



# SLCN Training

Spring 2022

Central Primary Outreach

# Speech Language and Communication Needs

A child with SLCN needs may have:

- Speech that is difficult to understand
- Struggle to say words or sentences
- Not understand words that are being used or instructions
- Have difficulties knowing how to talk and listen to others in a conversation

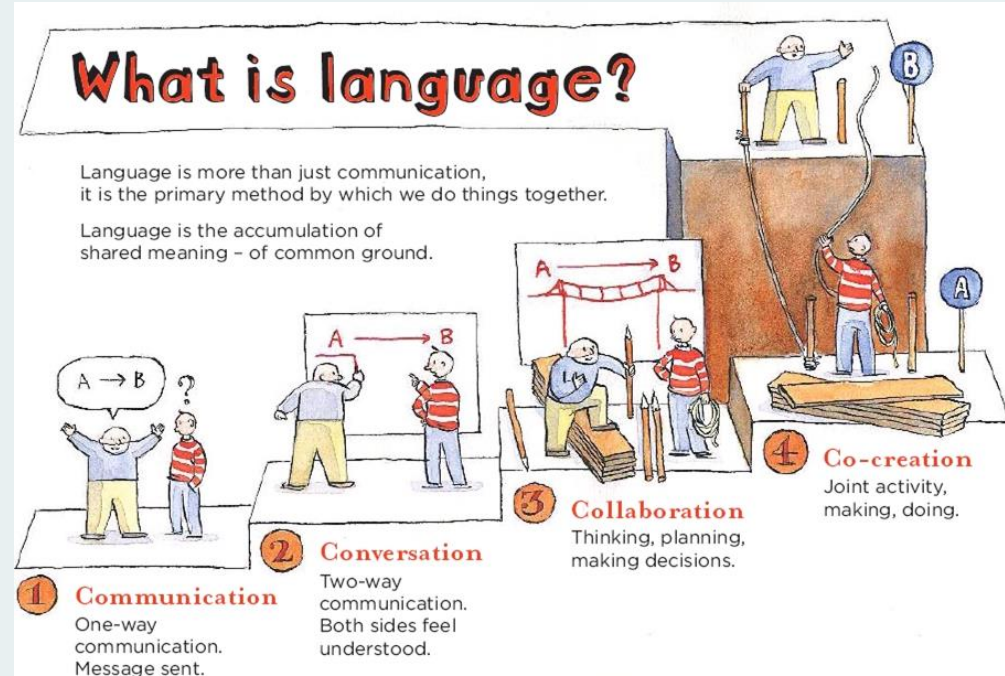
A child may have some or all of these difficulties

Receptive Language	The ability to understand information. It involves understanding the words, sentences and meaning of what others say or what is read.
Expressive Language	Being able to put thoughts into words and sentences, in a way that makes sense and is grammatically accurate.
Speech	The expression of ideas and thoughts by articulating vocal sounds.
Pragmatics	These are the skills that we use in our daily interactions with others. They vital for communicating our personal thoughts, ideas and feelings.

# Importance of language

Language is fundamental in:

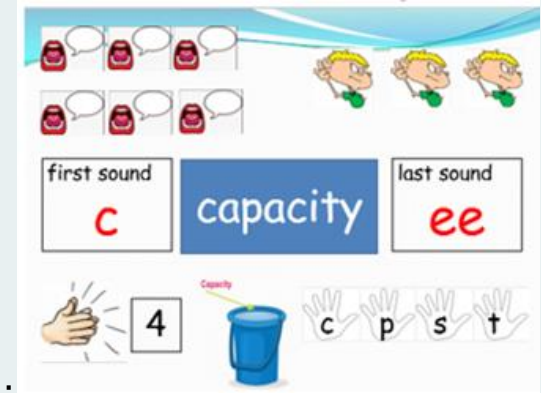
- Learning: engaging with the teacher, peers, ideas in lessons.
- Socialisation: what to say, when and to whom, negotiation, debate, problem solving
- Emotional development and regulation: emotional literacy is language based





# Strategies to develop vocabulary:






- Introduce a few new words at a time
- Give children a list of target vocabulary (differentiated according to individual need)
- Explain the word in child friendly language
- Encourage the child to explain what a word means
- Use a multi-sensory approach:
  - See it (use objects, real situations, photos, pictures)
  - Hear it
  - Say it (at least 5 times then use it in a sentence)
  - Read it
  - Write it (the individual word then in a sentence)
- Focus on words which will be more meaningful, motivating or useful to the child
- Use visual strategies e.g. vocabulary maps
- Reinforce the words regularly over a long period of time e.g. using word investigations
- Pre-teaching of key words in advance



# Top tips

- Label each strategy clearly so that the child knows which strategy is which
- Try a range of strategies and encourage the child to identify the ones they find useful
- Encourage the child to use the strategies increasingly independently so that they self-cue rather than being dependent on adult prompts
- Encourage the child to evaluate their knowledge and learning e.g. using a word learning score
- All of these strategies are particularly useful for EAL pupils as they are highly visual

**Vocabulary Strategies**

1. Reread (or read on) and look for clues.  

2. Use the picture to explain the word.  

3. Use a known part.  

4. Make a connection.  

5. Substitute a word that makes sense.  
The crab **burrowed** into the sand.  
  
dug

# Learning new words

Children can use the table below to assess their knowledge about a word or range of words.

Each word can be given a score to help identify ones that need additional focus.

Target Word	plant	reptile	habitat	climate	biome
1. I don't know this word					
2. I've heard it before but I don't know what it means.					
3. I think I know it. It's something to do with ..... but I can't say exactly what it means.					
4. I know the word really well. I can tell you exactly what it means. I can use it in my work.					
<b>Score</b>					

## Word Learning Score

Award yourself: 0 points for number 1, 1 point for number 2, 2 points for number 3, 3 points for number 4

# Learning new words

## Young children

Learn new words through oral communication. They hear the words around them and practise them by speaking. They also benefit from:

- Non-verbal communication e.g. gestures and facial expressions
- Exploration of objects through play and real life experiences
- Lots of repetition



## Older children

Are expected to learn more and more words through reading and writing. Books provide exposure to a wider range of vocabulary than everyday conversations. However, reading requires decoding, extracting meaning and remembering the new information. It also relies on concentration, self-awareness, motivation and language skills (understanding vocabulary and sentence structure).

Reading can therefore support vocabulary development but children need additional strategies.





# Types of words

## Tier 1

Consists of basic words used in everyday conversation. Most children are familiar with these words and rarely require explicit instruction.

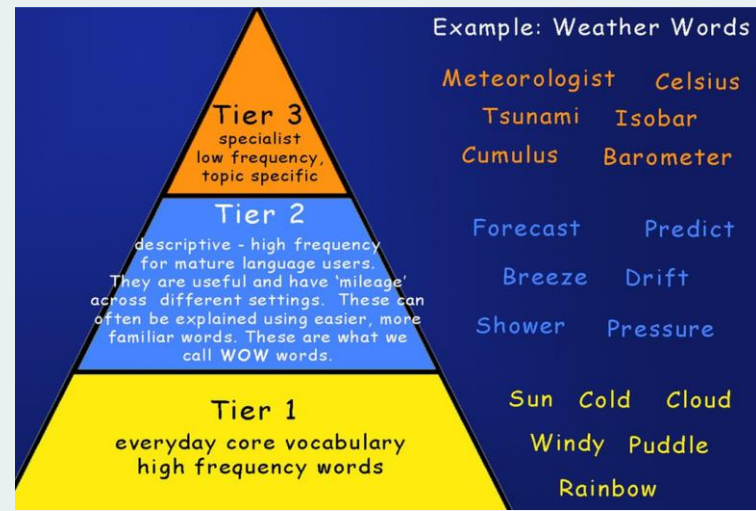
## Tier 2

Consists of more complex words which are frequently used across different curriculum areas. These words describe attributes (colour, size, texture, shape), time (yesterday, before, first), or position (over, on top).

Difficulties at this level impact a child's ability to understand what is said, access the curriculum and learn new information.

## Tier 3

Consists of content-specific words from academic topics such as Science and Mathematics. These words are not frequently found in conversation but are important for understanding the topics.



# Word investigations

Children who have difficulties learning and remembering new words or problems accessing words stored in the memory benefit from:

Strengthening the general knowledge about the word (semantic awareness)

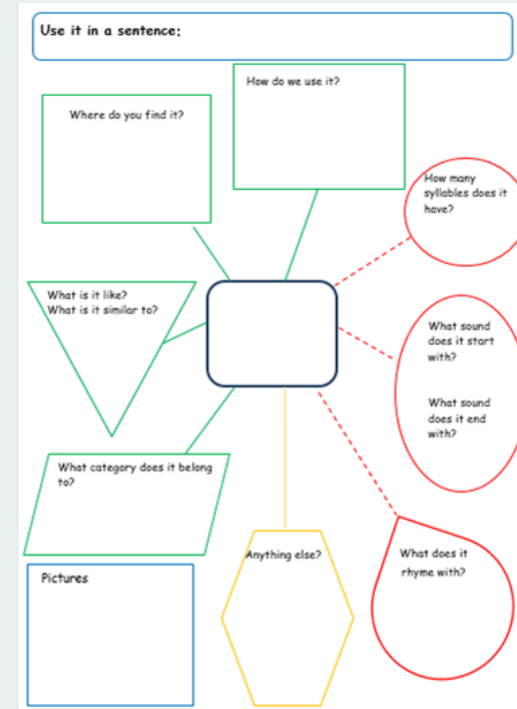
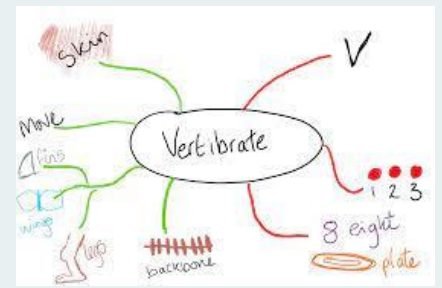
- Describe it
- What does it do?
- What else can you do with it?
- Where might you find it?
- What category does it belong to?
- What else is like this?
- What else does it make you think of?

Heightening knowledge about the structure of words (phonological awareness)

- Is it a short or long word?
- What sound does it start with?
- Can you think of any other sounds in the word?
- Can you think of a rhyming word? (real or nonsense)
- How many syllables does it have

Frequent repetition

- Across different curriculum areas





# Useful Links

## Useful links

- [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)
- <http://www.ican.org.uk/>
- <http://www.blacksheepress.co.uk/>
- <http://www.elklan.co.uk/>
- <http://www.communication4all.co.uk/>
- Clicker 6
- In Print (widget)
- [Children's Speech & Language Therapy](#) Coventry and Warwickshire Partnership Trust
- [www.afasic.org.uk](http://www.afasic.org.uk)