

# The Link

Issue 4 2015

**FREE RESOURCES**  
for you and the classroom  
Page 3 & Page 12

## TA Special

Practical Ideas for the Effective Use of TAs

## Subject Focus

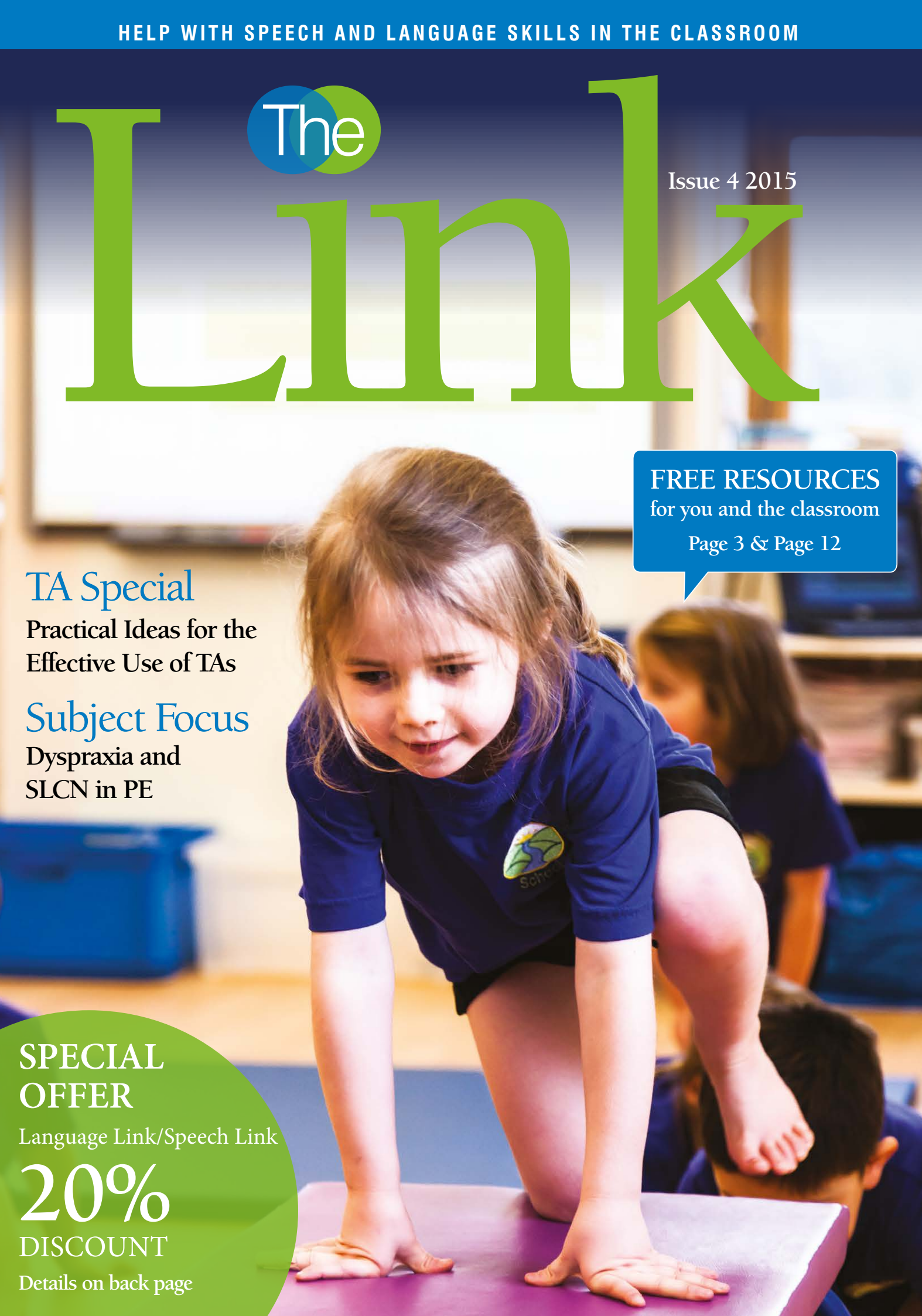
Dyspraxia and SLCN in PE

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SpeechLink

## Assessment and intervention programme for speech difficulties

**I'm concerned about a pupil's speech.**

**ASSESS** 15 min. assessment identifies which sounds to work on.  
Run by support staff.

**Who can help this pupil?**

**PLAN** Results show if a pupil needs discussion with local SaLT team or if in-school support is sufficient for straightforward difficulties.  
Online training for teachers and TAs.

**What can the school do?**

**DO** Tailored age-appropriate speech programmes with a suggested order of work.  
Printable resources and online games.

**What outcomes can I show?**

**REVIEW** Repeat testing shows evidence of improvement.  
Clear links to literacy development.

**Pupil Premium**

Schools use their Pupil Premium to subscribe to Speech Link

# Derbyshire Primary School Impact Statement

## Speech and Language- June 2014

### Project/Intervention

- Speech Link: assessment and intervention programme.

### Issues and Challenges

- Staffing and organisation.

### Desired Outcomes

- To use the Speech Link Assessment programme to improve the speech of those children at risk of delay or disorder.
- To reduce or eliminate unnecessary referrals to the Speech and Language therapy service.
- To work more closely with our designated speech and language therapist.

### What we did

- Used Pupil Premium to fund an additional teaching assistant in the Foundation Unit.
- FU coordinator arranged regular meetings with SaLTs to discuss the progress of the children in our intervention groups.
- Planned the timetable to allow dedicated time every day to deliver the interventions.

### How we did it

- Staff attended training in the use of the Speech Link Assessment programme.
- Two existing teaching assistants agreed to work the extra hours between them and take on the responsibility for leading the intervention groups.

### What we learnt

- The children love the sessions and can't wait to go to their groups.
- Regular reviews with SaLT are important to help us decide on next steps for the children.
- How to track the progress of the children's speech development.
- Thirteen children have taken part in the intervention groups – none have required a referral to Speech and Language.

### Next Steps

- To screen any new Reception children who are causing concern in September.
- Set the language groups up as soon as possible in September to gain maximum benefit from the intervention.

Some of our children say:

“I like making silly sentences with Mrs Barker!”

“I like hiding the cards and finding them”

**A student on placement commented that she had noticed a significant improvement in the speech of a child she has been observing as part of her course.**

# Welcome to The Link Online

To offer you more in your free Speech and Language magazine, The Link is expanding online. Your school will still receive a free printed copy of the lead article. Online we have continued with useful articles, practical information, extended articles, free resources and special offers. Over time you will have access to a growing library of speech and language support, advice and knowledge. Please let us know if you would like anything else added to your magazine.

In this issue we focus on the important role of school support staff working with pupils identified with SLCN, and speech and language issues in particular. Teaching Assistants are expected to be responsible for a wide range

of tasks, although they often have limited time and expertise. Our free resource of a teacher lesson guidance for TAs is designed to support joint preparation for lessons.

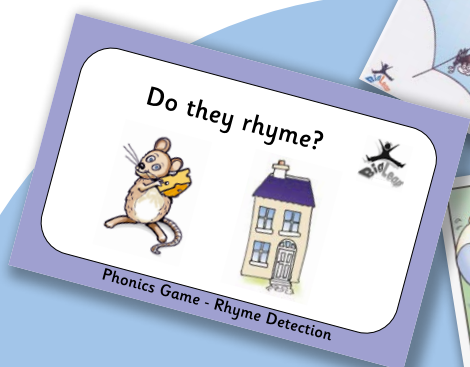
Our subject focus in this issue is Dyspraxia and SLCN in PE. This is supported by an explanation of the communication challenges of dyspraxia. We have provided a free PE task management board to support the teaching staff.

Don't forget to sign up for 1 week's access to Language Link and Speech Link. When you have tried the assessments and interventions for yourself, we are offering 20% off any single Language Link or Speech Link package ordered by 31st January 2016.



Contact our Help Desk at: [office2@speechlink.co.uk](mailto:office2@speechlink.co.uk) or 0333 577 0784 [www.speechlink.info](http://www.speechlink.info)

FREE Resources for you and the classroom [www.thelink.online](http://www.thelink.online)



## CONTENTS

2-3

### Supporting the Support Staff

Guidance on making the best use of TAs by Jo Chessum, specialist teacher  
**Free Resource** - lesson guidance for TAs

4-5

### Effective TA Support for SLCN in the Classroom

Book Review - Teaching Assistant's Pocketbook  
TA Support and Language Link: a case study

6-7

### Narrowing the Gap

We are all teachers of SEN. Ben's Story shows how we can make a difference

8-9

### Education Update

The Funding for Disadvantaged Pupils' Report

### SLCN Update

Language Delay by Numbers

10-12

### SLCN and SEN

Spotlight on Verbal Dyspraxia by Derry Patterson, SaLT

### Subject Focus

Dyspraxia and SLCN in PE  
**Free Resource** - PE task management board

13

### SLCN Glossary

The Difference between Receptive Language, Expressive Language and Speech  
by Heather Stevens, SaLT

# Supporting the Support Staff

Guidance on  
Making the Best  
Use of TAs  
by Jo Chessum

I have had the privilege of sharing my classroom with some of the most creative, insightful and (dare I say ... ) effective Teaching Assistants. I doubt that I am alone when I found the research evidencing that 'pupils receiving the most support make the least progress' somewhat upsetting. Don't get me wrong ... I am all too aware of the variable knowledge, skills and experience that TAs can have; and yes, I have had to work hard at times to create a culture that promotes independent learning with TAs who genuinely 'just want to help'. Yet I can

honestly say that the progress of the pupils I have taught has undoubtedly been the result of a team effort.

## 'Don't Blame TAs'

So I breathed a sigh of relief when reading the recently published guidance on 'Making the Best Use of Teaching Assistants'. The report suggests that the negative impact, of additional support on pupil's progress, is a result of issues relating to whole school practice rather than the fault of TAs themselves. In what has become a direct, pedagogical role, TAs

are consistently allocated to work with the lowest attaining pupils, to have no time to plan, prepare and feedback with the teacher and to have limited access to appropriate training. The research suggests that it is decisions made about TAs, not by TAs, that best explains their impact on pupil progress. The guidance outlines points Senior Leaders need to consider in reviewing their deployment of TAs.

To find out more about how TAs can effectively support language development in the classroom visit [www.thelink.online](http://www.thelink.online)



## Recommendations for improving the **IMPACT** of TAs

- I** Provide **INTERVENTIONS** with clear planning, resources and expected outcomes.
- M** **MAKE LINKS** between intervention work and classroom based learning.
- P** **PREPARE TAs** for the content of lessons, what they need to know and what they need to do.
- A** **ASK** for feedback about the progress of children against intended learning outcomes.
- C** **CHANGE** classroom practice so the TAs are not always supporting the lower attaining pupils.
- T** Provide **TRAINING** in delivering interventions AND pedagogical classroom practice.



**FREE RESOURCE**  
Teacher lesson  
guidance for TAs

Download from [www.thelink.online](http://www.thelink.online)



## Effective TA Support for SLCN in the Classroom

One of the messages we are keen to share is that those strategies that support children with language delay or difficulties can also promote learning for children with other or indeed no additional needs. Embedding such strategies into daily classroom practice is a move towards a more inclusive approach but that must involve both teachers and TAs.

**Pre-Teaching** key concepts, ideas and vocabulary prior to lessons can enable children to access learning at a higher level, rather than focusing on meaning alone.

**Repetition and Clarification** of instructions or information helps children to understand. Remember to maintain some level of challenge. Encouraging children to break down tasks into manageable chunks and think about their **organisation** can help children develop a more independent approach to learning.

**Commentary** is a very useful tool and not just for younger children. Providing a narrative whilst children are working on tasks models good language and helps children understand

processes. Encouraging children to provide commentary for each other extends opportunities for use of language across a range of classroom activities.

**Rehearsal** allows children to practise oral work (or orally for written work). Repeating what they have said, word for word, helps them check for sense and structure. Asking **open questions**, those that require more than just a one word answer, promotes higher level thinking and provides a deeper learning experience.

# Book Review

by Heather Stevens, SaLT

## Teaching Assistant's Pocketbook

2nd Edition Dot Constable

[www.teacherspocketbooks.co.uk](http://www.teacherspocketbooks.co.uk)

One of the Teachers' Pocketbooks series, this little book is full of really useful information for anyone starting out as a TA or looking to develop their role.

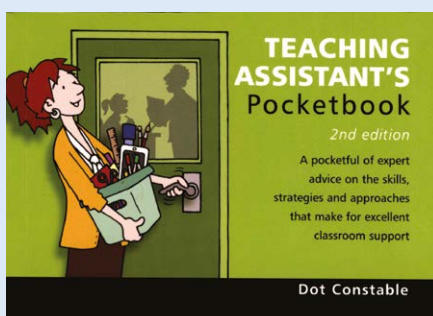
The information is divided into 5 sections, the first of which looks at the role of the TA. This section may also be of interest to the TA's line manager as the information would provide a sound basis upon which to model an induction programme. It clearly outlines the procedures and policies that the TA needs to be familiar with. The subsequent three sections look at the TA's role in assisting the teacher, assisting pupils and assisting the school.

The section *Assisting the Teacher* not only describes the types of task the TA may need to take on but also offers practical advice on how to build and maintain a good working relationship with the teacher. It gives suggestions on how to contribute to planning, assessment, evaluation and feedback.

*Assisting Pupils* outlines the ways in which the TA can help children with learning difficulties. It looks at different learning styles and points to further information.

The final section *The Profession* gives useful information on CPD and references to relevant websites and reading material.

This little pocketbook is an accessible, easy read, packed full of practical information and advice.



## Narrowing the Gap - Petersfield Infant School, Hants

One of our previous School Strategic Plan objectives identified the need to improve speaking and listening skills across the school. In recognising the need for accurate identification of missing skills, we then purchased an exciting interactive ICT program called Infant Language Link, which has enabled us to target specific speech and/or language needs of individual pupils. Every pupil in our school has been

assessed individually and we have increased LSA provision to provide targeted individual and small group support as appropriate.

**IMPACT:** Our July 2014 Y2 data showed a significant increase in levels achieved for Speaking and Listening with 100% of Pupil Premium pupils achieving level 2+ and 52% achieving level 3.

## Language Link and TA Support

Language Link packages can support school leaders in the effective deployment of TAs, with the following features highlighted in the recently published guidance document.

- TAs identify pupils for language intervention with adult-led, online standardised assessment.
- Interventions are pre-planned in detail with all required resources provided.
- Interventions are designed to last a minimum of eight 1/2 hour sessions.
- Timetabling of interventions is flexible - sessions can be split to run twice a week.

- Tracking sheets are provided for recording outcomes.
- Activities are provided to make explicit links between interventions and class-based learning.
- Teachers and SLT can monitor the progress of interventions in the form of group/class reports and individual/class/whole school provision maps.
- Online training is provided through 5 x 10 minute videos.

Contact us for a FREE  
online school trial



# Narrowing the

We are all teachers of SEN. How we can make the difference.

## Ben's story: an opportunity missed



### 0-2 years

Ben is a happy friendly baby. He is never any trouble and sleeps and eats well. He is a bit late to talk but so were his father and brother.

### 3-5 years

Ben is lively physical boy. At nursery he sometimes gets frustrated when he doesn't get his own way. He flits between activities and takes a while to settle. He talks to adults but it can be hard to understand him. Staff have noticed that his vocabulary is slow to develop.

### 6-11 years

Ben is struggling to learn to read. He has had some additional support for literacy but has made limited progress. He often gets frustrated and can be very disruptive in class. He has had a couple of day suspensions. He

has a few friends but is constantly falling out with them.

### 11-14 years

Ben found transition to secondary school difficult. School is 'boring' (apart from DT with Mr Jay who is 'cool'). He refuses to attend additional support - he's not a 'geek'. His teachers are frustrated by his disruption in lessons and he has a growing record of internal exclusions. He is alone at break and lunch times.

### 14-16 years

Ben is not scared by a 'dare' but the last one ended with a police interview. He said he just did it 'cuz my mate dared me'. Ben spent some time in a PRU and is now back in his mainstream school. He's doing well in DT. Work experience in a café was a failure because he 'messed up customer orders' and 'couldn't work as a team'. At weekends he games in his bedroom. He's met 'mates' online.



### Leaving School

Ben didn't get on the car mechanic course at college. He's doing Functional Skills and 'it's boring'. His 'all-nighters' gaming make getting up for college difficult. He's on a warning about his attendance.

Now read how Ben's story can be changed...

## How does Language Link help to raise attainment?

### ASSESS

Standardised Assessment: online, TA-led to identify a child's ability in key areas of language.

### PLAN

Provision Maps: live, instant data gives picture of general language levels and tracks effectiveness of group and individual interventions.

### DO

Support Plans and Resources: planned small intervention groups making the best use of a TA's time and expertise, whole class strategies for teachers.

### REVIEW

Repeat testing offers evidence of any improvement in language skills. Measured outcomes for Pupil Premium and Ofsted.



# Gap

## Ben's story: raising attainment

### 0-2 years

Ben is a happy friendly baby. He is never any trouble and sleeps and eats well. He is a bit late to talk but so were his father and brother.

### 3-5 years

Ben is a lively physical boy. At nursery he sometimes gets frustrated when he doesn't get his own way. He flits between activities and takes a while to settle. He talks to adults but it can be hard to understand him. Staff have noticed that his vocabulary is slow to develop so they work on some simple language games and focus Ben's attention before giving him instructions.

### 6-11 years

Ben is behind his peers but his teacher always gives him plenty of time to answer questions and carry out tasks. Ben is finding literacy hard and receives extra help. He has attended several Language Link groups and is beginning to follow instructions and learn vocabulary more easily.

Ben is a lively member of the class but is learning to control his impulsive behaviour and has responded well to time-out sessions.

### 11-14 years

A transition support plan was created for Ben. His KS4 mentor helps him find his way around the school and supports him at lunch & break times. The year group manager meets Ben weekly for tutor time and emails mum regularly. At first Ben refused any additional support but his KS4 mentor accompanied him and now he goes on his own. Ben has a short attention span and finds it hard to listen in lessons so the SENCo works with teachers to promote more paired work and practical tasks in class. Ben is doing well in DT and attends DT club. Ben's attendance is 96%.

### 14-16 years

Ben still struggles with English but his teacher uses media in lessons and Ben engages with this. Student Support helps

Ben to keep a record of key vocabulary for study. Ben has a small group of friends at school. His work experience was at a garage. An LSA went on Ben's first day to settle him. His report was excellent. Ben is expected to get 5 GCSEs.

### Leaving School

A transition support plan was created for College. Ben is doing the Motor Vehicle course. He loves the practical but 'could do without the written stuff.' The college helped Ben to secure a placement at the garage where he did his work experience and he continues to develop his literacy and numeracy skills through work based learning. His attendance at college is excellent. Ben has met some friends on the course.



“As a school we have been using the Language Link interventions programme over the past 5 years and it has proved invaluable with regard to narrowing attainment gaps and helping children to achieve.”

Early Years Teacher,  
Bridgehall Primary School, Stockport

# Education Update

## Funding for Disadvantaged Pupils' Report

by Jo Chessum, Specialist Teacher

With Pupil Premium children being a key focus of Ofsted Inspections, here's a summary of the recent *Funding for Disadvantaged Pupils' Report* published in September this year.

The report shows that the funding has narrowed the gap for both primary and secondary aged pupils. However, the gap has remained large and progress has been uneven across the country. Although there is a growing evidence base for 'what works', the report claims that more needs to be done to encourage schools to use and share 'best practice'. The report goes on to suggest that Pupil Premium Reviews should be mandatory for schools that fail to evidence effective use of the funding.

Lack of parental engagement has been identified by many schools as a significant barrier to closing the attainment gap. The report suggests that very few schools are using the Pupil Premium to address this and that clear guidance is required on 'what', 'when' and 'how'!

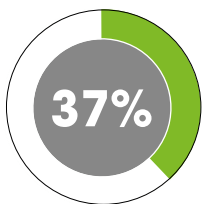


### Top Tip

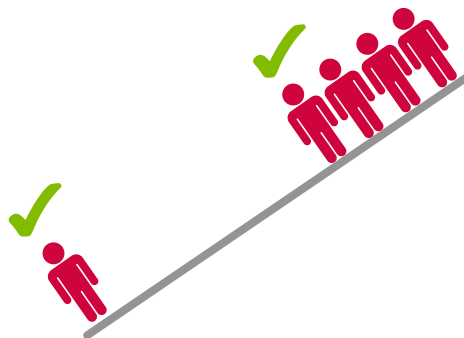
Parental engagement has been identified as a significant barrier to closing the attainment gap but schools are not using Pupil Premium to address this. Here are some of the ideas we have seen used to engage 'hard to reach' parents. Why not try some out in your school?

- Staff greet parents at the school gate, putting faces to names.
- Parental Support Workers / Family Liaison Workers offer 1:1 or small group support.
- Home visits to make contact outside of the school environment.
- Frequent text message updates to highlight children's achievements.
- 'Welcome to School' room that feels more like a lounge than a meeting room.
- 'Success Lounge' for sharing positive experiences.
- Workshops on phonics, language, writing, etc. to help parents understand what their child is learning.
- Workshops on English, ICT, etc. to develop the parents' own skill base.
- Workshops on how to understand school reports, EHCPs, etc.
- Out of school hours learning opportunities for children and their parents, both academic and fun!
- Resources to support learning outside school.
- Parent mentors through a 'Parent Support Group'.
- Parent-led workshops relating to personal experiences.
- Child-led workshops to encourage parents to attend.

Read the report in full at: <http://www.publications.parliament.uk/pa/cm201516/cmselect/cmpubacc/327/327.pdf>



Only 37% of schools recommended for a Pupil Premium Review actually had one.



Disadvantaged pupils do better in schools where they are present in very high or very low numbers.



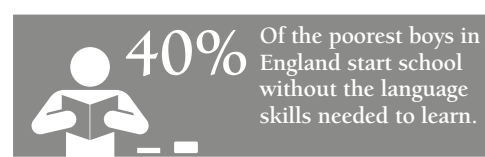
Only one third of schools fully adhere to the requirements of the Pupil Premium Annual Report.

# SLCN Update

## Language Delay by Numbers

by Derry Patterson, SaLT

In the last year the importance of early language development has come into sharp focus. The link between environment in early childhood and language development is well established. Here are a few uncomfortable numbers.



Read On Get On campaign

## 7 years

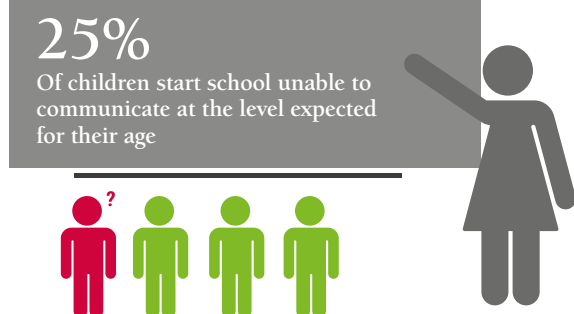
Is the gap between the best and worst 10 year old readers in England.



Read On Get On campaign

**1 in 3** Children growing up in poverty have delayed language development.

ICan



Early Intervention Foundation Report

**15 months** If you lag behind by more than 15 months when you start school you are unlikely to be able to catch up

**8 million** Fewer words heard a year by children living in social disadvantage.

Early Language Delays in the UK

Sources: Early Language Delays in the UK. Law, J. et al (2013) / Read On Get On campaign (2014) [www.savethechildren.org.uk](http://www.savethechildren.org.uk)  
Early Intervention Foundation report (2015) [www.eif.org.uk](http://www.eif.org.uk) / [www.ican.org.uk](http://www.ican.org.uk)

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Pupil Premium  
Language Link outcomes  
give schools evidence  
of how they raise  
attainment.

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# Spotlight on Verbal Dyspraxia

by Derry Patterson, SaLT

Have you ever tried to do up coat buttons with your gloves on? Now imagine trying to do up your shoe laces wearing oven gloves. Would you be the first in the class to get ready for PE?

For children with Dyspraxia this is their world. Everyday tasks can become major challenges.

Dyspraxia or Development co-ordination disorder (DCD) affects between 2% and 10% of children. It is a motor co-ordination difficulty which can have wide ranging effects. Children with DCD will struggle with tasks requiring the co-ordination or sequencing of movements. They will lack organisational skills and may be easily distracted. Anxiety can play a large role with some pupils becoming reluctant to speak or participate in certain situations.

Dyspraxia can affect gross and fine motor skills or be more specific, affecting just groups of muscles e.g. oromotor dyspraxia affects lips, jaw, tongue and soft palate or oculomotor dyspraxia which just affects eye movements.

You may be familiar with pupils who struggle with dressing, movement and handwriting but did you know that Dyspraxia can also affect speech and language?

## Dyspraxia and Speech

Verbal dyspraxia affects the production and sequencing of speech sounds. The child's speech may be difficult to understand, even for family members. The pattern of errors can also be very inconsistent making it hard to 'tune in' to the child's speech. These speech difficulties can persist for many years and the child will not simply grow

out of them. If you think a child in your class has verbal dyspraxia you should contact your local Speech and Language Therapist.

Therapy focuses on repetitive exercises which should be built up gradually and carried out frequently - a challenge within a busy curriculum. However small step repetitive exercises can make a huge difference with many pupils achieving clear speech as they move through the school.

Verbal dyspraxia - signs to look for

- Limited range of sounds
- Distorted vowels
- Difficulty with longer words
- Unusual stress and intonation
- May have problems eating and or drinking
- Literacy difficulties
- Language difficulties

### Dyspraxia and Literacy

Many pupils with verbal dyspraxia will struggle with reading and spelling and indeed difficulties with literacy can persist even when the child's speech has improved and become easy to understand. Verbal dyspraxia affects the child's phonological processing, in particular any tasks involving segmentation, so they are likely to need a lot of support with phonics. They may find it very hard to blend and segment sounds and syllables.

You may notice that they are slow to move on from whole word reading to breaking words down into sounds. It may take them a long time to learn grapheme-phoneme correspondences and they may also struggle with both rhyme detection and production tasks.

To support literacy development for these pupils try these ideas. You should find they benefit all pupils, not just the children with dyspraxia.

- Introduce sound cards – pictures to represent sounds e.g. The Speech Link sound cards.
- Teach letter sound relationships using hand signs (e.g. Cued

Articulation\*) for sounds and finger spelling for letters. Make sure you use the hand sign up at your mouth to show it represents speech and the finger spelling sign down by the page to represent letters.

- Develop an awareness of sounds in words e.g. ask the child to find something in the classroom beginning with a given sound or to decide which two words have the same sound at the beginning from a choice of three pictures.
- Work on segmentation skills using sound cards and coloured cubes to provide visual support.
- Use whole word teaching strategies.

It is likely that pupils with verbal dyspraxia will take a long time to grasp phonics and will require time for repetition and revision of skills.

Find out more.....

- [www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)
- [www.communicationtrust.org.uk](http://www.communicationtrust.org.uk)
- [www.afasic.org.uk](http://www.afasic.org.uk)

\*Cued articulation is a signing system that was developed by Speech and Language Therapist, Jane Passey, to help anyone who has difficulty processing, pronouncing or sequencing English speech sounds. Each sound has its own hand cue which the adult uses to show the child how and where the sound is produced. It is a very simple system to use and can work extremely well for many pupils with a variety of speech difficulties including Dyspraxia.

### Speech Link Activity Resources



### Dyspraxia and Language

Dyspraxia can also affect a child's understanding and use of spoken language.

Pupils with Dyspraxia may have difficulty:	You could try....
<b>Understanding concept vocabulary related to time and space</b>	<ul style="list-style-type: none"> <li>• Introducing reference pictures to represent position words</li> <li>• Hiding a 'character' in different places around the classroom on request e.g. where's the monster hiding today?</li> <li>• Working on one concept at a time</li> <li>• Allowing time for overlearning before moving on to the next concept</li> <li>• Introducing a concept of the day/week and provide lots of opportunities for the pupil to hear, see and experience the concept</li> </ul>
<b>Remembering and following instructions</b>	<ul style="list-style-type: none"> <li>• Using simple language alongside some visual prompts e.g. task management boards</li> <li>• Giving extra time for child to process the language</li> <li>• Providing repetition of instructions</li> <li>• Using demonstration i.e. show the child what to do</li> </ul>
<b>Sequencing instructions or tasks</b>	<ul style="list-style-type: none"> <li>• Using task management boards and visual timetables</li> </ul>
<b>Giving explanations or answering questions</b>	<ul style="list-style-type: none"> <li>• Using sentence and story planners and story</li> <li>• Rehearsing answers with talk partner or adult</li> <li>• Using scaffolding techniques to lead pupil to the answer</li> </ul>

## Don't forget the importance of motor skills for speech and language development

by Dr Sue Soan

There is a growing body of research (Brown, 2010; Rhemtulla and Tucker Drob, 2011) which suggests that the development of motor skills not only benefits the motor domain, but speech and language development (and reading) as well. Wray and Medwell's (2006:44) research for example concluded that:

*when handwriting and spelling are not automatic they (children) use up critical processing resources in the working memory of the young writer, which limits the resources remaining for idea and text generation.*

Thus if children do not have 'the developmental ability to execute appropriate hand movements' (Bushnell and Boudreau, 1993: 1013) when they write their whole concentration is on achieving the correct 'marks' rather than on the language and content. Likewise providing children with clear guidance about their seating position and posture every day (Soan, 2007) can also really help their speech and language development as well as prevent physical difficulties in later life!



## Subject Focus - PE

It may seem slightly obvious to focus on PE when considering the difficulties faced by children with dyspraxia. However, we wanted to highlight issues other than the commonly recognised physical difficulties associated with poor co-ordination. Remember, dyspraxia can impact on a child's ability to process information, including instructions, spatial awareness and understanding of concept vocabulary relating to time and space.

### HELPFUL TIPS

- Provide task management boards for throwing and catching as well as getting changed for PE.
- Demonstrate practical activities broken down into clear steps.
- 'Over-teach' physical skills within a predictable environment.
- Practice activities for using 'space' - provide markers such as hoops on the ground for finding space and cones or skipping ropes for containing space.
- Provide daily opportunities for activities involving physical and cognitive skills simultaneously, for example moving around cones whilst counting to 10!

**FREE  
RESOURCE**  
**PE Task  
Management  
Board**  
Download from  
[www.thelink.online](http://www.thelink.online)



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# SLCN Glossary

by Heather Stevens, SaLT

Here at Speech Link Multimedia Ltd our focus is on communication and so it's especially important that we communicate effectively with our users. We are mindful that sometimes speech and language therapists can be guilty of using technical terms or terms that may not hold the same meaning for our colleagues in education.

Over the next few issues it is our intention to put together a glossary which will appear on our information page/blog and to define a few terms in detail in each issue of the Link. Let's start with some of the broad terms that are used regularly in relation to children with SLCN.

**Receptive Language:** This is the term speech and language therapists use to describe the language that someone understands. It is the skill that Language Link focuses on and refers not only to the understanding of vocabulary but also the understanding of grammar and the way that language works in different contexts. In the process of language development understanding proceeds spoken language, in other words a child is able to understand more language than they are able to use. The terms receptive language, comprehension or understanding may be used interchangeably. Throughout the Language Link packages we use the term understanding.

It is very hard to identify that a child is having difficulty understanding language as it is not an observable skill. Language Link is designed to identify children with difficulty understanding language and will highlight the areas of language where a child needs support.

**Spoken Language:** This describes the language that someone is able to use. It is important to distinguish between spoken language and speech. The term spoken language encompasses a variety of skills only one of which is speech.

It describes vocabulary and the grammar used to combine and structure the words into meaningful communication. The term expressive language is often used by speech therapists to describe language output. A difficulty with spoken language may manifest itself as difficulty learning or remembering vocabulary or difficulty using grammar to sequence thoughts and ideas coherently.

The terms expressive language and spoken language can be used interchangeably.

Throughout the Speech Link Multimedia Ltd packages we use the term spoken language.

It is usually easier to identify that a child has a spoken language difficulty because what the child says may be difficult for the listener to follow or understand.

**Speech:** Speech is the physical process of forming and combining speech sounds into recognisable strings of language. It is one medium that we can use to embody the language that we want to communicate. We can also use the written medium or the medium of non-verbal gestures or signs.

If a child has a speech problem it will be obvious to the listener. It is easy to identify that there is a problem but it can be more tricky to work out exactly where the problem lies. Speech Link is designed to identify the sounds that a child is having problems with.

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