Different ways you can support and extend children continued…………

* Visual aids and props when telling a story or rhyme. This will make the learning visual as well as auditory, making the experience more fun and stimulating.
* Use all the senses when teaching new words. Look, smell, touch, taste, colour, texture, shape. Talk about what its similar too, what it does and what it means.
* Read every day. Again children love it when they can join and retell the story in their own words, so the simpler the story and the more repetitive the better. Get your child to fill in the missing words and point to pictures in the book.
* Children’s Speech, Language and Communication can be supported and extended in everyday activities and routines. You really don’t have to do anything special just talk about the things you are doing. A running commentary for every day events.
* Model and demonstrate good communication skills, Children and young people learn from us as adults. They copy what they see and hear!!!!
* Play, play, play with your child. Children and young people learn through play and learn the most when they are engaged and having fun.
* Ensure children have structured opportunities to communicate with people of all ages.

What affects our children’s Speech, Language and Communication development? Research evidence shows………….

1. The volume of vocabulary used by children at the age of 2yrs determines a child’s GCSE results.
2. What adults say to children and young people is still important. Children seem to develop stronger language skills when parents continue to provide daily rich opportunities. Responding to by extending and scaffolding their language.
3. 50-90% of children with persistent SLCN go on to have reading difficulties.
4. Only 25% of pupils with SLCN achieve the expected level in English at the end of Key Stage 2 and
5. 15% of pupils with SLCN achieve 5 GCSE A\*-Cs
6. Children with SLCN feel they are less able or popular than their peer Children with SLCN are more likely to be bullied.
7. Those with early language impairment are at a higher risk of mental health problems.
8. There’s strong evidence that many children and young people who have Social, Emotional and Behavioural Difficulties (SEBD) have SLCN which have never been recognised. Studies show this to be between 55% and 100% of pupils with SEBD
9. Co-operative interactions, conversations about how people feel and how that affects what they do are important in learning for social communication Skills.

This leaflet will explain ways in which adults can effectively support and extend the speech, Language and communication development of young children 5-11 years and will evaluate the relevant positive effects of supporting this area of development.

**Firstly, I ask you why is it important to support Speech, Language and communication from such a young age?**

* Because Speech, Language and Communication skills are vital **building blocks** for all other areas of development. It is the primary support for all other areas of learning.
* Speech, Language and Communication are **central** to children and young people’s ongoing development into adulthood.
* The **impacts** for children who have difficulties with Speech, Language and Communication are many and varied.

**How can adults support and extend Speech, Language and Communication development in young children 5-11 years?**



The positive effects of adults supporting Speech, Language and Communication are…

1. Young children who are exposed to a language rich environment should have age appropriate skills.
2. They should develop good play skills for associative and co-operative play. Meaning they will be able to take part in games with rules and part of larger group play.
3. It will have a positive impact on their learning, as children move into school they will have to rely on their Speech, Language and communication skills more and more.
4. Young children who have been exposed to lots of social interaction will develop good social rule awareness. They will be able to keep to a topic of conversation and become aware of what the listener already knows and checks this by referring back.
5. Literacy skills are built from good Speech, Language and Communications skills. Giving them the building blocks will give children the skills they need for phonics and early reading and writing.
6. Positive behaviour is also supported through good Speech, Language and Communication. Children who are able to express how they are feeling are less likely to become frustrated or aggressive.
7. Good emotional wellbeing is another positive effect. Children who are emotionally well will be higher achievers.
8. It will boost children’s self-confidence. Children who have more language will feel more able to interact sociably and will be able to thrive in sociable situations.
9. Lastly, thinking and problem solving. Children need Speech, Language and Communication skills in order to think through a process. To order and process their thinking and then to be able to act upon their thoughts, evaluate a process, review and re-plan. This will help your child through math’s, science and design and technology etc.

Different ways in which you can support and extend children’s Speech, Language and Communications age 5-11 years.

* Always get the child’s attention first by using their name. Understanding & Communication skills.
* If your child is still struggling with understanding, continue to support using lots of repetition of the words and language they are finding particularly difficult. E.g. Left foot, Right foot, Left leg, right leg, Left arm, Right arm. Talking Language & understanding development.
* Demonstrate for your child rather than criticise. Understanding Language development.

The importance of Speech, Language and Communication development is because it is central to all other areas of development.

* Modelling language and build on what your child says by extending and scaffolding. E.g. “It a big ider” says the child. Mum replies “Yes it’s a huge black spider” Never say “NO it’s” just model the correct pronunciation back as children become increasingly aware and will become shy, with drawn and less likely to have a go in the future. Talking and speech sound development.
* Active listening and valuing any contribution they may have. Responding appropriately for their ability. Being ready to respond when they instigate social interaction. Communication development.
* Make learning fun. Use props, story/rhyme sacks and funny voices and actions. Rhyming books and games are particularly good for this age. Count syllables in words and compare words with the way they look, sound or what they mean. Speech development.
* Always promote your native home language first. All speech, Language and Communication skills are acquired in the same way so promote the language you are more confident in at home as this will then provide the stable foundations the child needs to learn any other language. If you are confident with the language, then a richer language environment will be provided for the child to learn. Talking Language development.
* Using visual timetables, choosing boards, comic strips and sequence of events boards to help simplify the instructions and will promote independence E.g. pictures and visuals. Understanding Language development.
* Split up short words into individual sounds. Phonological awareness. Speech development.
* Ask a variety of questions Inc., open, closed and rhetorical. E.g. “What would you like to do today?” “Would you like ice cream or chocolate?” “How could I be so stupid?” Understanding development.
* Have fun with simple joke telling. Explain simple age appropriate sarcasm for your child. Understanding development.