples refer to Nursery and will review after 1 term of support (rather than 2 for school aged).
Offering choices	TAs/ CT/ SENCO/ Parents	<a href="#">Chances to Communicate - YouTube</a>	

### **Speaking and Listening Norms**

The following is a guide at what children should be able to do by a certain age. This is taken from The Communication Trust: Universally Speaking.

This is to be used in conjunction with the Checklist as a point of reference.

By the age of 5....
<b>Attention, listening and understanding</b>
1. Understand they need to look at who's talking to them and think about what they're saying
2. Listen to and understand instructions about what they're doing, whilst busy with another task
3. Understand longer 2 to 3 part spoken instructions e.g. <i>"Get changed into your PE kit, then choose a partner and line up by the door"</i>
4. Understand 'how' or 'why' questions e.g. <i>"How did the family escape from the bear in the story?"</i>
<b>Vocabulary</b>
1. Understand what words can be put into groups or categories, and give examples from each category e.g. Animals, transport, food etc
2. Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them e.g. Soon, early, late; square, triangle and circle; soft, hard, and smooth; big, tiny and tall
3. Name objects, characters and animals from a description e.g. <i>"It lives in the jungle and is fierce with big teeth and is stripy"</i> Children this age will ask if they are unsure
4. Use words more specifically to make meaning clear e.g. <i>" I didn't want my yellow gloves, I wanted the spotty ones that match my hat"</i>
<b>Speech sounds</b>
1. Produce speech that is clear and easy to understand, though may still have some immaturities
2. Develop good knowledge and understanding of sounds and words, which are important for reading and spelling
3. Break words up into syllables e.g. <i>"Fri..day"</i> – 2 syllables, <i>"Sat..ur..day"</i> – 3 syllables
4. Recognise words that rhyme or sound similar e.g. <i>"Cat and hat – they rhyme"</i> , <i>"Bananas and pyjamas – they sound similar"</i>
5. Work out what sound come s at the beginning of a word e.g. <i>"Sit begins with 's'.</i> Sun, silly, Sam and sausage all begin with 's'"
<b>Sentence building and grammar</b>
1. Use well formed sentences, longer sentences and sentences with more details e.g. <i>"I made a big round pizza with tomato, cheese and ham on top"</i>
2. Use some irregular past tense e.g. <i>"I drank all my milk"</i> , <i>"She took my teddy"</i>
3. Join phrases with words such as 'if', 'because', 'so', 'could' e.g. <i>"I can have a biscuit if I eat all my dinner"</i>
4. Ask and answer 'what', 'where', 'when', and 'what could we do next' questions
5. Show that they can use language to reason and persuade e.g. <i>"Can I go outside because it's stopped raining?"</i>

<b>Storytelling and narrative</b>
1. List events with some detail e.g. <i>"We went to the seaside and I made the biggest sandcastle ever and we ate fish and chips on newspaper"</i>
2. Re-tell favorite stories – some parts as exact repetition and some in their own words e.g. <i>"...going on a bear hunt, going to catch a big one, we're not scared...and he chased them all the way home"</i>
3. Begin to add something that's gone wrong in their own stories e.g. <i>"...but the little boy dropped his big ice cream on the floor and he was very sad and crying..."</i>
4. Describe events. These may not always be joined together or in the right order e.g. <i>"Daddy was cross. We was late for the football. It was broken. The car tyre"</i> Use longer and more complicated sentences within their stories e.g. <i>"When he got home he saw an enormous crocodile sitting on the sofa and the crocodile said good morning, because he was a friendly crocodile"</i>
<b>Conversation and social interaction</b>
1. Start conversations with other people and join in with group conversations
2. Join in and organize role play with friends
3. Play co-operatively and pretend to be someone else talking. These games can be quite elaborate and detailed
4. Use language to do a wider range of things – such as ask, negotiate, give opinions and discuss ideas and feelings e.g. <i>"Can we go to the park after school today – it's a lovely sunny day and it will be fun"</i>

## Speaking and Listening Norms

The following is a guide at what children should be able to do by a certain age. This is taken from The Communication Trust: Universally Speaking.

This is to be used in conjunction with the Checklist as a point of reference.

By the age of 7....
<b>Attention, listening and understanding</b>
1. Know the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information e.g. <i>“Four buses have nine passengers each but two trains are empty. How many passengers all together?”</i>
2. Be aware of when a message is not clear and ask for an explanation e.g. <i>“Is the author the one that writes the story and the illustrator does the pictures?”</i>
3. Understands complex 2 to 3 part instructions e.g. <i>“Choose a character from the story we’ve just read, then talk to your partner about how they feel at the end of the story”</i>
<b>Vocabulary</b>
1. Compare words – the way they look, sound or mean e.g. <i>“It’s weird, bare and bear sound the same, but you spell them different and they mean different things”</i>
2. ‘Guess the word’ when provided with clues using shape, size and function e.g. <i>“It’s a wild animal, grey and quite fat with thick skin, it isn’t an elephant, it has a long name and starts with ‘h’”</i>
3. Use newly learnt words in a specific and appropriate way e.g. <i>“Do you know what symmetry means? If you draw a line down a shape and it’s exactly the same on each side of the line, then it’s symmetrical”</i>
<b>Speech sounds</b>
1. Use speech that is consistently clear and easy to understand
2. Show good knowledge and understanding of sounds and words, which are important for reading and spelling e.g. <i>Can identify beginning and end sounds in words</i>
3. Spot more complex rhymes e.g. <i>Happy / snappy</i>
4. Split up short words into sounds e.g. <i>D-i-nn-er</i>
5. Count syllables in words e.g. <i>Cat-er-pill-ar: 4 syllables</i>
6. Use sound and letter links to read and spell unfamiliar words
<b>Sentence building and grammar</b>
1. Ask lots of questions to find out specific information including ‘how’ and ‘why’ e.g. <i>“How do we know burglars can’t get in?”</i>
2. Use an imaginative range of descriptive words in sentences e.g. <i>“Suddenly, he saw a huge hairy creature”</i>
3. Use more complicated grammar and different ways to join phrases to help explain or justify an event e.g. <i>“It was scary because even the man with the dog looked worried, so we decided to get out of there”</i>
<b>Storytelling and narrative</b>
1. Tell a story with important key components in place – so they set the scene, have a basic story plot and the sequence of events are generally in the right order
2. Describe their own experiences in detail and in the right order e.g. <i>About a holiday, weekend activities or visits</i>

3. Begin to be aware of what the listener knows already and make checks while telling the story e.g. *"You know Mr Jones, he's our caretaker, he always wears a hat, well he wasn't in school today..."*

4. Accurately predict what will happen in a story

### **Conversation and social interaction**

1. Take turns to talk, listen, and respond in two way conversations and groups

2. Use language they hear other people using and begin to be aware of current peer language. They're learning that they need to use different styles of talk with different people. The below are used with friends but not teachers e.g. *Terms like, 'in your face', 'wicked' or 'yeah right'*

3. Exaggerate in an implausible way, to make stories more exciting e.g. *"Last year on my summer holidays I made the biggest sandcastle in the world"*



## Speaking and Listening Norms

The following is a guide at what children should be able to do by a certain age. This is taken from The Communication Trust: Universally Speaking.

This is to be used in conjunction with the Checklist as a point of reference.

By the age of 9....
<b>Attention, listening and understanding</b>
1. Listen to information, work out which elements are key and make relevant , related comments e.g. <i>"So, we need to go home and ask people of different ages what telly was like when they were young and work out how things have changed. I can ask my granny, my dad and my big sister"</i>
2. Identify clearly when they haven't understood and be specific about what additional information they need e.g. <i>"So what do0 we use to measure liquid again? Is it millimeters or milliliters?"</i>
3. Infer meanings, reasons and make predictions e.g. <i>"Now, class 4, I'm going to count to 10" [Mrs Jones is getting cross, if we don't stop messing around, someone will end up going to see the head teacher]</i>
<b>Vocabulary</b>
1. Use a range of words related to time and measurement e.g. <i>"Next Friday we're going on our school trip. Mrs Malaki says we'll be about an hour on the coach – that's not too bad is it mum?"</i>
2. Use a wide range of verbs to express their thoughts, or about cause and effect e.g. <i>"I think that's a great idea", or "If you hold the bowl still, I'll be able to pour the mixture in"</i>
3. Join in discussions about a visit or activity using topic vocabulary e.g. <i>"Tutankhamen was about the same age as me when he became pharaoh. He was buried in the valley of the kings with loads of treasure. Do you believe the mummy's curse?"</i>
<b>Sentence building and grammar</b>
1. Use a whole range of regular and unusual word endings, with few errors being made e.g. <i>Fought, fell, brought, geese, fish</i>
2. Use complex grammar and sentences effectively to communicate in different ways to clarify, summarise, explain choices and plan e.g. <i>"We decided that Jenny would go first because she's the fastest and would get us a good start, me and Jack will go in the middle and Waleed will go at the end because he does loads of sport and is really fit"</i>
3. Use intonation linked to grammar to help make sense of information e.g. <i>"Helpful?" she cried, "you must be joking!"</i>
<b>Storytelling and narrative</b>
1. Put interest into their voices to make storytelling exciting and come to life
2. Add detail or leave information out according to how much is already known by the listener
3. Understand the interests of the listener e.g. <i>"Guess who I saw yesterday..."</i>
<b>Conversation and social interaction</b>
1. Use formal language when appropriate in some familiar situations e.g. <i>Showing a visitor around school</i>
2. Keep conversations going with a range of people in different situations, by making relevant comments or by asking questions
3. Use language for a range of different reasons. This is important for building friendships e.g. <i>Complementing or criticizing, clarifying and negotiating</i>

## Speaking and Listening Norms

The following is a guide at what children should be able to do by a certain age. This is taken from The Communication Trust: Universally Speaking.

This is to be used in conjunction with the Checklist as a point of reference.

By the age of 11....
<b>Attention, listening and understanding</b>
1. Begin to appreciate sarcasm when it's obvious e.g. <i>"My best vase, broken, now that was really clever"</i>
2. Understand different question types:
• Open questions – <i>"Can you tell me all about your visit to the museum?"</i>
• Closed questions – <i>"Did you enjoy your trip to the museum?"</i>
• Rhetorical questions – <i>"Wasn't that a lovely trip to the museum?"</i>
3. Understand and enjoy simple jokes and recognize simple idioms, but can't really explain why they're funny or what they mean e.g. <i>"slowly, slowly, catchy monkey"</i>
<b>Vocabulary</b>
1. Use sophisticated words but meaning might not always be accurate e.g. <i>"I had to co-operate really hard to get the work done"</i>
2. Know that words can have two meanings, uses them appropriately but can't always explain how they're connected e.g. 'Watch' (the TV and on your wrist) or 'bark' (like a dog and on a tree)
<b>Sentence building and grammar</b>
1. Use long and complex sentence structures and more complex joining words to make language flow e.g. <i>'Meanwhile', 'therefore' or 'yet'</i>
2. Use questions to help conversations flow
3. Explain some rules of grammar and know when a sentence is not grammatically correct
<b>Storytelling and narrative</b>
1. Tell elaborate entertaining stories which are full of detailed descriptions
2. Use everyday language that is detailed and about experiences that may have happened some time ago or are planned for the future
3. Incorporate a subplot in telling stories and recalling events, before resolving the main storyline
<b>Conversation and social interaction</b>
1. Negotiate an agreement explaining other options and possible outcomes
2. Manage and organize collaborative tasks with little adult supervision
3. Realise when people don't fully understand and try to help them
4. Enjoy organising group games and explain the rules effectively

<b>Articulation Checklist for Single Sounds</b>
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Name.....School.....

Date.....Assessed by.....

Ask the pupil to say the sound in isolation and then show the pictures and ask the pupil to say what they are. If the pupil does not know what a picture is, tell him/her and then come back to that picture to see if the pupil can remember it. If the pupil cannot remember it, ask him/her to imitate the word and mark the record sheet with an asterisk. Write down exactly what the pupil says for each sound and picture.

p			b		
<i>pig</i>	<i>peg</i>	<i>pin</i>	<i>boat</i>	<i>bear</i>	<i>bin</i>
<i>apple</i>	<i>open</i>	<i>happy</i>	<i>baby</i>	<i>table</i>	<i>scribble</i>
<i>mop</i>	<i>tap</i>	<i>rope</i>	<i>web</i>	<i>bib</i>	<i>crab</i>

t			d		
<i>toe</i>	<i>tea</i>	<i>toys</i>	<i>dog</i>	<i>door</i>	<i>doll</i>
<i>butter</i>	<i>computer</i>	<i>water</i>	<i>muddy</i>	<i>teddy</i>	<i>ladder</i>
<i>foot</i>	<i>wet</i>	<i>fat</i>	<i>blood</i>	<i>food</i>	<i>shed</i>

c			g		
<i>cat</i>	<i>kangaroo</i>	<i>car</i>	<i>garage</i>	<i>gate</i>	<i>garden</i>
<i>walking</i>	<i>cooking</i>	<i>packing</i>	<i>digger</i>	<i>burger</i>	<i>yoghurt</i>
<i>back</i>	<i>work</i>	<i>book</i>	<i>pig</i>	<i>leg</i>	<i>plug</i>

m			n		
<i>man</i>	<i>moon</i>	<i>mess</i>	<i>nine</i>	<i>nail</i>	<i>knee</i>
<i>dummy</i>	<i>swimming</i>	<i>hammer</i>	<i>piano</i>	<i>running</i>	<i>raining</i>
<i>lamb</i>	<i>broom</i>	<i>gum</i>	<i>spoon</i>	<i>sun</i>	<i>ten</i>

l			r		
<i>lion</i>	<i>lip</i>	<i>lorry</i>	<i>road</i>	<i>rocket</i>	<i>ring</i>
<i>Tele</i>	<i>lolly</i>	<i>jelly</i>	<i>pouring</i>	<i>marrow</i>	<i>porridge</i>
<i>bell</i>	<i>meal</i>	<i>goal</i>			

f			v		
<i>fox</i>	<i>fan</i>	<i>feet</i>	<i>van</i>	<i>vase</i>	<i>vote</i>
<i>laughing</i>	<i>coffee</i>	<i>sofa</i>	<i>river</i>	<i>pavement</i>	<i>seven</i>
<i>scarf</i>	<i>knife</i>	<i>roof</i>	<i>dive</i>	<i>glove</i>	<i>wave</i>

s			z		
<i>soap</i>	<i>saw</i>	<i>sandwich</i>	<i>zebra</i>	<i>zoo</i>	<i>zip</i>
<i>ice-cream</i>	<i>listen</i>	<i>whistle</i>	<i>puzzle</i>	<i>blazer</i>	<i>music</i>
<i>grass</i>	<i>face</i>	<i>horse</i>	<i>peas</i>	<i>nose</i>	<i>rose</i>

sh			ch		
<i>shell</i>	<i>shirt</i>	<i>shadow</i>	<i>church</i>	<i>chair</i>	<i>chips</i>
<i>washing</i>	<i>cushion</i>	<i>station</i>	<i>hatching</i>	<i>punching</i>	<i>matches</i>
<i>push</i>	<i>fish</i>	<i>wash</i>	<i>catch</i>	<i>watch</i>	<i>torch</i>

j			th		
<i>jump</i>	<i>jam</i>	<i>jeans</i>	<i>them</i>	<i>those</i>	<i>this</i>
<i>badger</i>	<i>pigeon</i>	<i>magic</i>	<i>leather</i>	<i>feather</i>	<i>weather</i>
<i>fridge</i>	<i>page</i>	<i>orange</i>	<i>breathe</i>		

th			h		
<i>think</i>	<i>thumb</i>	<i>thief</i>	<i>hat</i>	<i>house</i>	<i>hair</i>
<i>toothpaste</i>	<i>toothbrush</i>				
<i>bath</i>	<i>path</i>	<i>teeth</i>			

ng			y		
			<i>yellow</i>	<i>yacht</i>	<i>you</i>
<i>singing</i>	<i>banging</i>	<i>ping pong</i>	<i>weighing</i>	<i>tying</i>	<i>playing</i>
<i>wing</i>	<i>ring</i>	<i>tongue</i>			

Comments :

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## Speaking and Listening Checklist

Talking difficulties – what you might see and hear	R	A	G
<b>1. Do they have a limited vocabulary? Do they...</b>			
a. Use less words than other children their age			
b. Over-use general words – ‘thingy’, ‘that’, ‘put’, ‘get’			
c. Use the wrong words for things – ‘shark’ instead of ‘whale’, or made up words like ‘cuttergrasser’			
d. Use lots of fillers or hesitates a lot – ‘um’, ‘er’, ‘y’know...like’			
<b>2. What are sentences they like? Do they...</b>			
a. Miss out the small words in sentences that carry less meaning – ‘a’, ‘the’, ‘is/was’, ‘and’			
b. Miss off the endings of words – ‘ing’, ‘ed’, ‘s’			
c. Sound muddled or disorganised when talking in longer sentences			
d. Recount events in a way that makes them difficult to follow			
<b>3. Is their speech unclear? Do they...</b>			
a. Miss out on words, miss ends off words or never use some speech sounds			
b. Substitute one sound for another – ‘tub of toffee’ (cup of coffee), ‘lellow’ (yellow)			
<b>4. Do they have a stammer or stutter? Do they...</b>			
a. Lengthen or repeat some sounds or words, or get stuck because no sound comes out			
b. Try to hide their difficulties by avoiding speaking in certain situations, or change what they were going to say mid sentence to avoid a word they find difficult			
<b>5. Do they have literacy difficulties? Do they...</b>			
a. Struggle to recognise initial sounds or sound out words			
b. Struggle with organising text in written work, with words missed off, poor grammar or poor written texts			
<b>6. Do they have behaviour difficulties? Do they...</b>			
a. Have low self-esteem, seem withdrawn, do not initiate speaking in class, or become frustrated			
<b>7. Do they have social interaction difficulties? Do they...</b>			
a. Other children find it difficult to understand them or possibly tease them about their speech			

Listening difficulties – what you might see and hear	R	A	G
<b>1. Do they find it difficult to listen or understand? Do they...</b>			
a. Fidget or not engage with tasks			
b. Struggle to follow long or complex sentences			
c. Watch other children so they can work out what to do or are they last to follow instructions			
d. Concentrate on non-verbal tasks for much longer than verbal ones			
<b>2. Can they understand questions? Do they...</b>			
a. Answer with an irrelevant comment			
b. Repeat part of the question			
c. Answer a slightly different related question			
d. Not respond			
<b>3. Does new or less visited vocabulary take a long time to stick?</b>			
<b>4. Do they struggle to distinguish the difference between speech sounds? Do they...</b>			
a. Struggle to break up words in order to read or spell			
b. Struggle to count out syllables in words			
c. Struggle to match sounds and letters			
<b>5. Do they have literacy difficulties? Do they...</b>			
a. Have difficulty comprehending text and making inferences			
<b>6. Do they have behaviour difficulties? Do they...</b>			
a. Show withdrawn or disruptive behaviour			
<b>7. Do they have social interaction difficulties? Do they...</b>			
a. Have difficulties making friends or joining in with group activities			

Difficulties taking part – what you might see and hear	R	A	G
<b>1. Do they have a limited vocabulary? Do they...</b>			
a. Avoid eye contact or stare at people when talking			
b. Struggle to take turns, interrupt too much, take over conversations or struggle to get involved			
c. Misunderstand feelings and facial expressions of others			
<b>2. Do they struggle to talk and listen with other children? Do they...</b>			
a. Have difficulties joining in with group conversation, games and activities			
b. Fail to notice what others are doing or fail to pick up clues about how they are feeling			
c. Take over, get things wrong, or disrupt games			
d. Have situations when other children do not want to play or partner with them			
<b>3. Do they take thing literally? Do they...</b>			
a. Struggle to understand jokes, idioms, sarcasm or metaphors			