

Speech Production



The following strategies will aid 'clarity of speech':

- Have a clear line of vision between you and your child.
- Keep noise levels to a minimum.
- Allow more time for a response.
- Give multiple choice options.
- Model the correct sound back to the child.
- Ask for them to repeat what they have said rather than pretending to understand.

Activities

- Play activities e.g. blowing bubbles, blow a football and blow painting.
- Sing nursery rhymes and songs.
- Get your child to copy facial expressions and silly faces.
- Develop breath control e.g. keep a party blower extended, keep a windmill turning etc.

Cognition

The following strategies will aid 'good memory':

- Build opportunities for them to practice new things that they have learnt.
- Keep instructions short and simple.
- Give instructions one at a time, in the order you want them carried out.
- Provide opportunities for them to develop sequencing e.g. days of the week, numbers 1-10 and the alphabet.

Activities

- Play matching games such as dominoes and snap.
- Match objects that have the same colour, shape, size etc.
- Use memory games such as 'I went to the shop and bought'
- Copy and complete repeating patterns out of buttons, cubes, colours etc.



If you require further information or advice please do not hesitate to contact your child's class teacher.

Becontree Primary School

Speech, Language and Communication Needs

Supporting your child at home



What is Speech and Language?

Speech, Language and Communication needs (SLCN) are difficulties that an individual has in the way they communicate with other people or how other people understand them.

Communication is the way we receive and understand spoken and written information as well as our ability to express information by words, signs or writing.

There are a number of different areas of language:

- **Attention and listening**- attention control, response and gesture.
- **Auditory processing** - listening and processing sound.
- **Speech production** - the sounds used to make words, being able to say words clearly without errors.
- **Semantics**- development of vocabulary and word meanings.
- **Grammar** - understanding sentence structure, thinking and putting words into meaningful spoken sentences.
- **Cognition** - memory and being able to sequence.
- **Pragmatics** - knowing what to say, when and how to say it to other people. This is the social use of language e.g. turn taking, body language, volume, pitch etc.

Some children may need extra support in one or more of the areas identified above. Support for this can be put in place both at home and at school. This leaflet gives some practical ideas that parents can do at home with their child to help them progress in specific areas.

Attention and Listening



The following strategies will aid 'good listening':

- Limit the amount of time that you want your child to sit and listen for. Try to build in small breaks.
- Alert your child to the fact that they should be listening to you by calling their name first or touching them gently on the arm.
- Reward good listening.
- Always be positive and state clearly why it was good listening e.g. "I could tell you were listening because"
- Show and do what you want your child to carry out. Showing and doing are always more powerful strategies than telling.

Activities

- Get your child to copy a simple clapping rhythm.
- Get your child to engage with eye contact when talking.
- Play Yes/No games but use gestures instead of words e.g. nodding, thumbs up etc.
- Play 'Simon Says' game using facial expressions e.g. Simon Says make me a sad face.

Auditory Processing

The following strategies will aid 'good processing':

- Provide a quiet environment; make sure the child has stopped before giving instructions or talking to them.
- Use short simple sentences and slow down rate of speech.
- Repeat instructions as often as necessary, in the same form possible.
- Encourage use of gestures/actions to support verbal information.

Activities

- Play whispering games e.g. pass the message around.
- Pass a sound, word or clap round the circle.
- Copy patterns either clapping patterns or using musical instruments.
- Teach action rhyme songs and stories. Encourage the child to take over the actions independently.
- Fill in missing words in nursery rhymes.

