



Chancery
Education Trust
Aspire to Success

Parental Engagement

“Where Families and Schools Grow Side by Side”



Introductions

An introduction to How to support your child's Speech and Language



How to support your child's Speech and Language

- By Sam Burdett & Natalie Cole
- Oaklands Primary Academy



What is Speech & Language?

Speech is how we use sounds to form words and talk clearly. It includes things like pronunciation, voice, and fluency.

Language is how we understand and use words to share ideas. It's about vocabulary, grammar, and putting words together to communicate.

Both are important for learning, making friends, and expressing feelings. If a child has trouble with speech or language, they might find it hard to be understood or understand others.

LEARNING OBJECTIVES

2



1

UNDERSTAND THE BASICS OF SPEECH AND LANGUAGE

Parents will be able to explain the difference between speech (sounds and clarity) and language (understanding and using words) and why both are important for communication and learning.

RECOGNISE SIGNS OF SPEECH AND LANGUAGE DEVELOPMENT

Parents will learn typical milestones for speech and language and identify when a child might need extra support.



3

APPLY PRACTICAL STRATEGIES AT HOME

Parents will be able to use simple, everyday activities like talking during play, reading together, and modelling clear speech to encourage their child's communication skills.

UNDERSTAND THE BASICS OF SPEECH AND LANGUAGE

Speech is about making sounds clearly (e.g., saying “cat” instead of “tat”).

Language is about understanding and using words (e.g., knowing what “cat” means and using it in a sentence).

Example: If your child says “wawa” for “water,” that’s a speech issue. If they don’t know what “water” means, that’s a language issue.

Language includes Receptive language (understanding) and Expressive (expression through words, signs, writing, or electronic communicator).

Communication: Is the sending and receiving of messages using spoken or written language, non-verbal sounds, gestures, body language or symbols, including writing

Social Communication: Is knowing when to use different types and styles of communication, including tone, turn-taking, eye contact.

UNDERSTAND THE BASICS OF SPEECH AND LANGUAGE

Speech is about making sounds clearly (e.g., saying “cat” instead of “tat”).

Language is about understanding and using words (e.g., knowing what “cat” means and using it in a sentence).

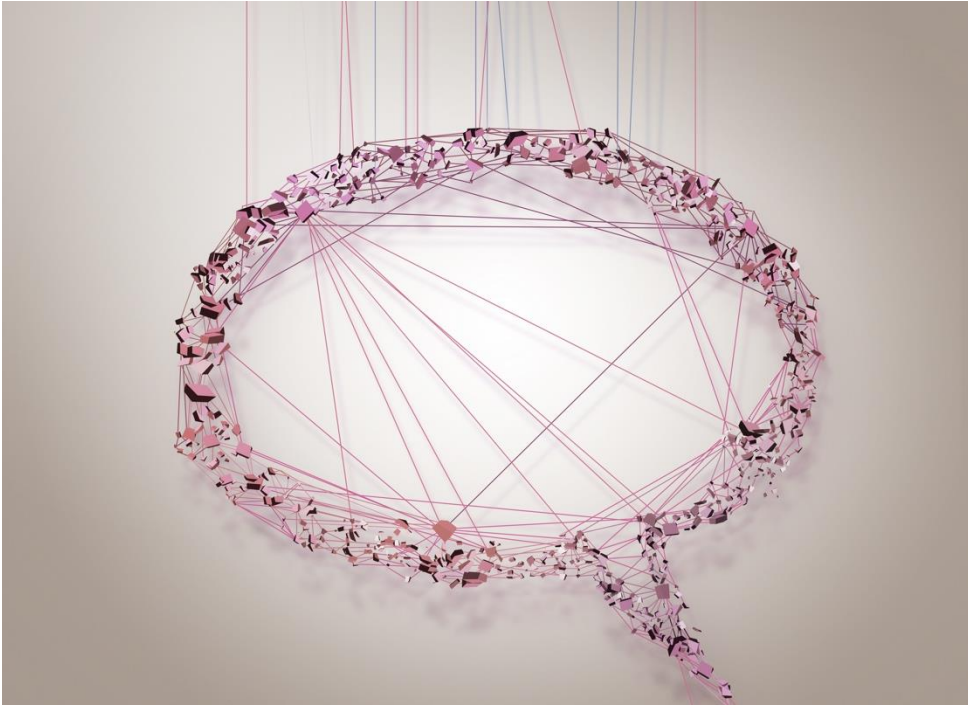
Example: If your child says “wawa” for “water,” that’s a speech issue. If they don’t know what “water” means, that’s a language issue.

Language includes Receptive language (understanding) and Expressive (expression through words, signs, writing, or electronic communicator).

Communication: Is the sending and receiving of messages using spoken or written language, non-verbal sounds, gestures, body language or symbols, including writing

Social Communication: Is knowing when to use different types and styles of communication, including tone, turn-taking, eye contact.

UNDERSTAND THE BASICS OF SPEECH AND LANGUAGE



Communication is both verbal and nonverbal. It relies on:



Interaction



Preverbal skills i.e. being responsive, making eye contact, taking turns, initiating, reacting.



Listening and attention skills ie being able to follow direction from others and share in an activity

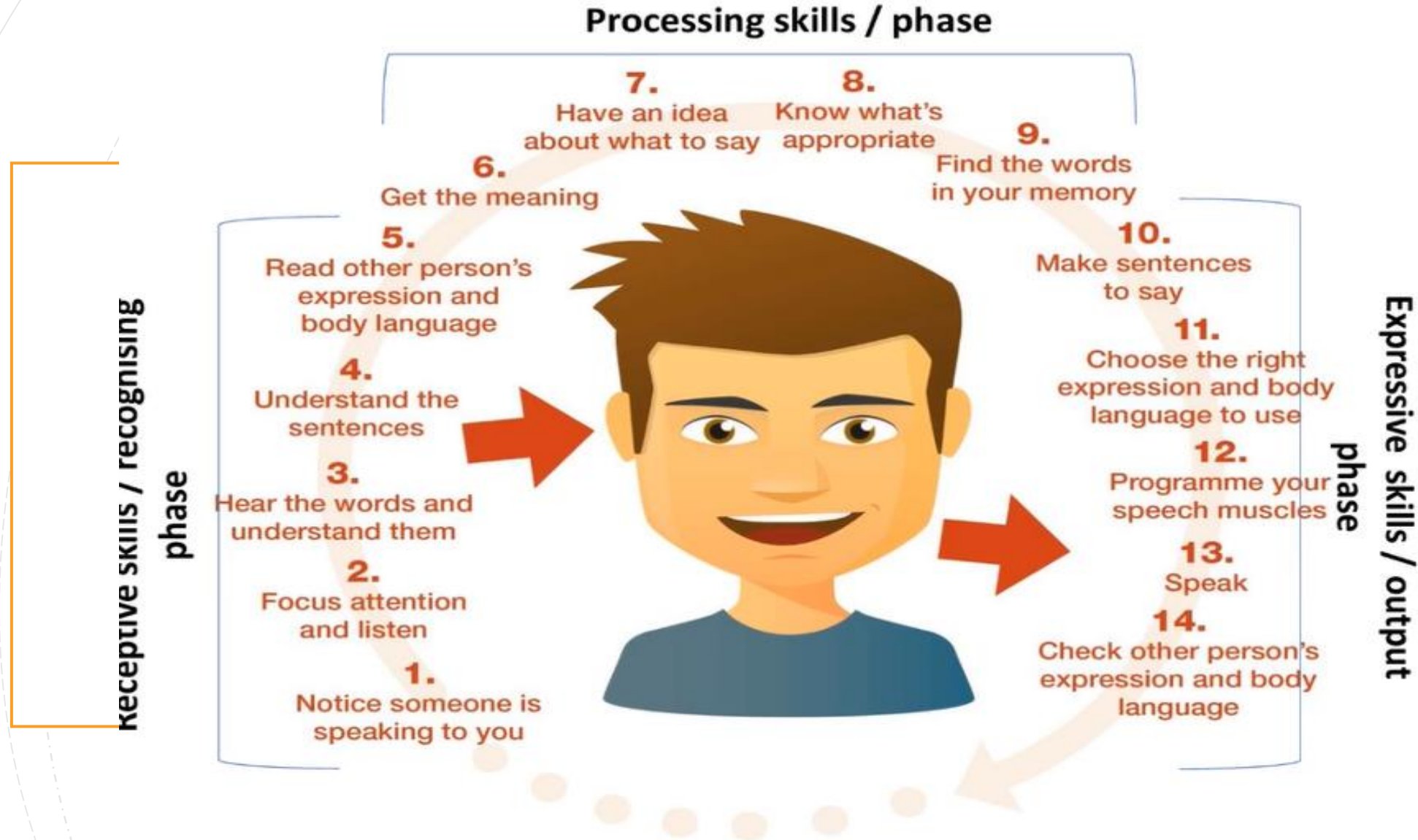


Before we can use language, we need to understand it.



Oracy comes before **Literacy**

The communication Chain involves



Elklan SPEECH AND LANGUAGE DEVELOPMENT CHECKLIST 3-4 Years

Milestones to check	Helpful Hints	What to look out for	When to talk to an SLT
Play			
Enjoys imaginative and pretend play	At this age children really enjoy dressing up. Encourage a wide range of play, dressing up and using miniature toys.	Has difficulties deciding what to play with and how to play with toys	
Likes to play with other children	Provide opportunities to play with 1 or 2 friends	Dislikes playing with friends or doesn't seem to know how to	Does not talk or play with friends
Can concentrate on activity they have chosen for 15 minutes	Consider five minutes special time and incorporate all aspects of adult-child interaction	Cannot concentrate on anything for more than 5 minutes	
Receptive Language			
Can understand a simple conversation about something you are doing as you do it	Talk about everyday things which interest the child. Keep talking about stories as these give opportunities for different conversations	Doesn't listen and cannot respond to your simple questions during a conversation	
Understands 3 ICW sentences	Talk about things the child cannot see at the moment but remember to keep the language simple		No understanding simple directions and who, what, where questions
Understands some adjectives e.g. long, short, blue, red, hard, soft, fast, slow	Use a wide variety of adjectives in conversations and books focusing on opposites	Does not understand simple adjectives e.g. big and little	
Expressive Language			
Can use 3-4 word sentences	Repeat what the child says add 1-2 extra words. Talk about a wide variety of things as you do them	Only using sentences with 3-4 words together or not showing an interest in trying to talk to people	Not joining 3 words together to make sentences
Uses small grammatical words and endings e.g. 'my brother is kicking the balls'	Model correct version of child's mis-productions	Does not use simple grammatical sentences	If your child stammers a referral is important to discuss what you should/should not do
Speech sounds			
Child may not use all of the speech sounds but they should be intelligible by most if not all people	Repeat any words mispronounced. Do not ask them to say it again. Play games, look at books and sign nursery rhymes featuring those sounds.		If child's speech is challenging to understand.

RECOGNISE SIGNS OF SPEECH AND LANGUAGE DEVELOPMENT

Elklan SPEECH AND LANGUAGE DEVELOPMENT CHECKLIST 4-5 Years

Milestones to check	Helpful Hints	What to look out for	When to talk to an SLT
Play			
Often involves role play	Encourage a wide range of play, dressing up and using miniature toys. Encourage them to act out situations or stories.	Plays mostly with construction toys. Avoids playing with toys which need imagination	
Likes to organise games and cooperate with other children	Provide opportunities to play in small groups	Dislikes playing with friends or doesn't seem to know how to	Does not talk or play with friends
Receptive Language			
Can understand instructions given to a group of children	Help them focus that their attention is required for the speaker	Doesn't listen and rarely responds to simple questions during conversations	Cannot understand simple two part of 3 ICW directions
Understands Why and How type questions	Ask why type questions about things child is doing or looking at rather than event or ideas they cannot see.	Understands other <u>wh</u> questions but not why or how.	No understanding directions and other <u>wh</u> questions. Does not understand simple adjectives either.
Appreciates past and future time	Talk about things which have happened during the day and things which will happen tomorrow. Use a visual timetable.	Can only talk about things which are in the here and now.	
Begins to enjoy simple jokes	Look at humorous books. Start by talking about the funny pictures so the child can see what is funny		
Expressive Language			
Can hold a simple conversation	Make time to listen to them talking about interests of theirs. Try to encourage them to have a short conversation about it.	Might talk about something they're interested in but cannot take turns in a conversation or listen to anyone who tries to talk	Not joining 4 or 5 words together to make sentences
Most sentences are grammatically correct	Model correct examples	Immature sentence structure	Incorrect use of syntax/morphology e.g. Sammy walking, me <u>failed</u> over
Begins to join sentences together using connectives 'and' 'because'	Model appropriate examples	Any dysfluent speech which continues for more than a couple of days	If a child stammers a referral is important to identify how best to support them
Speech sounds			
Most sounds in initial and final position are correct except voiceless / <u>th</u> / and / <u>r</u> / Will start to use clusters including / <u>sp</u> /, / <u>st</u> /, / <u>sk</u> /, / <u>bl</u> / and / <u>kr</u> /	Repeat any words mispronounced. Do not ask them to say it again. Help them pronounce difficult words by breaking down into syllables.		If child's speech is challenging to understand. Problems with / <u>k</u> /, / <u>g</u> /, / <u>s</u> /, / <u>f</u> / or / <u>sh</u> / sounds

RECOGNISE SIGNS OF SPEECH AND LANGUAGE DEVELOPMENT

Elklan-SPEECH-AND-LANGUAGE-DEVELOPMENT-CHECKLIST-5-6-Years-11

Milestones-to-check	Helpful-Hints	What-to-look-out-for	When-to-talk-to-an-SLT
Play			
Often-involves-role-play	Encourage-a-wide-range-of-play,-dressing-up-and-using-miniature-toys.-Encourage-them-to-act-out-situations-or-stories.	Plays-mostly-with-construction-toys.-Avoids-playing-with-toys-which-need-imagination	
Likes-to-organise-games-and-cooperate-with-other-children	Provide-opportunities-to-play-in-small-groups	Dislikes-playing-with-friends-or-doesn't-seem-to-know-how-to	Does-not-talk-or-play-with-friends
Receptive-Language			
Can-understand-instructions-given-to-a-group-of-children	Help-them-focus-that-their-attention-is-required-for-the-speaker	Doesn't-listen-and-rarely-responds-to-simple-questions-during-conversations	Cannot-understand-simple-two-part-of-3-ICW-directions
Understands-Why-and-How-type-questions	Ask-why-type-questions-about-things-child-is-doing-or-looking-at-rather-than-event-or-ideas-they-cannot-see.	Understands-other- <u>wh</u> -questions-but-not-why-or-how.	No-understanding-directions-and-other- <u>wh</u> -questions.-Does-not-understand-simple-adjectives-either.
Appreciates-past-and-future-time	Talk-about-things-which-have-happened-during-the-day-and-things-which-will-happen-tomorrow.-Use-a-visual-timetable.	Can-only-talk-about-things-which-are-in-the-here-and-now.	
Begins-to-enjoy-simple-jokes	Look-at-humorous-books.-Start-by-talking-about-the-funny-pictures-so-the-child-can-see-what-is-funny		
Expressive-Language			
Can-hold-a-simple-conversation	Make-time-to-listen-to-them-talking-about-interests-of-theirs.-Try-to-encourage-them-to-have-a-short-conversation-about-it.	Might-talk-about-something-they're-interested-in-but-cannot-take-turns-in-a-conversation-or-listen-to-anyone-who-tries-to-talk	Not-joining-4-or-5-words-together-to-make-sentences
Most-sentences-are-grammatically-correct	Model-correct-examples	Immature-sentence-structure	Incorrect-use-of-syntax/morphology-e.g.-Sammy-walking,-me-falled-over
Begins-to-join-sentences-together-using-connectives-'and'-'because'	Model-appropriate-examples	Any-dysfluent-speech-which-continues-for-more-than-a-couple-of-days	If-a-child-stammers-a-referral-is-important-to-identify-how-best-to-support-them
Speech-sounds			
Most-sounds-in-initial-and-final-position-are-correct-except-voiceless-/th/-and-/r/ Will-start-to-use-clusters-including-/sp/,-/st/,-/sk/,-/bl/-and-/kr/	Repeat-any-words-mispronounced.-Do-not-ask-them-to-say-it-again.-Help-them-pronounce-difficult-words-by-breaking-down-into-syllables.		If-child's-speech-is-challenging-to-understand.-Problems-with-/k/,-/g/,-/s/,-/f/-or-/sh/-sounds

RECOGNISE SIGNS OF SPEECH AND LANGUAGE DEVELOPMENT

Elklan SPEECH AND LANGUAGE DEVELOPMENT CHECKLIST 6-7 Years

Milestones to check	Helpful Hints	What to look out for	When to talk to an SLT
Social Communication			
Able to socialise with peers	Provide opportunities to play in small groups independently. Give support only if required.	Dislikes playing with friends or doesn't seem to know how to	Does not talk or play with friends
Receptive Language			
Can understand simple conversations appropriate for children. And can understand different types of questions.	If they have difficulties following instructions play some games to help their attention/listening and memory.	Needs information repeated Doesn't remember directions Difficulty learning new words	Cannot understand simple directions or conversations
May begin to understand obvious sarcasm and a wider range of jokes	Continue to explore humorous books and jokes. Teach one or two jokes they can use.	Takes things people say very literally.	Cannot understand simple directions or conversations
Expressive Language			
Can join in with group discussions and will maintain topic being discussed	Encourage a wider range of topics within the child's experience but beyond the immediate situation.	Is quiet when others are talking or tries to dominate the conversation by only talking about their choice of limited topics	Not able to hold a simple conversation about a range of topics. Difficulties learning new words
Uses 5-6-word sentences which are grammatically correct	Model correct examples	Immature sentence structure	At 7 years old, not able to join sentences using connectives. Not using pronouns correctly
Able to learn and remember new words easily and uses these almost immediately when talking	Use visual vocabulary maps and target vocabulary if necessary	Finding it difficult to learn new words	Highly restricted vocabulary
Uses language for different purposes e.g. to ask questions, to negotiate or persuade	This is a difficult skill to 'teach'. Look out for the child in social situations and help them if they are not able to explain or express themselves.	Finding it difficult to mix with peers. May resort to hitting and fighting because they cannot use language to resolve arguments.	Unable to use language expressively and lashes out because they cannot argue or negotiate with peers

RECOGNISE SIGNS OF SPEECH AND LANGUAGE DEVELOPMENT

Elklan SPEECH AND LANGUAGE DEVELOPMENT CHECKLIST 7-9 Years

Milestones to check	Helpful Hints	What to look out for	When to talk to an SLT
Social Communication			
Is confident in socialising with peers and knows how to make and maintain friendships	Listen to the child and talk about friendships especially if they have fallen out with someone.	Child becoming more isolated and not seeming to know how to make friends	Not able to mix with peers
Receptive Language			
Begins to understand hidden meanings and to appreciate that an intended meaning can be different from the words spoken	If you are aware that a child takes things very literally, be patient and explain intended meaning	If the child is not aware of hidden meanings and takes things very literally- may be vulnerable to being teased	Understanding is very literal
Is more aware of how other people, real and in books, feel and behave. Begins to empathise	Talk about how people and characters in books feel and why people behave as they do.	Difficulties understanding how others feel and the effect their behaviour has on others.	
Expressive Language			
Learns new words quickly and confidently. Often learning about 10 new words per day.	Use real objects and situations, pictures, mind maps and word maps to develop vocab. Repeat the information regularly.	Difficulties learning new words	Difficulties learning new words despite using visual strategies and frequent repetition of the information
Can express ideas clearly and can clarify information when asked so the listener is not left confused	If child's explanation is muddled, ask them to repeat it. It may be clearer the second time. Ask for clarification. Help the child read signals that you don't understand. Play barrier games.	Doesn't know how to change an explanation to help the listener understand.	Sentence structure remains immature.
Can create a simple story	Use visual vocabulary maps and target vocabulary if necessary	Finding it difficult to learn new words	Highly restricted vocabulary
Uses language for different purposes e.g. to ask questions, to negotiate or persuade	Provide opportunities to re-tell a sequence of events or a story. If it is muddled, be patient, can they repeat it? It may be clearer the second time.		Re-telling of events is so muddled that you are unable to understand what happened.
Can adapt style of talking to suit different situations/audiences e/g/ talking to a friend versus teacher	Model appropriate styles in real situations and explain what the child needs to do.	Difficulties changing how they talk to suit different situations	Has one style of talking for all situations

RECOGNISE SIGNS OF SPEECH AND LANGUAGE DEVELOPMENT

Milestones to check	Helpful Hints	What to look out for	When to talk to an SLT
Social Communication			
Is able to make and maintain friendships and is very aware of the needs of others	Listen and support the child with their friendships. Help them to be aware of the needs of others by explaining what others may be thinking or feeling.	Child becoming more isolated and not seeming to know how to make friends	Not able to mix with peers
Is aware of peer pressure and is influenced by it	Be aware of possible influences. Help the child to understand the situation and the choices they have	Child being persuaded to behave or so things they might not choose to do. Child being disciplined by adults using language they do not understand	
Receptive Language			
Understands increasingly complex and topic specific vocabulary and concepts. Has to learn and remember new words quickly and efficiently	Use vocab maps. Reinforce new vocab repeatedly. Provide opportunities to use the vocab during discussion and writing tasks.	Difficulties learning and remembering new words.	Difficulties learning new words despite using visual strategies and frequent repetition of the information
Is willing to listen to others and repeat other people's views	Encourage appropriate listening and turn taking. Explore topics which provoke a variety of possible views.	Difficulties understanding how others feel and the effect their behaviour has on others.	
Expressive Language			
Can use adult type sentence structures but the content of the child's conversation reflects their age and experience.	Encourage a wide range of discussions to promote the use of more complex sentence structures and reinforce new vocabulary. Encourage reading.	Difficulties learning new words	Not able to join sentences using connectives. Very restricted range of sentence structures.
Can initiate and share ideas and opinions and express these ideas clearly.	Provide opportunities to work in pairs to discuss and share ideas. Use different talking partners so that sometimes a child will model discussions for less able peers and with other partners can be challenged.	Reluctant to join in with small group or paired discussions.	Immature grammar or re-telling of events is so muddled that you are unable to understand what happened.
Can develop an imaginative story and discuss the narrative with peers.			
Begins to use simple sarcasm and idiomatic language	If a child often takes things very literally, be patient and explain what was meant		

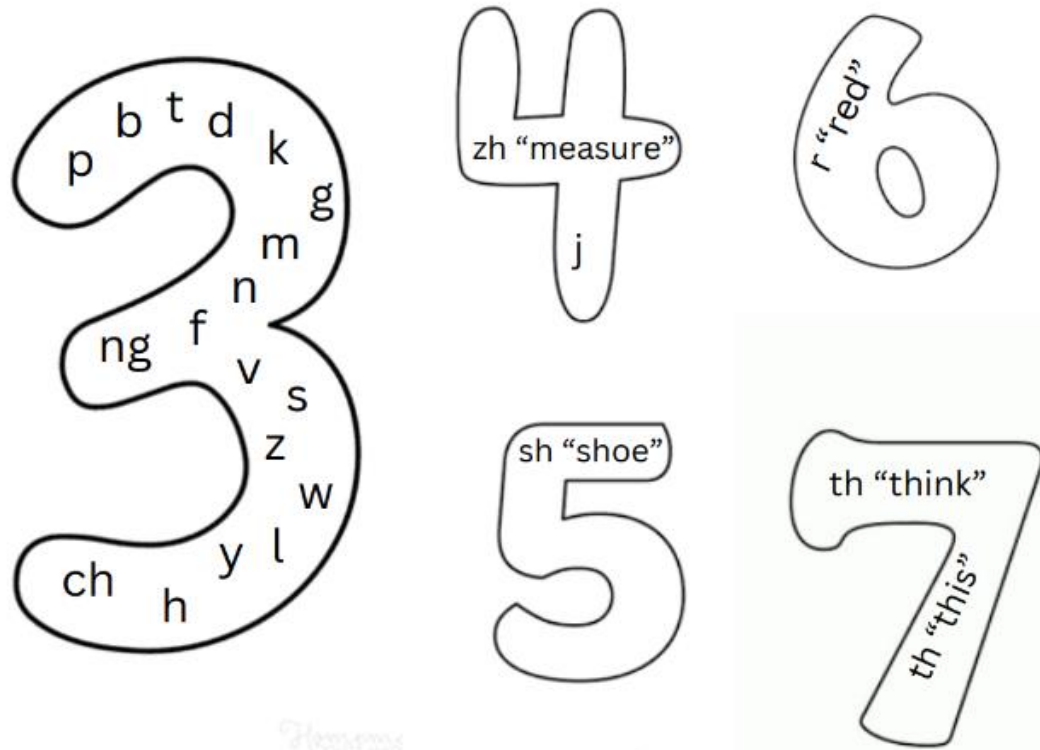
RECOGNISE SIGNS OF SPEECH AND LANGUAGE DEVELOPMENT

Speech Sound Developmental Norms



Love to Communicate

INDEPENDENT SPEECH AND LANGUAGE THERAPY



Understanding Speech Sound Development

Children develop the ability to produce speech sounds at different ages. Knowing what to expect can help support children effectively. Below is a general guide to typical speech sound development.

Tips For Supporting Speech Development

- Model clear speech: Speak slowly and clearly, emphasising correct sounds. Do not correct, just model back the correct speech sound.
- Play with sounds: Engage in rhymes, songs, and games like "I Spy."
- Praise efforts: Celebrate attempts at new or challenging sounds.
- Encourage conversation: Ask open-ended questions and actively listen to responses.





**DID YOU IDENTIFY
SOME OF THESE?**



**HERE IS HOW YOU CAN
HELP AT HOME!**

SING SONGS AND RHYMES

Singing helps children hear rhythm and sounds in words.

Example: "Row, Row, Row Your Boat" or nursery rhymes with actions.

USE REPETITION

Repeat key words often during activities so your child hears them clearly.

Example: "Ball! Throw the ball. Catch the ball!"

GIVE CHOICES

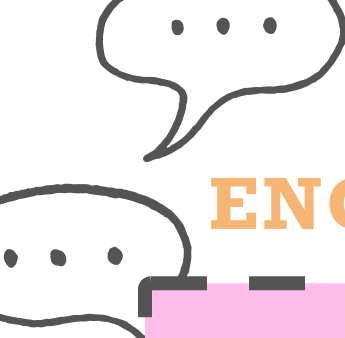
Encourage your child to use words by offering options.

Example: "Do you want apple or banana?" instead of "What do you want?"

PAUSE AND WAIT

Give your child time to respond instead of rushing to fill the silence.

Example: Ask a question, then count to 15 silently before prompting.



ENCOURAGE ROLEPLAY

Role play encourages imagination and language.

Example: "Let's play shop! What are you selling today?"

ENCOURAGE STORYTELLING

Ask your child to tell what happened in their day or make up a story.

Example: "What was your favourite part of the park today?"

LABEL FEELINGS

Help your child learn emotional vocabulary.

Example: "You look happy! Are you excited?"

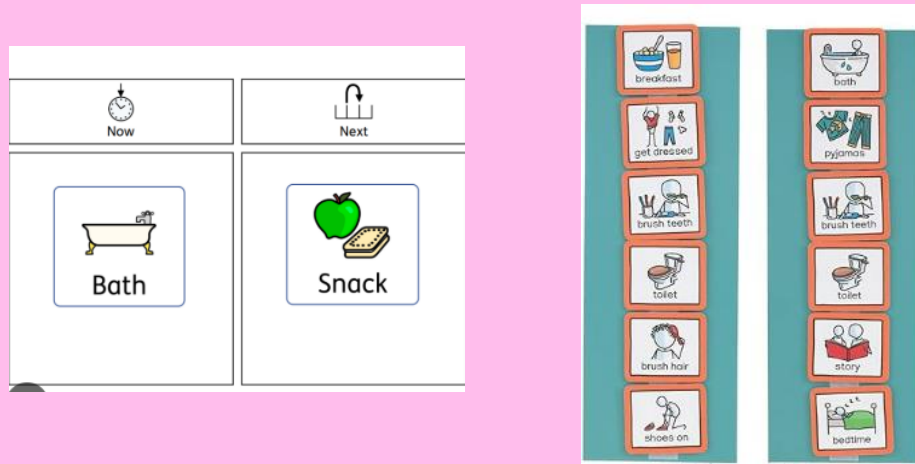
CELEBRATE EFFORT, NOT PERFECTION

Praise attempts to communicate, even if words aren't perfect. Example: "Great job telling me what you want!"



Top tips

Now and Next boards/visual timetables



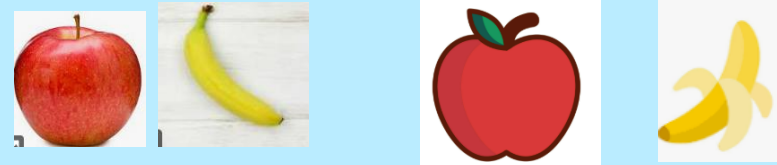
Visual instructions
if language is used
it simple and give
processing time.



Timers, count down, songs



Choices



Apple or Banana

**If you have any concerns regarding your
child's speech and language your first
point of call is the class teacher.**

**The class teacher will refer to the SENCO if
it is felt more support is required.**

Finally



Q&A



**PARENTALENGAGEMENT
@CETRUST.COM**



THANK YOU