



Speech and Language Therapy at Hagley Primary School

Hagley Primary School buy in additional
Speech and Language Therapy support
from the Worcestershire **NHS** Team.



Emma Checketts

Speech and Language Therapist



I work in school every Tuesday morning.

I can be contacted on the school
telephone number or my office number
01527 488326.

LITERACY

SPEECH

EXPRESSIVE LANGUAGE

UNDERSTANDING LANGUAGE

PLAY & INTERACTION

LISTENING & ATTENTION

Online resources

- [Resources for Children's Speech and Language | Herefordshire and Worcestershire Health and Care NHS Trust \(hacw.nhs.uk\)](http://resourcesforchildrenspeechandlanguage.org.uk)
- Lots of free resources to support children's speech, language and communication skills..



SPEECH

- If your child pronounces a word incorrectly, avoid telling them they said it wrong. INSTEAD say the word back and gently emphasise the sounds that were hard e.g.

Child: “sop”

Adult: “yes, **shop**”

This lets the child hear a good model of how to say the word.

SPEECH

Clap out the number of syllables in new and tricky words e.g.

“zeb-ra”

“2 claps!”

“py-ra-mid”

“3 claps!”

“fish”

“ 1 clap!”

Breaking down the word helps children to hear and then say the sounds in words more easily.

Syllable clapping

1



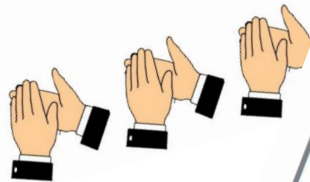
2



3



4



pear



apple



banana



dog



rabbit



elephant



bike



lorry



aeroplane

Activate Wii
Go to Settings to

Syllable Search



Can you go on a syllable search?

What can you find that has....

1 clap?



2 claps?



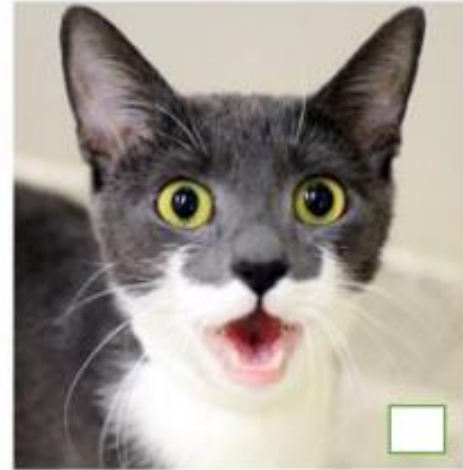
3 claps?



4 claps?

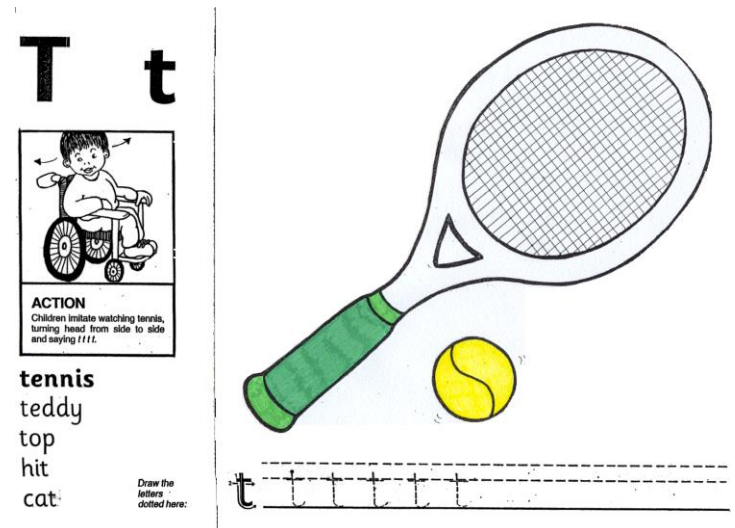
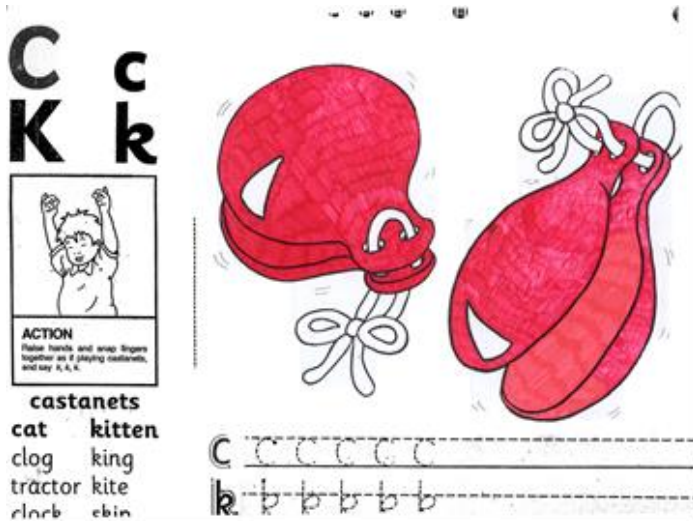


We're going on a SOUND HUNT!

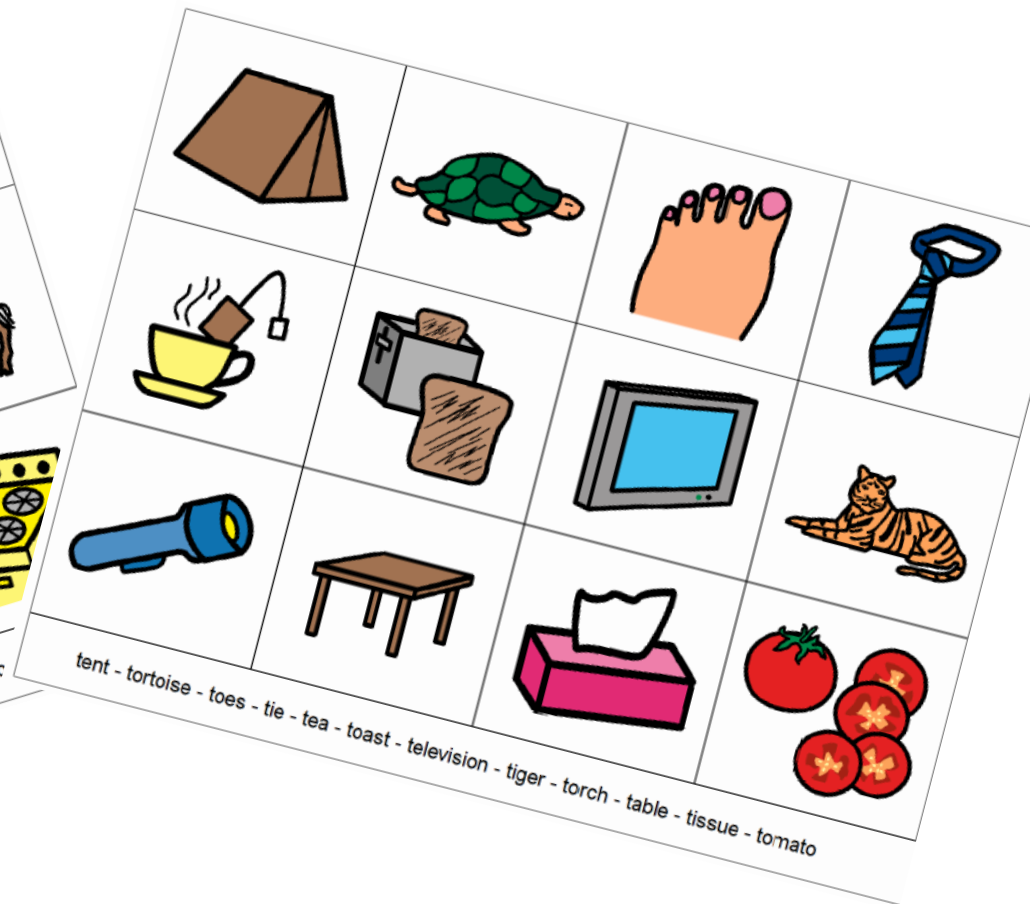
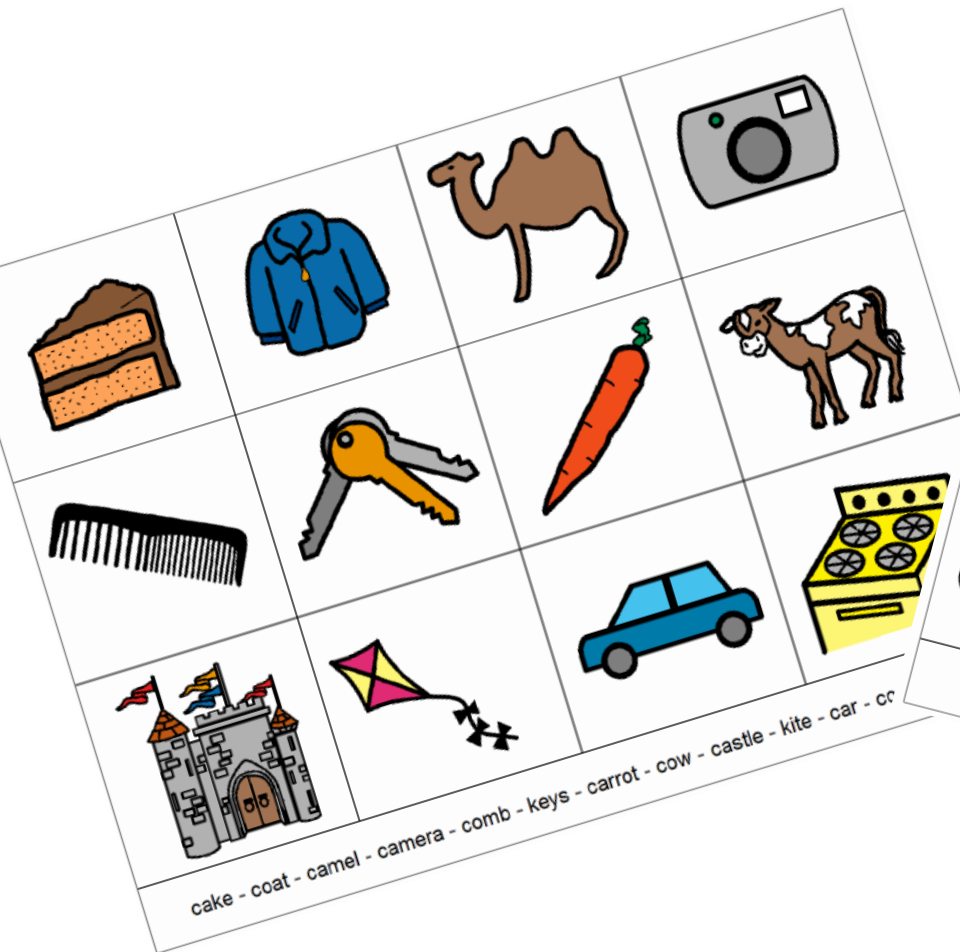


SPEECH

- Games listening to the difference between speech sounds.



SPEECH



What to do if you don't understand me..

Don't pretend to understand when you don't. I will know!

If you often find it hard to understand me then use a news book. Already knowing my news will help you

Be sympathetic – take the blame yourself. Tell me your ears aren't working as well as they should!



Ask me to SHOW you if I can!

If you still can't understand, say sorry and suggest we ask mummy when she collects me

Go back to the last thing you understood and try again – “so you were playing tig and then....?”

LISTENING & ATTENTION

Tell children **what it is** that they need to do to help them to listen:

- Look at the person talking.
- Listen to ALL of the words.
- Sit still.
- Keep quiet.

LISTENING & ATTENTION

Strategies to help:

- Teaching children what will help them to listen.
- Praising them when they do show good listening and telling them what specifically was good.



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LISTENING & ATTENTION

Strategies to help:

- Keep your language simple – it's easier for children to listen when the language is simple.
- Call their name and wait for them to look at you before you speak to them.
- At home if children find it hard to stay focused on a game or activity:
 - ❖ Play somewhere quiet without distractions
 - ❖ Just have a few toys out at a time.
 - ❖ Keep things simple. It is better for a child to finish a 3 piece puzzle and get lots of praise for that, than leave a 6 piece puzzle unfinished.

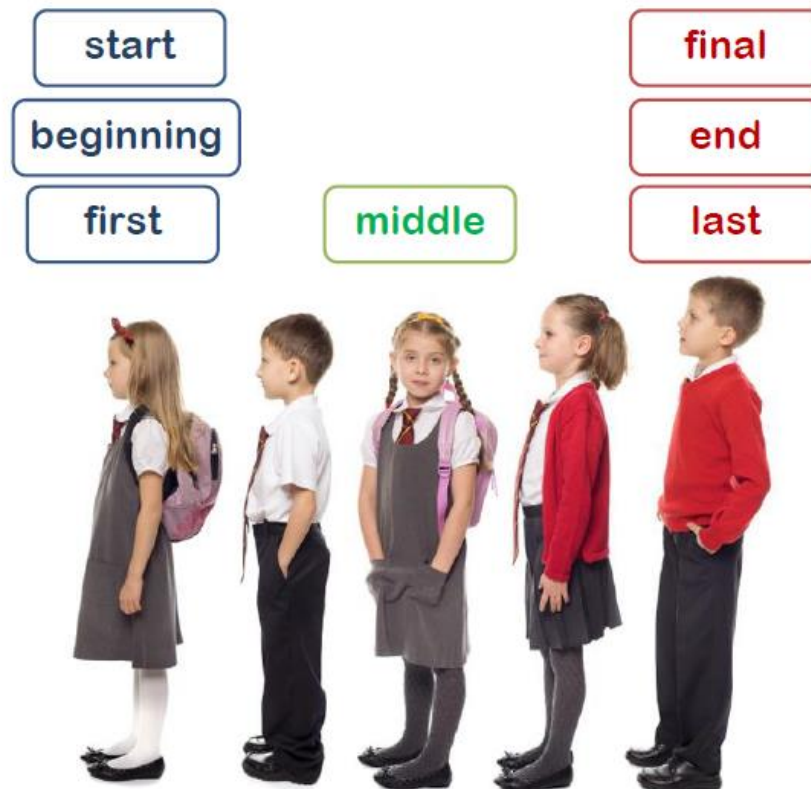
UNDERSTANDING LANGUAGE

Strategies to help:

- Get attention before giving instructions
- Keep language simple .
- Pause and allow children time to process words. 10 second rule.
- For older children, give instructions in the order you want them to follow them e.g. “First.....then....”.
- Use visuals e.g. SHOW them as well as tell them what they need to do.
- Avoid negatives. Tell children what you want them to do e.g. “Walk, Sophie” rather than “Don’t run”.

UNDERSTANDING LANGUAGE

- Teach basic concepts, such as “first” “last”, using pictures and toys.



UNDERSTANDING LANGUAGE

WHAT?



a thing
or an action

WHO?



a person



WHEN?



a time



WHERE?



a place



EXPRESSIVE LANGUAGE

Strategies to help:

- **Avoid** trying to get a child to talk by asking them questions e.g. What's that? What colour is this? What are you doing?
- **INSTEAD**, model language to children yourself based on what they are looking at or playing with e.g. "The train's driving fast!" "The cow's eating the grass."

EXPRESSIVE LANGUAGE

Strategies to help:

- Model back the correct words if they make a mistake e.g.



Child: "Her has a hat on"

Adult: "Yes, she has a hat on" "She has a green hat on."

he



she



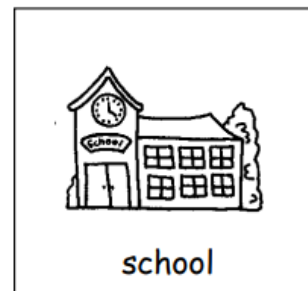
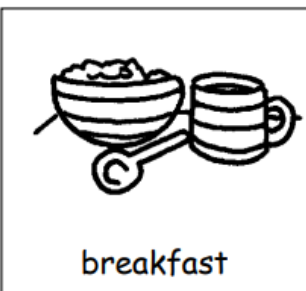
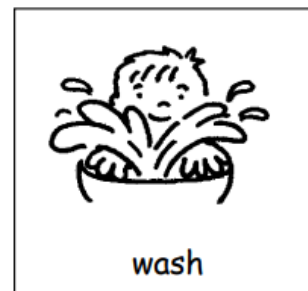
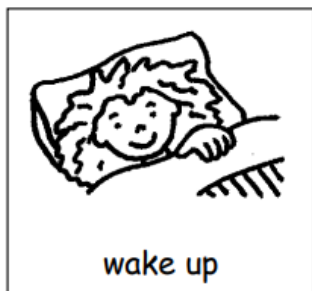
they



USEFUL RESOURCES FOR HOME


























Task Management Boards – Foundation Stage/Key Stage 1





Morning Routine Pictures



USEFUL RESOURCES FOR HOME




Santa Sleep counter

1	2	3	4	5	6	7	8	
								
9	10	11	12	13	14	15	16	
								
17	18	19	20	21	22	23	24	25
								

<p>one</p> <p>1</p>  	<p>two</p> <p>2</p>  
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<p>three</p> <p>3</p>  	<p>four</p> <p>4</p>  
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Stammering

Children who stammer may:

- Repeat words e.g. “I I I I went to the shop” or repeat sounds e.g. “b b b b but”.
- “Block” on words i.e. the word gets ‘stuck.
- Prolong sounds i.e. make them longer e.g. “sssssssing”.
- Be reluctant to talk.
- Use fillers “er....my....er....uhm....name is..er...Ben”
- Facial tension.
- Avoid some words.
- Avoid talking in some situations.
- Feel worried/frustrated when their words get stuck.
- 8% used 1% 2/3%

Stammering

Supporting children who stammer



YouTube page

- [Worcestershire Speech and Language Therapy – YouTube](#)

The screenshot shows the YouTube channel page for 'Worcestershire Speech and Language Therapy'. The channel has 746 subscribers and is located at @worcestershirespeechandlan8670. The page is set to the 'VIDEOS' tab. There are two filter buttons: 'Recently uploaded' (selected) and 'Popular'. The video grid displays six videos:

- Worcestershire Winter Wonderland Signalong 2022**: 1.5K views • 2 months ago. Video duration: 2:32. Thumbnail shows a child in a Santa hat.
- Worcestershire wishes it could be Christmas EVERY day!**: 1.9K views • 1 year ago. Video duration: 4:53. Thumbnail shows three children in Santa hats.
- Using AAC to help children routines**: 317 views • 1 year ago. Thumbnail features a cartoon character and text about choosing cues and songs.
- During play, comment on what the child is doing**: Thumbnail shows a cartoon character and text about commenting on play.
- Let the child do what THEY want with the toys**: Thumbnail shows a cartoon character and text about following the child's lead.
- Let the child choose between shower**: Thumbnail shows a cartoon character and text about choice-making.

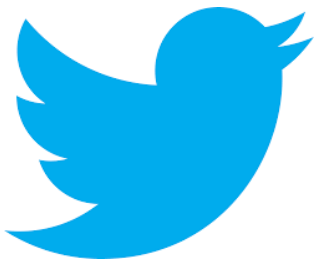
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