

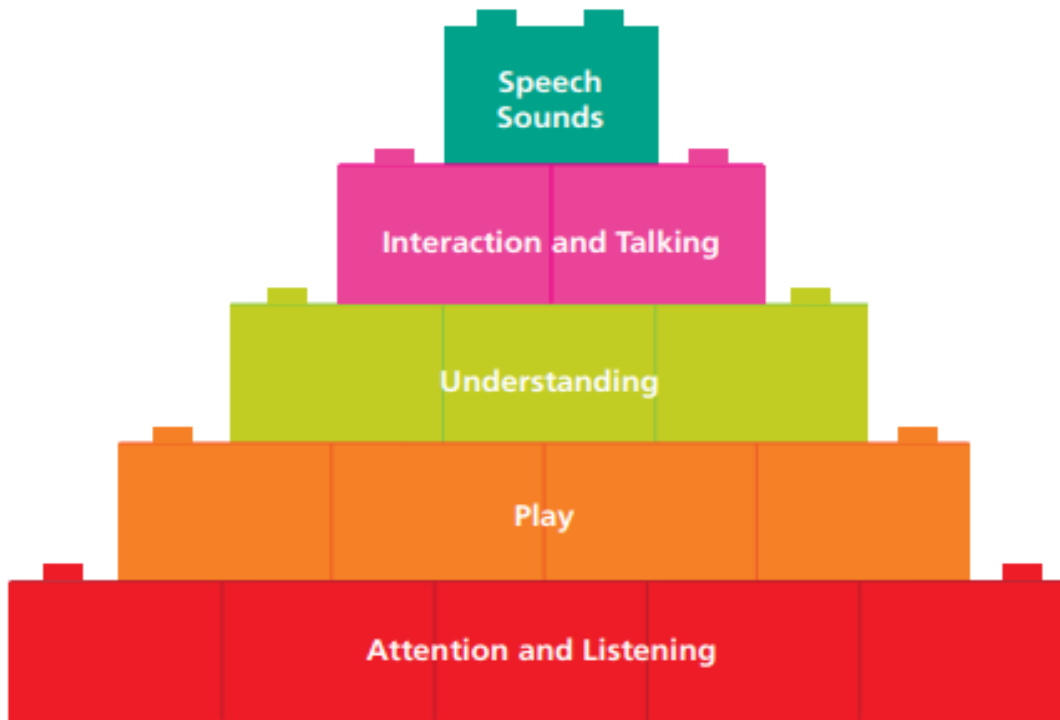


Love to Communicate

INDEPENDENT SPEECH AND LANGUAGE THERAPY

Supporting speech and language skills at school and home

CYPRESS PRIMARY SCHOOL



Being able to communicate is not just about talking.....

Supporting attention & listening skills

- A child may experience difficulties with listening to spoken language even though their hearing is okay.
- Attention & listening difficulties will affect a child's concentration on a task and their ability to listen to adult instructions.
- By 3 years of age, a child should be able to give their full attention to an adult's instructions.
- By 4/5 years of age, they should be able to listen to an adult's instructions without stopping what they are doing – a helpful skill in the classroom

How can I support attention and listening skills?

- **Keep noise levels low with minimal distractions** during joint activities e.g., turn the TV/ radio off to get their full attention
- **Gain your child's attention before giving instructions** – call their name or touch their arm to help them to focus
- **Use timers, now/next prompts to support attention** to tasks – allow them to have breaks after completing a certain number of questions/ parts of a task

Supporting attention and listening skills

- Demonstrate good listening- when children are speaking to you, stop, make eye contact and concentrate on what they are saying
- Reinforce and give specific praise when a child shows good attention and listening

A few activities to try:

- **Listening walk:** Encourage child to listen very carefully to sounds they can hear around them whilst on a walk. Stop during your walk, ask your child to be very quiet and to say what they can hear.
- **Remembering games** e.g. “I went shopping” - Start by saying: ‘I went shopping and bought some milk.’ Ask your child to repeat what you said and add another item e.g. “I went shopping and bought some milk and some bread”. Take turns to keep adding items and see how many you can remember!
- **Encourage child to make noises in songs and stories** whenever certain characters/actions are mentioned. E.g. child makes a wolf sound every time the Wolf is mentioned in Little Red Riding Hood.
- **Sing songs and nursery rhymes-** pause for your child to fill in missing words.

Supporting play skills

Play is an important part of children's learning and development.

Children learn all kinds of skills through play:

- How things work
- How to interact and share with other children
- How to enter a world of imagination

How can I support a child's play skills?

- **Join in** with what your child is playing and follow their lead
- **Practice taking turns** – your turn, my turn
- **Practice pretend play** e.g. pretend to have a tea party/picnic/shop
- **Stories** – act out parts of your child's favourite story books or stories they have watched on TV/ in films

Supporting understanding

- USE VISUALS – gestures, modelling, pictures/photos, written information

Instructions:

- Be aware of how many key words you are using in an instruction
- Break instructions down into chunks rather than saying everything in one long sentence.
- Practice following instructions with games e.g. Simon says, shopping, drawing games

Vocabulary:

- Link spoken words with pictures or real items
- Find out what topics or vocabulary your child is learning at school and practice using new words at home. Explain the meaning of new words e.g. 'by tomorrow I mean the day after today, after you've had one more sleep.'
- Repeat new words often in different situations throughout the day to help child learn new words e.g. when walking down the street, at the shops etc.
- Play guessing games with new vocabulary being learnt- give clues about the meaning and see if your child can guess the answer, e.g., it's a food, it's round, it's crunchy, it grows on trees, it begins with "a".

Supporting understanding

Questions:

- Focus on simple who, what, where and when questions- Emphasise these concepts when looking at books and throughout the day e.g. "where is your bag?" - "it's on the peg", "who is sleeping?" - "It's Goldilocks"
- Once child can answer these questions, move on to why and how. Always model the correct answers e.g. "how are they feeling?" - "they're smiling so they are feeling happy"

Asking for help:

- Check regularly that your child has understood what you have asked them to do
- Encourage your child to ask for help when they have not understood something

Supporting use of language

Encouraging use of language:

- Give choices throughout the day to support requesting
- Allow your child plenty of time to produce language
- Use sentence starters to support children to give answers to questions e.g. 'it's a
- Give choices of answers and always model back the correct answer

Model language to your child:

- Get down to your child's level and comment on what your child is doing with short phrases
- If they have said a few words, add 1 or 2 extra words
- If they have made a sentence, model back correct grammar and vocabulary
- Use specific language (e.g. 'the green chair') rather than empty words (e.g. 'the one over there')
- Look at books with your child as often as you can. Talk about what you can see in the pictures and what might happen next. Talk about new words and their meanings.

Supporting social skills

- **Practice taking turns.** Play any simple game where you need to take turns
 - e.g., take turns to add a brick to a tower you're building... take turns to throw a ball...
 - Emphasize that it does not matter if you win or lose a game but acknowledge your child's feelings e.g. "I can see you're feeling upset that you didn't win this time. We can play again another time"
- **Be a good model-** children learn how to interact appropriately from watching how adults interact with other adults and children
- **Use emotions vocabulary throughout the day** e.g. "I'm feeling tired", "I can see that you are feeling angry, let's take some time to feel calmer"
- Have **strategies** that your child can choose from to help them to feel calm

Supporting social skills

Conversation:

- Create lots of opportunities for your child to interact with you, the rest of the family and friends without technology.
- Have technology-free talk time- give your child your full attention and model how to listen to what somebody is saying and how to respond appropriately.
- Start by talking about what your child is interested in- this will be more motivating for them.
- When going to or from school, talk about what you can see around you or what your child will be doing/ has done at school.
- Three good things – talk with your child about what they have enjoyed in their day. Ask if they can think of 3 good things they did in the day. Share good things that have happened in your day.
- Look together at the photos you've saved on your phone/ tablet – can your child remember the story behind the photo? e.g. when you went to the park/ saw family/friends.

Speech sounds

- By age 6, a child's speech should be clear even to unfamiliar people. However, children may make little mistakes, especially when saying long words.
- If your child makes a mistake with their speech sounds e.g. says "I want to sit on the tair", don't correct them, but do repeat back the correct way to say the word e.g. "you want to sit on the **ch**air".
- Your child's speech and language therapist will provide support to develop specific speech sounds that your child may be finding difficult to make. Activities should be carried out daily in order to see progress.

Speech sound activities

Play games to help your child notice the different sounds in words e.g:

- **I spy** – find something you can see and give your child the first sound and ask them to guess what it is e.g. “I spy something starting with ssssss....”
- **Odd one out** – say 4 words - 3 starting with the same sound and 1 with a different sound - ask your child to spot the 1 that doesn't start with the same sound e.g. “chips, chicken, chair, dog - which doesn't have a ch sound”?
- **One more....** - say 3 words beginning with the same sound, ask your child to think of 1 more e.g. “cat, cake, car...what else begins with c”?

Speech and language service at Cypress Primary

Services we provide:

- Screening Initiative for early identification of SCLN using our Reception Screener.
- Individual assessment followed by written advice/activities for staff and parents to support communication skills.
- Assess and provide evidence for EHCP process, as well as deliver intervention and assessment to children with a EHCP.
- Running interventions directly with therapist or the speech and language therapy assistant.
- Training staff to carry out intervention groups - with support from therapist.

Referral procedure:

- A SALT referral form must be completed and submitted to SENCO (Ms McLelland) or head of school (Ms Sorenson) for a child to be referred to our services.

Speech and language service at Cypress Primary

Interventions we can provide:

- Attention/listening
- Speech sound
- Expressive and receptive language e.g., colourful semantics, lego therapy
- Vocabulary development
- Pre-teaching
- Social communication
- Emotional regulation

For more information and activity ideas:

<https://speechandlanguage.org.uk/information-and-support/>

<https://www.bbc.co.uk/tiny-happy-people>

Any questions?

