



*Little steps leading to big strides in progress*  
**Inclusion**

Spring 1 - 2019

### What is typical language development?

- Typically by the time a child reaches their 4<sup>th</sup> birthday they can use 3-4 word sentences, can be understood by most people, can recount activities and can ask 'why' questions.
- Between 5 and 7 years, a child can use language for a range of purposes including in social situations, understand emotive and descriptive language and do not need to rely so heavily on visuals when reading.
- Beyond 8 years, a child can typically understand the passive form, be able to predict and draw conclusions and will be able to initiate a conversation with a child or adult who is new to them.
- Between 11 and 17 years, a young person can understand idioms, slang, humour, wit and sarcasm. They know that you may change your language dependant on the person you are talking to and they can use more complex sentences of around 7 - 12 words long.

- They may smile inappropriately.
- They may get into trouble in the playground.
- They may wait and watch before carrying out an instruction.
- They may respond completely inappropriately



### How do we identify those children with communication and interaction needs?

**A child who does not understand what is being said may react in very different ways...**

- They may become anxious or distressed when familiar routines are changed.
- They may do silly or naughty things to make the other children laugh.
- They may use delaying or distracting strategies such as pencil sharpening or going to the toilet.

### Which children are most at risk?

Speech, Language and Communication Needs can occur as a result of hearing loss, general developmental needs or as part of a disability or medical syndrome, such as Down Syndrome, Cerebral Palsy or Autistic Spectrum Disorder.

# How do we support children with Communication and interaction needs?

## Our 3 top tips for teachers!

### 1: Non Verbal Communication

- Non Verbal Communication (NVC) is everything!
- Facial expressions
- Hand gestures
- Eye movements
- Body posture
- How we use our voice
- 'At least 50% of a message is conveyed through NVC'

### 2: The Power of the learning environment

- 'Use the Clues'
- Make the obvious obvious!
- Keep it visual (use real life objects, photographs, visual time tables)
- Encourage your class to question and discuss new vocabulary...
- Word of the Day'
- Vocab Buckets
- Vocabulary Walls
- Topic Mind Map displays

### 3: Be Mindful of your Language

- 'Chunking' (break instructions and information into smaller parts)
- 10 Second Rule (give children thinking time)
- Positively praise and offer a rephrase
- Short, simple ideas.
- Limit the number of questions asked.

## What else do we do?

We use visual timetables to support children to understand daily routines and what will happen next.

We use symbols to represent the different lessons and parts of the day.



We use the same symbol system to pre-teach topic words with definitions.

Look out for these words as part of your child's homework.

