

**SUPPORT FOR
CHILDREN WITH
SPEECH, LANGUAGE AND
COMMUNICATION NEEDS
(SLCN)**

**Support Pack for
Schools**

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1. The Speech and Language Therapy Service

What the Speech and Language Therapy Service Can Offer

- The Speech and Language Therapy Service is available to support you to meet the needs of children with speech, language and communication needs.
- National figures suggest that in some areas of deprivation approximately 50% of all children have a speech, language or communication difficulty when they enter early years' settings (Bercow 2008). These difficulties can have an impact on a child's social and emotional development, and can act as a barrier to their ability to successfully access the curriculum.
- Collaborative working practices between Education Staff and Speech and Language Therapists facilitate access to the curriculum for children with speech, language and communication needs. We work in partnership to help ensure that all children achieve their communicative potential.
- We provide a school-based service to all children with specific speech, language and communication needs who are on "School Action Plus" or have a Statement.
- If the child is not on the Code of Practice or is on "School Action" then our locality teams may see them in a health clinic or in a school-based clinic, dependent on the needs of the local population.
- Please visit our website for links to other relevant organisations and websites: www.cht.nhs.uk

We offer:

Assessment

- Assessment and diagnosis to identify the nature of the speech, language or communication difficulty. This provides a profile of the child's speech, language and communication strengths and areas that may need to be developed.

Intervention

This may take the form of:

- Advice
- Joint planning and working with the school staff
- If appropriate, 1:1 therapy
- Opportunities to attend group therapy
- Identifying training needs of staff working with children with communication difficulties and providing training workshops. These workshops may be offered to parents if appropriate.
- Suggest ideas/activities for IEP targets.
- Support the Annual Review process.

Training

This may take the form of:

- Modelling strategies to support staff to carry out specific activities for a child's speech, language and communication targets.
- INSET training for members of staff working with identified children with speech, language and communication needs. The therapist working with a child in your school may also highlight courses that would be appropriate for staff to attend.
- Whole school training. All schools can negotiate bespoke training around children with communication needs.
- Modelling of commercially produced training packages

Sign-posting

- Referral to other agencies
- Referral to specialist or support services

Guidance on the way various communication difficulties may present in a classroom context

A child may experience difficulties with any or all of the following areas of development;

- o Receptive Language
- o Expressive Language
- o Social Communication/Pragmatic language
- o Speech sounds/Phonology
- o Stammering
- o Voice

How do I know if a child is having difficulties with receptive language?

They may do some of the following:

- They appear to stop concentrating when you are talking to them in a group. They may not be able to understand what you are saying, and so switch off.
- When you ask them a question they respond 'off topic' and appear to be answering a different question.
- After an instruction to the group, they look around the room at what the other children are doing before they start the activity. They may not have understood the instruction, and are using their peers' actions as 'clues' to help them carry out the activity.
- They have difficulty following instructions. They may appear forgetful, or may take time to decipher/process more complex and/or longer sentences.
- In activities that involve a lot of talking, like class discussions, they may be quiet and not join in, or they may join in but give inappropriate answers.
- They may show disruptive behaviour, or become quiet and withdrawn. This may be because they are unable to understand what is being asked of them, are frustrated, or are frightened of failing.
- They may have a limited vocabulary knowledge compared with other children of their age.
- They don't volunteer answers in class.
- They may not understand 'wh' questions, responding incorrectly to them. For example, if you ask the question: 'When do you eat breakfast?' they might answer: 'Cornflakes.'
- They may echo back language to you without understanding it.

How do I know if a child is having difficulties with expressive language?

They may do some of the following:

- Use the wrong words for things e.g. use a related word like 'chair' instead of 'table' or a word that sounds similar like 'telephone' instead of 'television'.
- Use very general words like 'get', 'make', or 'thing' a lot where a more specific word would be appropriate.
- Their language may sound 'immature' compared with other children of their age (e.g. 'I go shop'.)
- They may miss off the endings of words like 'ing', 'ed' or 's'.
- They may miss out the small parts of a sentence like 'the' or 'and'.
- Their words may come out in an 'unusual' order.
- They may miss important information in a sentence (e.g. they may say 'He washing' without saying what he is washing.)
- Children who have expressive language difficulties are very likely to have difficulties with literacy. The same problems they have with spoken sentences will be evident in a child's written attempts at sentences.
- They may seem to be struggling for words to express themselves.
- They may know a word but appear not be able to access it, resulting in lots of '...ers', or use of gestures to try to get their message across.
- Children with expressive difficulties often are very aware of their difficulties. You may notice that they become withdrawn, do not initiate speaking in class, or they become frustrated, all of which can result in low self-esteem and/or behavioural difficulties.
- They may rely on learnt social phrases, which they use a lot.

How do I know if a child is having difficulties with social communication/pragmatic language?

They may do some of the following:

- They may find it difficult to take turns.
- They may find it difficult to follow social conventions. (e.g. when talking with you they may stand too close, be over-familiar or rude to adults/peers.)
- They may find it difficult to understand non-literal language such as jokes, idioms or metaphors, which they take literally e.g. they may not understand instructions such as "Don't be a slow-coach", or "Get a move on", but do understand if you phrase it literally, as in: "Please finish your work".
- They may respond to "Can/could you..." questions literally - for example when asked "Can you get me a pen?" they respond with "Yes", but don't get the pen.
- They may have poor eye contact - not appearing to look at you or at peers when talking with them.
- They may show some disruptive or difficult behaviour such as hitting or snatching things from other children. This may be due to difficulties understanding how to use language flexibly for a range of purposes such as requesting something they want, or telling someone that they feel upset.
- They may find it difficult to understand words relating to feelings.
- They may not use much expression in their face or tone of voice.
- They may have difficulties initiating, maintaining and repairing conversations.
- They may tend to talk about the same topic of conversation over and over again.

- They may change topic frequently in a conversation or have poor awareness of a listener's knowledge. For example, in a conversation about transport they may suddenly change to an unrelated topic, saying "he has brown fur" without first telling you that they are now talking about their pet.
- You may notice that they have difficulties playing with other children or forming friendships with them.
- You may notice that when classroom routines are unexpectedly changed the child's behaviour in class gets worse, indicating that they are feeling some anxiety about the change.

How do I know if a child is having difficulties with speech sounds?

They may do some of the following:

- Are unintelligible to unfamiliar listeners, though some people like family 'tune in' and understand them.
- Miss off parts of words (for example dog = 'do')
- Have difficulties making some specific sounds in speech.
- You may notice during phonics work that they cannot produce or tell the difference between some of the sounds that you are working on.
- They may produce some unusual sounds that don't sound 'English'.

Please note: Children's speech sound systems will still be developing during their early school years. It can take a long time for all the speech sounds to develop. Please refer to the following information about sound development. If a child has not achieved the majority of the following sounds listed by their age group for the 90% indicator, then please refer.

Sound Development

Approximate ages at which children can normally produce speech sounds

	50% of children	90% of children
all common vowel sounds	1.5 to 2 years	3 years
/p/ /b/ /t/ /d/ /m/ /n/ /w/	1.5 to 2 years	3 years
/k/ /g/ /f/ /h/ /y/ as in <i>yet</i>	2.5 to 3 years	4 years
/s/ /ng/ as in <i>sing</i>	2.5 to 3 years	5 years
/l/ as in <i>lion</i>	3 to 3.5 years	6 years
/sh/ as in <i>shoe</i> /ch/ as in <i>chin</i> /j/ as in <i>joke</i> /z/ and /v/	3.5 to 4.5 years	6 years
/r/ /th / as in <i>thin</i> /th / as in <i>then</i> /s / as in <i>measure</i>	4.5 to 5 years	7 years

Consonant blends:

Consonants are first used singly at the beginning of words, and later at the end or in the middle of words, e.g. *no, gone, dinner*. When single consonants are well established, around three and a half years, children begin to use them in groups (blends), first at the beginning of words, then at the end or in the middle of words (some blends occur only at the beginnings of words, others only at the end). It may take a further three or four years for all blends to be used accurately.

By 4 to 4.5 years:

bl, cl, fl, gl, pl, qu (kw), br, cr, dr, fr, gr, pr, tr at the beginning of words

ks, ls, ms, ps, ts, vs

at the end of words

By 5 years:

sp, sm, sn, sk, sl, sw, st

at the beginning or end of words

After 5 years:

str, skr, spl, spr, thr, shr

at the beginning or middle of words

Ann Locke (1991); Teaching Talking

2-2 ½ years:

The following speech patterns are normal at this stage:

- Missing off word endings, eg boat > bow
- One sound in the word influences other sounds, eg dog > gog

2 ½ - 3 years:

The following speech patterns are normal at this stage:

- The sounds k and g may become t and d (eg car > tar, or girl > dir|)
- The sounds ch, f, s and sh may be 'shortened' (eg finger > binger, shoe > do, sun > dun, chair > tair)
- Two consonant sounds in a word (a cluster) may be reduced to one. (eg spoon > poon, blue > bu)

3 - 4 years:

The following speech patterns are normal at this stage:

- Consonant sound clusters may continue to be reduced (eg spider > bider)
- The child may pronounce 'th' as 'f' (eg thumb > fum)

4 - 5 years onwards:

- The following speech patterns are normal at this stage:
- A variety of cluster combinations continue to develop (eg blue, spade, clock)
- Cluster reduction may continue
- The child may pronounce 'th' as 'f' (eg thumb > fum)
- The child may pronounce r as w (eg rabbit > wabbit)

The above patterns may be present in older children. We are happy to discuss any queries over the phone if you are not sure.

How do I know if a child is stammering?

They may do some of the following:

- Prolongations of sounds (e.g. 'sssssseven')
- Blocks (e.g. either no sound or a strangled sound comes out when they are attempting a word)
- Repetitions of sounds or parts of a word (e.g. 'mi mi miss', or 'p p please')

Some children develop some tension or behaviours around their stammer:

- They may also have some tension in their face - in the muscles around the eyes, lips or neck.
- They may also make extra movements when they speak, as though they are trying to 'push out the word'. This may include blinking, or tapping their hands or feet.

Some children with a stammer do things that have the effect of masking the problem, which can cause the stammer to become 'hidden':

- You may notice that they avoid speaking in certain situations or to certain people.
- You may notice that, mid-sentence, they change the word they were going to use, for example 'I went sw- sw-, I went to the pool at the weekend.'

For more information on stammering, and helpful strategies, please refer to:
www.stammering.org

How do I know if a child is having difficulties with voice?

They may do some of the following:

- They may have an unusual sounding voice - it may be hoarse, husky, breathy, rough or weak.
- Their voice can sound sore or strained.
- They may lose their voice frequently.
- Their voice 'cuts out' whilst they are talking.
- Their voice suddenly changes pitch whilst they are talking.
- They may speak in a whisper

3. How to Make Your School a Good Communication Environment

Ten Golden Rules for a Communication Friendly School

The people	The environment
Be aware of the communication difficulties a child might have - think about and share useful strategies	Create a communicative atmosphere i.e. a relaxed, safe and friendly environment with lots of opportunities to talk. Not too noisy
Keep language simple e.g. Break long sentences into short separate ideas	Use visual displays (objects and pictures) that can be used to support understanding
Slow down your rate of speech by using pausing and give the child lots of time - be prepared to wait	Children with communication needs benefit from lots of repetition e.g. of songs, activities and vocabulary
Use non-verbal clues to back up what you are saying e.g. gesture	Use signs, symbols and visual timetables to support communication
Encourage language by giving clear language models and expand what children say	Work with groups of no more than 4/5 children if promoting communication - less confident children become less involved in a bigger group. Include good child role models
Motivate a child's communication by talking about what they are interested in	Create opportunities for communication
Listen to what children say	Low distraction/quiet area for specific work
Respond positively to any attempt at communication - not just speech	Planning for playtimes - create social opportunities for children with communication difficulties
Comment on what children are doing rather than asking too many questions	Planning for lunchtimes - creating social opportunities, e.g. circle of friends
Be aware of the level of language the child is using - use a similar level to ensure the child understands	Encourage other children to use strategies by explaining communication difficulties to peers

General Strategies for Children with Communication Difficulties

- Listening
- Understanding
- Talking
- Speech
- Stammering

How to help children to develop their listening skills

Many children with speech, language and communication problems have difficulty with attention and listening skills. Here are some strategies, which may help.

- **Check hearing**

- **Check levels of understanding**

- Does the child understand the level of language used within the classroom?
- Try giving very simple instructions when you know the child is listening.

- **Breakdown listening**

Many children do not know how to listen, even when told to do so. We can break down listening and tell them what they need to do in order to listen effectively:

- Sit or stand still, i.e. not fidgeting.
- Look at the person who is speaking to them.
- Listen to the person who is speaking.
- Think about what is being said.

Consider the use of pictures and symbols to encourage an understanding of good listening skills.

- **Discuss why we listen**

So we know what to do/to be friendly/to be able to do our work/to play with our friends, etc. Be as specific as possible in relation to the task.

- **Practice listening in simple activities at first**

Give simple instructions they can complete easily with relatively short periods of listening; encouraging listening on a one to one basis or in a small group; giving praise/rewards for activities completed due to listening well e.g. encourage listening to sounds around them in the environment, both noisy and quiet.

- **Preface activities with discussion re: listening – be specific**

E.g. "Remember to do some good listening so you can play this game/do this work/get a house point/know what to do".

"Remember you need to sit still, look at me and think about what I'm saying, then you'll be able to listen".

- **Monitoring listening skills throughout activities**

Try to check who is listening whilst giving instructions – give feedback as appropriate, e.g. "Daniel knows what to do because he's doing really good listening". "Sit still Joe, then you'll be able to listen", "remember to look at me John so you can listen".

- **Discuss consequences of their listening behaviour within an activity**
E.g. "Well done James, you knew how to measure because you did really good listening".
- **Evaluation of others' listening skills**
Encourage the child to think about whether other children are listening - what happens when children are listening? What happens when they are not listening?
- **Evaluation of child's own listening skills**
Encourage children to evaluate their own listening skills. Did they think they were listening? How did they know? If not, why not, (e.g. fidgeting)? What could they do about it next time? Give them as much information as they need if they are not able to evaluate it themselves.

How to help children understand language

- **Slow down your rate of speech**

- **Break a long sentence into short separate ideas**

E.g. "everyone come and sit on the carpet, except blue group, you stand by the door as you'll be going into the Hall in a minute with Mrs Jones to do some measuring work in numeracy this morning. You'll need to take some of the meter rulers, pencils and worksheets with you".

This can easily be broken into shorter instructions.

Blue group. Stand by the door. You are going with Mrs Jones. You are going into the Hall

- **Support your language with non-verbal clues**

You can use gestures, pointing, facial expressions, pictures, etc. alongside simple words to help children understand.

- **Target key vocabulary**

Use simple words you know the child understands within short and simple sentences in order to help understanding of information/instructions.

- **Reinforce and generalise new concepts and vocabulary**

It is useful to have in mind new words and ideas the child is learning. These need to be regularly repeated throughout the school day in as many different situations as possible in order to help the child understand them properly.

E.g. the concept of size - "big" and "little" can be repeated in relation to objects and activities within the classroom: "find me the big bricks" or "the little box is on the table".

- **Use the important words in a sentence instead of words like:
he/it/there**

E.g. Instead of: "He is eating it" - "The boy is eating the apple"
"Put it in there" - "Put the book in the drawer"

- **Allow pauses for a response - don't expect an immediate reaction.
The child may need time to take in the information**

- **Re-phrase sentences**
If a child does not follow instructions, they can be re-worded in a simpler way to encourage understanding.
- **Check and develop listening skills**
See strategies for listening.
- **Encourage questions**
Give the child opportunities to question what is happening in activities.
- **Ask if there are any problems**
Give opportunities and encourage the child to identify what they can/cannot understand.
- **Check reading for meaning work with parents**
Does the child understand what he has read? If possible, discuss with parents.

How to help children develop their talking

- **Write down what the child says**

It is useful to have a record of the child's language in order to know where their strengths and weaknesses lie and therefore which areas of talking to develop further.
- **Running commentaries and modelling**

Comment on what the child is doing. This is a good way to let the child hear words being used in simple sentences i.e. to 'model' how the words can be used, e.g. "You're building a castle. Here comes the king, he is wearing a crown on his head", etc. Comment just above the level of language the child uses.
- **Repetition and generalisation**

Lots of repetition of new words in different situations encourages children to use them, not only where they first heard the word, but in different situations, e.g. knowing that the word 'red' refers not only to red apples, but red bricks, shoes, trousers, pencils, etc.
- **Corrective feedback**

If a child doesn't use the correct word or form of a word, you can 'correct' them by repeating how the sentence 'should' be e.g. a child says: "Daddy goed shop Saturday".
Adult says: "Daddy went to the shops on Saturday".
- **Expansion**

Adults can encourage more talking by adding to what the child says,
e.g. Child: "Look, bus"
Adult: "Yes, it's a big red bus"
- **Music and rhymes**
- **Signing and gesture**
- **Avoid use of too many questions**

Children can be put off talking if too many questions are asked as it makes them feel under pressure to talk. It is more effective to use running commentaries (see above).
- **Slow down your speech and reduce questions if a child is not fluent**
- **Use forced alternative questions**

E.g. "Do you want milk or juice?", "Shall we play in sand or water?"

- **Use open questions, or comments**
"Closed" questions will only require a yes or no response e.g. "Do you like milk, do you like duplo?" - try to use questions that encourage more language e.g. "What do you like to drink?" "What would you like to play?", or use comments "I like playing in the house corner".

- **Be aware of the child's level of experience of English if Bilingual**

- **Be aware of environmental factors**
E.g. Children need many opportunities to practise talking as many children with language difficulties choose to talk only if absolutely necessary - sometimes you need to set up situations where they need to talk to have simple needs met.

How to help children with speech needs

- **Have conversations with the child where you know the topic being spoken about**
This way you will have more chance of understanding what they are saying.
- **Avoid direct correction**
Instead of telling a child they have said a word wrong, give them a clear repetition of how the word/sentence should be said.
- **Para-phrase what the child has said**
When a child tells you something, repeat the main points back to them so they know they have been understood.
- **Ask other children to interpret**
Other children are usually far better at understanding each other than adults. Usually children with speech difficulties don't mind other children helping out.
- **Encourage gesture/showing to supplement unclear speech**
If a child has problems getting their message across, tell them its ok to show you, draw, and take you to the thing they are talking about - anything that helps.
- **Build listening skills**
Encourage listening to sounds around them in the environment, both noisy and quiet. Encourage listening to letter sounds in words if they are at an age where they can do this reasonably easily.
- **Music and rhythm activities**
Encourage listening to and generating beats/rhythms, both with and without words to accompany the music.
- **Syllable identification**
Clap/stamp/beat out the number of syllables in a word. Children's own names, family and pet names are a good place to start. It is useful to begin with words with different number of syllables e.g. 'Beth', 'an y', 'mum my', 'dad'.
- **Play with rhyming words**
Have fun and play games with words that rhyme - they don't have to be real words e.g. hat, fat, sat, mat, cat, lat, wat, gat etc

- **Use of letter sounds**
Encourage children to know the difference between the letter name and the sound it makes e.g. letter 's' is called 'ess' but makes a 'ssss' sound.
- **Letter sound listening and sorting**
Help children to listen to letter sounds and put same sounds together. Build up to the point where they can listen to words with different sounds at the beginning and sort them into the ones which begin with the same sounds - start with a choice of just two sounds eg sun, sea, tea, tap, sink, tie - sort into two piles, beginning with 's' or 't'.
- **Use of 'Letters and Sounds' Phase 1**
Incorporate activities from Phase 1 of Letters and Sounds into the child's daily curriculum, to build up their listening skills and sound awareness. It is a good idea to put the child with speech needs into a small group with children who have stronger skills in this area; this way they are exposed to good peer models.

How to help the child who stammers

Try to:

- Listen carefully to the child, place emphasis on what they are saying and not how they are saying it.
- Slow down your own rate of talking.
- Reduce the number of questions that you ask and make sure you give the child time to answer. If you do need to ask questions try to use closed questions, as these require the child only to answer yes or no.
- Allow time for the child to finish what they have to say, don't finish it for them.
- Pause for a few seconds before responding to the child as this encourages them to take their time before talking.
- Praise the child for the things they do well as this helps to build their confidence.
- Keep easy eye-contact when you are talking to the child, especially when they stammer.
- Treat the stammering child in exactly the same way as a non-stammering child regarding behaviour.
- Stammering children respond well to a less hurried lifestyle and flourish in a routine and structured environment both at home and at school.

Avoid

Any approach that singles out the child who stammers and also

- Firing too many questions, too quickly
- Hurrying them along or asking them to slow down
- Finishing their sentences or telling them to start again
- Repeating the pupil's words
- Imposing time pressure
- Interrupting
- Adopting sarcasm
- Making light of the situation

4. Useful Organisations

The Talking Point website

Website: www.talkingpoint.org.uk

Talking point provides information about speech, language and communication difficulties in children. It has a range of information and resources for parents/carers and professionals.

On this site you can find:

- Information about speech and language difficulties in children including information on normal development and the range of difficulties children can experience.
- Frequently asked questions about speech, language and communication difficulties in children.
- A directory of resources such as useful books, fact sheets and stories from parents.

There are also great ideas on:

- Making the curriculum accessible for children with speech, language and communication needs.
- Adapting the classroom environment.
- Supplementing teaching/therapy approaches.

Afasic

Website: www.afasic.org.uk

Afasic is a UK charity, established to help children and young people, their families and the professionals working with them. Afasic is also a recognised training provider that offers a range of services that include a helpline, publications, support groups, and membership.

I CAN

Website: www.ican.org.uk

I CAN is a UK charity for children with communication difficulties. It provides a combination of specialist therapy and education for children with the most severe and complex disabilities, information for parents and training and advice for teachers and other professionals. They also work to ensure that the needs of these children are taken into account in all children's policy and carry out research to find the best ways to support these children.

The British Stammering Association

Website: www.stammering.org

The BSA is your first point of contact for information and support on stammering. Specific advice on the educational problems of a child with a stammer is available from the British Stammering Association Officer.

The BSA also provides a Teachers' Video Pack and CD Rom, and a variety of practical guides for professionals working with primary and secondary aged pupils with a stammer.

The Royal College of Speech and Language Therapists

Website: www.rcslt.org

The RCSLT represents Speech and Language Therapists and support workers, promotes excellence in practice and influences health, education and social care policies. Their website offers information about speech and language therapy and speech and language disorders.

Resources for Schools

Resource	Reference / source	Aims of resource	Suitable for:	Other info:	Wave	Planning
Social Use of Language Programme	March House The Common Cranleigh Surrey GU6 8NS Wendy Rinaldi	Social interaction: Eye contact, listening, turn taking, self / other awareness	Key stages Foundation, 1, 2, 3	Local training courses through SALT / ASD	1/2	2
Socially Speaking	LDA Alison Schroeder ISBN 185503252 x	Social interaction: skills needed to communicate, friendship skills, communication for life skills	Key stage 2, 3		1/2	1/2
Circle Time	Jenny Mosely Publications (LDA) Lucky Duck Publications	Social interaction / pshe: Structured forum for groups of children to interact and discuss relevant social issues / topics Language development, circle time to improve communication skills	Key stages foundation, 1, 2 and 3	Training videos available	1/2	2
Spirals	David Fulton ISBN 84312156-5		Nursery Foundation KS1, KS2		1/2/3	

Resource	Reference / source	Aims of resource	Suitable for:	Other info:	Wave	Planning
Talkabout and Talkabout Activity Book	Speechmark Publications www.acorneducational.co.uk Tel. 01536 400212	Social communication skills	Key stages 1/2	Photocopyable sheets for table top individual or group work	2	2
Social Skills Programmes	Aarons and Gittens Speechmark Publications www.acorneducational.co.uk Tel. 01536 400212	Social skills: looking, listening turn taking, real life situations self other awareness	Foundation, 1, 2 and 3	Photocopyable resources, lesson plans	1/2	1/2
Project Charlie		Communication and social awareness, plus specific social issues	1,2,3		1	1/2
Social Skills and the Speech Impaired	Rustin and Kuhr ISBN 0-85066-668-6 Pub: Delmar (1999) www.amazon.co.uk	Communication and social interaction	1,2,3	92 games for social interaction and communication	1/2	1/2
Social Stories	LDA www.incentiveplus.co.uk Tel: 01908 526120	Very specific method for supporting appropriate social behaviours		Helps children work through specific situations they may find difficult, e.g. playtime, sitting in assembly	2/3	2/3

Resource	Reference / source	Aims of resource	Suitable for:	Other info:	Wave	Planning
Teaching Talking	Ann Locke NFER Nelson, Maggie Beech 1991 ISBN 4037064 www.onestopeducation.co.uk	Assessment and practical activities to promote language and literacy <ul style="list-style-type: none"> • Increasing confidence • Children with unclear speech • Children who don't talk much at all • Children who have difficulty understanding 	Foundation, 1 and 2	<ul style="list-style-type: none"> • Classroom based, good practice guidelines for children • Using language to promote educational skills • Listening • Vocabulary • Asking questions • Describing • Predicting • Planning • Links to literacy – Oracy to literacy 	Very useful resource for wave 1 and 2 Very useful assessment profile for wave 3 – supports target setting	2/3
One step at a time	Ann Locke Continuum International Publishing Group Ltd (UK) 2006 ISBN 9781855391178 RRP £29.99	A structured programme for teaching spoken language in schools and nurseries	Early Years and KS1		1,2 & 3	1-2

Resource	Reference / source	Aims of resource	Suitable for:	Other info:	Wave	Planning
Working with Children's Language	Cooke and Williams Winslow Press 1985 ISBN 0863880258 sales@winslow-cat.com	Theory and practical activities Early language, listening and attention, play, development of comprehension and expression	Foundation, 1 and amended KS2		1/2	2/3
Functional Communication in the Classroom	Maggie Johnson 1992 talktalk@compuserve.com	Active listening Appropriateness Turn taking Organisation	Foundation, 1 and 2	Good practice guidelines for communication in the classroom	1/2	2
Communication in the Classroom	Afasic / Ann Locke ISBN 873010877 South Kent Community Healthcare 0130 3812753	Learning to talk, talking to learning		Good practice guidelines for communication in the classroom	1	
First Steps Oral Language Resource Book	Heinemann www.rigby.com ISBN 0731223608	Ideas for teaching students about oral language <ul style="list-style-type: none"> • Language of social interaction • Language and literacy • Language and thinking 	1 and 2	Resource book – full of classroom based activities	1/2	2

Resource	Reference / source	Aims of resource	Suitable for:	Other info:	Wave	Planning
Speaking and Listening For All	Sylvia Edwards, David Fulton Isbn 1-85346-603-4 Tel. 0500 618052 www.fultonpublishers.co.uk	Book offering suggestions for developing language and communication throughout the curriculum	All	<ul style="list-style-type: none"> • Chapters on communication within specific areas of the curriculum • Chapter 8 focused specific language activities 	1/2	2/3
Picture resources for a wide range of language, concepts, literacy and communication skills	Black Sheep Press Tel. 01535 631346 www.blacksheepress.co.uk	Separate packs cover <ul style="list-style-type: none"> • Concepts of time, number, comparatives, qualities, • Verbs, prepositions, pronouns, why-because • Emotions, speech bubbles, talking about, topics, narrative packages, etc 	Foundation, 1 or 2 Some new materials now available for KS3	Lovely clear and simple pictures – only your own imagination limits its possibilities!!!	All	1-4
Colour Cards	LDA/speech marks/ Winslow www.incentieplus.co.uk Tel. 01908526120	Classification, verbs, sequencing, listening, odd one out, emotions, why-because, what's different, what's missing, early opposites, problem solving	Foundation – KS3	Lovely clear and simple photographs – only your own imagination limits its possibilities!!!	All	1-4

Resource	Reference / source	Aims of resource	Suitable for:	Other info:	Wave	Planning
Early Communication Skills	Winslow Press Tel. 0845 2302777 www.winslow-cat.com	Preverbal skills Listening Vocalisations Auditory disc Speech disc Memory Early words	Foundation		2/3	1/2
Games For Thinking	Robert Fisher Isbn 1-898255-13-x 1997 www.amazon.co.uk (to purchase) www.teachingthinking.net (about books)	Concepts Memory Mathematical games Story games speaking and listening games Word games Visual, spatial and kinaesthetic games	1-3		1/2	1
Early Listening Skills	Speechmark www.acorneducational.co.uk Tel. 01536 400212	Activities framework to plan programmes of work & therapy	Foundation/ KS1		1/2	
Early Communication Skills	Speechmark www.acorneducational.co.uk Tel. 01536 400212		Foundation /KS1		1/2	

Resource	Reference / source	Aims of resource	Suitable for:	Other info:	Wave	Planning
Talking Together	Winslow Tel. 0845 2302777 www.winslow-cat.com	Simple games and activities to promote	Foundation		1/2	
Learning Language and Loving It	Winslow Tel. 0845 230777 www.winslow-cat.com	A guide to promoting children's social, language & literacy development in early childhood settings	Foundation /KS1		1	
Narrative Resources	Blacksheep Press www.blacksheepress.co.uk Tel: 01533 631346	Excellent Resources to support the development of story telling and the understanding of the question words, who, where, when, what happened	Foundation /KS1	Can be done on a 1:1 or small group	1/2/3	1/2

Key

	<u>Planning</u>	<u>Waves</u>
1	Self explanatory, little prior planning required	<u>Wave 1</u> General good practice applicable to all
2	Self explanatory - will need at least $\frac{1}{2}$ hour to plan	<u>Wave 2</u> Suitable for children who need targeted language activities
3	Very useful resource, but need to plan and adapt for the individual child	<u>Wave 3</u> Suitable for children with long term needs and who may have specialist support e.g. BSS, ASD, SALT, HI, SLI, and AAC
4	Very useful for child's communication, though highly differentiated specific and individual resource	