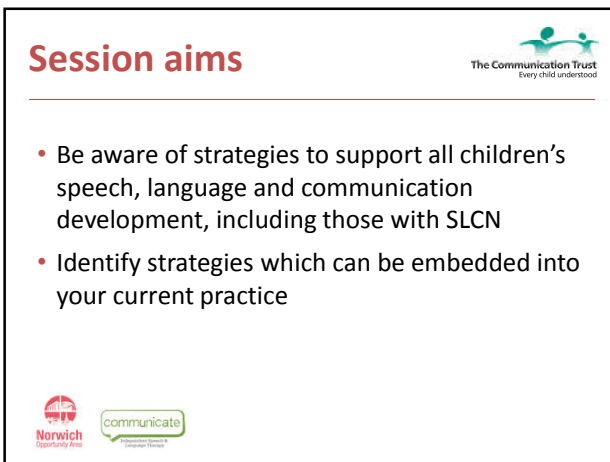




The slide features a red background with a faint image of children in a classroom. In the top right corner, there is a logo for 'The Communication Trust' with the tagline 'Every child understood'. The main title 'Session 1.4' is in a large, white, sans-serif font. Below it, the subtitle 'Strategies and Support for Children with SLCN' is in a smaller white font. In the bottom right corner, there are two logos: 'Norwich Opportunity Area' and 'communicate'.



The slide has a white background. At the top left, the title 'Session aims' is in a bold, dark red font. At the top right, there is a logo for 'The Communication Trust' with the tagline 'Every child understood'. Below the title, there is a list of two bullet points. At the bottom left, there are two logos: 'Norwich Opportunity Area' and 'communicate'.



The slide has a white background. At the top left, the title 'What affects speech, language and communication development? Research evidence shows...' is in a bold, dark red font. At the top right, there is a logo for 'The Communication Trust' with the tagline 'Every child understood'. Below the title, there is a list of three bullet points. At the bottom left, there are two logos: 'Norwich Opportunity Area' and 'communicate'.

When can you support speech, language and communication?



- Any time – all the time!
- In everyday routines and conversations
- In all activities, play and social times
- Set up specific opportunities/ activities
- 1 to 1 and in groups
- When children are talking with you or with other children



Key principles



- Listen to and value the contributions of children and young people
- Consider their level of development – where they are now and where next
- Model good communication
- Make language learning fun
- Work with parents and carers
- Include speech, language and communication in your planning
- Make the most of opportunities throughout the day
- Keep an eye and make a note



Supporting the speech, language and communication of young children



Learning to Talk, Talking to Learn has 10 top tips:

1. Get the child's attention first
2. Make learning language fun
3. Use simple repetitive language
4. Build on what the child says to you
5. Demonstrate rather than criticise
6. Imitate the child's language
7. Use all the senses to teach new words
8. Give the child time to respond
9. Be careful with questions
10. Use the full range of expression



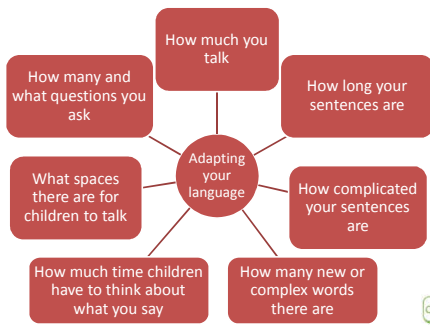
Supporting the speech, language and communication of young children



- Choose a technique from the list on the previous slide. Discuss with a partner your thoughts about this technique
- Which of the techniques do you currently use?
- Choose one technique you haven't used before and make a plan to use it in your setting.



Adapting your language – key things to think about



Adapting your language – examples



- Pacing: Adults use a slow pace during conversation; give children plenty of time to respond and take turns in interacting with them.
- Pausing: Adults pause expectantly and frequently during interactions with children to encourage their turn-taking and active participation.
Adult: "How do we call this? It's a... pancake!" Adult: "What day is it today, do you know?... It was Monday yesterday so it's... Today is - Tuesday!"
- Confirming: Adults respond to the majority of child utterances by confirming understanding of the child's intentions.
Child: "My grandmother has rabbits in her garden". Adult: "That sounds interesting, tell me about the rabbits later!"
Child: "Look Miss!" Adult: "Oh look what you've done! He's made a car!"
Child: "Miss, look at my star!" Adult: "Oh wow... this is a big bright star!"
- Imitating: Adults imitate and repeat what child says more or less exactly
Child: "It is my sister's birthday on Saturday". Adult: "Is it really her birthday? How exciting"
Child: "Miss look at my tower". Adult: "Oh wow... look at your tower!"



Adapting your language – examples

The Communication Trust
Every child understood

- Commenting:** Adults comment on what is happening or what the child is doing at that time
 Adult: "Charlie, that's a great design".
 Adult: "A spider! Your favourite animal!"
 Adult: "I like the way Alfie and Tiana put all the blocks together to build a really tall tower."
- Extending:** Adults repeat what child says and add a small amount of syntactic or semantic information.
 Child: "Because Cinderella was scared of her sisters". Adult: "That's right. Cinderella was scared of her two horrible sisters".
 Child: "My mummy brought me here". Adult: "Your mummy's brought you here has she? She's seen you to the gate. Here she is!"
 Child: "Chimney house". Adult: "Chimney that's like the one we saw when we went on our walk".
 Child: "Look at my dress". Adult: "It's a very beautiful summer dress".
- Labelling:** Adults provide the labels for familiar and unfamiliar actions, objects, or abstractions (e.g. feelings).
 Adult: "When someone doesn't feel excited in a nice way, we say they feel...[pause] upset"

Norwich Opportunity Area
communicate

Adapting your language – examples

The Communication Trust
Every child understood

Norwich Opportunity Area
communicate

Strategies to support children and young people's SLCN

The Communication Trust
Every child understood

Many different strategies e.g.

- Adapting adult language and communication
- Enhancing the environment
- Using resources and tasks
- Supporting confidence and self-esteem
- Facilitating communication between peers
- A focus on areas of speech, language and communication

Will vary according to child or young person's:

- Age
- Needs
- Interests
- Targets
- Priorities
- Setting
- Level of support in place

Norwich Opportunity Area
communicate

Adapting and modifying adult language and communication to support SLCN



- Label actions and objects with one or two words at a time
- Use new or target words frequently
- Model to support their language
- Minimise words that they won't understand
- Chunk information
- Pause after important points
- Use gestures or signs to support what you say
- Give instructions in the order that they need to happen
- Use reminders
- Avoid idioms which may be confusing



Adapting our own communication



Adult talk

Once we're all sorted and we've tidied up the bricks especially, we're going to go outside and have a run around before we settle back in for painting.

What were you thinking this morning, walking around like that?

The purpose of the people's reaction is clear under the circumstances

Get your coat after you've finished your drink

I expect more of you

Reflections and actions



- How can you make some small adaptations to your language to support children's speech, language and communication development?
- What are you already doing that you can do more of?