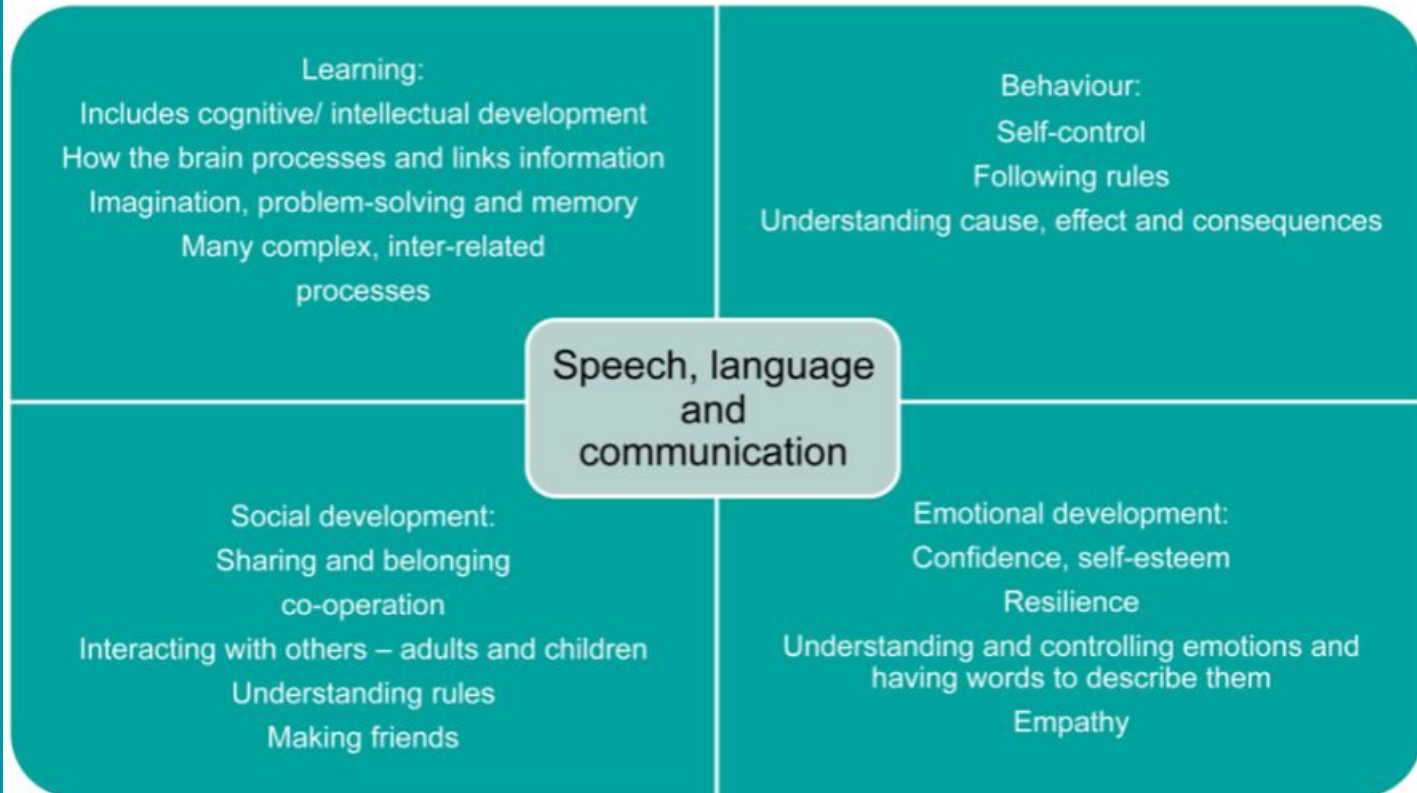




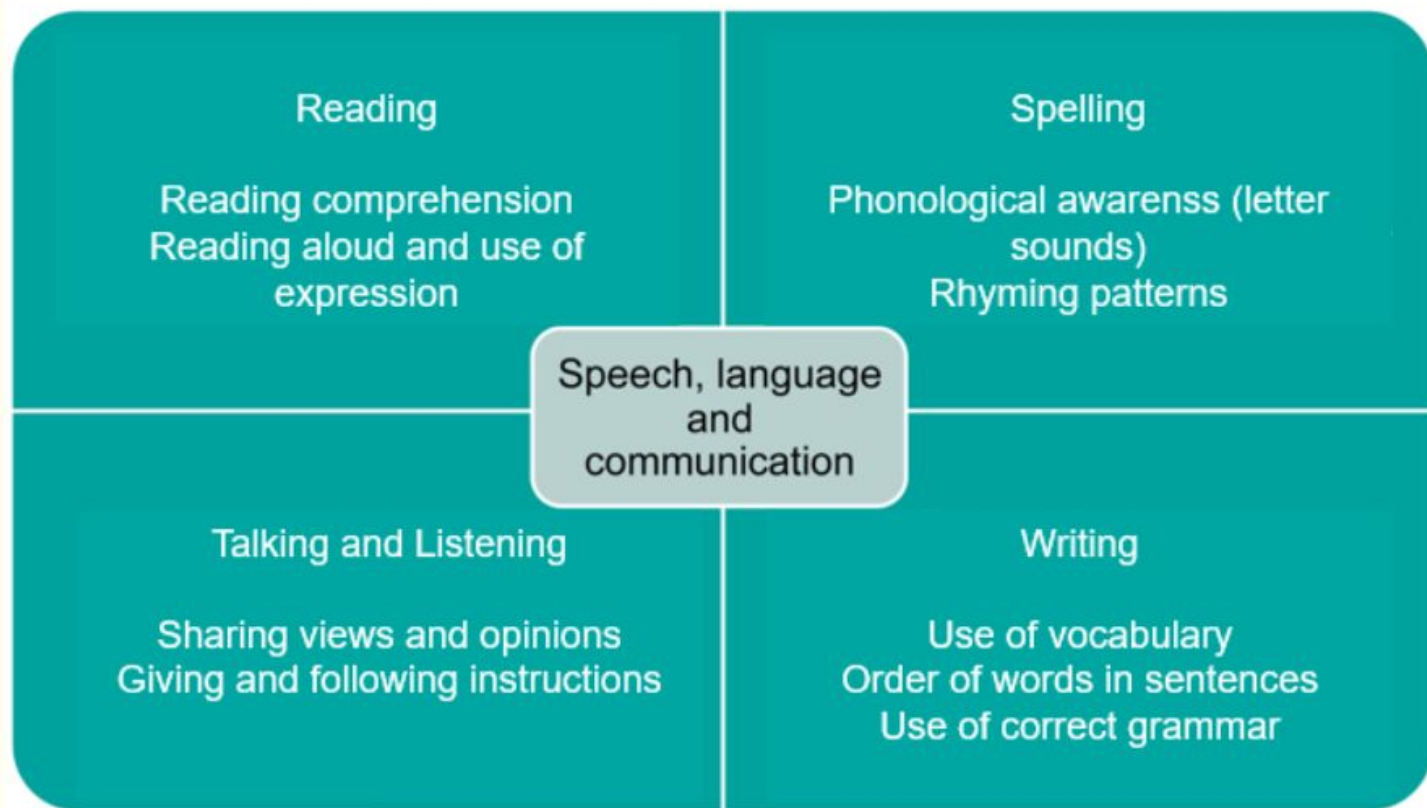
# Information for parents and carers

SENCO: Mrs K Wankowicz

# Why speech, language and communication skills are so important



# Why speech, language and communication skills are so important



# What are the different areas of Speech & Language?



# What is speech, language and communication?

Children put together what they have heard, and **UNDERSTAND**  
Children plan and organise what they will say

Children hear,  
attend and listen



Children use words to  
share meaning - **TALKING**

Children make and use  
sounds to form words -  
**SPEECH**

Using language to interact with other people – **COMMUNICATION**  
Children have to want, need and be confident to communicate

# Speech is...

The sounds we use for talking – articulation of sounds.

As well as the sounds we use, it also includes factors such as:

- fluency
- volume
- intonation and stress on different words
- pitch





# Language includes...

## Understanding and talking use the following:

- Words (vocabulary) and their meanings
- How words go together – their order and how this can change meanings (e.g. the difference between statements and questions)
- Grammar – for example how word endings change meanings (e.g. past tense)
- Sentences joining together to make sense – narratives, stories we share with each other
- Higher level skills such as reasoning, inference



# Communication involves...

- Non-verbal communication – for example body language, facial expression, eye-contact, gesture and signing
- Conversational skills and rules – for example listening, turn-taking, knowing when and how to start (and finish) talking, how to change topic and using language in different ways.





# Speech, Language and Communication Needs (SLCN)

- Most children follow the expected pattern of development for their speech, language and communication at the expected times. Some, however, do not.
- Most of these children experience a language **delay**. This is when language development follows a normal pattern of development but at a slower rate (see stages of language development chart in your pack).
- A few children may have a **disorder**. This is where their language development is different in form or function from other children.

### **Difficulties with Talking (Expressive)**

When we want to say something, first we have an idea. We choose the words and sentences we want to use and the order we want to use them in.

Some children can have difficulty with one or more of these things meaning they'll struggle to say what they want.

## **Expressive Language Difficulties**

### **How Children Might Struggle**

They might show signs of one or any combination of the following:

Difficulty talking in sentences

Talking using only a few words or simple sentences

Difficulty finding the words they need - like when you know someone's name but just can't remember it ...

Difficulty organising their words and sentences, so talk is confused and difficult to follow

Selective mutism - some children find it very difficult to talk in some situations, so they may choose not to.



### **Strategies to Help**

Avoid correction of errors, instead model back the child's sentence in the correct form

If they cannot think of a word, try cueing them in e.g the sound it begins with

Try to 'comment more than question' to encourage children to initiate a conversation

Always remember to value what the child says and to show that you do

Take time to talk over experiences, events of the day etc

### Difficulties with understanding (Receptive)

When we listen to someone else speaking, we pay attention so that we remember what we've heard, we understand the words and sentences they've used and we know the meaning behind what they've said.

However, some children struggle to understand words and sentences.

## Receptive Language Difficulties

### How children might struggle

They might have difficulties with one or any combination of the following:

Listening and paying attention as it's hard to listen when you don't understand lots of what's being said

Understanding words and short sentences

Understanding the specific meanings of words

Understanding long or complicated sentences

Understanding grammar - such as 'he' means a boy or man, or 'walked' is something that has already happened

Understanding idioms such as 'keep your hair on'





### **Strategies to Help**

Allow time for children to process the information

Break down instructions into manageable chunks and emphasise the key parts

Give the instructions in the order they are to be carried out

Speak simply and clearly without rushing

Use routine and structure to reinforce understanding

Use signs, symbols and gestures where appropriate

### Difficulties with social communication

Some children find it hard to use their speaking and understanding skills to, for example, have a conversation, even though they might be able to talk clearly and in sentences. When we're having conversations, we take turns speaking and listening, we check what we're saying makes sense and that other people are listening, We use the right non-verbal communication such as smiling and nodding our head and we correct any misunderstandings that may arise. Some children find all of this difficult.

## **Social Communication Difficulties**

### How Children Might Struggle

Their difficulties might come across as one or any combination of the following:

Not looking at you when you're talking or perhaps staring too much

Not listening well or interrupting too much

Often struggling to join in with group conversations, might misinterpret what's said or take things very literally

Struggling to pick up on non-verbal information, such as if someone else is cross or bored

Staying on the topic of conversation or talking about only their own interests

Problems using language to have good conversations or to discuss, negotiate or argue





### **Strategies to Help**

Practice conversations and help children to:  
Be able to start and finish a conversation well.

Take turns and not interrupt.

Be aware of what a listener already knows or how they might be feeling.

Be relevant - stay on topic

Be aware of the situation and who we are talking to e.g. Headteacher, a friend

Use naturally occurring situations to raise the pupil's awareness of facial expression/ body language/ behaviour and emotions in others and themselves.

Be aware jokes, sarcasm, colloquialisms may need explaining

### Difficulties with speech

When we want to make a sound our brain sends a message to the muscles in our mouth to make the right shape so that we can make speech sounds.

Children with speech difficulties may have problems pronouncing words or being fluent.

## Speech Difficulties

### How children might struggle

Their difficulties might come across as one or any combination of the following:

- Difficulty in being understood

- Speaking too quickly (run words into each other)

- Saying the same word differently at different times

- Stammering e.g. hesitating, repeating sounds / words, and getting stuck

- Muddling some speech sounds



### Strategies to Help

Model i.e avoid correcting speech - rather model correct production and stress sounds where errors are made

Do not pretend to understand - suggest they slow down

Check that you have understood correctly by asking the child a question and/or saying back to them what you thought they said

Slow down your rate of speech to show a good model of slow relaxed speech



**What's  
typical talk  
at Primary?**



## Attention, Listening and Understanding

## Vocabulary

## Speech Sounds, Grammar and Sentence Building

## Verbal Storytelling and Narrative

## Conversations and Social Interaction

### 4-5 years

- Knows to look at who's talking and think about what they're saying.
- Listens to and understands instructions about what they are doing, without needing to look up.
- Understands 2 to 3 part spoken instructions:

*e.g. "Finish your picture, then sit on the carpet and look at a book."*

- Can answer a 'How' or 'Why' question:  
*e.g. "Why do we need sunhats on?"  
"To stop the sun burning our face."*

- Understands a range of related words to describe concepts:

*e.g. soon, early and late; soft, hard, and smooth.*

- Knows words can be put into groups and can give common examples in them:

*e.g. Animals: dog, cat, horse...*

- Uses words more specifically to make the meaning clearer:  
*e.g. "I saw a funny monkey. It was a spider monkey."*

- Says words clearly although may struggle with a few complex speech sounds, consonant blends or words with lots of syllables:

*e.g. 'Wabbit' for 'rabbit', 'bow' for 'blow', 'sketti' for 'spaghetti.'*

- Uses well-formed sentences:

*e.g. "I played with Zoe in the park."*

but with some errors:

*e.g. "I falled down."*

- Joins phrases with words such as:  
*e.g. if, because, so, could.*

- Lists events with some detail:

*e.g. "I went nanny's. I had fat chips for tea. I played games on the pooter."*

- Retells favourite stories - using some of their own words:

*e.g. ".....and she said what a nice mouth you got and the wolf said, 'I can eat you!' Gulp!"*

- Describes events but not always joined together or in the right order:

*e.g. "I went on the top of the bus with dad. That big slide is scary. We taked the ball as well."*

- Confidently starts and takes part in individual and group conversations.

- Joins in and organises co-operative role play with friends and can pretend to be someone else talking.

- Uses language to ask, negotiate, give opinions and discuss ideas and feelings:

*e.g. "Are we going to Nana's today? Can I take teddy with me? He will be sad by himself."*

### 5-7 years

- Starts to ignore unimportant information.
- Is aware when a message is unclear and comments or asks for explanation.
- Understands complex 2 to 3 part instructions:

*e.g. "Finish your picture from yesterday then with a partner, choose one of the topic books and talk about it quietly on the carpet."*

- Compares words, the way they look, sound or mean:

*e.g. "There are two words 'sea' at the beach, and you 'see' with your eyes."*

- Can guess the word from clues, or give others clues using shape, size, function, etc.

- Uses newly learnt words in a specific and appropriate way:

*e.g. "Dad, you know when you have lots of lions together it is called a pride of lions."*

- Speech is clear with occasional errors, especially with consonant blends.

- Has good knowledge of sounds in words.

- Asks lots of questions to find out specific information including 'How' and 'Why'.

- Uses different ways to join phrases to help explain or justify an event:

*e.g. "I'm older than you so I will go first."*

- Tells stories that set the scene, have a basic plot and a sequence of events.

- Begins to be aware of what the listener already knows and checks:

*e.g. "You know where I live, right? Well, in that big house by the shop..."*

- Accurately predicts what will happen in a story.

- Takes turns to talk, listen, and respond in two-way conversations and groups.

- Keeps to a topic but easily prompted to move on if it takes over.

- Copies others' language and begins to be aware of current peer language:

*e.g. Copies swear words, says, 'Cool', or 'Yeah right.'*

- Uses and experiments with different styles of talking with different people.

## 7-9 years

- Listens to key information and makes relevant, related comments:  
*e.g. "So all mammals are warm blooded, have fur or hair and their babies all drink milk."*
- Identifies clearly when they haven't understood:  
*e.g. "What's maize?" or "Get a blue what?"*
- Able to infer meaning, reason and predict:  
*e.g. "It's getting very hot in here," means open the window.*
- Uses a range of words related to time and measurement:  
*e.g. century, calendar, breadth.*
- Uses a wide range of verbs to express their thoughts, or about cause and effect:  
*e.g. "I wonder what she's thinking," or, "If we run we should get there on time but we might arrive late."*
- Joins in discussions about an activity using topic vocabulary:  
*e.g. "I saw some chicken eggs hatching in the incubator on the farm last Friday."*
- Speech is clear, uses words with three sounds together or words with lots of syllables:  
*e.g. splash or string; rhinoceros or identical.*
- Uses regular and unusual word endings:  
*e.g. walked or fell.*
- Uses complex grammar and sentences to clarify, summarise, explain and plan:  
*e.g. "So the bee collects the pollen hatching in the stamen and then flies to another flower and pollinates it."*
- Stories have a good structure with a distinct plot, an exciting event, clear resolution and conclusion:  
*e.g. "...and everyone got home safely which was great."*
- Uses intonation to make storytelling and reports exciting and interesting.
- Adds detail or leaves information out according to how much is already known by the listener.
- Uses formal language when appropriate in some familiar situations:  
*e.g. Showing a visitor around school.*
- Understands conversational rules:  
*e.g. Looks at listener to judge feedback. Gives more detail if needed.*
- Uses tone of voice, stress on words and gestures naturally to add meaning.
- Uses language for full range of different reasons:  
*e.g. complimenting, criticising, negotiating.*

## 9-11 years

- Sustains active listening to both what is said and the way it is said.
- Follows longer instructions that are not familiar:  
*e.g. "Put the stripy folder that's on top of the cupboard into the bottom drawer of my desk."*
- Understands different question types:  
*e.g. open, closed, rhetorical.*
- Understands simple jokes and simple idioms, but can't really explain why they are funny or what they mean:  
*e.g. You can't have your cake and eat it.*
- Makes choices from a wide and varied vocabulary:  
*e.g. 'Leap' instead of 'jump', 'terrified' instead of 'frightened'.*
- Uses sophisticated words but the meaning might not always be accurate:  
*e.g. "My bedroom was meticulous."*
- Knows that words can have two meanings and uses them appropriately. Can't always explain how they are linked:  
*e.g. 'Hard' (rigid object and tough person).*
- Uses long and complex sentence structures:  
*e.g. "I will come with you only because it means you will stop going on at me."*
- Uses questions to help conversations flow.
- Sentences average about 7 to 10 words - longer in stories than in conversation.
- Knows when a sentence is not grammatically correct and can explain rules of grammar.
- Tells elaborate entertaining stories which are full of detailed descriptions.
- Everyday language is detailed and not always about their immediate experience.
- Incorporates a subplot in telling stories and recalling events, before resolving the main storyline.
- Uses complex joining words:  
*e.g. meanwhile, therefore.*
- Uses different language depending on where they are, who they are with and what they are doing:  
*e.g. Formal style with the headteacher in school; relaxed and informal with family at home; and 'cool' language with friends in the park.*
- Communicates successfully; shares ideas and information, gives and receives advice, and offers and takes notice of opinions.
- Realises when people don't fully understand and tries to help them.



# Autism and speech and language difficulties

## 5 Speech-Related Signs of Autism



Slow (or no)  
response to name  
being called



Delayed (or absence)  
of gestures like  
pointing



Slower rate of  
language  
development



Signs of echolalia, or  
repeated words or  
phrases



Mostly speaking  
single words



## Common Traits-

**High-pitched or flat intonation:** Some autistic children speak in a high-pitched or sing-song voice, or may sound flat and robotic.

**Recitation:** It is not uncommon for autistic children to recite lines from a movie word-for-word, or talk endlessly about a favorite topic that is irrelevant to the larger conversation.

**Lack of ability to understand slang:** Autistic kids tend to treat language as literal and may not understand slang or the "kidspeak" of their peers.

**Repetition:** Often, autistic kids repeat the same phrase over and over. For example, counting from one to five repeatedly or asking questions to which they already know the answer.

# Why Autistic Children May Use Echolalia

As a sensory outlet to calm themselves, or a form of self-stimulation



verywell

a b c d e f g h  
i j k l m n  
o p q r s t u v w x  
y z

Please say  
Thank you!

As a tool for "self-talk"  
through difficult processes



To communicate ideas when it is difficult to formulate new speech patterns

Back off,  
Lieutenant!



Echolalia can also be a common feature of autism. Autistic children are not always nonverbal—many use words and may even use very complex "adult" words. With echolalia, these words are, in a sense, not their own.

A child says the words in the same order—and usually in the same tone—as they heard them on a TV show, read in a book, or overheard from a teacher or another adult in their life.

One of the difficulties in understanding echolalia in autistic children is that the repetitive echolalia speech patterns can be used for different reasons. Those purposes might change over time. It's also possible for a person to use echolalia for multiple purposes at the same time.

Reasons autistic children use echolalia in speech patterns include:

- **Self-stimulation:** Often called "stimming," this use of echolalia speech patterns is meant as a calming strategy. The repetition helps an autistic child cope with overwhelming sensory challenges.
- **Prefabrication:** The use of repeated phrases and scripts helps to communicate when it is too hard for the speaker to form their own original words.
- **Self-talk:** Memorized phrases may help a child talk themselves through a difficult process. They can use phrases heard from parents, teachers, or on television.

# Non verbal autism

Nonverbal autism isn't an actual diagnosis. It's a term used for a subgroup of people with autism who never learn to speak more than a few words. An estimated 25% to 35% of autistic children are considered nonverbal.

Nonverbal autism tends to occur in people with high support needs. In some cases, a child will eventually learn to speak. For those who don't, new approaches and technologies are making it possible for autistic children to communicate in other ways.



# Listening Activities

- Kim's game (hidden objects, what's gone?)
- Picture match
- Information carrying word activities such as: small world actions, dressing teddy/dolly, object and place, object and colour. E.g. 3 word level, put daisy on the chair. This can support you in knowing how many instructions your child can follow at one time e.g. get your, coat, bag and put your shoes on.
- Barrier games.

These games will support turn taking, auditory and functional memory skills, following instructions, listening skills as well as receptive and expressive language skills.







# Concepts

- Same/different
- Long/short
- Big/small
- Days/parts of days
- First/next/last
- Before/after
- Prepositions





It's story  
**TIME**

## Questions



How can you support your child at home?



# Jack

Speech and  
Language Therapist





# What affects language development?

## Research evidence shows:

- The **amount** of language children hear is important
- The **more** they hear, the **more time** their parents spend talking with them and the **more types of words** they are exposed to, the more children use.
- **What** adults say to children is also important
- Children seem to develop strong language skills when parents ask **open-ended questions**, ask **children to elaborate**, and focus on **topics of interest** to the child. **Responding to what the child is talking about** and **having familiar routines** also promote shared understanding.
- **Co operative interactions** are very important
- Conversations about **how people feel** and **how that affects what they do**, are important in learning social communication skills.



# Top Tips

Talking with your child

Introduction



# Select a level



**Level 1**  
**Pirate Island**



**Level 2**  
**Circus**



**Level 3**  
**Haunted House**



**Level 4**  
**Racing**



**Level 5**  
**Submarine**

# Top tips!

- Keep instructions simple – how many instructions are you giving your child in one go?
- Allow your child opportunities and time to respond to you – ask open ended questions
- Modelling good language. This is the adult repeating back correct or elaborated language rather than asking the child to repeat/correct:
  - Elaborate their observations: “look, bus” – “Yes big red bus”, “nice cake” – “delicious cake”
  - Re-order/extend a sentence: “Ball me kicking” – Yes, you are kicking the ball”, “Lady pushing pram.” – “The lady is pushing a pram.”
  - Correcting grammar: “I falled over!” “Oh dear, you fell over!”
  - Correcting speech sounds: “ a pider!” – “yes, a spider!”
- Talk about what you are going to do ahead of doing it to give your child the opportunity to practise any new vocabulary