

# Session 1.1

Speech, Language and  
Communication:

Definitions, typical development, and  
impact on other areas of learning



Norwich  
Opportunity Area

communicate

Independent Speech &  
Language Therapy

# Session aims

---

- Understand the different terms ‘speech’, ‘language’ and ‘communication’
- Understand typical speech, language and communication development
- Understand the potential impact of speech, language and communication needs (SLCN) on other areas of development

# Why are we focusing on speech, language and communication?

## The National Picture

### Prevalence of SLCN in the UK:



In some areas of deprivation, more than 50% of children start school with SLCN

10% of all children have long-term SLCN.



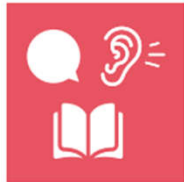
7.56% of all children have a Developmental Language Disorder (DLD)

1% of all children have severe and complex SLCN

# Why are we focusing on speech, language and communication?



## The Local Picture



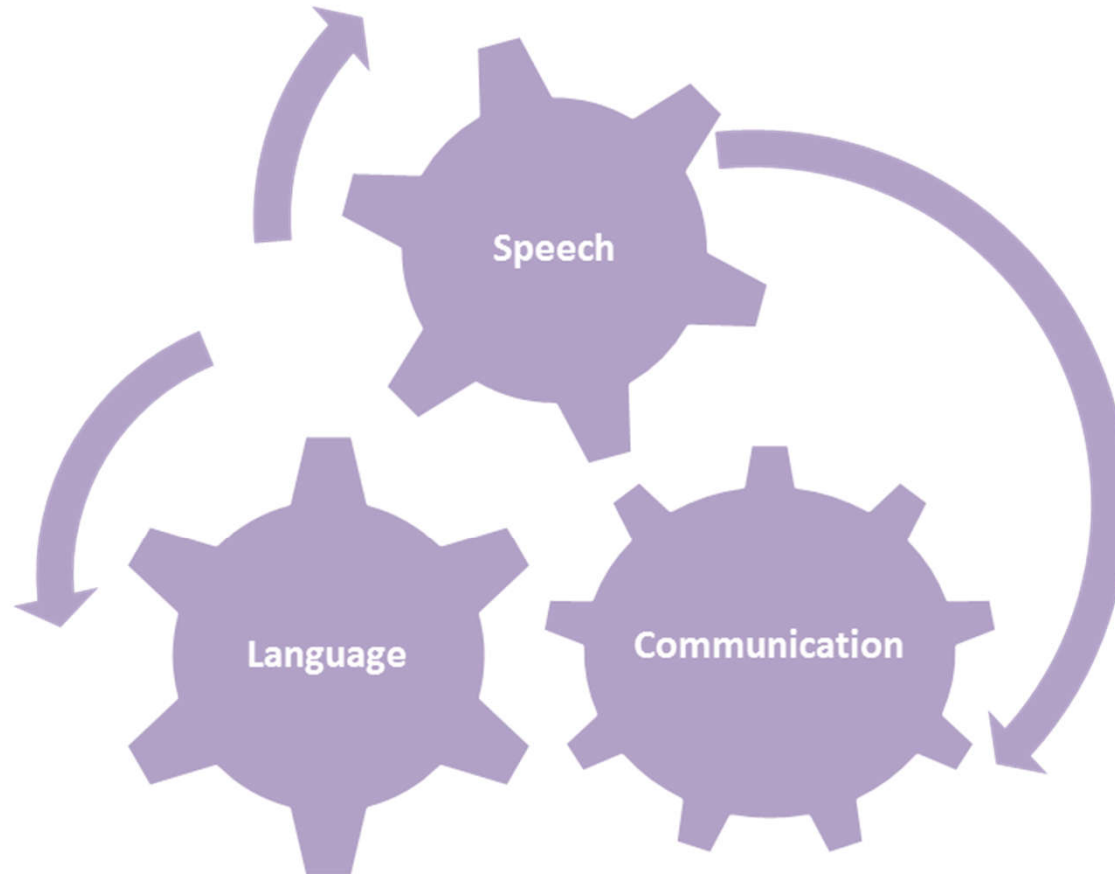
### **Priority 1: Improve early speech, language, listening and communication.**

To give children a better start at school and improve their chances of success as they move through the key stages of education.



# Some definitions: What do speech, language and communication mean?

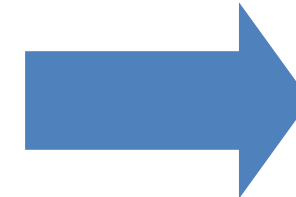
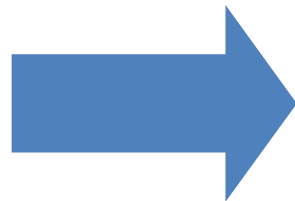
---



# What do speech, language and communication mean?

We put together what we hear, and **UNDERSTAND**  
We plan and organise what we will say

We hear,  
attend and listen

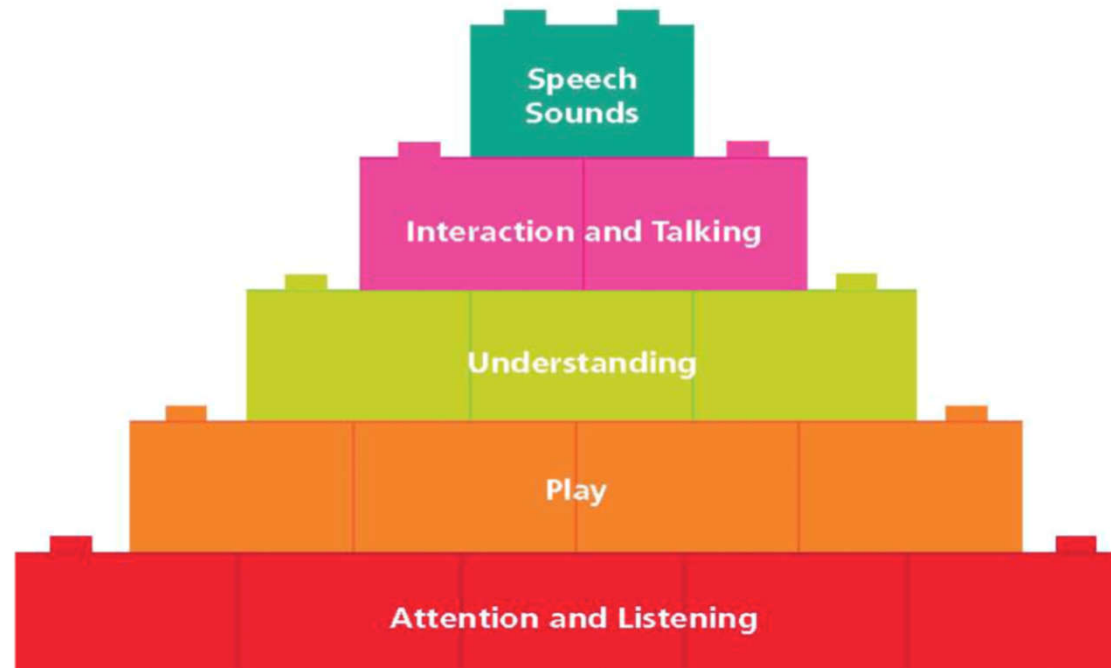


We use words to share  
meaning - **TALKING**

We make and use sounds  
to form words - **SPEECH**

Using language to interact with other people – **COMMUNICATION**  
We have to want, need and be confident to communicate

# What do speech, language and communication mean?



Adapted from a model used in many speech and language therapy services across the UK

# Activity: What is speech, language and communication?

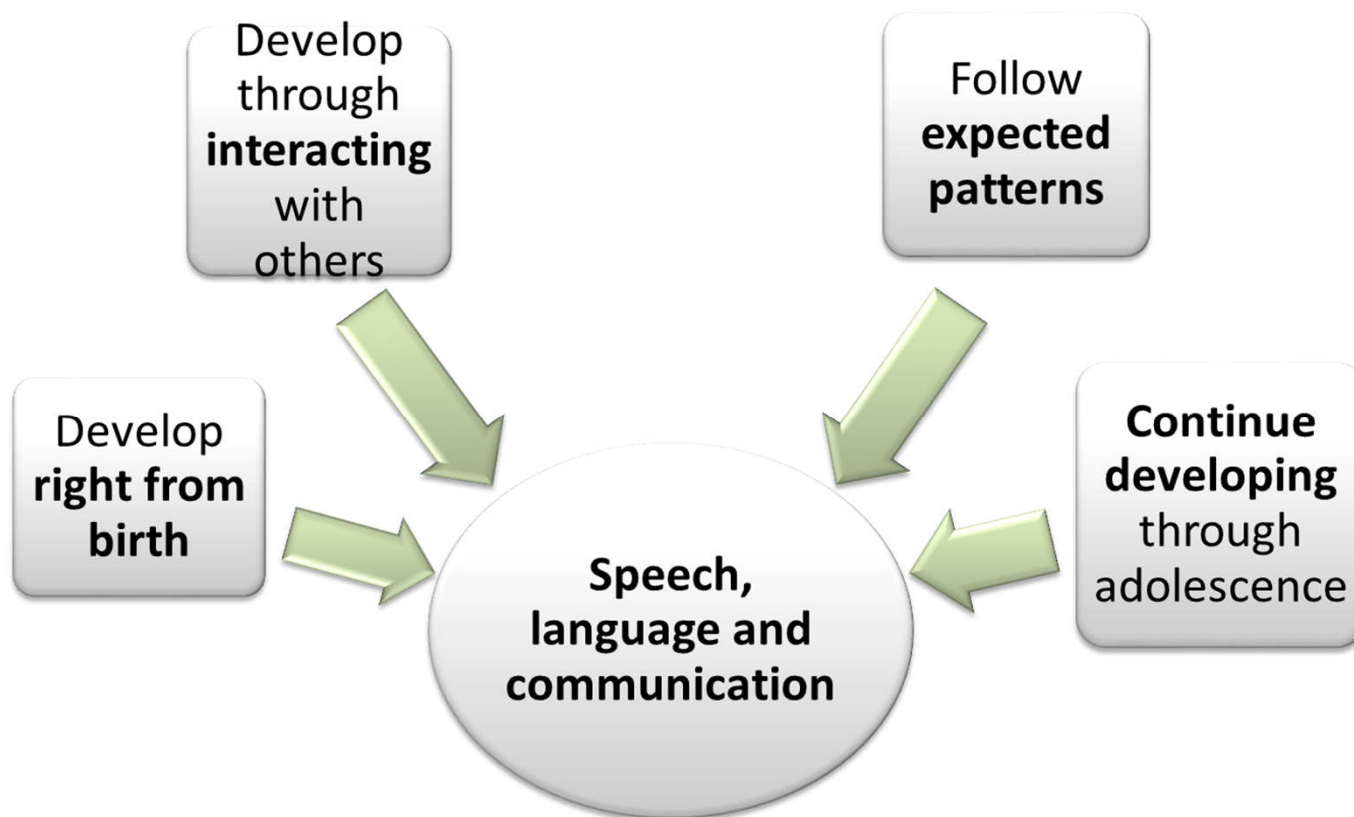
Identifies that bag starts with 'b'	says 'pider' for spider	Completes a task quicker if told to 'get a wriggle on'
Describes what they did on their holiday	Asks 'what's for tea?'	Follows a story
Adds 's' when there's more than one '3 cars'	Babbles	Names lots of wild animals
Looks at the person talking	Takes turns in conversation	Waves good bye



# What is speech, language and communication?

Speech	Language	Communication
Identifies that bag starts with 'b'	Adds 's' when there's more than 1 '3 cars'	Waves good bye
Babbles	Asks 'what's for tea?'	Looks at the person talking
Says 'pider' for spider	Describes what they did on their holiday	Takes turns in conversation
	Names lots of wild animals	
	Follows a story	
	Completes a task quicker if told to 'get a wriggle on'	

# How do children and young people develop their speech, language and communication skills?



# Activity: Ages and stages

Look at *Universally Speaking – the ages and stages of children’s communication development for children aged birth to 5*, which describes the ages and stages of children’s speech, language and communication development.

**In small groups, choose an age to look at and consider:**

- How does this relate to your experience of children of that age?
- Is there anything you notice which surprises you?
- How could the information on ages and stages help you to support the speech, language and communication development of children you work with?

# What's typical for a 2 year old?

Uses 50 or more single words	Points to get your attention	Babbles sounds like ba-ba-ba
Asks lots of questions	Understands between 200 and 500 words	Understands questions like 'where's teddy?'
Plays with other children	Talks about something that happened in the past	Makes short sentences of 2-3 words

# What's typical for a 2 year old?

<b>Uses 50 or more single words</b>		
<b>Asks lots of questions</b>	<b>Understands between 200 and 500 words</b>	<b>Understands questions like 'where's teddy?'</b>
		<b>Makes short sentences of 2-3 words</b>

# Ages and stages: 2 year old talk and 6 year old talk



# Ages and stages: 2 year old talk and 6 year old talk

---

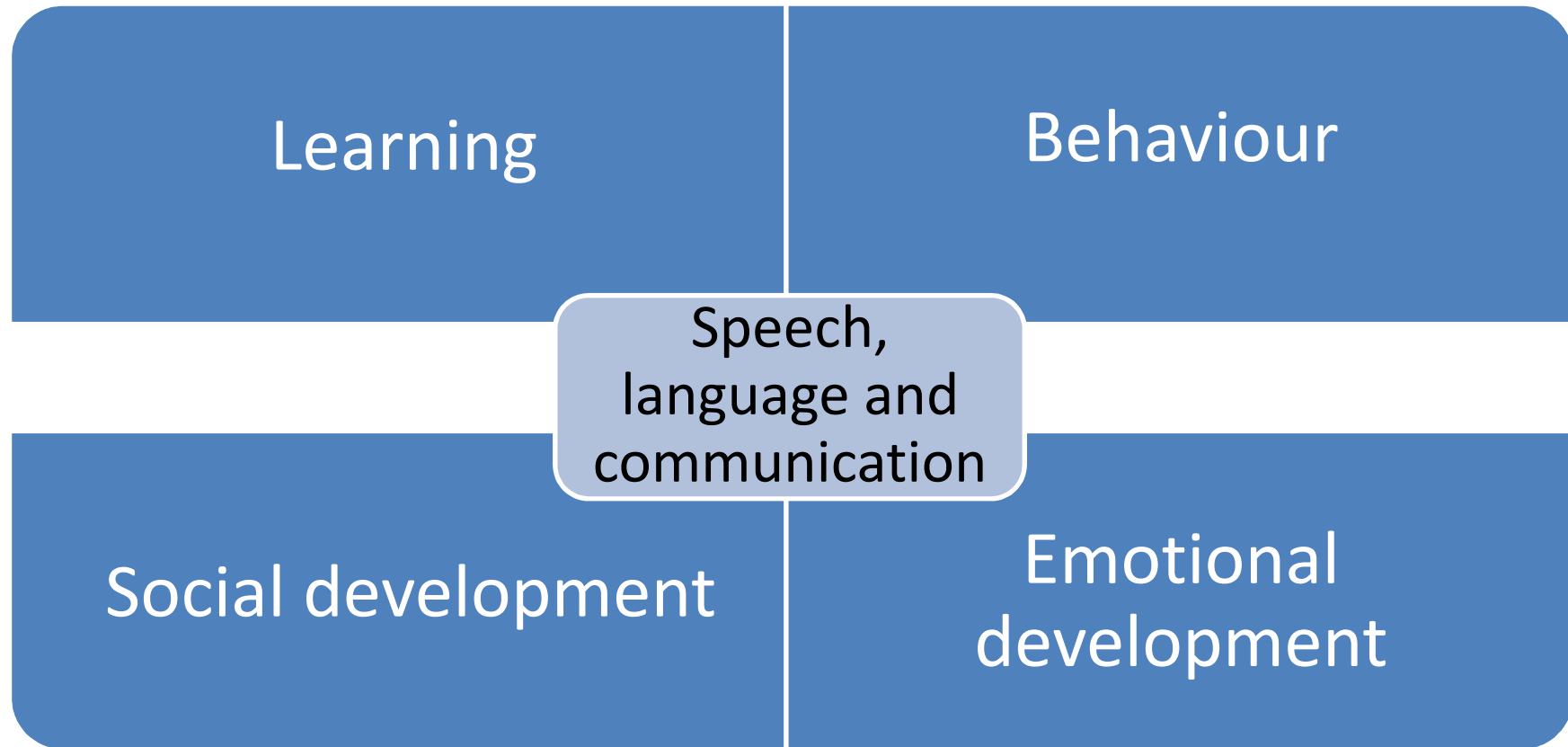
- Is this what you would think of as typical talk for these ages?
- It is essential to have high expectations for children's language and to be aware when they are not meeting expected milestones in terms of their speech, language and communication development.

# Speech, language and communication are central skills, with a wide ranging impact





# How speech, language and communication skills support other areas of development



# Activity – impacts

---

- Think about a child you know or work with:
  - What kind of difficulties do they have with speech/language/communication?
  - How are/might these difficulties impact on other areas of their development now or in the future?
  - What is helping to minimise the impact? Think about the child's character, and any support that is in place for them.

# Potential impacts – possible answers

## Speech

- People misunderstand what's being said
- Have to repeat things a lot
- Can get frustrated, or aggressive
- Don't enjoy talking, so can opt out
- Struggle to learn to read – can't work out what sounds are at the beginning of words
- Struggle to understand or recognise rhyme
- Struggle to work out patterns in words to help learn to spell

## Language

- Don't understand what's said, so do things wrong
- Miss out on learning
- Tune out – working out language can be so tiring
- Copy other children so hide difficulties
- Limited talking - their message doesn't get across
- Can't share ideas or express needs
- Can become passive
- Can get frustrated
- Other children don't want to play with them
- Doesn't have a solid base for future learning

## Communication

- Don't know how to join in
- Have difficulty making and keeping friend
- May get chosen less to play in games
- May get invited to fewer play dates or parties
- Other children may avoid them
- Finds playing with others difficult
- Following rules can be difficult, so problems in settings/school

# The impact of speech, language and communication – Literacy

---



- 70% of children with identified language difficulties at 5 ½ still demonstrated language difficulties at 15 years old, and of these pupils, 93% also had literacy difficulties.
- Children whose speech and language difficulties are unresolved, or have been missed, are more likely to have difficulties with their literacy development.



# The impact of speech, language and communication – mental health, behaviour and social development

---



- Young people with good language and communication skills have more friendships, and their friendships are of a better quality.
- Children and young people with communication difficulties seem to be at increased risk of social, emotional and behavioural difficulties and mental health issues.



# The impact of speech, language and communication – future prospects

---



- Language difficulties at age 5 are significantly associated with low employment at age 34.
- 60-90% of young offenders have poor communication skills.
- Young offenders who achieved oral communication skills qualifications were 50% less likely to re-offend in the year after their release than the national average.



# Reflections and actions

- Could some of the children you work with have underlying SLCN that haven't been spotted?
- Would it help to look in more detail at the speech, language and communication skills of the children you work with who have other difficulties (behaviour, literacy, making friends)?
- What might you do differently as a result from what you have learned in this session?