This leaflet will explain ways in which adults can effectively support and extend the speech, Language and communication development of children and young adults 11-25 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.
* Children and young people will need Speech, Language and Communication skills though their early life, for everyday tasks, to socialise with peers, to succeed at school and finally take those skills with them to learn a trade and lead an independent life.

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

* 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.
* Encourage your child or young person to read to you or with you every single day. Listen carefully ensuring they feel valued. Explain things they don’t understand or teach them a new word.
* 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. Board games or quizzes.
* Ensure children have structured opportunities to communicate with people of all ages. Making the most of all situations such as meal times or walking the dog.

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 even as they grow older take time to show alternative ways of communicating and different ways to use 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. 50% of all children excluded from school have SLCN that adults around them are unaware of.
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.

**How can adults support and extend Speech, Language and Communication development in young people and young adults 11-25 years?**



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

1. Young children who are exposed to a language rich environment will be skilled communicators and well spoken.
2. Children and young people who develop good play skills will grasp the concept of rules and be able to follow instructions, making them skilled at socialising.
3. It will continue to have a positive impact on their learning, as children through school they will have to rely on their Speech, Language and communication skills more and more. GCSE grades are reliant on good SLC skills.
4. Young children who have been exposed to lots of social interaction will become good at negotiating between peer groups to resolve conflicts.
5. Literacy skills are built from good Speech, Language and Communications skills. Giving them the building blocks will give children and young people the skills they need for reading and writing much more complex text.
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. Young adults in particular will need to manage their own feelings and behaviour in a range of scenarios.
7. Good emotional wellbeing is another positive effect. Children who are emotionally well will be higher achievers. Young people with SLCN are more likely to develop mental illness.
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 and be more confident in interviews and job prospects.
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 young people with every day issues.

Different ways in which you can support and extend children’s and young people’s Speech, Language and Communications age 11-25 years.

* From the age of 11, vocabulary should increase at a rate of 3000-5000 words a year. Its therefor important to teach and support understanding of new vocabulary. This can have a large impact on how effectively they use new and more technical words. Play around with the words, how they look, sound and how they are spelt. Help them make link to what they already know and teach by filling in the gaps of understanding. Talking development.
* When you have given an instruction or asked a question as a rule wait approx. 10 seconds. Refrain from answering for them or finishing their sentences for them. Giving children and young people longer to respond will give them time to process. Understanding Development.
* All speech sounds should have developed by the age of 11. Encourage your child to use their phonological awareness to sound out words when reading and spelling to write. Take time to look at your child’s writing skills and encourage and teach higher level words for connecting sentences such as “before, also, then and so”. Speech development.
* Play around with jokes and phrases with double meaning. Children and young people my laugh at such saying but, may not be able to explain them yet. Humor and sarcasm is not always something you can teach easily and so have fun with your child and explain understanding. Encourage your child to attempt resolve conflicts with siblings their selves before intervening. Social communication development.
* Encourage children and young people to see someone else’s point of view. Understanding development.
* Encourage your child or young person to tell detailed and elaborate stories or series of events. Helping them order and sequence them. Offering suggestions of alternative language, plots and sub plots. Talking development.
* Introduce a variety of written materials where your child has to read, follow instructions and or complete a task. Things such a maps – orienteering, science-experiments, recipes-baking, flow charts, graphs, application forms etc. Understanding development.
* Encourage children and young people to explain their own point of view, what is their argument for this, their beliefs, their understanding. Helping children and young people have a plausible argument. Talking and social communication.