

The Link

ISSUE 3 2014



Welcoming EAL Pupils into Your School

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resources**
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thelink](http://www.speechlink.info/thelink)

Language Link

Working successfully with the
new SEND Code of Practice

Talking for Different Purposes

How to promote spoken
language with the new Primary
Curriculum for English



Kind of Talk	Purpose	Features
Information	To give an account of a person, place or event	Clear, concise, factual, relevant, organized, logical, easy to follow
Explanation	To explain a process or action that makes sense for the reasons for it	Clear, concise, logical, relevant, organized, logical, easy to follow
Comparison	To compare two things, people, places, events, or things	Clear, concise, logical, relevant, organized, logical, easy to follow
Opinion	To give an account of a person, place or event	Clear, concise, logical, relevant, organized, logical, easy to follow
Discussion	To discuss a topic or issue	Clear, concise, logical, relevant, organized, logical, easy to follow
Debate	To discuss a topic or issue	Clear, concise, logical, relevant, organized, logical, easy to follow

Top 10 Speech Tips

When a child has difficulty making him/herself understood it can be very stressful for both the adult and the child. Use the following strategies to support child's speech development within the classroom.

- Slow Down**
- Good Listening**
- Be Clear**
- Extra Slow**
- Be Creative**
- Repeat Speech**
- One at a Time**
- Feedback**
- Link with Parents**

Celebrating
10 YEARS
working with
schools

Editor's Letter

As I write this the sun is shining and we are all gearing up for the long summer holidays and a well earned rest. It looks like we will all need it. September will bring the new National Curriculum and the new SEND Code of Practice in England. These are just two of the challenges facing us while we are still getting to grips with the new OFSTED inspection framework.

Change is always hard to cope with, especially at the rate we have been experiencing recently. Change can however be a powerful positive tool. Sometimes a small change in practice can have a big impact on a pupil. In this issue of The Link we are focussing on the little things we can do in the classroom that make the biggest differences.

Speaking and Listening

The new National Curriculum for England has moved away from 'Speaking and Listening' as a strand within English towards 'Spoken Language' across the curriculum. On pages 4-5 we look at what this means and how you can promote talking for a range of purposes.

'We are amazed by the quality of the resources and the helpfulness of the people in the office.'

Ann Ellis, Language Link / Speech Link user
Bishop Wilson School, Solihull

SEND Code of Practice

From September 2014 the new SEND Code of Practice will be implemented across schools in England with Wales, Northern Ireland and Scotland all in consultation about changes to their codes. On pages 6-7 you can find out more about how Language Link supports the new code and how it can help you support pupils.

Starting school with EAL

As we begin another new school year we consider how it feels not only to be starting school but to be learning a new language at the same time. Find out how to set EAL pupils on the right path on pages 8-9.

To find out more about any of these topics or how the Language Link packages could benefit your school visit our website www.speechlink.info/thelink

Editor: Derry Patterson

Contributors: Sarah Wall,
Heather Stevens, Jo Chessum
and Imogen Wright

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Considering the impact of speech sound difficulties on both pupils and adults.



Online

Special offers, free resources and more articles at www.speechlink.info/thelink



NEWS

IN BRIEF



Toxic Childhood: How the modern world is damaging our children and what we can do about it.

Sue Palmer 2007

We often recommend this book in our training sessions. In case you have not come across it before, this debate-provoking book discusses how cultural change is affecting the development of children. Palmer, a former headteacher and literacy expert, has researched a range of areas that may impact on the children of today, such as diet, sleep deprivation and the rise in modern technology. Palmer argues that although adults may be benefiting from rapid changes in technology and culture, children may be suffering as a result. She offers simple adjustments which we as adults can make to attempt to 'detoxify' the lives of our children. Look out for Sue's follow-up book, *Detoxing Childhood: What Parents Need to Know to Raise Bright, Balanced Children* (2008)

Reception Baseline Assessment

This new assessment will be compulsory for all schools from September 2016. Speech Link Multimedia Ltd is working to produce a language-focussed online assessment that will also test the core skills of literacy and numeracy. Look online at www.speechlink.info/thelink to find out more about the new Reception Baseline Assessment and what it means for your school.

Did you know...?

- Neuroscience and brain imaging have revealed 'profound differences' between bilingual and monolingual brains. Bilingual brains show more activity and linking across neural pathways.
- A recent study has found that teaching vocabulary using specific vocabulary skills strategies, such as 'talking around the word' had a significant effect on the word learning of their pupils. Strategies used included using semantic, phonological and kinaesthetic prompts. St John & Vance, 2014

sendgateway
powered by nasen

Nasen SEND Gateway

www.sendgateway.org.uk

The SEND Gateway was launched in May 2014. This online portal provides education professionals with free high quality information, resources and training surrounding SEN. It was developed by *Nasen*, who aim to develop a comprehensive bank of resources for identifying and supporting pupils. The website will be constantly updated with the latest tools and resources. Schools will be able to contribute too, by adding examples of good practice, case studies and materials.

tes special educational needs show

10-11 October 2014 • Business Design Centre, London

Speech Link Multimedia Ltd is exhibiting at TES Special Needs on 10/11 October 2014. Do come and say hello at stand 167 if you're visiting.

'Language in the Classroom' CPD workshops will be held in Spring 2015 around the country. Limited FREE places for schools that buy 3 primary packages.

To find out more and to register your interest, look online at www.speechlink.info/thelink.

Language Link and/or Speech Link are used by over 3000 schools in the UK and internationally.

Description

Explanation

Talking for different purposes

I have to admit, I was worried. Worried that the absence of 'speaking and listening' from the new English Curriculum would mean the lack of a requirement to develop children's communication skills; and worried, because if children's speech and language skills are not good enough then they will not achieve good enough levels of literacy. How can we expect children to develop the language skills they need to participate fully in the curriculum if we do not give them direct teaching and frequent opportunities to observe and practise talking for a range of different purposes?

At first glance, the brief section on 'Spoken Language' raised alarm bells. The framework has neither the detail nor guidance found in the reading and writing frameworks and there is little attention given to children's understanding of language. Much is left to interpretation and pinned on teachers' knowledge and understanding of language development. However, despite this significant lack of guidance, a closer look at what the new

curriculum is actually trying to promote, reveals an underlying message that I feel should be warmly welcomed ...

Developing Spoken Language Across the Curriculum

The new English Programme of Study emphasises the importance of Spoken Language, stating that it 'underpins the development of reading and writing' and indicating that general progress is closely related to a secure grasp of spoken language.

In order to promote talking across the curriculum, teachers need to plan frequent opportunities for children to use spoken language for a variety of purposes ...

- Describing
- Explaining
- Developing narrative
- Engaging in everyday conversation
- Sharing ideas and opinions
- Discussion
- Presenting information
- Debating topical issues

Schools need to consider how they are going to promote the use of spoken language activities, through policy, training and practice. They must ensure teachers have a good understanding of the skills that they are trying to develop and are able to evidence effectively students' participation and progress.

Jo Chessum reviews how the new Primary National Curriculum for English promotes talking for different purposes.

Incorporating Spoken Language Into Your Curriculum

Daily Routines

Use the daily routine within the classroom to promote opportunities to develop spoken language for different purposes. For example, remind children of the skills of presentation and narrative during 'news' sessions, recap on the skills of effective discussion when exploring the class text and provide key questions for children to answer when asking them to explain their work to others.

Weekly Focus

Work on a different purpose of talk each week during each term. This can be very powerful when adopted as a whole school approach.

To find out more about the features of talk for different purposes, download our free resource 'Purposes of Talk' at www.speechlink.info/thelink

Discussion

Presentation

Debate



Children will quickly learn that Week 1 is about explaining, Week 2 is about discussion, etc. and, with the support of displays showing vocabulary and key phrases, they will begin to internalise the language used when talking for different purposes. Linking the purpose of talk to a writing focus for each week can provide opportunities for children to practise orally before they begin to write.

Termly Focus

Work on a different purpose of talk each term. Most effectively, this could be introduced and linked to a style of writing or issues arising from the class text. Further opportunities to engage with the same purpose of talk can then be embedded in other

subjects across the curriculum, e.g. debating an idea for a geographical development, role playing a historical debate or debating a current topical issue in Citizenship.

Any Opportunity

Opportunities for developing spoken language will arise on a day to day basis so keep your eyes and ears open. Activities involving democratic decisions such as choosing a school council rep, rearranging the classroom or planning a class assembly all provide opportunities for explaining, formal presentation, discussion and debate. The more pupils engage in communication for a range of purposes, the more comfortable and competent they will become.

Remember...



1

Enthuse children

Use topics that are of interest to them.

2

Model

Show children examples of explanation, discussion or debate (both on screen and yourself!)

3

Teach

The rules of different purposes of talk as you would teach the main features of written genres.

4

Provide frameworks

Use planning strategies for spoken language tasks, allowing pupils time to plan what they want to say, and encouraging self-assessment of skills.

5

Talk then write

Provide opportunities for pupils to prepare and use talk for different purposes before they start writing.

“The National Curriculum for English reflects the importance of spoken language in pupils’ development across the whole curriculum – cognitively, socially and linguistically.”

English Programmes of Study -
Key Stages 1 and 2 (DfE, 2013)

References

The National Curriculum in England: Key Stages 1 and 2 framework document. Reference DFE - 00178-2013. Crown copyright 2013.

Language Li

Supporting language in the classroom

Sarah Wall introduces Language Link and explains how it can work alongside the new SEND Code of Practice.

From September 2014 the new SEND Code of Practice will be implemented throughout schools in England with some changes carrying over to the systems in Wales, Northern Ireland and Scotland.

The new Code is based on a number of key principles including high aspiration, early identification, integrated assessment and excellent outcomes. Teachers will be more accountable for the progress of all pupils, including those supported by specialist staff. They will need to show how they identify and teach SEN pupils in their class as well as measuring outcomes of intervention.

The new code also places more emphasis on parents, families and the pupils themselves having more of a say in their support. Schools must seek and accurately record the views and opinions of parents/carers and pupils about what sort of support they want.

How ready is your school to implement the new Code and what resources are available to help?

What is Language Link?

Language Link is an online service for schools to help them identify and support pupils with language difficulties. There are two primary packages, Infant Language Link for children aged 4-8 and Junior Language Link for children aged 7-11. Both packages provide a computer-based assessment of pupils' understanding of language and tailored intervention programmes for pupils identified with difficulties.

How would my school use Language Link?

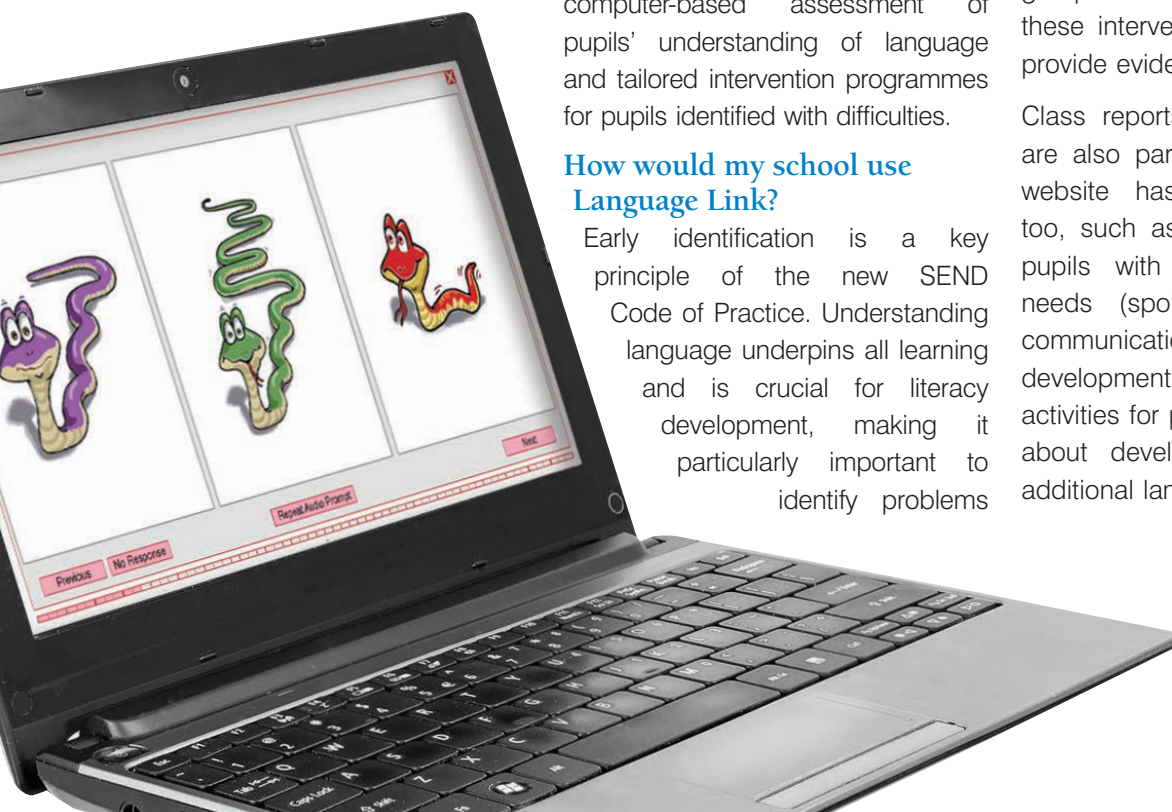
Early identification is a key principle of the new SEND Code of Practice. Understanding language underpins all learning and is crucial for literacy development, making it particularly important to identify problems

early. Language Link is used as a universal screen in the first year of school and then to track individual pupils' progress. The screening is computer based and carried out 1:1 with the child. It takes around 15-20 minutes to complete. The assessment results will signpost specialist intervention where required and make recommendations for in-school support.

What happens next?

Language Link is not just an assessment. It is a comprehensive intervention package providing recommendations for different levels of support. Each pupil has a profile which will recommend a combination of class based differentiation strategies and small group intervention. Outcomes of these interventions are recorded to provide evidence of improvement.

Class reports and provision maps are also part of the package. The website has lots of information too, such as strategies to support pupils with other communication needs (spoken language, social communication, speech), language development tables, home based activities for parents and information about developing English as an additional language.





How does Language Link work alongside the SEND Code of Practice reforms?

Language Link supports the key principles of the new SEND Code of Practice in providing a **graduated whole school approach** with:

- **Early identification** through universal screening allowing the school to create provision maps.
- **Individualised pupil profiles** ensuring all staff are aware of each pupil's language needs and how to support them. Specialist support is signposted where appropriate.
- **Parental involvement** with information and language activities for parents to use at home.
- Differentiated classroom strategies to promote **Inclusive Quality First Teaching**.
- **Effective interventions** with clear targets, tracking sheets and resources.

- **Repeat assessment** to show evidence of in-school improvement.
- **Pupils' and carers' views** are collected through specially designed surveys.

To find out more about Language Link and what it can offer your school, visit www.speechlink.info.

For more on the SEN Reforms, keep an eye on the *Nasen* website, at www.nasen.org.uk.



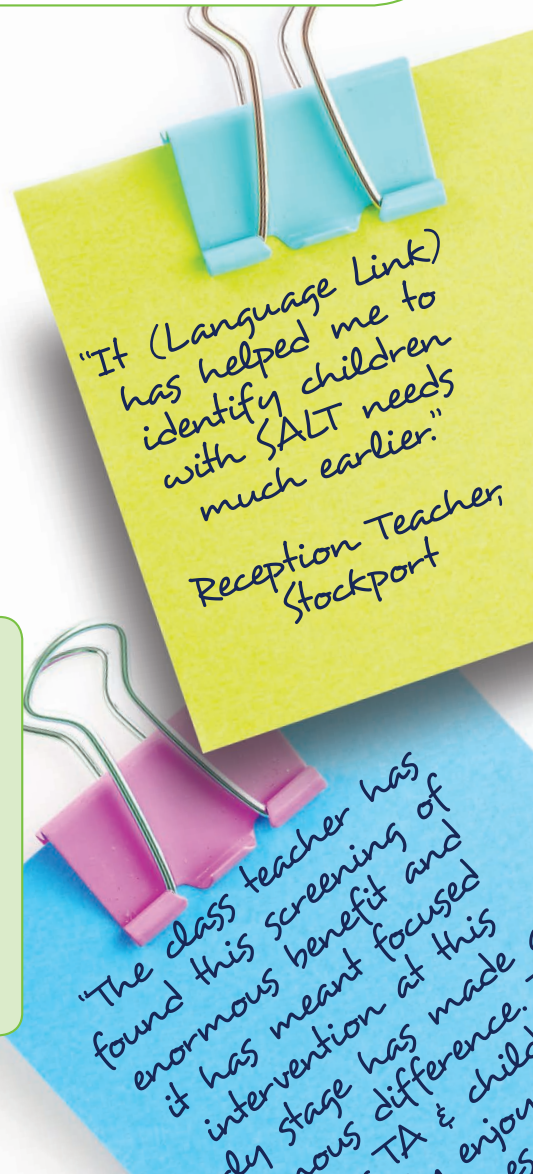
Reception Teacher, Karen Rockall, Kent, said

".....I really like the fact that we know exactly what the gaps are in children's understanding and in their language development because often they can go under the radar. It gives us the power to know that we're meeting the needs of all of our children."



Top tip

Check out the action plan included in the *Nasen* document 'Everybody Included: The SEND Code of Practice Explained' to help with your school's transition to the new Code of Practice. Available online.



"It (Language Link) has helped me to identify children with SALT needs much earlier."

Reception Teacher, Stockport

"The class teacher has found this screening of enormous benefit and it has meant focused intervention at this stage has made a massive difference. TA & child enjoy"

Reception Baseline Assessment

From September 2016 the Government is introducing a new baseline test for all reception pupils across England. This test must focus on language literacy and numeracy skills and will provide a measure against which a pupil's progress can be tracked to the end of Key Stage 2.

Speech Link Multimedia Ltd is currently developing a baseline assessment to meet these requirements. We are looking for schools in England who would be interested in working with us. To find out how your school can get involved visit www.speechlink.info/thelink or email baseline@speechlink.co.uk.

How EAL friendly is your school?

Heather Stevens looks at the importance of considering the emotional and social wellbeing of new EAL pupils.

On a recent trip to Greece I stopped at a small roadside store for some shopping. I expected to struggle as I don't speak a word of Greek, but what I was not expecting was how at sea I would feel because I couldn't understand a word that the shopkeeper was saying. It struck me that a pupil who is new to English must constantly feel like this when they first come to an English speaking school. For the pupil, in common with all children starting a new school, there are all sorts of cultural, social and emotional issues which will be as important to them as their lack of English.

For school, it's important to find out as much as possible about the pupil's background before they start. Although information about their language development will form part of this, it's just as important to find out about their

social, emotional and academic background and their personal strengths.

Remember, speaking a different language is not a disadvantage and should never be seen as a special need.

Difficulties related solely to limitations in English as an additional language are not SEN.

Draft special educational needs and disability code of practice: 0 to 25 years
Reference DFE-00205-2013 Crown
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All schools have an induction process for new pupils and recognise how important it is that new pupils should feel welcome. If they are to achieve their learning potential, they need to feel that they are valued members of the school community. This is particularly important for EAL students.

'...the admission and integration of newly arrived pupils proved to be a very good litmus test of how well the principles of inclusion and race equality were applied in practice. It also helped to deepen the staff's understanding of how well the school was placed to ensure equality of access and opportunity for all its pupils.'

The education of asylum-seeker pupils
(Ofsted 2003)

To ensure that all EAL pupils feel welcome and have this level of emotional security, there are a number of things that the school can do in preparation. Using a checklist to highlight actions that can be taken before, and when, the pupil starts at your school is an invaluable way of ensuring that you consider all of the necessary steps towards integration.



Download our free EAL inclusion audit to see how EAL friendly your school is for pupils with English as an additional language.
Go to www.speechlink.info/thelink

Top 5 tips...

Here are some of the key things to consider

- Research the pupil's language and cultural background
- Talk to the class about the new pupil and investigate their country of origin, culture, language, etc.
- Investigate access to an interpreter (this may be a member of staff or a parent who speaks the same language)
- Find a "language buddy" for the pupil
- If possible learn a few words or phrases in the pupil's language and use both languages in classroom labels



If your school can provide positive early experiences then EAL students should quickly feel secure enough to begin their journey into another language.

New Arrivals Excellence Programme Guidance (2007) DCSF Publications
Conteh, Jean. (2012) Teaching Bilingual and EAL Learners in Primary Schools. London: Sage/Learning Matters
Pim, Chris. (2013) How to support children learning English as an Additional Language. UK:LDA
Draft special educational needs and disability code of practice: 0 to 25 years, Chapter 6.21, Reference DFE-00205-2013. Crown copyright 2014

interview



Belinay arrived in England from Turkey 6 months ago. She is in year 5.

Q DID YOU SPEAK ENGLISH BEFORE COMING TO ENGLAND?

A little but not really. I learn English for a year in Turkey.

Q HOW DID YOU FEEL ABOUT COMING TO SCHOOL IN ENGLAND?

It was scary but everyone is very kind and speaks slowly so I understand and the teachers explain things again if I don't understand. I like the teachers and the lessons is fun. They let me be slower and don't tell me off for being slower.

Q HOW DO YOUR TEACHERS HELP?

They help me with homework and the words that I don't understand, there are lots of those in science but it is easier now. They also help me say words so I can talk better. When I first come I know English but had to say words again. Now I don't have to say words again.

Q WHAT HELPED YOU MOST WHEN YOU CAME TO SCHOOL IN ENGLAND?

The class did some learning on Turkey and I talked about Turkey. My teacher told everyone how to say hello in Turkish. I told how to say thank you and goodbye.

Welkom in Engeland
Benvenue

Speak up

Derry Patterson considers the impact of speech sound difficulties on both pupils and adults.

Imagine for a moment it is the first day back after the Christmas break. The children are all coming into class with excited chatter, all wanting to tell you about their holidays. Tommy approaches you. You feel your heart sink. Tommy has lots to say but you can never understand him. You try to get him to slow down, meanwhile you are speeding up. You start to feel uncomfortable. You look around for someone to help you. You start talking so he doesn't have to. He wants to tell you what he got for Christmas but you can't even guess what he is trying to say. He is getting frustrated and

so are you. Eventually you tell him that it's time to start work now. His shoulders slump and he wanders off. How do you feel?

Approximately 5% of pupils starting school will have some form of speech impairment (Law et al, 2000). This ranges from minor delays in producing particular sounds to severe phonological disorders and dyspraxia. If you teach infant children you will have worked with at least one pupil who is unintelligible.

There is often confusion about the meaning of the terms "speech" and "language". The term "spoken language" describes the words and grammar used when talking. Speech, on the other hand, is used to describe the physical skill of producing speech sounds. It is the ability to produce sounds accurately and rapidly in the right sequence to pronounce words.

Speech difficulties can affect anyone although some groups of people will be more susceptible. If the child has a history of hearing difficulties, including glue ear, a cleft palate or a global

developmental delay they will have an increased risk of speech sound difficulties (Enderby & Emerson, 1995).

Even minor speech difficulties can impact widely on pupils in the classroom. Young children with a delay in their speech development can be very isolated from their peers and school community and can quickly become vulnerable in unfamiliar situations. They will find tasks that require verbal answers hard and may be reluctant to speak in front of the class. They may have problems following instructions as a result of mishearing words or confusing the meaning of similar sounding words and they may become frustrated at not being able to get their message across.

Perhaps the greatest risk these pupils face is that their speech sound difficulties will affect their literacy development. Literacy is affected by problems in early sound learning. Phonological awareness skills between 3.6 – 5.0 are a strong predictor of later literacy development (Holm, Farrier & Dodd, 2008, Hesketh, 2004).



To find out
how hard it feels to
change the way we say
words, try this exercise:

Say the first verse of twinkle twinkle little star *out loud* changing all the s sounds into d sounds and all the t sounds into d sounds. Make sure you don't cheat and write it down!

Speech Link is a popular programme widely used throughout the UK to support pupils with speech sound difficulties. It includes a simple screening assessment which identifies problem sounds and provides a programme of tailored work. Resources include online interactive listening games and hand outs for parents. The website provides useful background information.

To find out more visit
www.speechlink.info



Visit www.speechlink.info/thelink to order your free poster on supporting speech difficulties in the classroom.

It is essential to act quickly if you suspect a pupil has speech sound difficulties. If these problems are not resolved the child may go on to develop long term difficulties learning sounds and developing literacy which will impact on their ability to access the curriculum.

If you are concerned about a pupil's speech you should discuss your concerns with your local speech and language therapy service. Most speech difficulties are quite straight

forward and with a little extra support can be overcome. However there is no quick fix. It generally takes between 6 months to a year for a child to be able to use new sounds in their talking. It is very common for children to be able to produce target sounds in single words but struggle when using the same words in everyday language. You can help by stressing target sounds in your talking and providing reminders for the child to use target sounds.



From Speech Link Listening Games.



Here are some things you can try when you don't understand a pupil:

Slow down – Make use of natural pauses to slow your own speech down rather than saying each word slowly. Try to keep the natural intonation and rhythm of talking.

Extra time – Give the pupil extra time to respond. It takes a lot of effort to use new sounds.

Be creative – Ask the pupil to show you or take you if they can. You can also provide alternatives for them to choose e.g. did you go to the park or the beach?

Link with parents - Use home/school note book or check with parents for news so that you have an idea what the pupil might be telling you e.g. at circle time. Use the contact book to find out names of family, friends, pets etc. so that you can understand who the child is talking about.

References:

Enderby, P. & Emerson, J. (1995) Does speech and language therapy work? *London:Whurr*

Hesketh, A. (2004) Early literacy achievement of children with a history of speech problems. *International Journal of Language & Communication Disorders*, 39, 4, 453-468.

Holm, A, Farrier, F. & Dodd, B. (2008) Phonological awareness, reading accuracy and spelling ability of children with inconsistent phonological disorder. *International Journal of Language & Communication Disorders*, 43, 3, 300-322.

Law, J., Boyle, J., Harris, F., Harkness, A. & Nye, C. (2000) Prevalence and natural history of primary speech and language delay: Findings from a systematic review of the literature. *International Journal of Language & Communication Disorders*, 35, 2, 165-188.

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