

SPEECH AND LANGUAGE

Part 1



Part 1

- What is Speech, Language and Communication?
- Pyramid of S and L development
- **Speech - What to expect and when**
- **'Common difficulties':**
- **What can I do to help my child talk more clearly? Top tips**
- **Understanding Language**
- **Language development**
- **What can I do to help my child develop understanding?**
- **Questions and discussion**

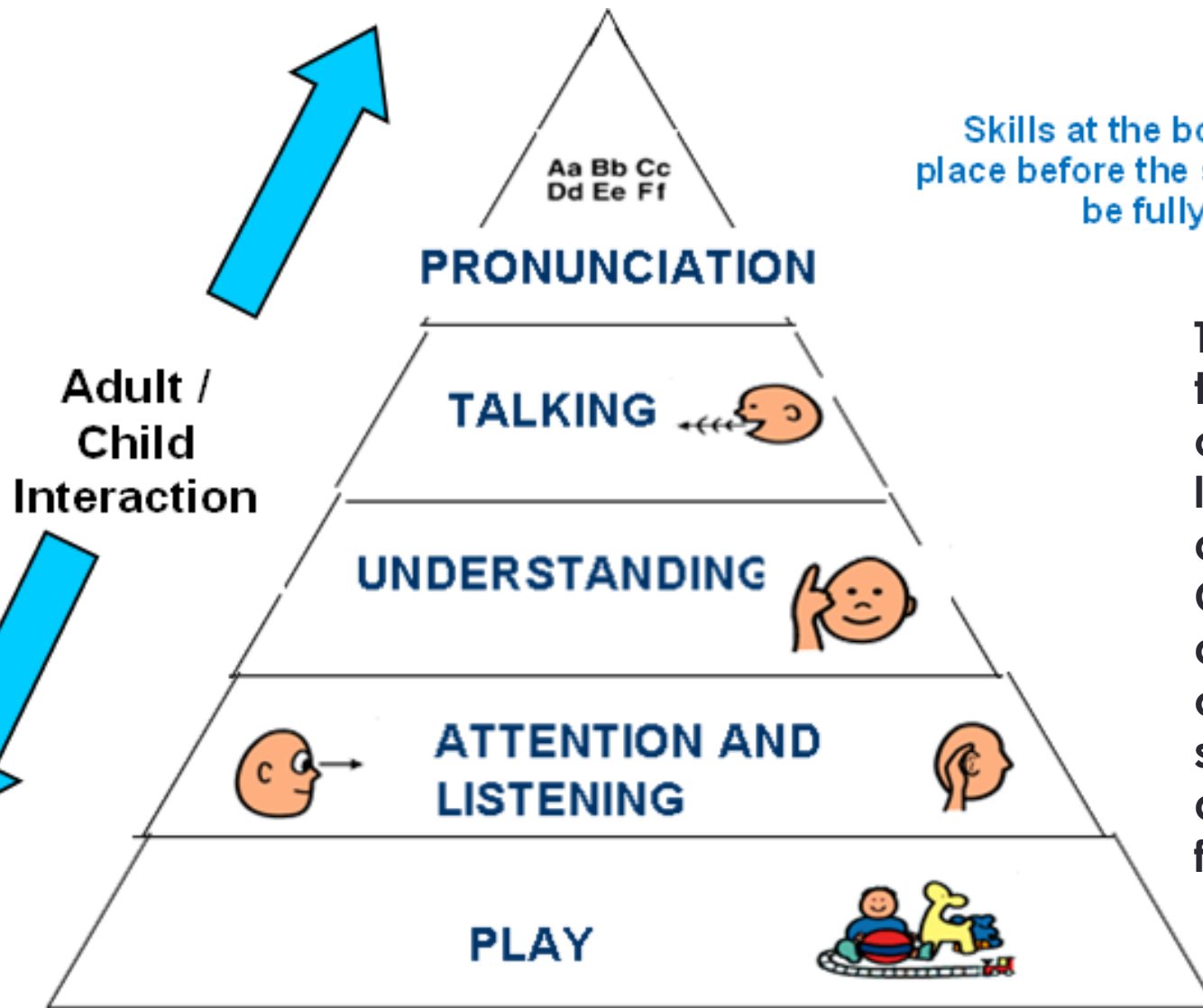


What is Speech, Language and Communication?

- Speech refers to the way sounds and words are formed. These sounds are formed using the lips, tongue, teeth, mouth and nose.
- Language refers to the broader system of receiving and expressing information.
- Children with speech impairments may have difficulty with:
 - articulation, the production of speech sounds
 - fluency, the rhythm and flow of speech (stuttering is a common fluency disorder)
 - voice, the quality of pitch, resonance, or loudness
- Students with language impairments may have difficulty understanding and being understood through communication — verbal, non-verbal, and written.

- Speech, language and communication underpin everything we do – making our needs known, expressing our likes and dislikes, making choices and dealing with change, interacting with others and building relationships.
- Speech, language and communication are crucial for reading, learning in school, for socialising and making friends, and for understanding and controlling emotions or feelings.
- Speech, Language and Communication skills are vital for children to reach their full potential in life. **Families are most important in helping children to develop these skills.**
- We often take these skills for granted, but many children struggle to communicate. They have speech, language and communication needs or SLCN.

Skills at the bottom have to be in place before the skills above them can be fully developed.



This pyramid shows the building blocks of speech and language development. Children generally develop communication skills in the order above, moving from bottom to top.

Speech - What to expect and when

- Young children's speech is often 'unclear', i.e. they use wrong sounds in words. It is important to remember:
- All children develop differently
- Not all children talk clearly from the beginning
- Not all children can say **all** the sounds right away
- Your child may develop clear speech over time with no help needed



ESCAL (Every Sheffield Child Articulate and Literate) Guidance

Guidance on typical development of speech sounds

Stage	Speech sounds (Developing speech and being understood applies to all languages. Order of acquiring specific sounds – here in English – may vary with other languages)
0-11 months	Babbles using a range of sound combinations, with changes in pitch, rhythm and loudness. Babbles with intonation and rhythm of home language ('jargon').
8-20 months	Speech consists of a combination of 'jargon' and some real words and may be difficult to understand.
16-26 months	Many immature speech patterns, so speech may not be clear. May leave out last sounds or substitute sounds (e.g. 'tap' for 'cap'). Uses most vowels, and m,p,b,n,t,d,w,h
22-36 months	Speech becoming clearer, and usually understood by others by 36 months although some immature speech patterns still evident. May still substitute sounds or leave out last sound. Emerging sounds including k,g,f,s,z,l,y.
30-50 months	Speech mostly can be understood by others even in connected speech. Emerging use of ng, sh, ch, j, v, th, r – may be inconsistent. Sound clusters emerging (e.g. pl in play, sm in smile) though some may be simplified (e.g. 'gween' for 'green').
40-60+ months	Overall fully intelligible to others. May be still developing r and th. May simplify complex clusters (e.g. skr, str).

‘Common difficulties’:

Up to the age of 3 children may still be doing the following:

final consonant deletion: missing off the last sound e.g. they say “gra” instead of grass; “tee” instead of teeth

fronting: the sounds made at the back of the mouth (k / g) are changed to sounds made at the front (t / d) e.g. They say “tar” for car; “det” for get

stopping: Where „short” sounds (e.g. p, t, d) are used instead of „long” sounds (e.g. f, v, s, z, sh) e.g. they say “pish” for fish; “tun” or “dun” for sun; “doo” for shoe

voicing: where quiet sounds (p / t / k / s) are replaced by loud sounds (b / d / g / z) e.g. they say “bea” for pea, “dable” for table, “gar” for car

Up to the age of 5 children may still be making these substitutions:

cluster reduction: missing off one sound where two or more consonant sounds occur together e.g. they say “nake” or “sake” for **snake**, “poon” or “soon” for **spoon**

Up to the age of 7 children may still be making these substitutions:

gliding: where “r” is said as “w”

e.g. they say “wabbit” for rabbit, “wed” for red

Understanding Language

- Children learn to talk by hearing words over and over again. They need to hear a new word many, many times before they are able to try to say them themselves
- Many children appear to understand what is being said to them at an early age but are actually responding to non-verbal cues such as: sensory – smell - touch -sight –hearing – contextual - routines following others ...

An example of a child using some of these cues may be: Dad tells Sam 'It's lunch time – sit up at the table now please' Sam sits up at the table.

So, does he understand the words Dad said or.....

Can he smell the lunch?

Can he see that the table is set?

Is it lunchtime?

Are others going to the table?

Can he hear the plates/cutlery/oven timer?

Did Dad point at the table as he spoke?



Language development

- Understanding Words handout – typical table of language development

What can I do to help my child develop language understanding?

- Reduce my language
- Model Language
- Use gestures and signs
- Remember “questions test, comments teach”

What can I do to help my child talk more clearly?

Children don't learn to talk by accident – they need adults to nurture and support their language and communication.

The most important job you have as a parent is to make your child feel confident and happy about talking.

- **TOP TIPS handout**

- 1. Get their attention**
- 2. Vocabulary is key**
- 3. Build on what they say**
- 4. Talk about what children are interested in**
- 5. Be careful with questions**
- 6. Show them the right way**
- 7. Make learning language fun**
- 8. Give children time**
- 9. Check out Understanding**
- 10. Have conversations**



Why play and reading is so good for speech and language development

- Children learn about the world they live in by playing. They watch, explore, discover and copy the things that they see going on around them.
- Play is vital for language development as well as the ability to make friends.
- Books are an important source of new vocabulary.
- Books introduce children to the exciting world of stories and help them learn to express their own thoughts and emotions.
- Talking and listening to young children develops their social and literacy skills and reading aloud is a good way of encouraging two-way communication.
- Songs and rhymes are especially good for children as the rhythms and repetitive language make it easier for children to learn language skills.
- Reading aloud combines the benefits of talking, listening and storytelling within a single activity and helps to build the foundation for language development.

Typical stages in Speech and Language Development

Handout taken from -

<http://www.talkingpoint.org.uk/sites/talkingpoint.org.uk/files/stages-speech-language-development-chart001.pdf>

Appendix - Further details on stages - 4-5 years

At this stage, children need to listen, understand more and share their ideas within the classroom. They will use their language skills to help them learn to read. By 5 years usually children will:

- Understand spoken instructions without stopping what they are doing to look at the speaker.
- Choose their own friends and play mates.
- Take turns in much longer conversations.
- Understand more complicated language such as 'first', 'last', 'might', 'may be', 'above' and 'in between'.
- Understand words that describe sequences such as "first we are going to the shop, next we will play in the park".
- Use sentences that are well formed. However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went'.
- Think more about the meanings of words, such as describing the meaning of simple words or asking what a new word means.
- Use most sounds effectively. However, they may have some difficulties with more difficult words such as 'scribble' or 'elephant'.

5-7 years

Often by 5 or 6 years, children have good communication skills. They are better at using language in different ways e.g. discussing ideas or giving opinions. Beyond 5 years, usually children will:

- Focus on one thing for longer without being reminded.
- Rely less on pictures and objects to learn new words.
- Use their language skills in learning to read, write and spell.
- Learn that the same word can mean two things, such as 'orange' the fruit and 'orange' the colour.
- Learn that different words can mean the same thing such as 'minus' and 'take away'.
- Understand feelings and descriptive words like 'carefully', 'slowly' or 'clever'.
- Use language for different purposes such as asking questions or persuading.
- Share and discuss more complex ideas.
- Use language in a range of social situations.

7-11 years

Speech, language and communication development is a gradual process. Children develop skills at different rates, but beyond 8 years, usually children will:

- Use language to predict and draw conclusions.
- Use long and complex sentences.
- Understand other points of view and show that they agree or disagree.
- Understand comparative words e.g. 'it was earlier than yesterday'.
- Keep a conversation going by giving reasons and explaining choices.
- Start conversations with adults and children they don't know.
- Understand and use passive sentences e.g. "the thief is chased by the policeman".

SPEECH AND LANGUAGE

Part 2



Part 2

- **Communication**

What do children need to develop communication?

- **Children who are learners with EAL (English as an Additional Language)**
- **Recognising difficulties – what you can do**
- **What we do at St Marys – our school interventions for developing speech and language skills**
- **More complex speech and language needs – referrals**
- **Individualised programmes**
- **Websites and Support for parents**
- **Questions**

What do children need to develop communication?

- **Attention & Listening** - children need to be able to physically hear as well as to listen and pay attention to language. Children need skills in attention and listening before language can develop successfully. Attention is a skill which develops from birth and is the ability to look and listen to what other people are saying or doing.
- For example: a child is able to look at a cup at the same time as an adult and hears the word “cup”.
- See handout for expectations - **Attention and Listening – what to expect and when.**
- **Play and Interaction** - young children learn early communication skills through play. They need lots of opportunities to play. Play, particularly symbolic play, is an important step in language development. For example, by understanding that the toy cup represents the real cup, a child starts to understand that words represent things, people, events etc.
- For example: through play the child realises that the toy cup in the tea set is “symbolic” of the real cup in mummy’s kitchen even though they may look different.
- **Understanding Language** - children learn to understand words, sentences and conversations. They need to be able to understand words before they can use them. With a solid foundation of Listening and Attention and Play skills children will develop an understanding of language. Often young children can understand a lot more than they can say.
- For example: the child understands that the sounds they hear from the adult e.g. “cup” relate to the object that they can see.
- **Expressive Language** - children learning how to talk, using words and then sentences to share their message and join in conversations. They start with single words and move on to join two words together then three, four etc. For example: the child has a go at saying “cup” when they see or want the cup.
- **Speech** - children develop their use of different speech sounds, so they can be understood by others. Some children continue to develop speech sounds up until the age of 7 years.
- For example: they may say “tup” for ‘cup’ to start with.

Other areas that might affect communication

- **Being Sociable** - children need to learn how to use language socially. This helps them to make friends.
- **Environment** - a child's environment can be altered to help communication development eg. by using signs and symbols and routines. This will help their understanding.
- **Bilingualism** - listening to and using more than one language at the same time can affect language development.
- **Stammering** - some children get stuck on words when they are talking, they may repeat words or sounds or prolong sounds. This can affect their confidence in communicating.
- **Voice** - some children have difficulty with the quality of their voice e.g. it can sound hoarse or husky. This affects different children in different ways and may affect confidence in communicating.
- **Reluctant Talker** - some children feel comfortable talking in familiar environments, but have a phobia about talking in certain situations or with certain people.

EAL – English as an Additional Language

Talking practising using language and listening to others use language.

Time Children need time to think, reflect and quietly absorb language around them.

Modelling It is important to be encouraging without being demanding and to use modelling to correct mistakes rather than tell children they are wrong – this will only serve to inhibit their attempts and damage self-esteem.

Remodelling if a child says 'I goed to the park', the practitioner acknowledges the successful communication of meaning and models the correct form of language by saying 'You went to the park...did you go with your brothers?'

Repetition is important, not only in stories, songs and finger plays, etc., but repeating and confirming children's own attempts at speech. By showing your interest in this way you will encourage children to continue in their attempts to speak. By repeating and adding to the child's spoken language you will be scaffolding their language learning, consolidating and adding to their knowledge of language structure.

Repetition of instructions gives children time to absorb information and receive and understand it.



Other ways to help EAL pupils - visuals, drama/role play, partners, games books and stories, open questions – why not what, Songs and music, videos and apps.

How can I help my child if I am not fluent in English?

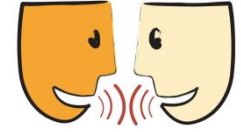
- The quality of talk in the home is one of the key factors in enhancing learning and this can take place in any language. Parents do not have to speak good English to support children.

You can help by:

- showing an interest in your child's learning
- building on your child's natural curiosity and fascinations
- asking them to tell you about what they have been learning at school
- praising your child for positive learning attitudes and persistence
- building your child's self-esteem and belief that they can achieve
- encouraging your child to have high aspirations
- encouraging your child to find out more about a topic by asking relatives, using the library or searching on the internet.

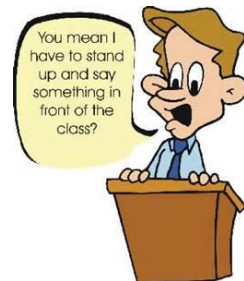


Recognising difficulties



A child with speech, language and communication needs:

- Might have speech that is difficult to understand
- They might struggle to say sounds, words or sentences - slide 7
- They may not understand words that are being used, or the instructions they hear leading to difficulties following instructions at school and home.
- They may have difficulties knowing how to talk and listen to others in a conversation
- They may need accommodations in seating or use assistive devices in class
- Have difficulty reading, writing, or speaking aloud in class
- Feel self-conscious or anxious about talking



SLCN is often called a '**hidden difficulty**'. Many children with SLCN look just like other children, and can be just as clever. This means that instead of communication difficulties people may see children struggling to learn to read, showing poor behaviour, having difficulties learning or socialising with others. Some children may become withdrawn or isolated. Their needs are often misinterpreted, misdiagnosed or missed altogether.

If you feel your child has difficulties with SLC then please discuss this with your child's teacher, TA or myself. You know your child best.

ESCAL (Every Sheffield Child Articulate and Literate) screen – school entry

- This is a language screening tool for children in Foundation Stage, developed by Sheffield Speech and Language Therapy Services. The tool enables schools to gather objective data around children's language, in the areas of comprehension, expressive vocabulary and sentence formulation.
- It is used to :
- Identify children who have language difficulties or who are performing below the norm
- Identify children at an early stage who may benefit from wave 2 interventions.
- Provide a baseline which can be used alongside the ESCAL speech and language tracker
- Provide a value-added tool to objectively measure progress in speech and language through Foundation Stage.
- The screen takes approximately 10 minutes per child to administer and is an enjoyable experience for the child and the adult!

LEAP Language Enrichment Activity Programme - wave 2

- The LEAP is a structured 12 session programme, which aims to develop children's oral language skills.
- The LEAP is appropriate for children from **F1 –Y1** who may have limited speaking and listening skills for a range of reasons. This could include children with English as an additional language, children with poor speaking and listening skills, or children who have had limited opportunities to develop their speaking and listening.

VIP Vocabulary Improvement Programmes

- The VIP is a structured 12 session programme, which aims to develop children's oral vocabulary learning.
- The VIP is appropriate for children from **F1 –Y4** who may have limited vocabulary skills for a range of reasons. This could include children with English as an additional language, children with poor speaking and listening skills, or children who have had limited opportunities to develop their oral language. **The VIP aims to teach children vocabulary learning strategies to support storage and retrieval of vocabulary as well as new word learning.**

NIP Narrative Improvement Programme

- The Narrative Programme is a structured 12 session programme, which aims to develop children's oral language skills.
- The Narrative Programme is appropriate for children from **Y2 to Y6** who may have limited oral language skills again for a range of reasons. This could include children with English as an additional language, children with poor speaking and listening skills, or children who have had limited opportunities to develop their oral language. The Narrative programme creates a language environment where children **are motivated to talk, providing opportunities for teaching staff to scaffold language and enable children to develop their speaking and listening skills.**

Referrals and more complex needs

- Referral forms can be completed by parent, teacher, medical staff.
- Usually a staff member from the setting completes this with the parent. A signature is required from parents.
- Our school S and L therapist gets in touch and arranges a visit into school. Parents are invited to attend meetings directly by the S and L therapist.
- In the early years parents/carers take the child to S and L therapy – various centres.
- Hearing tests may be carried out at SCH.
- Follow up therapy - this can be group work or one to one dependent on the need.
- More complex needs S and L therapists may refer, with permission form parents, on to Ryegate or Community Paediatrics

Individualised programmes – wave 3

- **What is an individual speech programme?**
- This is a programme to help a person improve their speech production, or speech fluency. This means how the person pronounces sounds and words, or how they may speak more fluently if they stammer.
- An individual speech programme is usually put together by a Speech and Language Therapist after a detailed assessment of the person's speech, language and communication needs. This type of programme is usually only appropriate if the person themselves is distressed by their speech difficulty and shows potential for changing their speech pattern. Most importantly the person themselves needs to be very motivated to follow the speech programme, not just their family or carers.
- Often the Speech and Language Therapist will work with the person and carers to put together practical strategies to support the person to back up their speech using signs or symbols, rather than focus specifically on speech. This is because it is often very difficult for adults to change their speech pattern and maintain those changes when actually talking to other people outside therapy sessions.
- **Who may benefit from an individual Speech Programme?**
- A speech programme can sometimes be helpful for individuals who can speak, but whose speech is difficult for other people to understand. This can be caused by a physical difficulty in pronouncing words, or be part of a specific language difficulty, or due to hearing loss. Some people who stammer can benefit from specific fluency techniques to help their speech.
- **What does an individual speech programme involve?**
- If a speech programme is agreed by all concerned to be useful and appropriate, then the person may have some individual sessions with a Speech and Language Therapist or assistant, or a carer may be supported to deliver the programme. The programme often involves speech exercises, or specific techniques to develop fluent speaking. The person is supported through gradual steps to improve their speech, then to practice their new skills in a range of real life situations.

Useful websites

• www.talkingpoint.org.uk/

www.ican.org.uk/

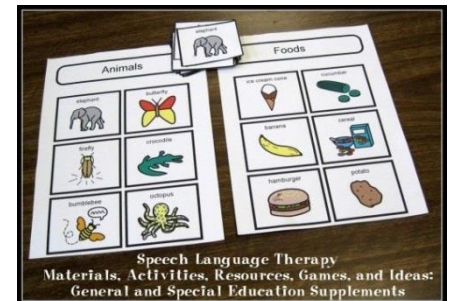
www.thecommunicationtrust.org.uk/



www.literacytrust.org.uk/



www.speechandlanguagekids.com/



Contact for Therapy services

- **Contact us**
- **Paediatric Speech and Language Therapy Service Manager:** [Lesley Cogher](#)
Early Years Team Leaders: [Beverley Charles](#) and [Dana Taylor](#)
- Speech and Language Therapy
Ryegate Children's Centre
Tapton Crescent Road
Sheffield
S10 5DD
- Tel: 0114 271 7617
Fax: 0114 267 8296
-
- **Mainstream Schools Team Leaders:** [Alice Woods](#) and [Janelle Gardiner](#)
Special Schools Team Leader: [Claire Wickham](#)
- Speech and Language Therapy
Flockton House
18-20 Union Road
Sheffield
S11 9EF
- Tel: 0114 226 2333
Fax: 0114 250 7467
- For general enquiries contact [Lynne Williams](#).
- www.sheffieldchildrens.nhs.uk/our-services/speech-and-language-therapy/

- The Sheffield Parent Carer Forum recently was offering FREE workshops for parents of children and young people with speech, language and communication difficulties.
- They can signpost to a range of services and support.
- Give advice.
- Email **enquiries@sheffieldparentcarerforum.org.uk**
Telephone **0300 321 4721**

