

The North Lincolnshire Speech and Language Toolkit

- **This resource is provided for staff working in North Lincolnshire Schools.**
- **School staff should complete the free toolkit training session before using the toolkit**
- **Please contact the children's therapy department to arrange your free training session**
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Please note that this is an abridged version of the original toolkit and may contain some curriculum and other references that are now out of use.

Attention and Listening



1. Identifying a child with attention and listening difficulties
2. What are attention and listening skills?
3. Why are attention and listening skills important?
4. Have I thought about...?
5. Where do I start?
6. What can I do to help?
 - Key Strategies
 - Specific Activities
7. What can I do next?

1. Identifying a child with attention and listening difficulties

What will you see?

The Child:

- Is easily distracted during group activities
- Fails to respond to instructions given to the whole class (but does if you give the instruction individually)
- Becomes very focused on an activity and seems to ignore you
- Flits from one activity to another

2. What are attention & listening skills?

Attention and listening skills are learnt through early play and interaction experiences. Some children struggle with attention and listening within a large group or when required to listen for long periods of time.

As a child develops, their attention and listening skills progress through a number of developmental levels. Sometimes children can get stuck at one level and need support and practise to help them move on.

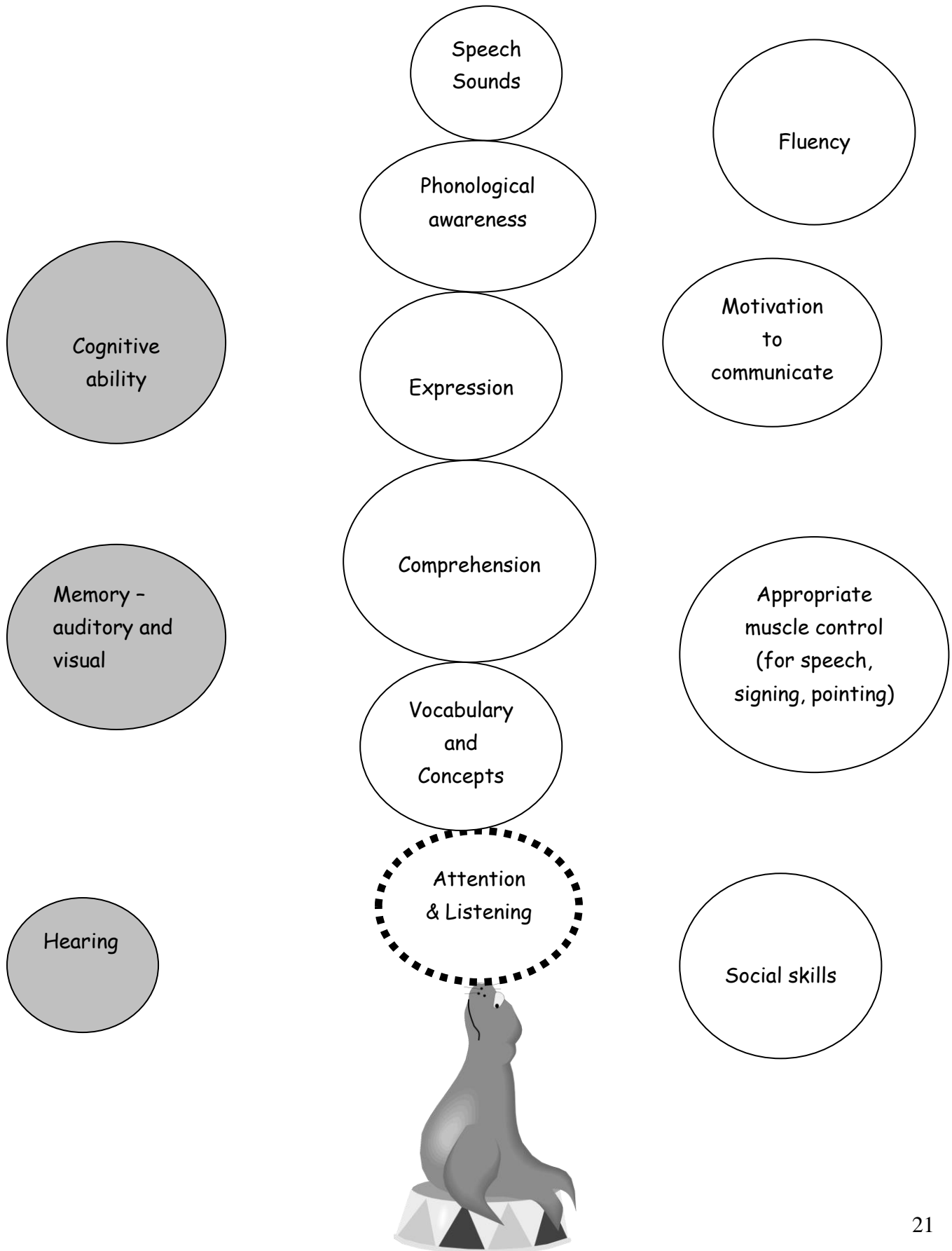
3. Why are 'attention & listening' skills important?

Attention and listening skills are needed for:

- Understanding and retaining spoken information in the classroom and in social situations.
- Learning about the world – for example – using our listening skills and past knowledge of similar events. When crossing the road, listening for the sound of a car going by we can make a judgement about whether we should cross.
- Listening skills are essential for successful interaction. Social interaction is a two way process. We need to be able to attend and listen in order for interaction to be successful

4. Have I thought about...?

The shaded circles represent areas that can affect Attention and Listening.



5. Where do I start?

The following table describes the development of attention and listening skills. Read through the behaviours listed and choose a level that you feel best fits the child.

Does the child's level of attention & listening match their actual age?

Level	Order of development
1 (0-2yrs)	<ul style="list-style-type: none"> ○ Can concentrate on a task of own choosing but finds it hard to let others (including adults) join in. At times attention flits from one object/person/event to another. ○ Their attention is single channelled and they must ignore everything else in order to concentrate on what they are doing. This might make it appear that the child is ignoring you. ○ Can listen to & enjoys rhythmic patterns in rhymes and stories.
2 (2-3yrs)	<ul style="list-style-type: none"> ○ Attention is still single channelled, but with help they can tolerate intervention from another e.g. if child is looking out of window an adult can gain the child's attention and redirect them to the task at hand; will tolerate an adult joining in an activity for a short time. ○ Will join in listening activities with an adult. ○ Will join in games, songs, rhymes with actions and words. ○ The adult needs to gain child's attention before giving instructions.
3 (3-4yrs)	<ul style="list-style-type: none"> ○ Is more able to transfer attention between activities and verbal instructions but some adult support may still be needed. ○ Is learning songs, and rhymes by heart (10+) & can fill in missing words. ○ Selects three objects at a time from a range when asked. ○ Selects correct musical instrument from two. ○ Listens, with increasing attention and recall, to simple stories with pictures ○ Follows a simple instruction without visual prompts. ○ Follows and responds to extended talk with adult without pictures.
4 (4-5yrs)	<ul style="list-style-type: none"> ○ Concentrates to carry out a range of listening activities in a small group. ○ Child can carry out a task and listen to / follow directions without stopping what they are doing e.g. completing a jigsaw and listening to the teacher (Attention is now two channelled). ○ Can now be taught in a group. ○ Concentrates and responds to more complex listening activities e.g. group stories and discussions, early phonics games. ○ Cooperates with games that involve following instructions. ○ Listens attentively to a simple story. ○ Is able to follow stories unaccompanied by pictures. ○ Shows they are listening by looking at the speaker and 'good sitting'.
5 (5-6yrs)	<ul style="list-style-type: none"> ○ Can now listen and attend in a range of situations. ○ Attention is well established and maintained. ○ Listens confidently and with control

6.WHAT CAN I DO TO HELP?

This is divided into two sections

- key strategies
- specific activities

Key strategies can be used with any child and are appropriate to whole class, small group or 1:1 situations

Specific activities can be carried out in a 1:1 situation or in a small group. They are divided into levels, developing from basic (level 1) to more complex (level 5) attention and listening skills. Go to the activity levels that match the attention and listening level of the child (as identified in the where do I start section).

For example, if you have identified that the child is at level 3, then go to the level 3 activities. This will help to consolidate the skills at level 3 and practise skills needed in order to move onto level 4.

Key strategies

In the classroom

These strategies can be used in a range of classroom situations (from whole group to individual work).

- Say the child's name before giving an instruction or asking a question.
- Slightly exaggerate your intonation and emphasise important words where appropriate.
- Be animated and use facial expression/gesture to encourage attention.
- Use a sound maker e.g. a clicker or a bell to indicate when it is time to listen. Or a visual cue e.g. hand up, symbol to listen.
- Praise good attention and listening behaviours.
- Make sure instructions are given slowly, clearly and simply using short sentences.
- If possible, try to keep background noise to a minimum.
- Use visual cues e.g. pictures or natural gestures to support instructions.
- Whenever possible demonstrate the activity as well as verbalise it.
- Encourage good listening behaviours (specific activities can be found in level 4).

When working in a large or small group

- Try not to sit the child facing a busy corridor or window.
- Try to sit the child near the front or next to a TA.
- Model and teach good listening skills, use visual prompts cards / posters to help.
- Identify a spot/mat for the child to sit on.
- Try to lengthen the time that the child is able to sit in the group e.g. Use egg timers of different lengths of time.
- Consider whether fiddle objects would be helpful.

When working 1:1 with a child

- Encourage the child to look at you. If needed get down to their level.
- Try to find a quiet area to work in.
- Don't have too many activities/toys at any one time.
- Try not to sit the child facing a busy corridor or window.
- Whenever possible demonstrate the activity as well as verbalise it.
- Use a range of short and varied tasks.

Specific activities

Level 1 Desired outcome: To tolerate an adult joining their play.

1. Mirror play

Resources – cars, animal toys, bricks, puzzles, toys of child's choosing, simple picture puzzles, take apart toys, balls, shape posting toys, nest of beakers, musical instruments, large dolls and soft toys.

How

Play alongside but do not intervene e.g. if child is pushing a car or building a tower, adult does the same with an identical set of equipment. The adult does not intervene in the child's play at this stage. You may find that the child looks at what the adult is doing and may copy.

2 Following the child's lead

Resources – cars, animal toys, bricks, puzzles, toys of child's choosing, simple picture puzzles, take apart toys, balls, shape posting toys, nest of beakers, musical instruments, large dolls and soft toys.

How

Play alongside the child and copy what he is doing, then add a new object/action/word e.g. he is pushing the car along the table, you do the same, then add a car noise. The child may copy you or add to his own play with an object or word.

Copy the child and finish the activity when he does. Generalise with a range of activities.

3 Experiment with rhythm and music

Resources – Musical instruments, nursery rhymes.

How

Nursery Rhymes - Sing nursery rhymes accompanied by mimes and actions.

The actions encourage attention.

Experiment with musical instruments. Explore the different sounds that the instruments make.

Strategies to use

- ✓ Let the child choose the activity. Use, make activities/toys that the child is interested in to achieve optimum attention.
- ✓ Make sure that you are at the same level as the child i.e. sitting on the floor or at a table.
- ✓ Don't worry if the child appears to ignore you or block you out. It may take some time for the child to get use to this way of interacting.
- ✓ Don't say anything while the child is busy.
- ✓ If the child stops and looks at you or shows you something, make a comment.
- ✓ Try not to ask questions but comment on what is happening.

Level 2 Desired outcome: To transfer attention between what they are doing and verbal instruction with support from an adult.

Will follow a simple instruction during an activity, with support

Resources – cars, animal toys, bricks, puzzles, toys of child’s choosing, matching games, simple jigsaws, dolls, wheeled toys, picture books, miniature toys, nesting boxes, bubbles, wind up toys, musical instruments.

How

You may need to work 1:1 in a quiet area.

Let the child explore the activity, then give an instruction e.g. select between pieces of inset puzzle – where’s ball?

First, stop the child, get them to look at you, tell them to listen and then give a simple instruction.

Once the child can do this call the child’s name while they are playing (don’t make them stop what they are doing), tell them to listen and then give the instruction. You may need to give the instruction several times initially.

Nursery Rhymes – encourage the child to join in nursery rhymes by singing along and doing the actions.

Look at books together, flap books are more exciting.

Posting box – ask for 1 out of 3 items and then let the child post it.

Shopping games – ask the child to collect one item and gradually increase the number of items they have to collect.

Musical statues – the child has to listen and stop when the music stops.

Stop and go games – wind up toys, rolling a ball, bubbles, cars down a ramp. The child has to listen and wait for a key word (go, stop).

Musical instrument matching – Have two sets of instruments. Make a sound with one instrument and the child has to select the matching item. Initially the child can see the instrument that you are playing, then play your instrument behind a screen (out of sight) and he has to find the matching item.

Strategies to use

- ✓ Get down to the child’s level and obtain eye contact before giving an instruction.
- ✓ Make sure rewards are given immediately.

Level 3

Desired outcome – To transfer attention between activities and verbal instructions.

Will concentrate to carry out a task

Resources – jigsaws, colouring, cutting, plasticine, dough modelling, dolls, cars, trains, miniature real items like tea sets and toy money, musical instruments, books.

How

Work in one to one or small group and try some of the activities below.

Animal lotto – the child has to listen for the animal noises related to the pictures on his card.

Musical instruments - one set of instruments. Play the instrument behind a screen (out of sight). The child has to listen to the sound and try to identify what it is.

Story with name in – make up a story with children’s names in it. The child has to put his hand up when he hears his name.

Books with repetitive sentences. Start the phrase and the child has to finish it e.g. “I’ll huff and I’ll puff and ……….”

Sing nursery rhymes and leave out key words for the child to add.

Shopping games – ask the child to buy one/two three item(s) etc

Will follow a simple instruction during an activity

Resources - jigsaws, colouring, cutting, dough modelling, dolls, cars, trains, miniature real items like tea sets and toy money, musical instruments, books.

How

This can be done during play or more structured tasks. Whilst the child is playing give an instruction related to the activity e.g. “put the cow in the field”.

Use simple instructions. Initially, you may need to give the instruction several times.

Use classroom activities to target this level. Give instructions on how to complete an activity that they are focusing on e.g. colouring activity – “Colour the teddy’s leg red.”

Or a series of simple steps e.g. “draw a circle, colour the circle blue, cut out the circle”.

Strategies to use

- ✓ Give time for the child to re-focus his attention.
- ✓ Make sure that the instructions are given slowly, clearly and simply, using short sentences.
- ✓ Use the child’s name at the start of an instruction e.g. “Johnny, listen” or “Johnny look at this.”

Level 4 –

At level 4 activities can be carried out within a group.

Desired outcome – Will carry out a task and listen and follow directions without stopping what they are doing.

Will take part in listening activities within a small group

Resources – construction, riddles, rhymes, table top games, puppets, floor mats, outdoor play, dressing up clothes.

How

Try some of the following listening and discrimination activities. To start, work alongside another child, then include in a small group and finally do as part of normal class based activities, with an aid to prompt.

Musical instruments – two sets of instruments. Play two instruments behind a screen (out of sight). The child has to listen to the sounds and copy the sequence.

Story with animals – When the child hears the name of an animal, he does an action, doing different actions for different animals.

Follow sequence of action instructions (stop listen go).

Simon says - the child waits for “Simon says” before he carries out an action –“Simon says clap your hands”.

Story objects - Place objects from a story on the table and the child picks them up as they are mentioned.

Traffic lights – Where the child stop moving when you hold up a red light card, and start moving with a green light card.

Shopping game – Ask the child to buy different items, to include more items that are placed further away.

Aim - uses non verbal devices when listening

Resources - cue cards – good sitting / looking / listening, Poster, bag of interesting objects, chairs.

How

Use cue cards – good sitting / looking / listening. Talk about the importance of each skill.

Demonstrate how we do good sitting and the results of not doing good sitting.

Sitting still – demonstration, musical chairs.

Looking - demonstration, bag of interesting objects-children need to look at teacher to have a go with the object/toy. Start off standing in a line and then sit down once he has had a go.

Listen to what is being said. Talk about the importance of listening .

There are many listening and attention resources available to schools. Please contact the department if you would like any further information on available resources.

Poster - Put the poster up in each classroom.

Focus on one of the listening rules when you do circle time games.

Give each child a word and symbols card, which is relevant for them.

Give out good listening stickers at the end of an activity.

Refer to the poster during a lesson and remind children about the rules.

Ask the children to watch you and see if you are sitting well or forgetting to look at the speaker.

Teach these rules from an early age and use them consistently throughout the school.

Tell the children when it is time to listen.

Make good listener certificates.

Make different listening rule mats for children to sit on.

Ask the children to fetch a listening rule from a class poster with separate symbol and word cards and return them at the end of a lesson.

Ask the children to reflect on how they did.

Strategies to use

Give time for the child to re-focus his attention.

Make sure that the instructions are given slowly, clearly and simply, using short sentences.

Use the child's name at the start of an instruction e.g. "Listen Johnny", "Look at this Johnny."

Level 5

Desired outcome - to consolidate skills but you could still use structured activities to support this

To show consistent listening and attention within a range of situations

Resources - Barrier games, table top games.

Story telling – Tell a familiar story but make mistakes, the child has to put up their hand when they hear a mistake.

Actions – The child does a different action according to the instrument/noise e.g. walk if you hear a drum, hop if you hear a bell.

Royal Mail – Each group member selects a country. The adult names two countries and says fax (fast) letter (medium) or postcard (slow). The children who have their countries named have to exchange places in the appropriate manner.

Describing - Split into teams. Describe an object in the room. Each team has to find it.

Chinese whispers – Whisper a word or phrase to the person sitting next to you. They whisper it to the next person and so on. Compare the original message with the final message, and talk about the skills needed to play the game. You may want to try this using a single word to start and increase the level according to the child's ability.

Strategies to use

Reinforce Listening behaviours.

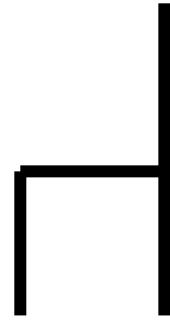
Tell children what they are listening for.

Good Listening Poster

1.Look



2.Sit



3.Listen



7. What can I do next

Review

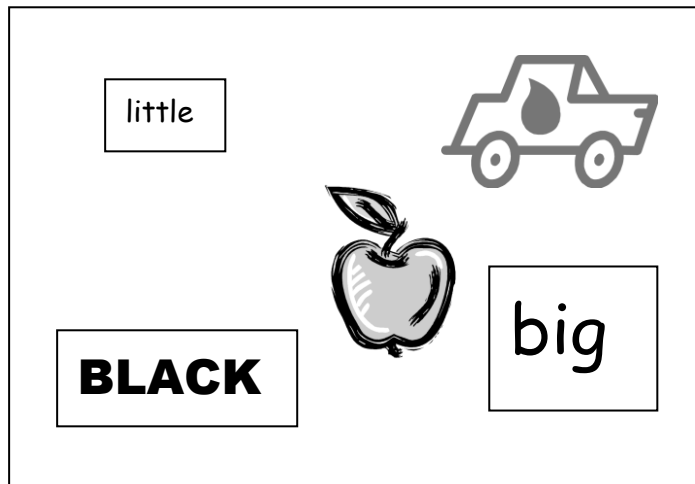
- check out hearing (has the child's hearing been tested recently)
- look at comprehension. Does the child have difficulties following directions even when they are looking and listening well? The ability to attend, listen and follow instructions is also affected by a child's understanding of language. If the child still has difficulties then consider activities / look at comprehension and discuss with the speech and language therapist.
- speak to the Speech and Language Therapist
- Consider CALL – This is a small group programme which aims to develop listening behaviours and social communication skills. For further information please speak to your Speech and Language Therapist.

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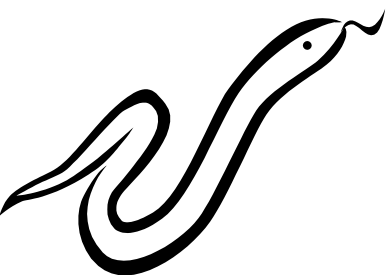
Definition

"The ability to attend to a stimulus and to sustain that attention is essential for all forms of learning. It is particularly relevant to language learning which requires a fairly mature level of attention control". (Reynell 1980, from Derbyshire toolkit).

Vocabulary and Concepts



1. Identifying a child with difficulties understanding and using vocabulary
2. Terminology
3. Why are vocabulary and concepts important and how do we learn them?
4. Have I thought about...?
5. Where do I start?
6. What can I do to help?
 - a. Key Strategies
 - b. Specific Activities
7. What can I do next?



1

1. Identifying a child with difficulties understanding and using vocabulary

What will you see?

The child:

- Appears to forget new vocabulary.
- Seems to have problems following instructions.
- Uses non specific word e.g. that, there, stuff, things, it
- The child may have difficulties finding the word they want to use and uses lots of 'ums' and 'ers'.
- Reluctant to be involved in discussions.
- May use an incorrect word or a word that is related e.g. oven instead of fridge.
- May present as much quieter than his/her peers.
- Uses general terms for specific items, e.g. they may use 'car' for every type of transport.
- Uses a word with the same initial sound as the target word they want to use. E.g. the word they want to use is 'snail'; however they use 'snake'.
- May find story writing very difficult and repeat words often.

2. Terminology

Our vocabulary is a store of words and their meanings. We draw on our vocabulary to communicate and understand thoughts, feelings and events and accurately formulate these into sentences and conversations.

Concept words are part of our vocabulary. This is a wide area that covers: Colour, shape, quantity, size, position, categorisation & time.

3. Why are vocabulary and concepts important and how do we learn them?

'A good vocabulary is essential if children are to understand what is going on around them, get to grips with new ideas and express their own thoughts.'

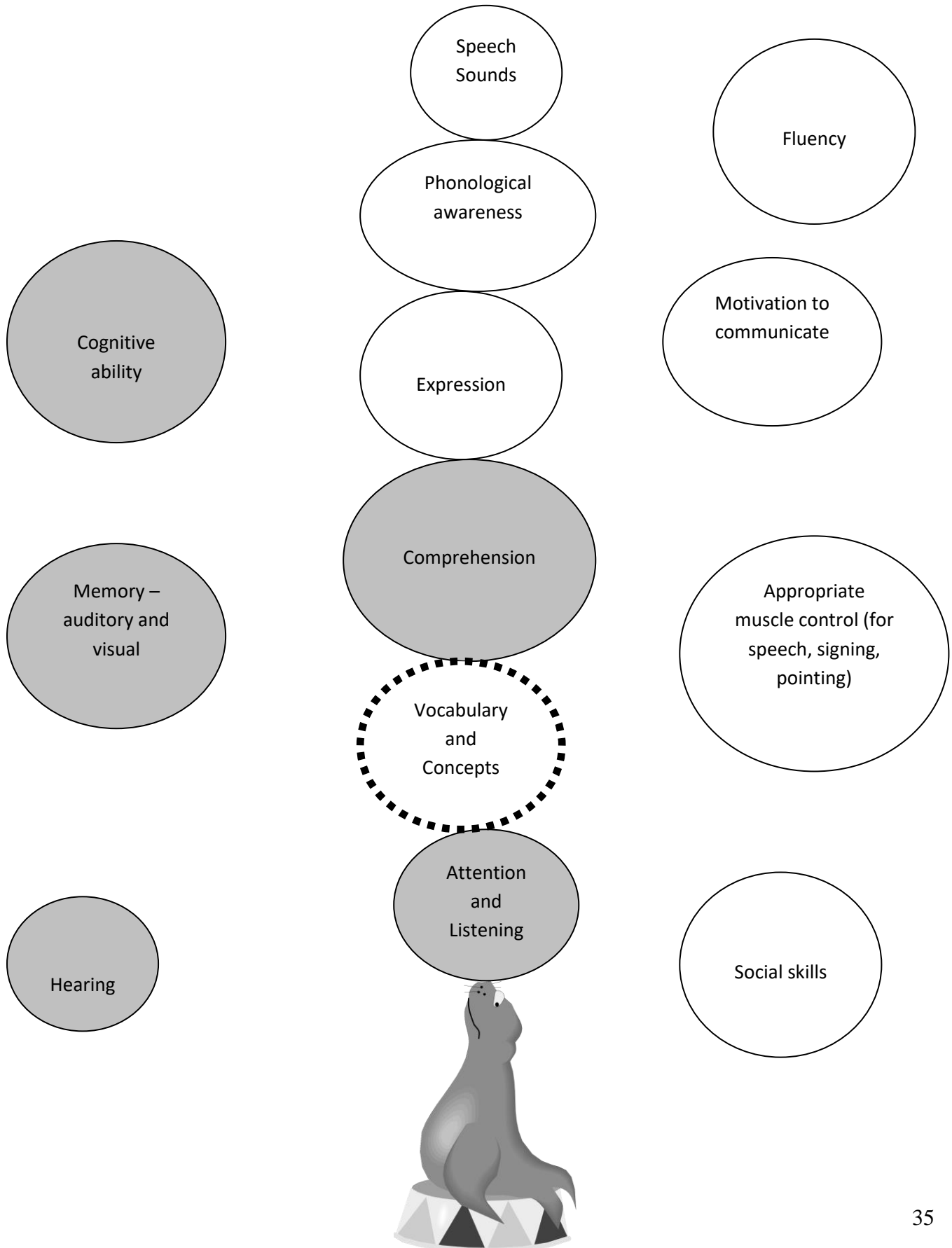
Taken from 'The Communication Cookbook'

Understanding and using vocabulary requires a number of skills:

- Learning about the characteristics of objects, people, and events in the world around us through hands on experience.
- The child must be able to understand and remember the words to go with the objects/events that they have experienced.
- Children need to learn to organise and store words they have learnt in the correct categories and understand how these words are linked together e.g. similar characteristics
- The ability to recall and use these words efficiently and quickly.

4. Have I thought about...?

The shaded circles represent areas that can impact on Vocabulary and Concepts



5. Where do I start?

The chart below describes the development of vocabulary and concepts. Read through the behaviours listed and choose a level that you feel best fits the child.

Does the child's level of vocabulary and concepts match their actual age?

<p>1 (Up to 2yrs)</p>	<ul style="list-style-type: none"> ➤ Understands and uses words related to family names, food, body parts, favourite toys etc. ➤ Vocabulary size ranges from 50 - 200 words. ➤ Vocabulary is often over generalised. For example, all four legged creatures are called 'dogs'. ➤ Refers to self by name. ➤ Words are still largely naming words but does include some verbs and other word types e.g. no, more, again. ➤ Able to respond to simple requests and grasp meaning from context (EYFS pg47)
<p>2 (2-3yrs)</p>	<ul style="list-style-type: none"> ➤ Vocabulary size ranges from 200 – 800 words. ➤ Wider range of vocabulary used, relating to experience. E.g. outside environment, different people. ➤ Learn new words very rapidly and are able to use them in communicating about matters that interest them (EYFS pg 42) ➤ Starting to understand and use more verbs and other word types e.g. wait, stop. ➤ Understands 15+ verbs. ➤ Begins to refer to self by pronoun "<u>me</u> do it". ➤ Begin to categorise objects according to properties such as shape and size. (EYFS pg 71) ➤ Starting to understand the concept of big and little when related to real objects. ➤ Show understanding of some functions e.g. which one do you eat? Which one do you draw with?
<p>3 (3-4yrs)</p>	<ul style="list-style-type: none"> ➤ Vocabulary size ranges from 900 – 1500 words. ➤ Vocabulary begins to include grammatical words such as "the" "some" "was" "what". ➤ Begins to refer to self with "I". ➤ Use vocabulary focused on objects and people that are of particular importance to them. ➤ Use a widening vocabulary to express or elaborate on ideas. (EYFS pg44) ➤ Build up vocabulary that reflects the breadth of their experience. (EYFS pg44) ➤ Uses the prepositions 'in, on, under'. ➤ Uses size concepts 'big' and 'little'. ➤ Names primary colours ➤ Able to use basic adjectives to describe objects. ➤ Able to give brief description of functions of objects e.g. sleep in it.
<p>4</p>	<ul style="list-style-type: none"> ➤ Vocabulary size ranges from 1500 – 2000 words. ➤ Beginning to describe differences between objects.

(4-5yrs)	<ul style="list-style-type: none"> ➤ Begins to use category labels e.g. fruit, vegetables. ➤ Extends vocabulary by grouping and naming (EYFS pg45) ➤ Extend their vocabulary by exploring the meaning and sounds of new words (EYFS pg46) Begins to use category labels e.g. fruit, vegetables. ➤ Asks the meaning of words. ➤ Listens to simple descriptions of an object or animals and can name correctly. ➤ Follows directions involving spatial vocabulary on, under, behind, in front, backwards, first second. ➤ Observe and use positional language (EYFS pg71) ➤ Can follow and use descriptions that include two adjectives e.g. big, blue ball.
<p style="text-align: center;">5</p> <p>(5-6yrs)</p>	<ul style="list-style-type: none"> ➤ Constantly asks meanings of abstract words. ➤ Experiments with and builds new stores of words to communicate in different contexts. ➤ Understands and uses more complex and abstract concepts e.g. time and sequence. ➤ Able to give more detailed definitions. ➤ Able to describe similarities. ➤ Able to use language to compare, and describe objects and people.
<p style="text-align: center;">6</p> <p>(6+yrs)</p>	<ul style="list-style-type: none"> ➤ Understands and appreciates word play and a variety of jokes. ➤ Can understand non literal meaning e.g. “butterflies in my tummy” ➤ Starts to learn the meaning of more abstract words, e.g. carefully, clever and is beginning to use abstract words in appropriate settings. ➤ Is learning about synonyms and homonyms. ➤ Vocabulary will increase enormously in relation to new words learnt in school. ➤ As children get older they rely less on pictures and objects to learn new language, and so are able to learn simply through hearing and reading new words. (I CAN web page)

6.What can I do to help?

This is divided into two sections

Key strategies can be used with any child and are appropriate to whole class, small group or 1:1 situations.

Specific activities can be carried out in 1:1 situations or in a small group. They are divided into levels, developing from basic (level 1) to more complex (level 5) vocabulary and word finding skills. Go to the activity levels that match the vocabulary level of the child (as identified in the where do I start section).

For example, if you have identified that the child is at level 3 then go to the level 3 activities. This will help to consolidate the skills at level 3 and practise skills needed in order to move onto level 4.

Key strategies

In the classroom:

These strategies can be used in a range of classroom situations (from whole group to individual work)

- Use new words in different types of contexts.
- Ensure new words are topic based and can be grouped into categories. E.g. animals, food.
- Consolidate new vocabulary during classroom based activities.
- Choose a small core vocabulary to teach.
- Link vocabulary to real life situations.
- Use a multi sensory approach to teaching new words e.g. touch, smell, and taste.
- Ensure the child fully understands the meaning of the word.
- Work from the concrete here and now to more abstract words.
- Talk about the word structure e.g. first/last sounds, number of syllables, rhyming words.

When working 1:1 with a child

- Identify specific words that the child has difficulty with.
- Choose a small number of words to work on.
- Use a variety of activities to teach the words in different contexts.
- Begin by teaching concrete words e.g. objects, people.
- Develop the child's own picture dictionary of new words which can be transferred between home and school.
- Use a multi sensory approach to teaching new words e.g. touch, smell, and taste.

Specific Strategies

Level 1

You can use any activity as an opportunity to help the child to develop their vocabulary skills. The child needs to be able to understand the words before he is able to use them. Repetition is key to the child learning new vocabulary; he needs to hear the words lots of times before he will be able to use them.

Resources – everyday objects, toy objects, miniature toys, bag/box

Talk about objects in everyday activities, naming as you go e.g. washing hands – tap, soap, hands, wash. Use real objects to start with and gradually introduce life sized toy objects e.g. apples, cups and spoons in the home corner.

Collect and name a variety of toys/objects that the child shows an interest in. Put the objects in a bag/box. Take turns to find an object and name it. If the child struggles to name the object, name it for him.

Commands

Resources – bubbles, wind-up toys, cars, balls

Bubbles/wind-up toys/cars – use bubbles, wind-up toys and cars to encourage the use of commands e.g. more, again.

Blow bubbles for the child and encourage him to ask for more by saying the word each time, just before you blow the bubbles.

Wind-up the toy and when it stops, encourage the child to ask for more by saying the word for him and leaving a pause for him to say the word before winding up the toy again.

Cars - Let the child push the cars down a ramp and see how far they travel. Say the word “again” and leave a pause for the child to respond before pushing the car again.

Snack time can be a good opportunity to encourage the use of more e.g. more juice/apple. Again offer the child the item whilst saying “more”.

Choose an activity that the child has an interest in as the child will be more motivated to ask for more or again.

You may need to repeat the words many times before the child uses them spontaneously.

Help the child learn how to ask for things by placing them out of reach. Try giving choices e.g. “Do you want apple or milk?” This may encourage him to say “milk” or “apple”.

Naming Pictures

Resources – picture books, pictures of objects.

Look at picture books together and see if your child can point to things as you name them e.g. “Where’s the cat?”

Try to encourage the child to name the pictures by giving him a choice e.g. “Is it a cat or a dog?”

Level 2

Categorising 1

Resources: Objects, miniatures, photos, pictures from 2 distinct categories e.g. food and clothes.

How: Choose categories to work on, this may be a topic from the curriculum or something that the child has an interest in. E.g. animals, clothing, body parts, food, rooms and furniture, the outside environment. Choose a targeted number of words to work on. Present the new words in as many different forms as possible; this may be as the real objects, miniatures, photos or pictures. Children will learn the name for the real object more easily than a picture but need to be able to realise that they represent the same thing. Spread the objects/pictures out on the floor and ask the child to sort them out into items which belong together. Once they have been sorted talk about the names of the items and why they are in that category, encourage the child to name the items too.

Categorising 2

Resources: Category cards and objects within these categories

How: Ask the child to select a category card and to name something from that category. If the child finds this difficult use the objects to support them, select an item from that category and name it.

Functions of objects 1

Resources: Cut out some pictures of objects from magazines that have a function (e.g. scissors, chair, cup, pencil, brush).

How: Place 3 pictures in front of the child and ask them to select a particular one e.g. "find me the one that cuts". Repeat this for a range of different functions e.g. wear, eat or write with.

Functions of objects 2

Resources: Cut out some pictures of objects from magazines that have a function (e.g. scissors, chair, cup, pencil, brush).

How: Place 3 pictures face down on the table, ask the child to choose one and then to tell you what it is and say what it is for.

Big/little

Resources: a big and little box and a mixture of big and little objects.

How: Place the objects in front of the child and sort them out into the big and little boxes according to their size. Label the items as big or little as you sort them. Ask the child to find you something big or little and to put it in the box.

Level 3

Category sorting

Resources – objects, pictures

Collect items or pictures for two categories e.g. animals and food. Encourage the child to sort the items into the two groups. You may need to place one item from each group on the table to give a clue to the categories. To increase the difficulty, use finer categories e.g. farm and zoo animals; animals with /without fur; colour – fruit that are red/green/yellow

Find an object by function

Resources – objects, pictures, photographs

Put a selection of pictures on the table. Talk about each one in terms of function e.g. you sleep in it, you eat it, you sit on it etc. then ask the child to find a picture of an object by its function e.g. find something that you write with.

Take turns to ask each other to find an object by function e.g. find something that you cut with.

To understand big and little

Resources – a selection of big and little items, bag, box

You may need to concentrate on one concept initially e.g. big, before introducing little. Sort the objects into big and little e.g. find all the big toys and put them in a box.

To use big and little

Resources – a selection of big and little items, bag, box

Talk about each object and its size. Put the items into a bag or box. Take turns to select an item from the bag/box. Say what you have found.

Hide and seek

Resources – big/little teddy, dolly, cars, balls

Take turns to hide the big/little toys somewhere in the room. The child has to find them and say what he has found e.g. big teddy.

Play a pairs game with pictures of big and little items. Turn the pictures face-down on the table. Take turns to turn over two pictures and say what they are. If they match, you keep the pair.

Books - When looking in books, find all the big/little items.

Everyday activities - Talk about or find things in the room that are big/little.

Classroom - Try to encourage use of the concepts in the classroom by offering choices i.e.

“do you want the big pencil or the small crayon?”

“Can you find the big book?”

Prepositions

It is easier for the child to learn the different positions if you compare them. E.g. “Look teddy’s under the chair. Now he’s on the chair and now he’s in the box”

Obstacle Race - call out the instructions “Go under the chair, get in the box, sit on the mat...”

Treasure Hunt - Hide objects around the room. Tell the child where to look e.g. “Look under the chair”. “Look on the table” etc.

Tidying up - Use in/on/under when tidying up with the child E.g. “Put the ball in the box”, “Put the cup on the table”

Level 4

Odd one out

Resources: You will need objects/pictures belonging to one category and some items which do not belong e.g. animals and other objects pictures.

How: Put a number of items/pictures on the table. All items should belong to a group except one i.e. all fruit and one vegetable. Talk about similarities and differences and why an object does/doesn't belong in the group. Initially try to use items/pictures that are obviously from different groups i.e. fruit and one animal, then try ones that don't belong due to one difference i.e. 3 red fruit and one orange.

Opposites

Resources: Opposite books and posters, Objects to represent chosen opposites.

How: Use books and posters to introduce and talk about early opposites (e.g. big/little, hot/cold, wet/dry, hard/soft, fast/slow). Find objects to represent the opposites that you choose to work on and sort them out with the child (e.g. hot food/cold food, toys that are hard/soft). Once the child has learnt this concept in relation to objects introduce pictures of the concepts.

Basic concepts

Positional concepts 1 – in, on, under, out, behind, in front.

Resources: Large items on which you can stand/sit in, on, under, out, behind, in front such as a cardboard box.

How: These concepts are easiest taught using your own body to begin with. Explain to the child that you are going to go and stand, for example, “**behind** the box”, demonstrate this and then encourage the child to do the same, emphasising the word that you want them to learn, once you have demonstrated the positions listed above encourage the child to stand where directed without you demonstrating it to them.

Positional concepts 2 – in, on, under, out, behind, in front.

Resources: a range of small toys and some objects which the toys can be placed in, on, under, out, behind, in front, e.g. boxes, buckets, bags.

How: ‘Put the pencil on the box’, ‘Put the brick in the bag’, ‘Put the book under the box’

Guess what? – Object description

Resources: A range of objects or pictures of objects.

How: Spread the objects/pictures on the table, take turns to choose one of the objects/pictures to describe for the other person to guess. Try to include the shape, colour, size, category it belongs to, function and other descriptions such as texture or taste. (e.g. a mouse = an animal, small, brown, has a long tail, feels soft, squeaks, likes cheese)

Barrier Game – colour and size

Resources - two sets of identical big and little objects/materials, sheet with different coloured circles and a barrier/screen to place between you and the child.

How: Each spread out the objects behind the screen. Take turns to give instructions for the other person to follow e.g. put the big ball on the yellow circle. Check at the end to see if you both have the same items in the same place.

Always model what you are expecting the child to say. You give the instructions first and then the child can have his turn.

Level 5

Concepts – full/empty

Resources – coloured containers, sand/water

Whilst pouring water/sand into one of the containers, talk about full and empty. Compare the containers, one with water and one without. Take turns to tell each other which container to fill and which one to leave empty.

Talk about full and empty in everyday activities e.g. when putting activities away e.g. the box is full now can we find an empty one?

Long/short

Resources – paper, crayons, barrier or screen

Talk about people's hair and how some hair is long and some is short. Draw faces on the paper and demonstrate drawing long and short hair. Place the barrier between you and the child. Take turns to ask each other to draw a face and add long or short coloured hair e.g. draw long black hair.

You can use any subject to draw long and short items e.g. snakes, clothes - socks, trouser, scarves, ladders, race tracks etc.

Similarities

Resources – pictures of any topic e.g. animals/transport/food/furniture

Choose one set of pictures and talk about how certain items are the same e.g. they both have four legs and are made of wood. Then spread the pictures on the table and take turns to ask the other person to find two items that have the same features e.g. find two things that have four wheels.

Odd one out

Resources – Pictures from different categories.

Place three pictures on the table, two pictures from one category and one from another category. Ask the child to find the one that doesn't belong. When he has identified the odd one out he needs to say why it doesn't belong. Talk about the similarities and differences.

Describe

Resources – picture cards

Take turns to select a picture and describe it for the other person to guess. Try to follow a set routine of describing i.e. which category, what you would use it for, what colour, what parts it has. Following a set description may help to focus the child's descriptions.

Around the room

Resources – room with everyday objects

Take turns to describe something in the room for the other person to guess. Describe its features, colour, function, and category. Model the description or prompt the child if he does not give adequate or relevant information.

Guess who?

Resources – 'Guess who' game or photographs of different people

Place the photographs on the table and take turns to describe a feature of the person. The other person has to try and guess who it is.

Level 6

Odd one out

Resources: none

How: Read out or show a list of 3/4 words to the child. They have to say which words go together and why. These may be more abstract words or more closely related words e.g. pencil, crayon, pen, ruler. Happy, pleased, sad, glad.

Synonyms (different word, same meaning)

Resources: Word cards for pairs of synonyms (e.g. big/large, happy/glad, clever/smart, thief/robber)

How: Turn the cards face down on the table. Take turns to turn over two cards and read out what they say. You must then work out whether they mean the same or different things. The person with most pairs at the end of the game is the winner. You may need to discuss the pairs of words before starting the game and explain that two words can be different but have the same meaning.

Homonyms 1 (words that sound the same but have a different meaning)

Resources: Word cards for homonyms (e.g. their/there, ate/eight, tail/tale, flower/flour)

How: Begin by explaining that words can sound the same but mean different things and discuss the words on the cards. E.g. Flower=something that grows in the garden but flour= an ingredient for baking. Once the words have been discussed and explained turn the cards face down on the table. Take turns to select a card and read the words written on it. Encourage the child to give two different explanations of the words.

Homonyms 2 (words that sound the same but have a different meaning)

Resources: List of homonyms

How: Read a word from the list, the child must then give as many different meanings of that word as they can think of.

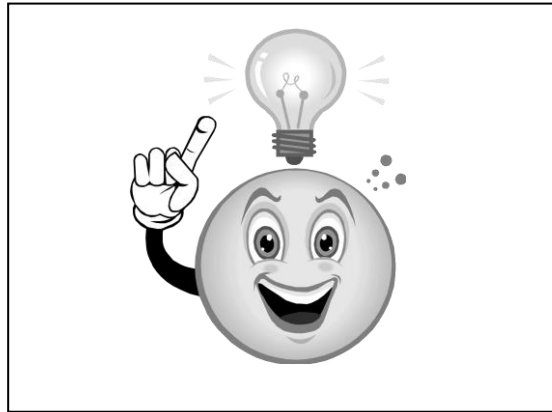
7. What can I do next?

Review

- Go back to an easier level of vocabulary or look at attention and listening skills
- If there are problems with the child understanding your instructions you may need to look at the comprehension section
- Consider referral to or discussion with Speech and Language Therapist

Comprehension

The understanding of spoken language



1. Identifying a child with difficulties understanding spoken language
2. What is 'Comprehension'?
3. Why is understanding language important?
4. Have I thought about...?
5. Where do I start?
6. What can I do to help?
 - a. Key Strategies
 - b. Specific activities
7. What can I do next?

Identifying a child with difficulties understanding spoken language

What do you see?

The child:

- May have difficulty following instructions or may only follow part of an instruction that you give them.
- May be better at following everyday classroom routines than following verbal instructions
- Appears to be paying attention but then doesn't actually do what they are asked
- Gives inappropriate or bizarre responses
- Has difficulty in following classroom routine.
- May avoid eye contact, especially when they think that you are going to ask them a question or ask them to do something (Older pupils).
- Uses avoidance strategies, e.g. pretending they're ill to be excused from class, or talking about something else to distract you.
- Has behavioural problems
- Is easily distracted
- Appears to copy other children in class activities e.g. will look to see what others are doing and copy them.
- Needs extended "thinking time" when answering questions.
- Repeats what you have said (echolalia)

1. What is Comprehension?

Definitions

The understanding of language can be defined as the ability to process and interpret spoken information. Understanding of language precedes expression of language; a child has to understand meanings of words before using them.

There are lots of different terms used to understand language; however they all refer to the same thing:

Our ability to understand what is said

Terms include

- Language comprehension
- Verbal comprehension
- Receptive language
- Comprehension

We shall use the term 'understanding of language'.

Many pupils with difficulties will watch body language such as finger pointing, eye pointing and facial expression to pick up clues about what has been said. They can also watch and follow other children in the class.

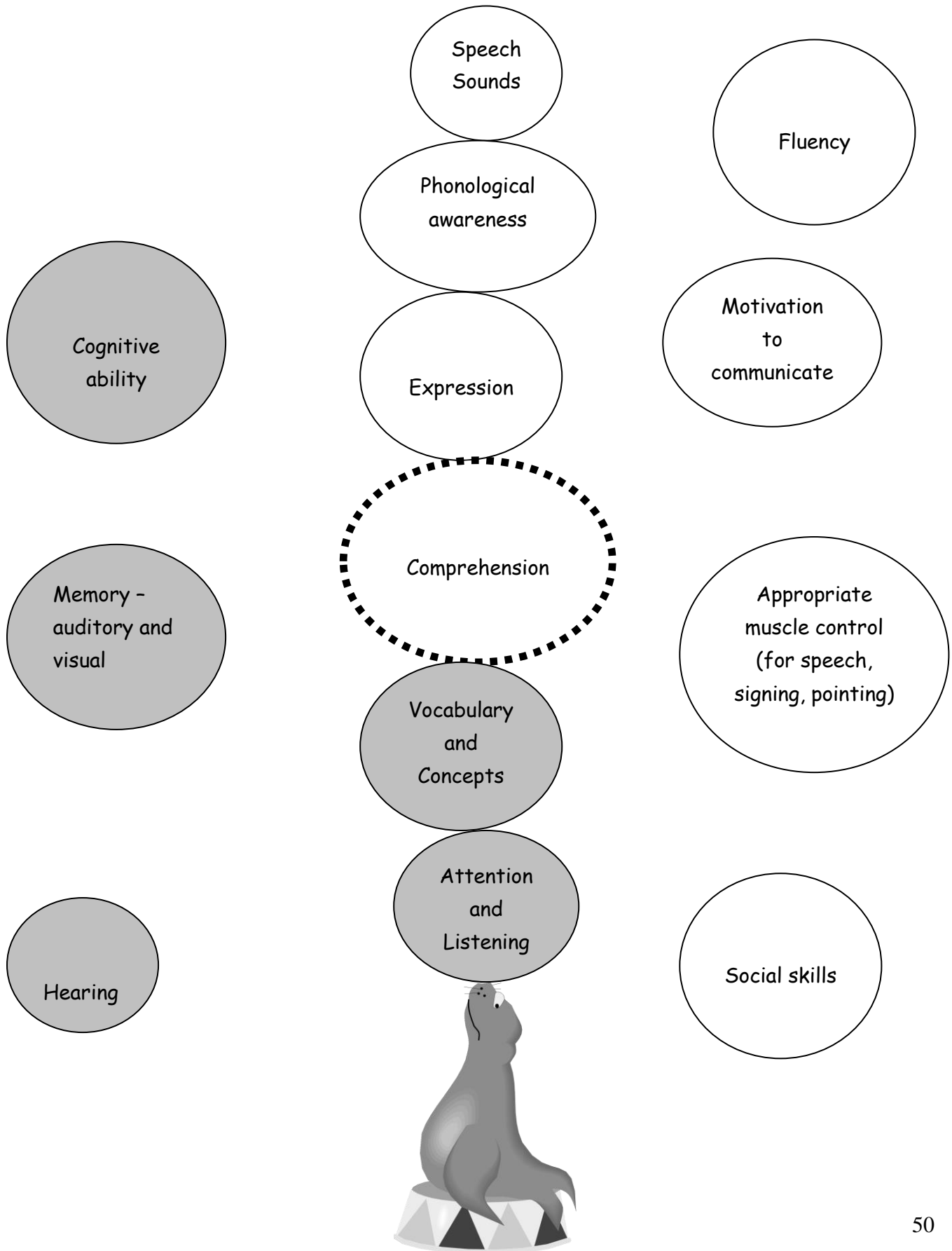
2. Why is understanding language important?

An understanding of language is essential for successful learning, both academic, and social, and emotional wellbeing.

- **World knowledge:** A child cannot learn about the world if they do not understand what is being said.
- **Independence:** Children cannot carry out activities independently if they haven't understood the instructions
- **Social relationships:** Children have difficulties in making and keeping relationships.
- **Social and emotional wellbeing:** Children can become confused and upset in situations where they do not understand the language. Long term difficulties can have a significant impact on self esteem and increase the risk of mental health difficulties
- **Appropriate behaviours:** Children may become withdrawn and present as passive or stubborn, or resort to attention seeking behaviours.

Have I thought about...?

The shaded circles represent the areas that can affect comprehension.



5. Where do I Start?

The first step is to identify the level of understanding the child is at. This will help you to choose which activities to try.

A pupil will understand more easily in a 1:1 situation than when instructions or talk is taking place within the context of the class or a group.

Developmental progression

Level	Order of development
1 Up to 2years	<ul style="list-style-type: none"> ▪ Child understands single words, e.g. nouns, verbs (particularly the names of familiar people and objects), ▪ Is beginning to understand 2 word phrases. E.g. 'Mummy's bag'. ▪ Understands simple questions (what and where) and will follow simple instructions <i>'Show me the <u>apple</u>'</i>
2 2-3	<ul style="list-style-type: none"> ▪ Child is able to understand most 2 word phrases, e.g. <i>'<u>boy running</u>', '<u>girl walking</u>' '<u>teddy's ears</u>'.</i> ▪ Understands short what, where and who questions? e.g. <i>'<u>Who is climbing?</u>'</i> ▪ Some understanding of 3 key word phrases e.g. <i>'Give the <u>cup</u> and the <u>spoon</u> to <u>teddy</u>'</i>
3 3-4yrs	<ul style="list-style-type: none"> ▪ Understands most 3 key word phrases e.g. <i>'where's the <u>man climbing</u> the <u>ladder</u>'.</i> ▪ Able to follow 1 part instructions within a classroom situation ▪ Responds to extended talk by an adult about pictures (in a small group) ▪ Fetches 3 objects at a time when asked ▪ Understands talk about familiar people or events not present
4 4-5yrs	<ul style="list-style-type: none"> ▪ Child follows 2 sequenced instructions within a classroom situation ▪ Shows understanding of 'wh' questions. e.g. when do you have breakfast? ▪ Child is also able to recognise pronouns, e.g. he, she, his, her. e.g. <i>'can you show me where he is jumping over the gate'</i> ▪ Understands talk about future events ▪ Starting to show an understanding of tenses (past and present and future) ▪ child can understand singular versus plural e.g. apple versus apples may still get confused with irregular plurals e.g. man versus men ▪ shows an understanding of simple story with pictures (in a larger group) ▪ Understands what will happen next
5 5 -6yrs	<ul style="list-style-type: none"> ▪ Child understands verb tenses, e.g. past, present, and future. ▪ Complex sentences understood e.g. <i>Show me 'the boy with the car is crying'.</i> ▪ Understands comparatives and superlatives er/est e.g. bigger, biggest ▪ Can answer 'why' and 'what will happen if ...' type questions ▪ Responds appropriately to spoken instructions without needing visual cues ▪ Attend to and follows involved stories read aloud ▪ Co-operates in games that involve following instructions ▪ Follows instructions to carry out a step by step activity without visual cues. ▪ Can take and bring back an answer to a message
6 7 years +	<ul style="list-style-type: none"> ▪ Can follow changes in topic. ▪ Understands and appreciates word play and a variety of jokes ▪ Can understand non literal meaning

6.What can I do to help?

This is divided into two sections

- i. key strategies
- ii. specific activities

Key strategies can be used with any child and are appropriate to whole class, small group or 1:1 situations.

Specific activities

- Can be carried in a 1:1 situation or in a small group.
- They are divided into levels, developing from basic (level 1) to more complex (level 5).
- **Start at the level where the pupil is NOT consistently showing understanding**

Key Strategies:

- Use visual cues such as pictures, symbols and gesture to accompany instructions or new vocabulary.
- Use the correct level of language. For example, if a child is working at a 2 year level, use 2 word level phrases.
- Reduce background noise.
- Give extra 'thinking time'.
- Include new vocabulary and concepts in as many situations as possible to ensure adequate exposure.
- To help child understand classroom routine, use a visual timetable. –A series of pictures, symbols or icons representing activities occurring during the school day.

Specific Activities.

Level 1

Discuss with your link speech and language therapist.

Or go to the vocabulary section

Level 2

Start to help the pupil to understand instructions at 2 word level. Don't forget that this means 2 words that carry the meaning of the instruction. The words carrying the meaning are underlined but of course you need to say the whole instruction. **The pupil needs to respond to the meaning of the two underlined words in order to show they have understood**

MAKE SURE YOU DO NOT HELP THE CHILD BY EYE POINTING OR USING GESTURE. THE WORDS THEMSELVES NEED TO CARRY THE MEANING!!

Desired outcome: UNDERSTANDING PHRASES WITH 2 KEY WORDS

Please note – you may need to demonstrate all these activities first. Sometimes it is useful initially to have another pupil there to demonstrate how to carry out your instructions so the pupil with difficulties can observe what is required

*Linking two nouns

Resources: simple toys and classroom items

How: 'Give me the cup and the pencil'

'Put the ball in the box'

'Give teddy the book'

*Understanding Actions

Resources: Some soft toys with moveable limbs. You must have at least two toys for the child to choose from when you give your instructions

How: 'Make teddy run

'Can doll sit?'

'Show me how monkey jumps'

Person and possession

Resources – teddy and doll, objects, pictures or plasters

How – Give the cup to teddy

Put the plaster on doll's nose

Level 3

DESIRED OUTCOME: UNDERSTANDING PHRASES WITH 3 KEY WORDS

Please note – you may need to demonstrate all these activities first. Sometimes it is useful initially to have another pupil there to demonstrate how to carry out your instructions so the pupil with difficulties can observe what is required

*Actions with 3 words

Resources: teddy, doll, brush, ball, cup, play food.

How: 'Show me the teddy kicking the ball'.

'make the doll brush teddy'

Make teddy jump to the table'

*Understanding 3 word instructions

You need to decide which words you will say out of big/large little/small and then remain consistent. Start by checking whether the child understands big/little. If they don't know these words go to the vocabulary and concepts section.

Resources: a ball and a car, A big and a little teddy, a big and a little box

How: 'Roll the car to big teddy

'Roll the ball to little box etc

*Positional words within 3 word instructions

Start by checking whether the child understands in, on and under. If they don't know these words go to the vocabulary and concepts section.

Resources: a box and a bag, A selection of small objects

How: 'Put the pencil on the box', 'Put the brick in the bag', 'Put the book under the box'

* Giving 3 objects

Resources: On the table, place about 8-10 objects

How: Without eye pointing, name 3 objects that you want the pupil to hand you

Then replace them and ask for 3 different objects

*Fetching 3 objects

(only do this activity if the pupil can carry out the instructions in the previous exercise)

Resources: Objects around the room

How: Before you see the pupil, write down a variety of objects that you see around the room that the pupil can reach and carry. Start with asking them to fetch you 2 objects (without eye pointing) and then if they manage this, increase it to 3 objects

Free play: following 3 pieces of information

Resources- teddy, doll, brush, ball, cup, play food.

How: Use play scenario to model 3 word phrases. E.g. 'teddy kicking ball'. Describe what teddy and doll are doing using 3 word level phrases.

Strategies to support

Ensure adult has modelled the activity first.

Use visual cues and gestures where appropriate.

Ensure language is at the right level for the individual child.

If child loses interest, change or adapt activity.

Level 4

DESIRED OUTCOME To understand pronouns he/she.

Resources - Pictures of boys, girls, men and women. Turn taking games such as 'fishing', 'bean-bag', and 'skittles'.

How - If using skittles put a picture under each skittle, ask child to knock one down. Take the picture from under the skittle that has been knocked down and adult to label as 'he or 'she'. Explain to the child why the person is a he or a she. e.g. "That's a 'he' because it's a 'boy'." Repeat this activity using different games to reinforce the concepts.

AIM To understand plurals.

Resources - Toys cars, bricks, fruit, chairs, crayons

How - Sort objects into singular and plural. Adult to choose an object and model phrase-"This is a car." Adult puts object to one side. Adult picks two of the same object up and models the phrase- "Here are two cars." Adult then puts these in a separate pile. Reinforce concepts by describing objects again.

AIM To understand 'wh' questions. 'what', 'where' 'who', 'which'.

Resources - *where* - dressing up clothes.

How - When 'dressing-up', ask questions such as '**where** do you put your hat'? Continue with other clothing. If child is unsure, model for them. E.g. 'on your head!'

Resources - Dolls house or picture of a house, items from a house.

How - Sort through items, talking about 'where' they should go. E.g. bed in the bedroom. Food in the kitchen.

AIM To follow a 2 part instruction

Resources - Any activity in the classroom

How - Initially give a one part instruction e.g. collect your book from the table. When the child is able to follow one part, add another part to the instruction e.g. collect your book from the table then sit on the mat.

Level 5

DESIRED OUTCOME To understand past, present and future tense in relation to classroom routine.

Resources - Visual timetable including daily activities.

How - Using visual timetable talk about what you have done, what you are doing and going to do next. Use the timetable to discuss yesterday, today and tomorrow.

AIM To understand past present & future tense (specific verb) e.g. ran, running and will run.

Resources - Pictures of a person in various stages of running.

How - Adult labels each stage as either the person has **ran**, is **running** or **will run**. Relate this to P.E. sessions/play time. Highlight to child when they or others have ran etc.

Understanding 'Why' questions

Resources – pictures of events, photographs, books, magazines

How – Talk about the pictures and why things have happened e.g. the boy is crying because he cut his knee. Begin by asking simple why questions related to concrete events and something within the child's experience e.g. why does the lady have an umbrella?

Using 'Why' questions to justify an event

Resources – books, pictures of events, photographs, magazines

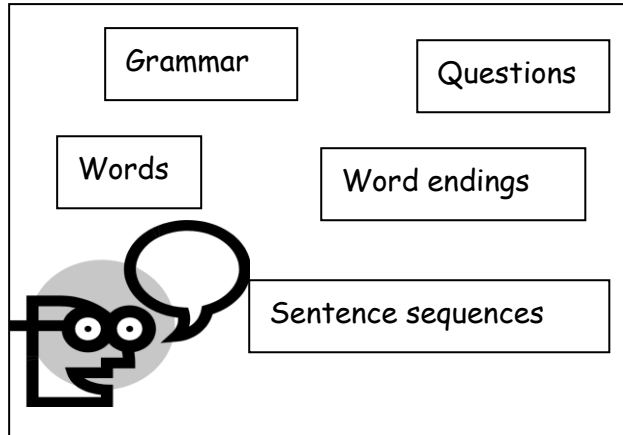
How – Using books, tell the story but leave out the last page. Ask the child what might happen next. Then ask why he thinks it might happen e.g. The bears will be happy. Why? Because goldilocks has gone home.

Any pictures can be used to target this area.

7. What can I do next?

- check out hearing
- check out memory
- look at attention level
- speak to speech and language therapist

Expressive Language



1. Identifying a child with expressive language difficulties
2. What is Expression?
3. Why is expressive language important?
4. Have I thought about...?
5. Where do I start?
6. What can I do to help?
 - a. Key Strategies
 - b. Specific activities
7. What can I do next?

1. Identifying a child with expressive language difficulties

What do you see?

The child:

- May sound like a child of a younger age, has immature grammatical structures.
- Misses out words in sentences, especially little words such as 'is' and 'the'.
- Often mixes 'he' and 'she' when speaking.
- Makes mistakes with word endings e.g. sheeps, eated, and irregular past tense verbs.
- Uses very short sentences that may just include key words (sounds telegraphic) e.g. 'boy jump wall' for 'the boy jumped over the wall'
- Makes errors with word order.
- Often starts in the middle of the story – not at the beginning when trying to tell you about something.
- May be withdrawn.
- Doesn't use language to make requests.
- Is very reluctant to take part in discussions or group tasks.
- Has difficulty sequencing what they want to say.
- Talks a lot but what is said may not mean much.
- Has difficulties joining sentences with 'and', 'because', 'so' etc or uses one of these words too much

2. What is expressive language

It is the ability to use spoken language to communicate our thoughts, feelings and needs. A child needs to be able to understand language before they can use it. Expressive language skills include our ability to choose words, sequence words in sentences, add the correct word endings, sequence sentences, and ask questions, in order to get our message across.

When considering whether the pupil has difficulties with expressive language, it is useful to check against peers who come from a similar background and also to check how the family communicates. This should highlight whether the pupil has any particular difficulties.

3. Why is it important?

A child needs to be able to:

- Choose the correct vocabulary to use when speaking.
- Select the correct grammatical structures to form sentences.
- These skills are dependent upon comprehension, vocabulary and word finding.
- We use spoken language to communicate our thoughts, feelings and needs.

4. 4. Where do I Start?

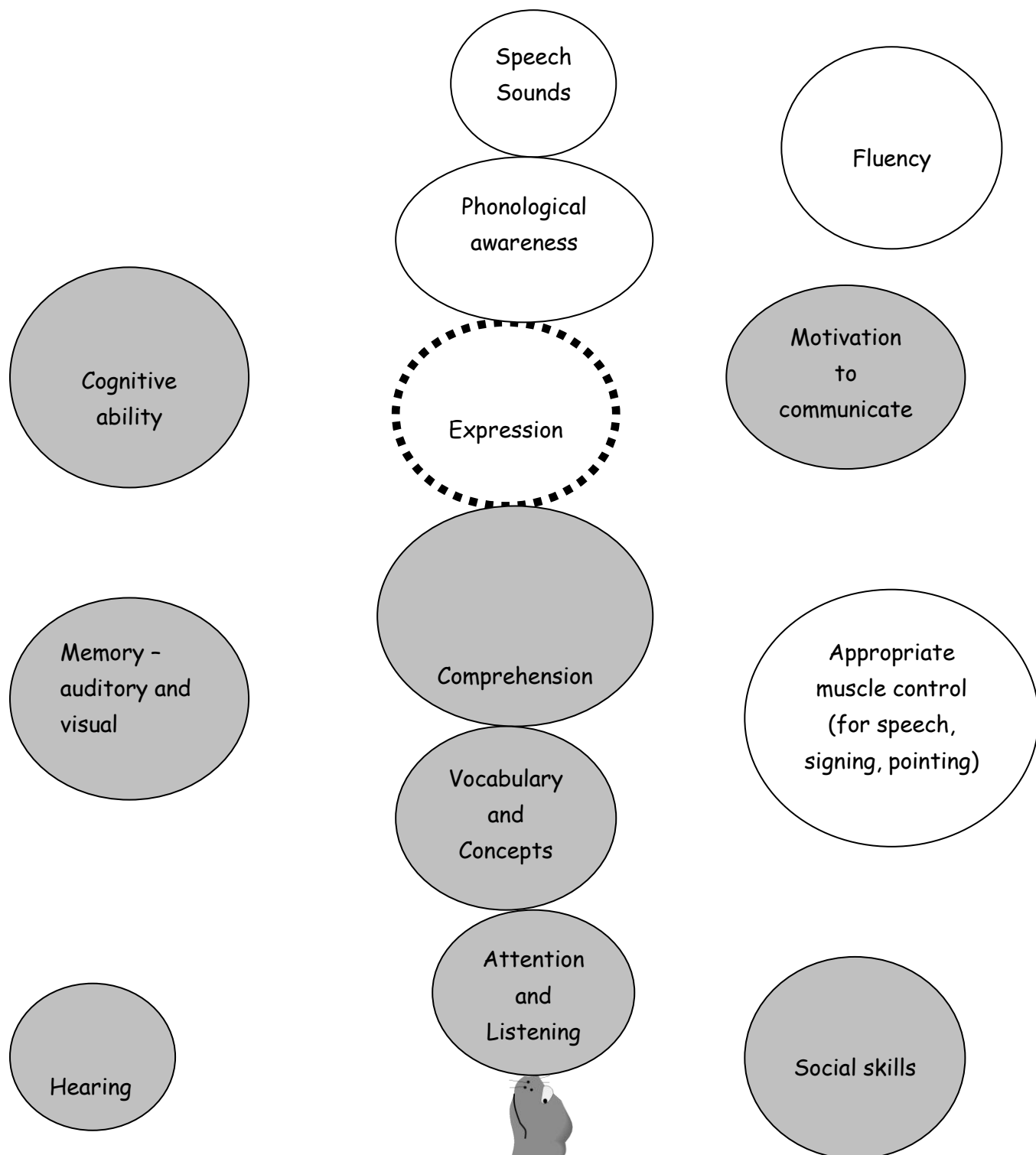
The first step is to identify the level of the child's expressive language skills. This will help you to choose which activities to use.

Developmental progression

Level	Order of Development
1 Up to 2years	<ul style="list-style-type: none"> ▪ Child uses single words, e.g. nouns, verbs (particularly the names of familiar people and objects), ▪ Is beginning to use 2 word phrases. e.g. 'Mummy's bag'. ▪ Refers to self by name ▪ Words still largely naming words but include some verbs & other word types ▪ Asking what and where questions
2 2-3	<ul style="list-style-type: none"> ▪ Uses 200+ recognizable words ▪ Uses 2 word phrases & short sentences but still immature use of grammar ▪ Uses some future tense ▪ Asks lots of "Who?" and "What?" questions ▪ Begins to refer to self by pronoun "me do it" Comments on objects or actions to other children
3 3-4yrs	<ul style="list-style-type: none"> ▪ Uses 3-5 word phrases ▪ Over generalisation of grammatical rules, for example, uses 'tooths' rather than 'teeth' ▪ Vocabulary begins to include grammatical words such as "the" "some" ▪ Begins to refer to self with "I" ▪ Carries on simple conversation ▪ Uses lots of "what?", "who?", and "where?" questions ▪ Starting to link sentences together. ▪ Describing events that have already happened. 'We went park'. ▪ Still making mistakes with tense, for example runned for ran, Can hold a simple conversation about recent past and familiar events
4 4-5yrs	<ul style="list-style-type: none"> ▪ Using longer sentences. ▪ Lots of 'wh' questions – why, how, when. ▪ Talks about recent events and experiences. ▪ Starting to use regular past tense and plurals ▪ Using sentences that are well formed. They may still have some difficulties with grammar e.g. with some plurals like saying sheeps instead of sheep, goed instead of went. ▪ Can retell a simple story from pictures and can say what will happen next in familiar situations.
5 5 -6yrs	<ul style="list-style-type: none"> ▪ Can recall and describe in reasonable sequence activities that have been completed recently. ▪ Uses language to reason 'what if....', why... because. ▪ Able to use language to reason can compare and classify, understands and can give an explanation of cause and effect. ▪ Starting to use irregular past tense
6 7+yrs	<ul style="list-style-type: none"> ▪ Asks questions regularly for information, advice and clarification. ▪ Can give instructions or explanation appreciating what to include and where to start and finish.

5. Have I thought about...?

The shaded areas represent the areas that may affect expression.



6.What can I do to help?

This is divided into two sections

- i. key strategies
- ii. specific activities

Key strategies can be used with any child and are appropriate to whole class, small group or 1:1 situations.

Specific activities

- Can be carried in a 1:1 situation or in a small group.
- They are divided into levels, developing from basic (level 1) to more complex (level 6).
- **Start at the level where the pupil is NOT consistently achieving**

Key strategies:

- If the child uses immature language or misses out words, model what you are expecting the child to say
- Prompt the child to give adequate and relevant information by using open questions e.g. Who was there? Where did you go? Then what happened?
- Use the correct level of language to encourage a response from the child. For example, if a child is working at a 2 year level, use 2 word level phrases.
- Reduce background noise so that the child can be easily heard.
- Give extra 'thinking time' for him to respond.
- If the child is struggling to find the word, cue/prompt him in by
 - giving him the first sound e.g. it's a c.....
 - asking him to show you
 - asking him to tell you something about it e.g. what it looks like, what you do with it, where you can find it etc. See vocabulary section for further ideas
- Start a sentence and ask the child to complete it e.g. an elephant is big, a mouse is....

Specific Activities

Level 1

If a child is in school and is at this level speak to your Speech and Language therapist. The focus of activities should be to develop the child's understanding and use of single word vocabulary – refer to the vocabulary section.

Level 2

Try to encourage the child's use of language by talking about what he is doing in everyday activities e.g. Tom jumping/washing/drinking, painting picture/digging sand etc. Use the toys in the classroom/home corner/at home to encourage the child to extend the length of his phrases e.g. If he says 'Cup' you respond 'Yes, a blue cup'. Repeat and add one more word than he has said.

Use pictures, books, photographs – talk about what is happening i.e. boy reading. Use a scrapbook. Look in magazines and catalogues, ask the child to find people doing different actions, cut them out and talk about the pictures asking the child to name what he has found.

In the classroom – Try to encourage the child's use of 2 ICW (Information Carrying Words) in the classroom by offering choices i.e. "Shall we paint a picture or read a book?"

Use of 2ICWs and Who?

Resources – lotto with pictures of people doing different actions (cut from catalogues, magazines)

How - Make a lotto game from the action pictures. Take turns to select a picture and say what is happening.

Take turns to choose a picture and ask "Who's got?"

Use of 'Who'?

Resources – pictures of different animals, farm, zoo and house

How – In a small group talk about the different animals and where they live. Share out the pictures of the animals and encourage the children to take turns to ask 'who lives(name of place – farm, zoo, house)?' The children find the right animals and place them on the correct picture e.g. the cow on the farm picture.

Use of future tense

Resources – visual timetable

How - Make a visual timetable for the classroom e.g. listing the activities for the morning/afternoon. Use this to talk about what the child will be doing next e.g. you are reading a book, then you will paint a picture. When you have modelled this for the child several times, encourage him to tell you what he is going to do next.

The home corner – talk about what dolly will do when she wakes up e.g. she will wash and then she will dress.

Level 3

Using 3 word sentences 1

Resources: pictures of people doing various activities e.g. girl washing dishes, 4 - 5 containers, Blu-Tac, an interesting toy.

How: Stick the pictures onto the containers and hide the toy under one of them. The child must guess which container the toy is under by describing the picture using three words.

Using 3 word sentences 2

Resources: doll and teddy or other action figures found in school/nursery, sponge, toothbrush, hairbrush.

How: Take turns to tell the other person what to do to help get teddy/dolly ready for bed. E.g. "wash teddy's hands".

Using 3 word sentences 3

Resources: 2 large pictures of animals, e.g. a dog and horse, stickers or stampers.

How: Take turns to describe where to put the stickers. E.g. "put a **star** on the **horse's nose**".

Shopping list

Resources: a number of different objects e.g. food, toys, classroom equipment, shopping basket.

How: Take turns to ask the shopkeeper for a list of three items from the shop, the child must remember these and put them into their basket.

Using 'I' not 'me' 1

Resources: None

How: Explain to the child that when we are talking about ourselves we often use the word 'I'. Practice using the word 'I' by asking them questions and encouraging them to respond using "I am". E.g. "who is wearing pink shoes?" "I am".

Using 'I' not 'me' 2

Resources: Picture lotto game

How: Play the game as normal; explain to the child that when we are talking about ourselves we often use the word 'I'. Explain that each time you take a picture you are going to practice using this word and demonstrate the sentence "I got..." Encourage the child to say this on their turn.

Where is...?

Resources: picture book or busy picture and counters

How: Take turns to ask each other to find a picture on the page, place a counter on once you have found it. The person with the most counters on the picture at the end is the winner. E.g. "Where's the dog?".

Hide and seek (encouraging "where?")

Resources: A range of toys interesting to the child.

How: Take turns to hide a toy for each other to find. The hider must ask "where's (name of the toy)?"

Level4

Simple storytelling

Resources – Photographs, books, pictures

How - Use books / pictures / photographs and talk about what is happening. Try and relate this to an event that the child has experienced. Encourage him to expand on what he is saying by using prompts e.g. 'Where did you go?' 'Then what happened?' 'Who was there?'

Simple story - what happened next?

Resources – familiar story books

How – Read the story but when you get to the last page, allow the child to look at the picture and tell you the ending in his own words.

You can do this as you go along, with stories like the three little pigs.

Past tense verbs

Resources – any activity that you are doing

How - Talk about concrete events whilst they are happening and afterwards e.g. 'We are painting a picture.' 'We painted a picture'.

Select a small number of common verbs to target, using the past tense e.g. jump, paint, brush, wash and try to incorporate these into everyday activities encouraging the child to recall what he did by helping him to make a list e.g. What did you do first? Painted a picture, then I washed my hands etc.

Use of plurals

Resources – pairs of objects, bag

How - Have pairs of objects / pictures to play a shopping game. Take turns to ask for certain items e.g. two apples, one banana.

Recipe - Make a recipe for your favourite cake. Talk about the ingredients you might need e.g. eggs, flour, raisins, two bars of chocolate etc.

Level5

Using language to compare 1

Resources: Objects of different sizes.

How: Collect a variety of objects and talk about each one in terms of size i.e. 'this is small but this one's smaller.' 'The plate is bigger than the cup' etc.

Using language to compare 2

Resources: Draw pictures or cut out pictures from magazines, glue.

How: Stick one picture in the middle of a sheet of paper and try to find things that are bigger/smaller/longer etc. Talk about what you have found.

Irregular plurals and past tenses

Irregular plurals and past tenses are words which change when we use them. E.g. mouse=mice, man=men, swim=swam, run=ran. There are many of these which will occur from day to day in school. Encourage the child to say the correct word by modelling it for them to copy. E.g. if the child says "I **runned** home" model it by saying "I **ran** home".

Level 6

Giving instructions

Resources – 2 copies of pictures from any topic, barrier / screen, pencils / crayons, paper

How – Each have a set of matching pictures/crayons and paper and place a barrier between you. Take turns to give each other instructions telling the other person to place the pictures in order or draw and colour an object. Check to see if your pictures/drawing matches the child's. If the child has not given you enough information, explain why your picture is not the same e.g. 'you said draw a car but didn't say what colour'.

Classroom activities

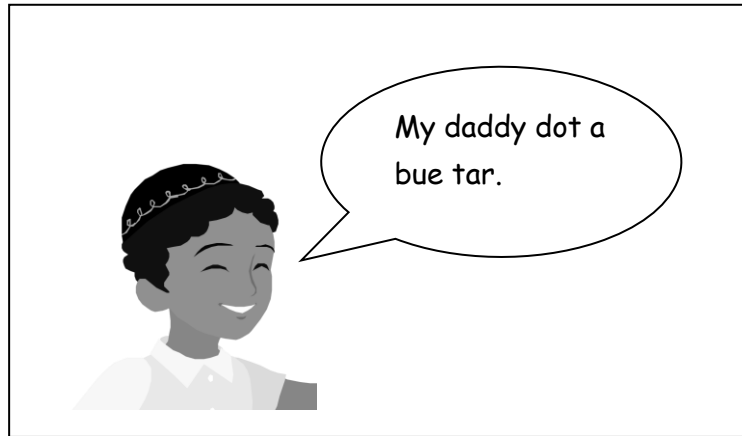
Resources – Any materials for the subject/topic

How – Encourage the child to explain to a friend how to carry out an activity e.g. planting seeds, the equipment needed and the procedure. You may need to prompt the child to check that he has included the relevant information, in the correct order.

7. What can I do next?

- check out hearing
- check out memory
- look at attention level
- speak to speech and language therapist

Speech sound difficulties



1. Identifying a child with speech sound difficulties
2. What are speech sound skills
3. Why are speech sound skills important
4. Have I thought about...?
5. Where do I start?
6. What can I do to help?
 - a. Key Strategies
 - b. Specific activities
7. What can I do next?

1. Identifying a child with speech sound difficulties

What do you see?

The Child:

- Sounds like a child of a younger age
- Unintelligible speech
- Difficult for the unfamiliar listener to understand
- Difficult to understand when the context is unknown
- Difficulty with multi syllabic words
- Can become frustrated when not understood
- May be passive. Often fails to communicate what they are trying to say and gives up
- May become physical if they fail to get their message across
- Speech becomes harder to understand in phrases and sentences
- Omits the beginnings and endings of words
- Often replaces sounds or confuses sounds in words

2. What are speech sound skills?

Children start playing with making sounds from a very early age. However, it takes time and practise in order to say all these sounds correctly in words. Some sounds are more difficult to produce than others and as a result children frequently substitute one sound for another, e.g. saying 'dar' for 'car'

Speech sound difficulties can be caused by:

- Speech delay: When a child continues to use immature speech patterns
- Physical difficulty such as cleft lip and palate or tongue tie
- Specific speech sound difficulty when a child has a specific problem with speech sound processing and production.

3. Why are 'speech sound' skills important?

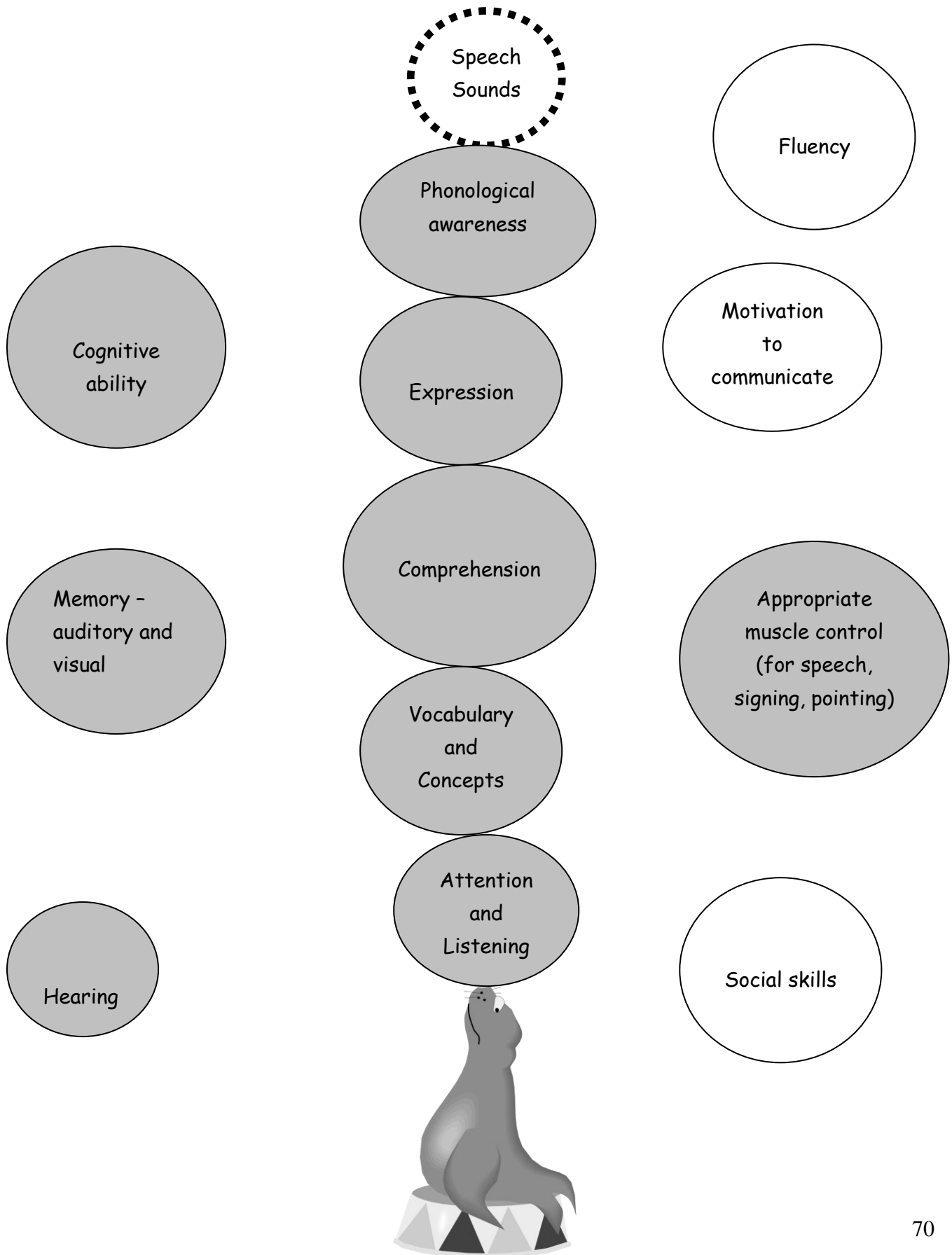
Difficulties in processing and producing speech sounds may affect the development of vocabulary, phonological awareness skills and particularly phoneme-grapheme links.

Children with severe and persisting speech difficulties beyond 5 years and 6 months are at risk of having literacy difficulties (Bird, Bishop and Freeman, 1995)

Poor speech sound skills can impact upon confidence, self esteem and social interaction.

4. Have I thought about...?

The shaded circles represent areas that might affect speech sounds.



5. Where do I start?

STEP 1 COMPLETE THE SPEECH SOUND CHECKLIST

Use the picture pack included here. Show the child the pictures and ask the child to name them one by one. Put a tick on the chart next to each sound the child says correctly. If the child says the wrong sound at the beginning of the word put a cross and write the word as they say it in the comment column e.g. target word cat - child says 'tat' If the first sound was right, but other parts of the word were wrong, put a tick in the box, but write the word as they say it in the comment column e.g. target word ball, child says 'baw'

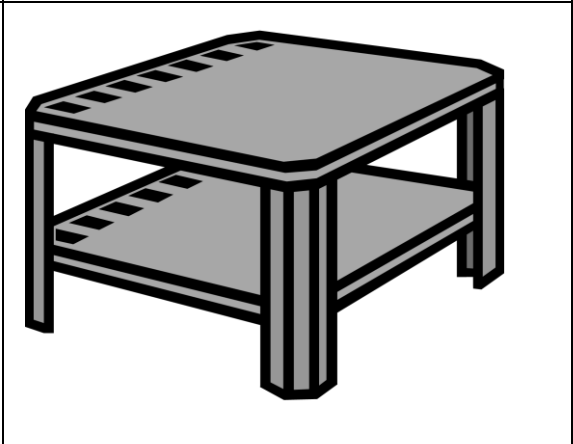
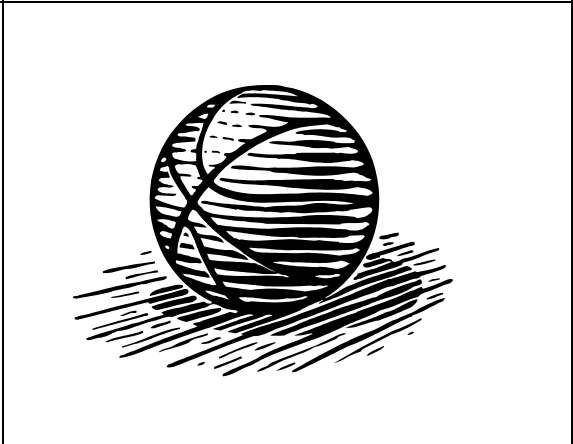
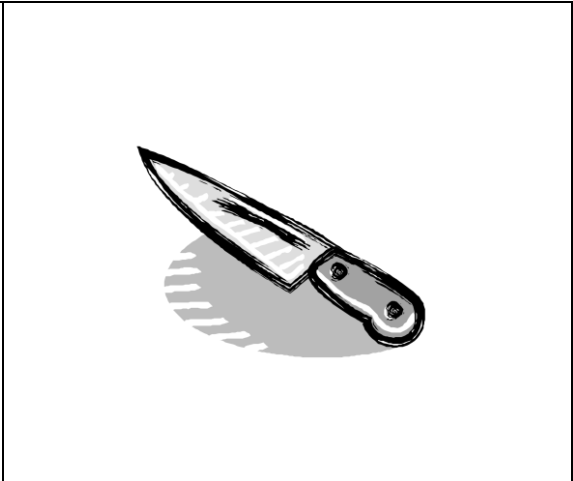
Look at the ages on the left hand side of the chart. This is the age we would expect the first sound in the word to be correct.

Does the child's level of speech sound skills match their actual age?

- **Yes** –
 - if the child is having difficulty with literacy and phonics, go to the phonological awareness section
 - if the child has problems recalling words go to the vocabulary section
 - if the child has problems speaking fluently go to the Dysfluency section
- **No** – go to step 2

Step 1**Speech sound checklist**

Sound correct between ages	word	sound checked	tick/cross	comment
1.6 – 3.0yrs	man	m		
	knife	n		
	pen	p		
	ball	b		
	wheel	w		
2.6-4.0yrs	table	t		
	door	d		
	key	k		
	girl	g		
2.6-4.6yrs	feet	f		
	sock	s		
3.0-5.0yrs	shoe	sh		
	chair	ch		
	jumping	j		
	van	v		
	zip	z		
	spoon	sp		
5.0-7.0yrs	thumb*	th		
	ring*	r		
	lamp*	l		
	tree	tr		
	yoghurt	y		
	plane	pl		







STEP 2 SPEECH SOUND DEVELOPMENT

This will help to give you an idea of the age children start to use different speech sounds. Look at the sound checklist you have completed and compare with the development list.

Age	Stage of Development	Most Common Sounds Present
Up to 2 years	Wide variety of consonant-vowel combinations Sound system extending but still some simplifications	p,b,t,d,m,n,w
↓ 2-3 years	Development of high frequency sounds and sounds made at the back of the mouth e.g. k,g	p,b,t,d,m,n,w,s,f,k,g
↓ 3-4 years	All vowel sounds present	p,b,t,d,m,n,w,s,f,sh,y,h,k,g
↓ 4-5 years	Sound clusters developing E.g. sp, fl, cr	p,b,t,d,m,n,w,s,f,sh,y,h, l,k,g,ch,j,z,v
↓ 5-6 years	Using most sounds correctly except 'th' and 'r' Still some difficulties with clusters and multi-syllabic words e.g. Escalator	p,b,t,d,k,g,m,n,w,s, f,sh,y,h,l,ch,j,r,th

Does the child's level of speech sound skills match their actual age?

- **No -**
 - The child may have a speech sound problem.
 - However speech sound development can vary for each individual child.
 - The common problems section provides information on when speech sound problems are within normal limits and when they require a Speech and Language Therapy Referral.

STEP 3 COMMON PROBLEMS

Most children make speech errors at some point as part of normal speech development. The most common immaturities are listed here:

Common Immaturities:

- Misses the ends off words – pi for pig – bu for bus
- Doubling of syllables – bitbit for biscuit
- Using ‘front’ sounds for ‘back’ sounds – tat for cat or tea for key
- Using ‘short’ sounds for ‘long’ sounds –pour for four, deben for seven
- Uses easier sounds /s/ for /sh/ - Sue for shoe.
- Reduces consonant blends /sp/ to /p/ - poon for spoon
- Reduces consonant blends – pane/lane for plane
- Uses /r/ for /w/ - wed for red

These immaturities often resolve themselves given time and modelling from an adult, and don’t necessarily require a referral to Speech and Language Therapy. The following table details what age we would expect these immaturities to have resolved by:

Problems with sounds at the ends of words	Ok until halfway through reception year
k/t confusion	Ok until end of Reception year
t/s f/p confusion	Ok until end of Reception year
Problems with blends	Ok until end of year 1
Problems with ‘sh’ and ‘ch’	Ok until end of year 1
Problems with ‘l’	Ok until end of year 1
Problems with ‘th’	Ok until end of year 2
Problems with ‘s’ (as in mea <u>s</u> ure)	Ok until end of year 2
Lisp (s sound produced with tongue between front teeth)	Ok until end of year 2
Problems with ‘r’	Ok until end of year 2

If the child has reached the age indicated in the table, a referral to Speech and Language Therapy may be appropriate and the child should be discussed with the Speech and Language Therapist.

Children who make more usual errors or inconsistent errors or show a high level of awareness and concern need to be discussed with the Speech and Language Therapist as soon as possible. Examples of these include:

- Child is using sounds we wouldn't normally hear in English (or the child's home language if bilingual) e.g. 'raspy' sounds that appear to be made in the throat or 'snorting' sounds that appear to be made in the nose
- Child's speech is very indistinct or 'effortful' and difficult to understand
- Parents of children aged over 4 years reporting significant difficulties in understanding their child
- Child has many different versions of the same word e.g. 'Daddy' might sometimes be 'nany', 'sometimes 'gagy' sometimes 'gedy' etc.
- The child's has a lot of difficulty with the vowel sounds in words
- Child appears very aware that their speech is not clear. May make comments such as 'I can't talk properly' or become withdrawn and opt out of activities that require them to speak

The above kinds of errors can all be indicators of a more severe speech sound difficulty and should be discussed with the Speech and Language Therapist

Is the child's speech sound skills within normal limits for their age?

- **YES** – you can use the general strategies provided to support the child's speech and communication skills
- **NO** –
 - Go to the strategies section to find ways to support the child's speech and communication skills in the classroom.
 - Consider a referral to speech and language therapy (please include a copy of the speech sound checklist with the referral).
- **DON'T KNOW** – Show the speech sound checklist to the Speech and Language Therapist who will support you in deciding whether a referral is appropriate

6. What can I do to help?

- 1 Classroom strategies
- 2 Strategies to support communication

Classroom Strategies to aid Speech Sounds

1. Do not draw attention to the child's speech unless advised by the SLT to do so.
2. If the child says a word incorrectly, and you know what they are trying to say, repeat the word back to the child clearly, making sure that they are listening e.g. 'it's a bwue poon', say 'that's right, it's a blue spoon'.
3. If the child is reading it may be helpful to point out the different letter sounds in different words and perhaps use these to remind the child of the sound they should be aiming for.
4. Let the child know that you want to understand him
5. Arrange to talk with the child when you are least likely to be interrupted
6. Admit when you have not understood
7. Do not ask the child to repeat the sound or word over and over as this will reinforce the way they say it and can result in frustration.

Strategies to support successful communication

The aim of the strategies is to support the child in communicating their thoughts, feelings and ideas. This can help to reduce the impact of the speech sound difficulty in everyday situations.

Modelling

- To help them learn the right way of saying a word the child needs to hear the word from you clearly, accept what they have said (don't correct them), and then emphasise the correct sound when you say it back, e.g. child 'tar', adult 'yes it's a blue car'

If you cannot understand

- Repeat back what you have understood. If you have got it wrong the child will tell you. Repeating back is very helpful as it encourages the child to keep talking and gives him a chance to correct you if necessary.
- Ask the child to show you, or give you more details
- Questions like 'what else happened?', 'who was there?', 'where were you?' can help you to tune in and make more educated guesses.

Helpful translating

- You may understand the child's speech but other people may find it difficult. You may have had times where people ask you to 'translate' the child's conversation. This can be avoided by commenting on what the child has said in a way that helps the listener understand and will help to prevent the child from becoming self-conscious about their speech. e.g. child: 'we bi a ain' adult: 'yes we went to Spain, it was lovely'

Word lists

- It may be useful to make a list of some of the words the child may say that would be hard to guess if you are not familiar with him. This could include:
 - Names of family members and family pets
 - Favourite TV programmes, video, or book characters
 - Holiday destinations, transport and where they stayed
 - Favourite food and drink
 - Topics he/she is interested in, such as animals or transport

Home school book

- Start a home school book. Write a brief note of what the child has done during the day. Encourage the child's parents to write down what they have done at the weekend so that when you come to ask the child you will be more able to follow what they are saying.

7. What can I do next?

REVIEW

- Check out hearing (has the child's hearing been tested recently?)
- Look at comprehension
- Speak to the Speech and Language Therapist
- If in doubt refer to Communication Team

Consider the child's development in other areas

A child with language delay may have a speech sound system in line with their language skills. It is often best to concentrate on improving language skills as you often find that speech sounds will improve spontaneously as their language develops.

Consider the phonological awareness activities as developing these can often help children with speech sound difficulties.

Stammering



1. Identifying a child that stammers
2. What is stammering?
3. Why is fluency important?
4. Have I thought about...?

5. Where do I start?
6. What can I do to help?
 - a. Key Strategies
 - b. Specific activities
7. What can I do next?

Identifying a child that stammers

A child that is stammering may frequently exhibit one or more of the following features:

- Repetition of a sound or part of a word e.g. s-s-s-s-nake
- Prolonging a sound e.g. ssssssssnake
- Blocking – where the sound is stuck silently from coming out, tension will be evident where the sound is produced e.g. _____snake
- Extra body movements e.g. excessive eye-blinking, nodding the head, tapping fingers, stamping a foot
- The child may be very quiet and avoid putting their hand up, they may avoid saying certain words changing them for others and they may generally avoid talking situations
- Uses fillers such as “um”, “er” and pauses excessively

2. What is stammering

Guitar (1998) puts it simply as ‘An abnormally high frequency or duration of stoppages in the forward flow of speech’.

Stammering can also be known as stuttering or dysfluency.

3. Why is fluency important

As adults it is a skill that we take for granted and it is seen as being the norm. Fluency helps us to communicate our message clearly and quickly.

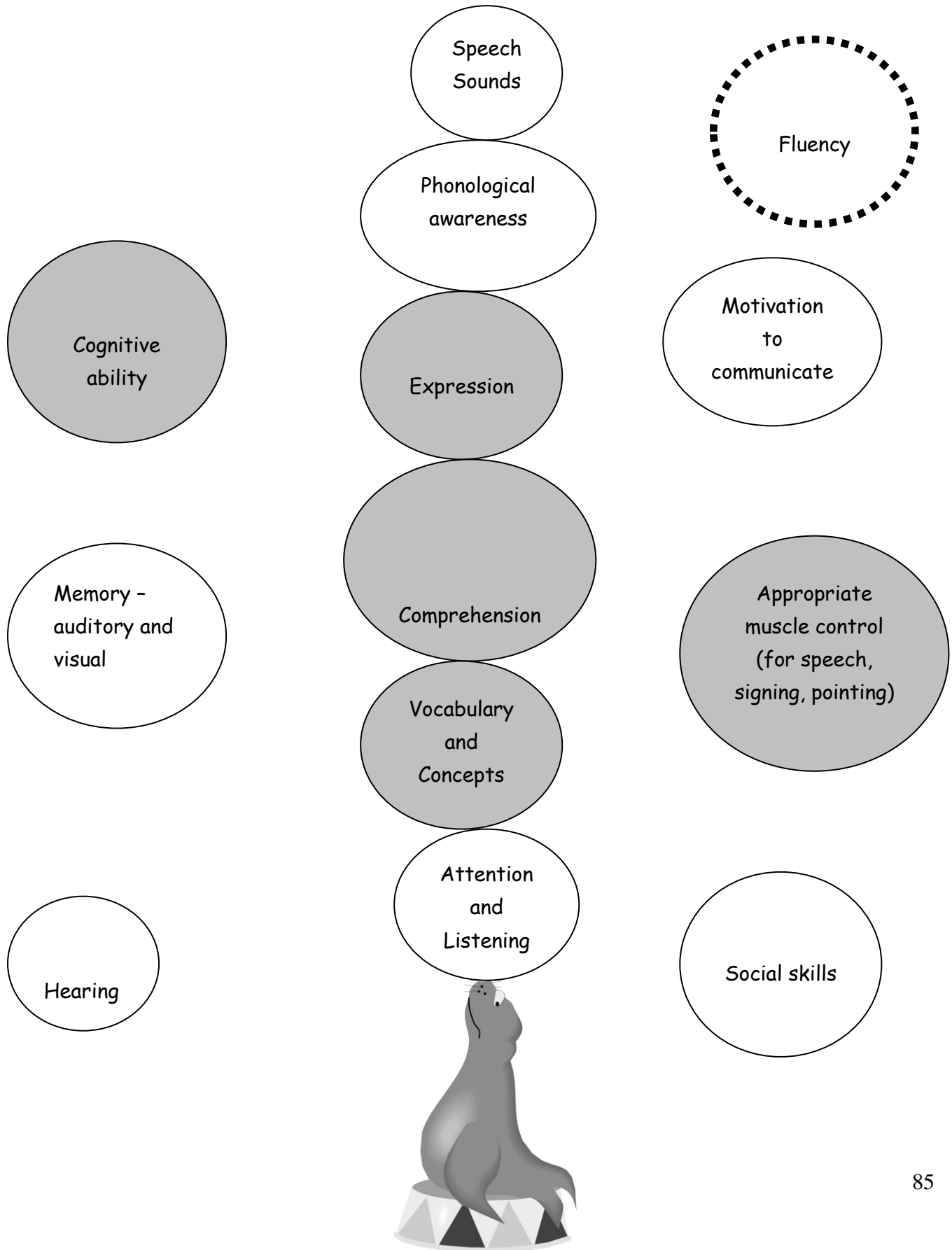
For children that are not fluent

- they may feel different to their peers,
- they may get laughed at/teased/bullied,
- they may feel embarrassed when they speak
- they may even feel scared to talk.

It is annoying and frustrating not to be able to get your words out when you speak.

4. Have I thought about...?

The shaded areas may influence fluency.



5. Where do I start?

If you have concerns about a child please talk to their parents and speak to your school speech and language therapist.

NB. Whole word repetition e.g. “but but but” and phrase revision e.g. “I went to.....we all went to.....” are considered to be part of normal development providing it is not excessive e.g. 15 times.

6. What can I do to help?

Key Strategies

The following advice has been compiled with the help of a group of children who stutter - their comments are in speech marks.

1. "Don't rush us. Give us a chance to answer"
"They should tell you to take your time"
 - Listen carefully to the child and allow them to finish talking
 - **DO NOT** finish sentences for them unless the child asks for help.
2. " Tell pupils not to tease us"
 - Watch for signs of teasing and bullying, if not stopped this can lead to major problems
3. Don't laugh or point out the stutter or allow others to do so.
4. Do not interrupt. This causes a pressure of time; the child will speed up their rate of speaking and so worsen their stutter.
5. " I like to be near the first if having to say something in class"
 - Don't put pressure on them to read aloud in class unless necessary. If it is, let them take their turn first or early on to avoid them building up anxiety. They will find it easier to be fluent when reading in smaller groups or individually.
6. " They should ask you if you want to do something in assembly, but it should be up to you"
 - Give them the same opportunity as other children to read out loud in assembly, but with the option of saying no.
7. Contact your local Speech and Language Therapist for advice.
8. Slow down your own speech – being relaxed and calm and slowing your rate of speech helps the pupil to do the same.
9. Boost confidence in their self and in speaking. Poor self-image or self confidence will adversely affect their speech. Encourage any situations in which they will succeed and try to reduce those or give support in those where they have difficulty. Have realistic expectations of what they can achieve

7. What can I do next?

Refer!

Speak to the child's parents and refer to the speech and language therapist.

Further advice and resources

General information

The British Stammering Association can be found at: www.stammering.org
They provide free information for parents, teachers and other professionals.

Training and information for schools

A CD rom for primary age children was sent to all the schools in England in 2003. This is also now available online at the BSA

<http://www.stammeringineducation.net/>

This training aims to help staff support children to communicate confidently in school. There are video clips of classroom scenes which show teachers how to recognise a stammer and how to support the child in normal classroom activities so it may be worth checking to see if you already have it (2003).

Books

The British Stammering Association has a postal lending library for its members and also sells a selection of books, including:

'Stammering - A Practical Guide for Teachers and Other Professionals' (August 2001) Lena Rustin, Frances Cook, Keleman paperback (144 A4 pages).

'Stammering - Advice for All Ages' - Renée Byrne and Louise Wright (Sheldon Press, July 2008)

'If Your Child Stutters - A Guide for Parents' - Stuttering Foundation of America. (56 A5 pages)

'Stuttering and Your Child: Questions and Answers' - Stuttering Foundation of America. (64 A5 pages)

'Speaking Out' is the British Stammering Association's quarterly magazine

Advice for schools once a child has been referred.

Further advice leaflets and dvd resources are available once a child has been referred to the service.

Social Skills



1. Identifying a child with a social skills problem
2. What are social skills?
3. Why are social skills important?
4. Where do I start?
5. What can I do to help?
 - a. Key Strategies
 - b. Specific activities
6. What can I do next?

Identifying a child who needs support with social skills

How Can I tell this child needs support?

The child:

- Doesn't have many friends
- May prefer adult company to peer's company
- Misinterprets situations
- Misinterprets what is said
- Takes things literally
- Doesn't use eye contact
- Talks too much – hogs the conversation
- Doesn't talk very much
- Stands too close or too far away
- Uses a monotonous voice
- Too loud/too quiet (volume)
- Finds explaining things difficult
- Can't express feelings
- Doesn't show empathy
- Has difficulty in seeing something from someone else's point of view
- Has poor use of body language – i.e. sometimes this is inappropriate because they don't take the situation into account
- Uses language that is too formal or too informal for the circumstances
- Doesn't use greetings
- Shows poor listening skills
- Lack of facial expression
- Lack of interest in other's interests
- Can be abrupt
- Difficulty with understanding aspects such as homonyms, synonyms, idioms
- Doesn't understand teasing, analogy, jokes (except visual ones), inferences, say one thing/mean another e.g. sarcasm
- Can't use language to compromise, explain clearly, put an opinion across

1. What are Social Skills?

‘Appropriate social behaviour within a particular social situation’ (Spence 1980)

‘Those kinds of behaviour which are basic to effective face-to-face communication between individuals’ (McGuire and Priestley 1981)

An individual can be academically able, have perfect grammar, use all speech sounds correctly, have a good vocabulary and yet still they cannot communicate effectively.

2. Why are Social Skills important?

The ability to put into practice those aspects of language and talking that are never taught explicitly is described as having the ability to use social skills. They are taught and learned implicitly and without them, people may never be able to mix successfully with others. Weak social skills can cause a person to become socially isolated and can often lead to behavioural or emotional difficulties in that individual.

Pupils with poor social skills and poor ‘use’ of language may find it difficult to enter into and maintain positive relationships with other people.

3. Where do I start?

Developmental progression

Level	Developmental Order
1 Up to 2years	<ul style="list-style-type: none"> ▪ Will greet ▪ Expresses feelings through body language, facial expression and vocalisation ▪ Understands and uses some simple gestures e.g.: pointing, showing, holding up arms ▪ Looks, smiles and laughs – showing responses to interaction ▪ Some imaginative play ▪ Copies other’s play ▪ Holds out object for adult ▪ Looks to others for responses which confirm, contribute to or challenge their understanding of themselves
2 2-3 yrs	<ul style="list-style-type: none"> ▪ Uses words to comment, express feelings, assert independence ▪ Responds to speech with speech ▪ Co-operates in familiar activities with adults ▪ Comes to adults for affection ▪ Seeks adult for bouncing/swinging activities ▪ Copies adults and other children in play ▪ Some imaginative play/pretend play ▪ Chasing games with adults and/or other children ▪ Show their particular characteristics, preferences and interests ▪ Begins to develop self-confidence and a belief in themselves ▪ Responds to the feelings and wishes of others ▪ Seeks out others to share experiences ▪ Are aware that some actions can hurt or harm others ▪ Learns that they have similarities and differences that connect them to, and distinguish them from, others
3 3-4yrs	<ul style="list-style-type: none"> ▪ Will talk to self and partners in play ▪ Can participate in pretend conversations ▪ Takes turns and shares play materials when encouraged ▪ Responds to reasoning from familiar adults ▪ Co-operates in familiar activities with other children ▪ Joins organised games e.g. hide and seek and ring a roses. ▪ Seeks and delights in new experiences ▪ Shows confidence in linking up with others for support and guidance ▪ Shows a sense of trust ▪ Forms friendships with other children ▪ Can be flexible and adapt their behaviour to different events, social situations and changes in routine ▪ With support, begins to accept the needs of others ▪ Shows care and concern for others, for living things and the environment
4 4-5yrs	<ul style="list-style-type: none"> ▪ Will take different roles in group play ▪ Enjoys fantasy/imaginative play ▪ Willing to play and work with less familiar children ▪ Expresses needs and feelings in appropriate ways

	<ul style="list-style-type: none"> ▪ Have a developing awareness of their own needs, views and feelings and are sensitive to the needs, views and feelings of others ▪ Developing respect for their own cultures and beliefs and those of others ▪ Value and contribute to own well-being and self-control ▪ Form good relationships with adults and peers ▪ Work as part of a group, taking turns and sharing fairly ▪ Understands there needs to be agreed values and codes of behaviour for groups of people to work harmoniously together ▪ Understands what is right, what is wrong and why ▪ Considers the consequences of their words and actions for themselves and others
5 5 -6yrs	<ul style="list-style-type: none"> ▪ Plays with other children in the classroom and in the playground ▪ Is a co-operative member of class ▪ Makes predictions showing an understanding of ideas, events and characters ▪ Takes turns to speak, listen to others' suggestions and talk about what they are going to do ▪ Explain their views to others ▪ Beginning to understand that people can say one thing but mean another (e.g. sarcasm)
6 7 years +	<ul style="list-style-type: none"> ▪ Can follow changes in topic. ▪ Understands and appreciates word play and a variety of jokes ▪ Can understand non literal meaning ▪ Can accept minor disappointments e.g. getting things wrong or losing in a game ▪ Will take a simple message or collect something from outside classroom ▪ Tries new experiences without undue worry ▪ Can give reasonable explanations as to why events occurred (cause and effect) ▪ Will ask questions to obtain information ▪ With adult can talk about behaviour, feelings of characters in stories ▪ Organises play constructively through conversation with other children ▪ Can produce simple narratives containing: character, setting, problem and solution ▪ Beginning to understand idioms

4. What can I do to help?

General Strategies

Social Skills difficulties cover a vast range of different skills and levels.

We often start with *looking at the person, showing good listening skills and learning to take turns* during conversation. In view of this, it is always good to praise these skills in others when you observe them which may raise awareness of these skills generally in the class.

It is always important to show these good skills ourselves so that we can act as good models for the pupils. Ideas used in the listening and attention section of the toolkit maybe useful.

Specific Strategies

The CALL programme is available locally. Please contact the department for information

There are other social skills resources. It is best to teach social skills in a group rather than 1:1 as this doesn't always help to establish the skills properly.

Social skills need to be practised in a social situation..

What can I do next?

- Make a note of the particular difficulties that the child appears to be having.
- Share your concerns and observations with other staff as sometimes pupils will show different responses within different situations and with different people.
- Talk to your local speech and language therapist

Bilingualism

Being bilingual (or multi-lingual) is an asset and the first language of the child has a continuing and significant role in identity, learning and acquisition of additional languages. It is important to encourage parents to continue to speak their home language(s), as this will not affect the child's development of English and it will also allow them to maintain positive family connections.

Parents may sometimes need reassurance that there is no evidence that bilingualism can cause a speech, language or communication difficulty, in fact there is evidence that being able to acquire language skills in one language makes it easier to learn another. This means that children should be able to acquire English as an additional language without too much difficulty, if they have learnt their home language successfully.

How do children become bilingual?

There are two routes to bilingualism:

- **Sequential bilingualism** – when the first language is acquired by the child and an additional language is introduced after the child has turned 3 years old. This is the most common route to bilingualism.
- **Simultaneous bilingualism** – when a child is exposed to two languages from the beginning of their language acquisition. This has been found to be the least common route to bilingualism.

When children are first surrounded by a new language they may go through a **silent phase**, the silent phase is not a cause for concern and may last several months. During this time, it is important to continue modelling language to the child, as they will still be learning language and developing their understanding.

Once the child starts to use the new language, it has been found that it will take them between 2 to 3 years before they become conversationally fluent and between 5 to 7 years before they are proficient and have similar abilities to their monolingual peers in cognitive and academic language.

A bilingual child may **code switch** when they are talking. This is when a child can speak a complete sentence in one language and then change to another language for the next, or the child may switch between languages within one spoken sentence. It has been found that code-switching is common for bilingual children and is a sign of proficient bilingualism.

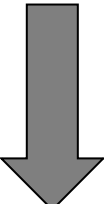
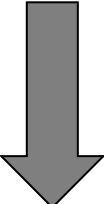
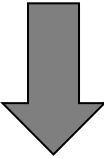
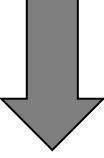
Support and advice on helping bilingual children is available from EMTAS. However, some ideas can also be found below.

1. Where do I start?

To help you gain a clear picture of their language learning skills it is important to find out from the child's parents their language history. Try to find out how long the child has been exposed to the different languages that they use and where they hear and use the different languages.

2. What can I do to help?

The following flowchart will provide strategies to support children at different stages of their English as an Additional language development.

Observations		Strategies
Appears to speak no English Appears to understand no English Speaks in home language to adults and peers Watches others		Visual timetables, picture books Teach staff names Play games with repetitive language Action rhymes, songs, and stories Practical activities Simple language, use gesture to support understanding
Understanding more English than able to use. Communicating by gesture and facial expression Responding to instructions accompanied with gestures Joins in with repeated phrases in songs and action rhymes		Continue to involve the child in activities and use the above strategies Use real objects and pictures to provide extra visual support
Using single words or phrases to communicate e.g. "toilet" or "drink" Uses gesture to extend talk Echoing words/phrases "tidy up time" "sit down"		Extend the child's language by adding one or two words Stories with repetitive language and clear pictures
Generating own words and short phrases: EAL "errors" such as word order or mixing languages are still very common and a normal stage of development		Continue to extend child's language and model correct grammatical structures "I goed outside" "You went outside" Encourage child to respond by offering choices.

Strategies to support a bilingual child within the classroom setting:

Key strategies:

- Encourage parents to continue using their home language, as being exposed to two or more languages does not 'confuse' children and it will help support the child's English language development
- Use visuals to support the child's understanding of what you are discussing and use visual timetables, so that they are aware of what is going to happen next.
- Use nursery rhymes and action songs to support their language development, as there are visuals to support their understanding and the language is repetitive allowing the child to hear the words on a number of occasions.
- Model language to the child appropriately to the level that they are performing at in English and extend any language that they do use.

- Use photographs of staff (buddies and key persons) to help new children learn staff names.
- Create an atmosphere where being able to speak another language is truly valued as a positive skill.
- Use lots of objects/visual resources/photographs to stimulate talk and promote language development. Check that these reflect positive images of different cultures.
- Extra visual support enables children to participate without speaking in the early stages of learning English. This will help reduce frustration and is a great way to help communication and interaction and won't stop children from speaking.
- Use activities with the opportunity for lots of repetition.
- Encourage children to learn language by hearing and using it in context through practical activities and real life experiences.
- Plan small groups and paired activities with good language role models for children learning English as an Additional Language. (Modelling and extending children's language).
- Model and use gestures to support understanding.
- Observe children to plan next steps. Observations will consider children's understanding as well as speaking skills.
- Reassurance in strange situations and unfamiliar routines.

Strategies to support a bilingual child at home:

- Encourage parents to continue using their home language, as being exposed to two or more languages does not 'confuse' children and it will help support the child's English language development
- Ask parents what words their child is using, in their home language and English.
- Ask parents to tell you any new words they learn
- Ask parents to translate key words for their child's key person.
- Use dual language books with their child at home (Libraries can loan these free for parents to borrow – staff can support you in registering with your local library).
- Reduce their child's anxiety especially if a parent or carer can explain the pictures and routines in the child's home language.

Identifying if a bilingual child has a speech, language or communication difficulty

If a child has had difficulties learning their first language, they are likely to have difficulties learning an additional language and may need specialist intervention from a Speech and Language Therapist.

What do you see?

Signs that a bilingual child has an underlying language difficulty are:

- They are experiencing difficulties learning their first / home language and parents may report that they were slow to learn to talk and achieve their language milestones
- They are making slow progress in both of their languages.
- They are not communicating well in either language.
- They are struggling with understanding in both languages.
- They are frustrated, withdrawn or avoidant because they are finding it challenging to understand or communicate

3. What can I do next?

If the child has been exposed to English for less than two years and you are concerned around only their English language development, then please use the strategies provided above prior to discussing a referral with your Speech and Language Therapist.

However, if your concerns are around the child's home language or English language development following two years of exposure, please speak to your speech and language therapist and following this discussion it may be determined it is appropriate to refer the child, once you have spoken to parents.