

# Talk Matters

*Together we can make a difference*



## Speech and Language Workshop

RAVENSMEAD PRIMARY SCHOOL

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# Talk Matters

*Together we can make a difference*

Speech and Language Therapy

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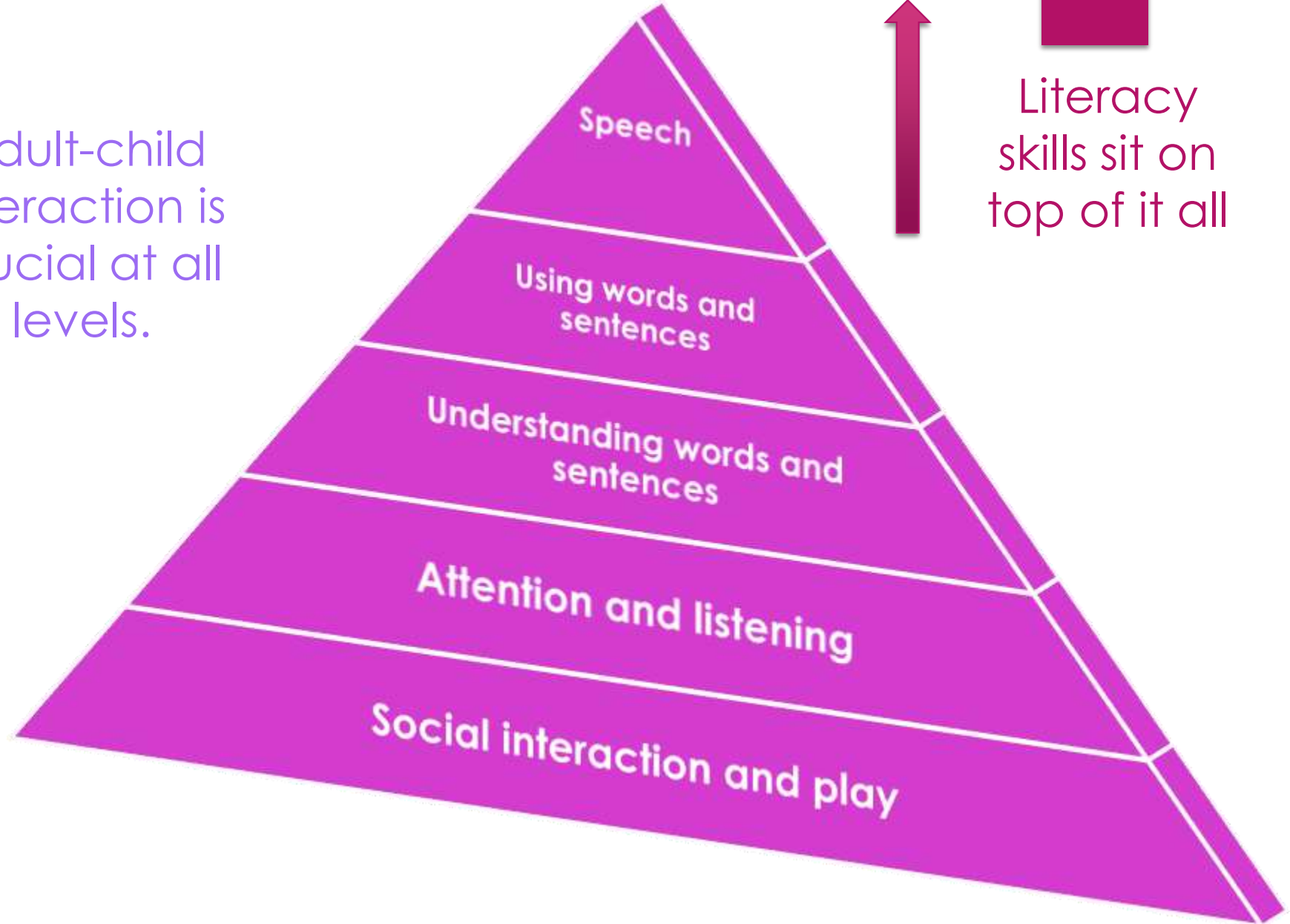
# What are we talking about?

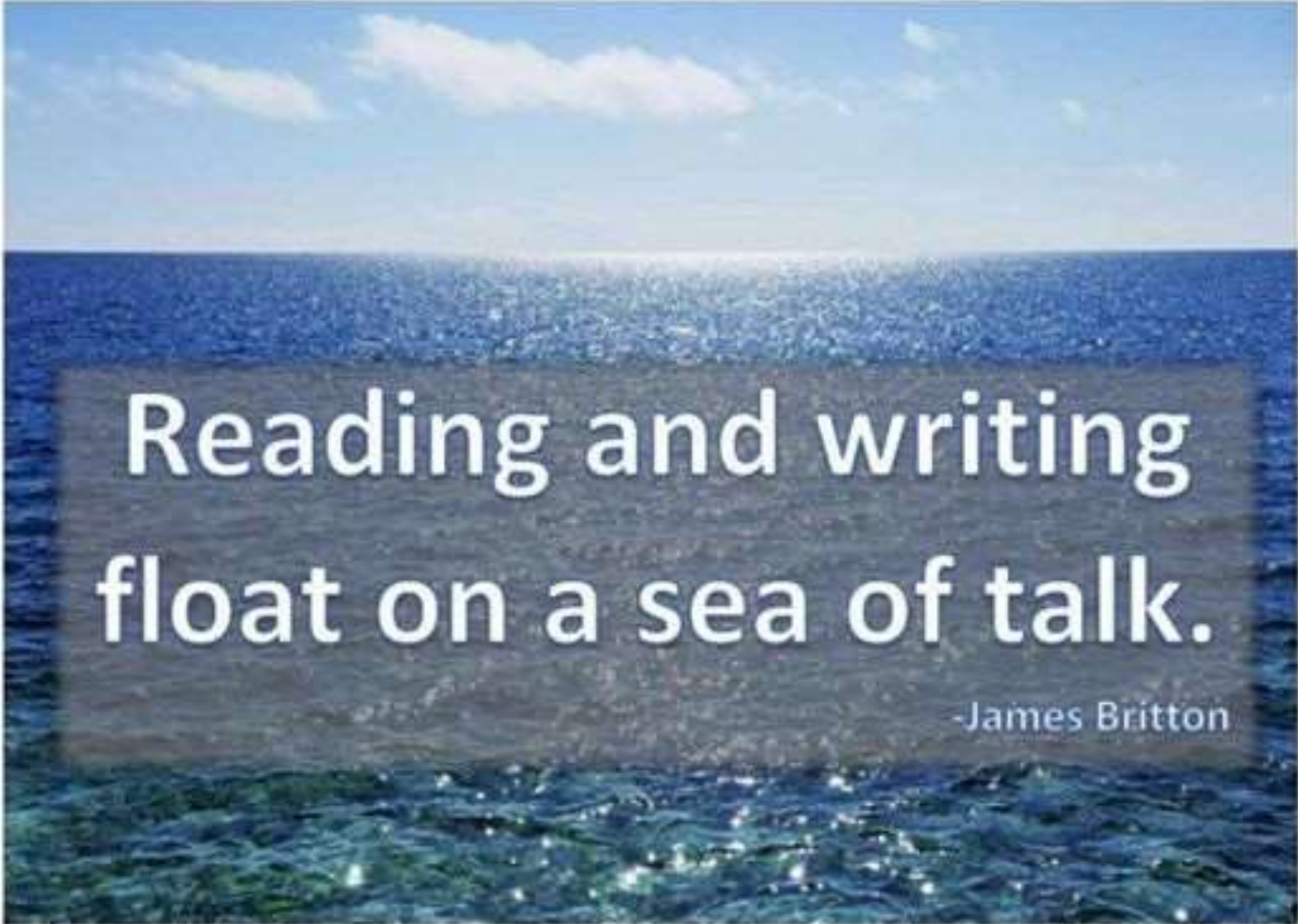
- ▶ How important you are!
- ▶ How language develops and what to expect
- ▶ Things to watch out for
- ▶ Getting conversations going
- ▶ Strategies: commenting, expansion, choices
- ▶ Supporting vocabulary development

# Language Development Pyramid

Adult-child interaction is crucial at all levels.

Skills at the bottom need to be firmly established before skill at the top can develop.





Reading and writing  
float on a sea of talk.

-James Britton

# What should I expect?

Children develop skills at different rates, but from 5 to 7 years, usually children will:

- ▶ Rely less on pictures and objects to learn new words.
- ▶ Use their language skills in learning to read, write and spell.
- ▶ Learn that the same word can mean two things, such as 'orange' the fruit and 'orange' the colour.
- ▶ Learn that different words can mean the same thing such as 'minus' and 'take away'.
- ▶ Understand feelings and descriptive words like 'carefully', 'slowly' or 'clever'.
- ▶ Share and discuss more complex ideas.
- ▶ Use language in a range of social situations and for a range of purposes, e.g. persuading, giving opinions.
- ▶ Use speech that is clear and easy to understand, but some more complex sounds might still be missing, e.g. r, th.



# What if?

If a child is finding language difficult, you might notice that they:

- ▶ Find it hard to learn and understand the meanings of words.
- ▶ Find it hard to understand language about things in the past or future.
- ▶ Struggle to understand phrases that can mean more than one thing, such as “pull your socks up”.
- ▶ Respond to just part of an instruction, usually the beginning or end.
- ▶ Use short sentences, often with words missing or in the wrong order.
- ▶ Find it hard to make up stories. This shows in written work as well as talking.
- ▶ Are not learning at school, but it’s hard to explain why.
- ▶ Are struggling to make and keep friends.

# What about my child?

- ▶ You can check your child's progress at:
  - ▶ [www.talkingpoint.org.uk](http://www.talkingpoint.org.uk)
- ▶ Answer around 15 questions specific to your child's age
- ▶ Options for 4, 4½, 5, 6, 7, 9, and 11 years
- ▶ Written by speech and language therapists
- ▶ Gives an indication of when to seek advice



# How was your day????????



- What made you smile today?
- Does everyone have a friend at playtime?
- Did anyone do anything silly to make you laugh?
- Did you help anyone today?
- What made you laugh?
- What was your least favourite part of the day?
- Was anyone in your class gone today?
- What is something you heard that surprised you?
- What is something you saw that made you think?
- Who did you play with today?
- Tell me something you know today that you didn't know yesterday.
- Did anyone get in trouble today?
- What are you looking forward to tomorrow?
- What was the hardest rule to follow today?
- If you could change one thing about today, what would it be?
- What made your teacher smile? What made her frown?
- What kind of person were you today?
- What new words did you learn today?
- If you switched places with your teacher tomorrow, what would you teach the class?

# Commenting

Can be much more helpful than questions:

- ▶ Gets the conversation going
- ▶ More natural, two way interaction
- ▶ Less like a “test”
- ▶ Lets you model the language so your child can follow
- ▶ Comment on your day first, your child will join in!



# “Rose” and “Thorn” of the Day



Something that made me glad today was.....

sad  
mad



# Commenting helps children to understand what they read

## Comment on what you can see in the pictures

- ▶ e.g. "I can see THREE dogs in that picture... and they look FIERCE don't they?"

## Comment on what people are feeling

- ▶ e.g. "I think dad looks frightened do you? But mum is laughing – she thinks it is funny!"

## Comment on what might happen next

- ▶ e.g. "I wonder what is going to happen.. I think dad might fall in...Let's turn over and find out..."

# It's not just about hearing them read.....

## Reading aloud continues to be important for older children:

- ▶ Instils a love of reading - your example shows it is important, pleasurable and valued
- ▶ Books are informative - a great way to learn new things together
- ▶ Extends vocabulary, story telling skills and understanding
- ▶ No better way to bond than sharing a good book!

[www.ReadAloud.org](http://www.ReadAloud.org)

15 minute  
campaign

15 minutes  
every day for  
5 years

456.25 hours!!

# Vocabulary

- ▶ Vocabulary levels are strong predictors of later literacy skills
- ▶ Without a good vocabulary, children struggle to understand what they are taught, to express how they feel, to manage social situations and resolve conflict
- ▶ A child needs to learn 7 new words per day throughout their schooling if they are to reach the average of 30,000 by adulthood
- ▶ If in the lowest 20% at 5 years, catching up by 8 years involves learning 20 new words every day!
- ▶ Parents play a vital role in supporting vocabulary learning

# How to help your child learn words

- ▶ Have fun with words – children learn best when they are enjoying themselves. Play word games regularly to build an interest in vocabulary. No fancy gadgets needed!
- ▶ Focus on talking and conversation – if a child has a word in their spoken vocabulary it is much easier to understand when they come across it in reading
- ▶ Comment and use the word yourself rather than asking, “What does that mean?” - children need to hear a word lots before they can define it.
- ▶ For example: “I really like the word rotund. Santa is rotund because he is very round. Look out for something else that is rotund and tell me when you see it.”



# Using TV to develop vocabulary

- ▶ Watching TV isn't necessarily "bad"!
  - ▶ Set your child a task when watching TV
- ▶ Can they:
  - ▶ Come and tell you an interesting word they heard?
  - ▶ Tell you a word you might not know?
- ▶ Can your child
  - ▶ Describe a character from the show using 5 different describing words?
  - ▶ Compare two characters they have been watching?
  - ▶ Describe what happened in the programme?

# Simple word games to play at home

## Treasure hunt

When outside, go looking for things such as:

- Objects that could be described by a particular word, e.g. gorgeous or shrivelled
- Categories such as minibeasts, things that need electricity, things that are circular etc
- Things that start with a particular sound

## I went shopping

One person starts with "I went shopping and I bought a..... (food item). Player 2 repeats and then adds another item. Carry on and see how many you can remember. Repeat next time with "I went on holiday and I packed..." or "I went to the zoo and I saw....." etc.

## Category call out

When on the bus/ in the car, think of a category, e.g. living things; things with wheels; things made of metal. Work as a team to spot as many things as you can in a set time. See if you can beat your previous total next time!

## Word of the day

Select a word for the day and write it somewhere everyone can see it. Everyone then tries to use the word in a sentence as often as possible (they can't be random nonsense!). Maybe have a prize for the most times!

# More challenging word games

## Letter and category game

Think of a category and a sound, then see how many words you can come up with, e.g. clothes starting with 's' – socks, sweatshirt, scarf etc.

## Alphabet game

Everyone has to spot something starting with a, then b, then c etc (or choose the letters in someone's name for a quicker game)

## Describe it

Write down a selection of words and put them in a 'hat'. Take turn choosing a word – the challenge is to describe it without using it at all!

## 20 questions

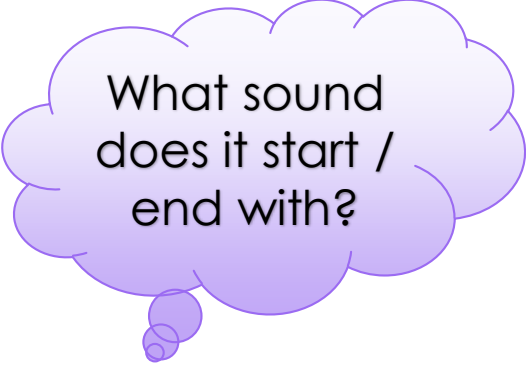
One person thinks of an object, others try and guess by asking questions. Only yes, no, maybe answers are allowed. Can they guess in 20 questions?

## What can it do?

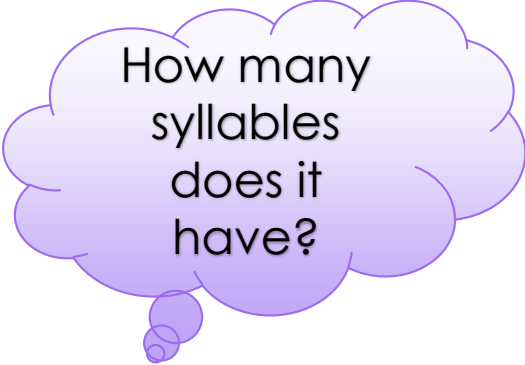
One player calls out an object they can see and the others have to think of 5 things that it can do or can be done with it. E.g. Tree: climb, chop, grow, fall down, absorb carbon dioxide.

## Big brain

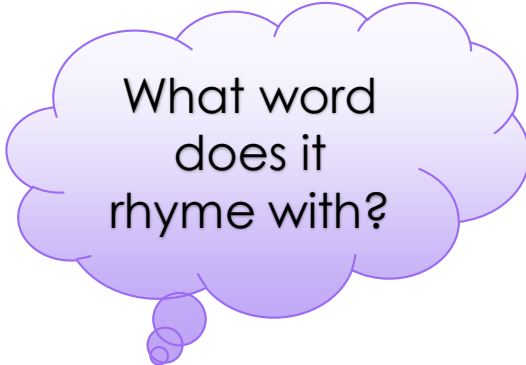
Like 'I spy' but you only have to think it, not see it! E.g. "I think with my big brain, something that is cold and starts with I".




What sound  
does it start /  
end with?




How many  
syllables  
does it  
have?



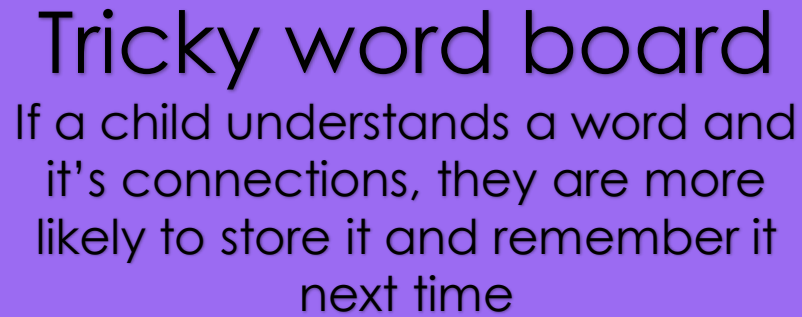
What word  
does it  
rhyme with?



What group  
does it  
belong to?



What do you  
do with it /  
what does it  
do?



**Tricky word board**  
If a child understands a word and  
it's connections, they are more  
likely to store it and remember it  
next time



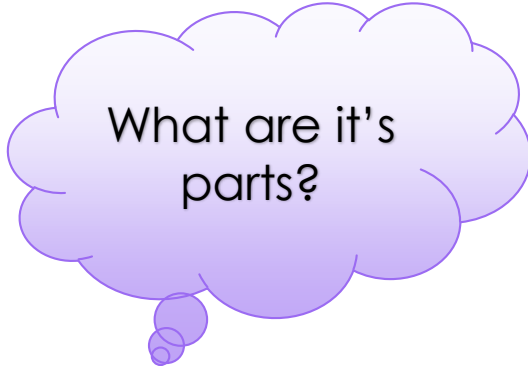
What else?



Where do  
you find it?



What does it  
look like?



What are it's  
parts?

What sound does it start with?

How many syllables?

What word does it rhyme with?

Where do you find it?

What group does it belong to?

What else?

What do you do with it?/  
What does it do?

What are its parts?

What does it look like ?





What sound does it start with?

S

How many syllables?

3

What word does it rhyme with?

?????

Tubmarine



Where do you find it?

Under the sea

What group does it belong to?

Transport

What else?

Made of metal  
Strong and heavy  
Use in the Navy

What do you do with it?/  
What does it do?

It goes from one place to another under the sea.

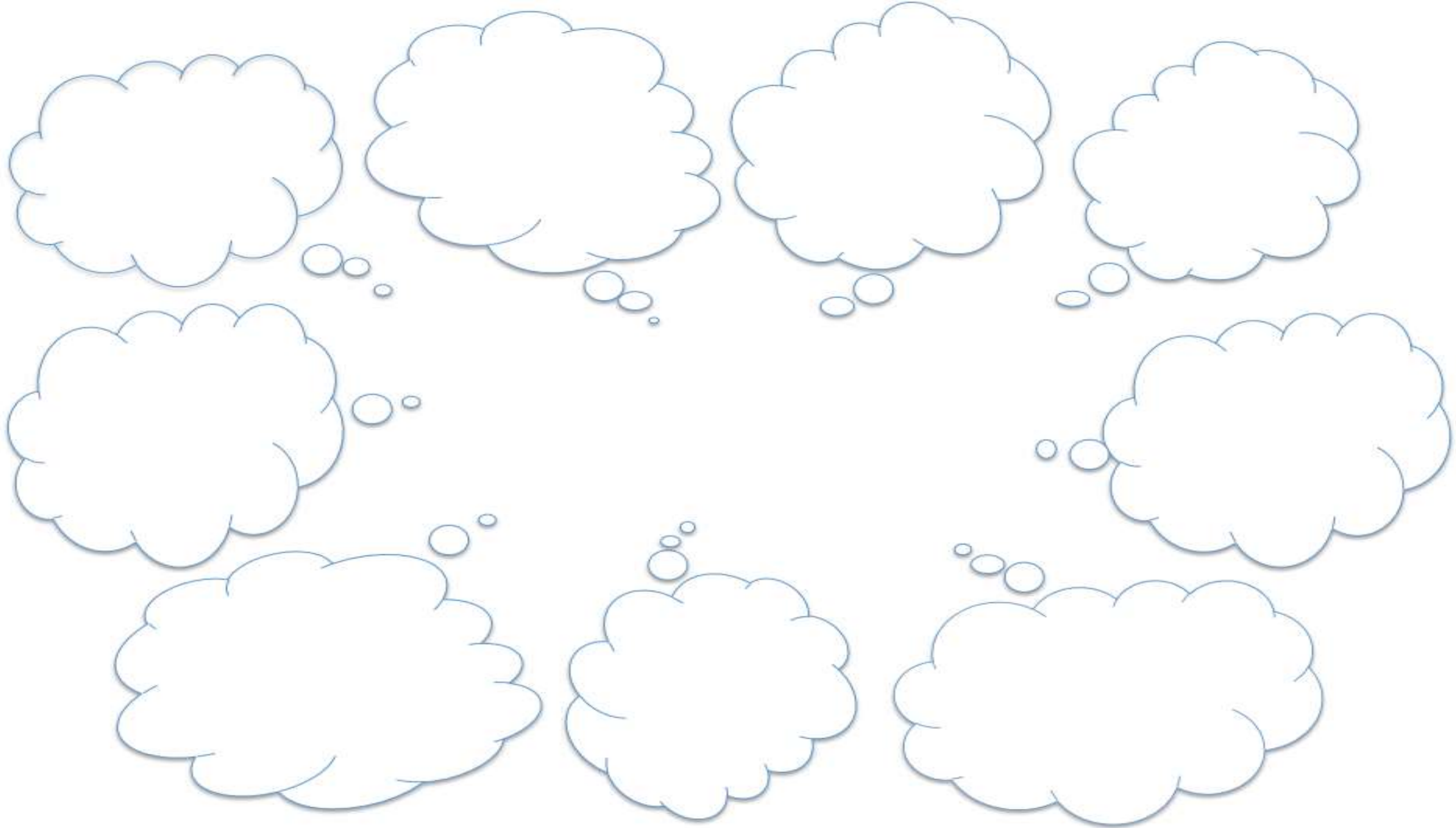
What are its parts?

Periscope  
Propeller  
Windows

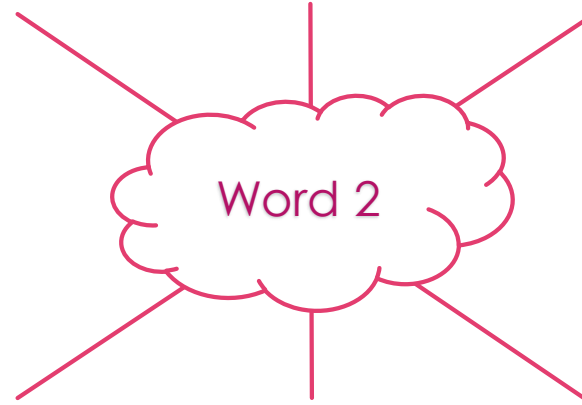
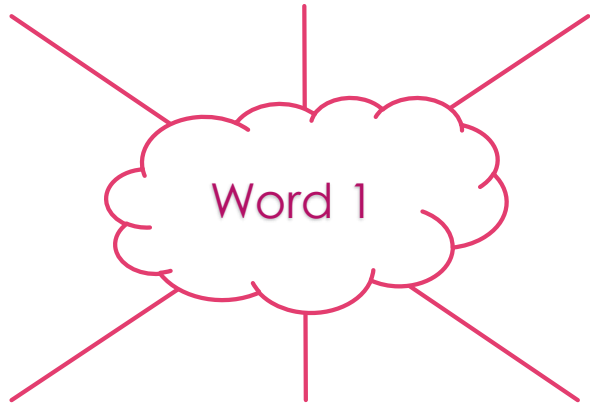
What does it look like ?

Big  
Grey



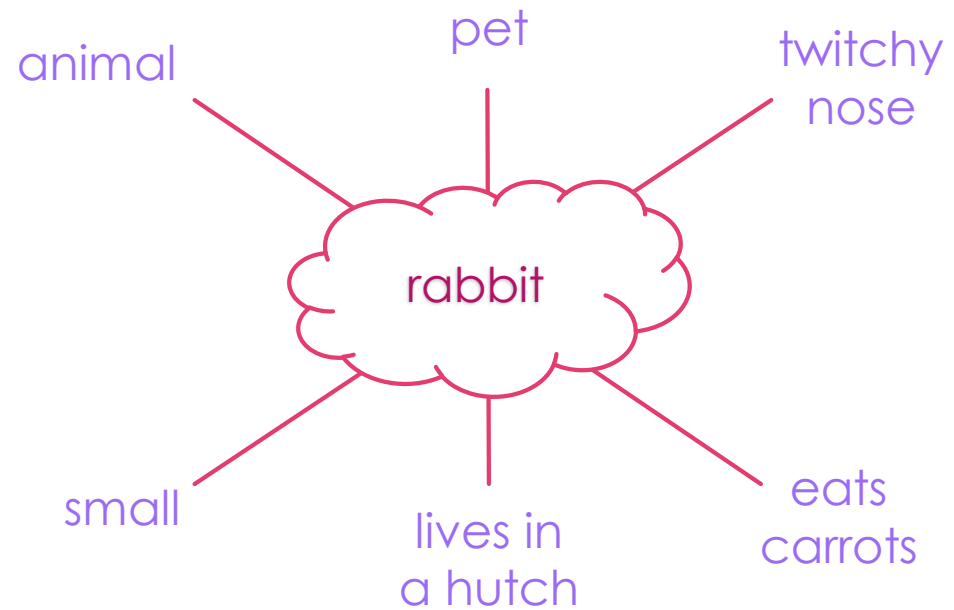
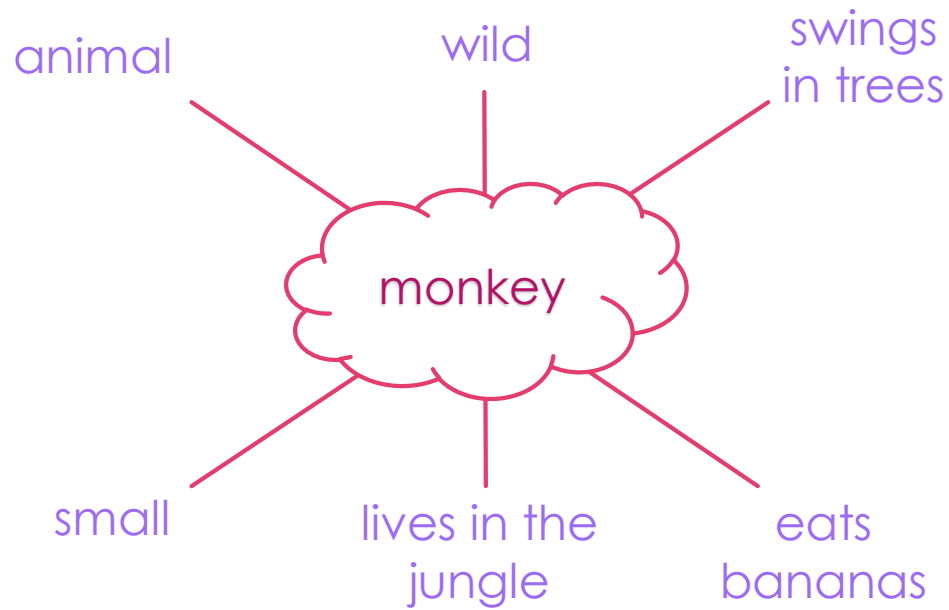






List the things that are different

List the things that are the same



### List the things that are different

- Rabbit is a pet, monkey is not a pet
- Rabbit lives in a hutch, monkey does not
- Monkey eats bananas, rabbit does not
- Monkey swings in trees, rabbit does not

### List the things that are the same

- Both animals
- Both small

# Expansion of language

- ▶ A way to expand your child's talking to show him/her the next stage
- ▶ Repeat what your child has said and add an extra/more mature word or bit of information – a describing word, a new concept, a grammatical element
- ▶ Use this technique alongside commenting
- ▶ Be careful not to change your child's intended meaning
- ▶ Your child does not have to repeat, only to listen

Examples	
C: I've got new shoes.	A: Yes, you've got new, <u>shiny</u> shoes.
C: I caught the ball in PE today.	A: Oh, you <u>caught</u> the ball in PE – well done!

# Using Choices

- ▶ Encourages a verbal response
- ▶ Helps your child know where to start with correcting themselves or with using new words
- ▶ Use for vocabulary/concepts, grammar and speech sounds
- ▶ Use at different levels according to your child
- ▶ Emphasize the correct choice and put it last

Examples	
Is it "I drewed this picture"?	Or, is it "I <u>drew</u> this picture"?
Is it "wainbow"?	Or, is it " <u>r</u> ainbow"?
Is it "sweet"?	Or, is it "savoury"?



## Top 10 Communication Friendly ways to use your iPad 😊

And an ever increasing number of speech and language Apps!

<p>Go online to <b>find photographs of new words</b> - a picture gives children something to attach to new words</p>	<p>Make the most of <b>Facetime</b> and let children chat with absent friends and relatives. The extra clues from people's faces makes this interaction easier than the phone</p>
<p><b>Take photographs of routines</b> and make them their own personal task management board 😊</p>	<p>Use the <b>calendar</b> to <b>plan, organise and set reminders</b> – a great way to help young people become more independent and organised</p>
<p>Are they sitting brilliantly? Remembering to put their hand up? <b>Take photographs of them when they ARE doing a behaviour you want to encourage</b> and use it as a cue card that will REALLY mean something</p>	<p><b>Snapchat</b> is a really fun way to <b>practise facial expressions</b> – can you have a conversation with no words?! 😊</p>
<p><b>Take photos during a trip or activity</b> and use them to <b>tell the story later</b> or to help them structure a written narrative. Teenagers can create a snapchat story and use help structure writing</p>	<p><b>Ask Siri !</b> This is a great way to practise intelligibility. If Siri can understand you then your friends probably will too. It's a great way to show children that slowing down helps people understand them</p>
<p>Prepare for new experiences! If change makes them anxious then <b>get online and prepare</b> – look at photos, plan the route or even take a virtual tour</p>	<p>Posting a picture on <b>Instagram</b> is a great way for young people to <b>share ideas and experiences</b> even if literacy skills is a challenge</p>

# Links

- ▶ <http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/>
- ▶ <https://www.afasic.org.uk/>
- ▶ <http://www.talkingpoint.org.uk/>
- ▶ <https://speechbloguk.com/> **(up-to-date Apps list)**
- ▶ <http://www.hacw.nhs.uk/our-services/speech-language-therapy/childrens/resources/>



If you are concerned.....

- ▶ Talk to your child's teacher
- ▶ Ask for a referral to SLT





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