**Strategy sheet: speech, language and communication needs**

Please use the highlighted strategies with ... (Pupil) in ... (Form)

|  |
| --- |
| Use TA for pre-tutoring – preparing pupil for a task so that they come to it already knowing the key vocabulary and concepts. |
| Begin work on a new topic with pupil’s existing knowledge and experiences – make a mind map or other visual representation of what they already know. |
| When you start a new topic, develop a class chart of the vocabulary that pupils will find useful or need to learn. Teach each word by helping children build a web of associations – what it sounds like, what it means, how it fits in a sentence. |
| Use cued listening – give pupil a small number of questions that they will have to answer after listening to teacher presentation or video input. |
| Use pupil’s name before asking a question or giving an instruction. |
| Give directions before an activity, not during it. |
| Keep verbal instructions simple, and in the order you want them carried out. Be aware of how many ‘information-carrying’ words you are using : ‘Get your maths book from the pile on **my desk**; on a **clean page**, write the **date** and then **copy down** the **calculations on the board**’ has more information-carrying words than many adults will be able to remember. |
| Give pupil time (at least 10 seconds) to respond and then, if necessary, repeat what you said. Use the same words unless you think the vocabulary was too difficult to understand. |
| Check for understanding – ask the pupil to tell you what they have to do. |
| Agree a private signal pupil can use to show you they have not understood, or teach them to say ‘Sorry, I didn’t understand that – can you say it again, please?’ Praise them for asking for clarification. |
| Support your oral presentations/explanations with pictures, real objects or mime. Use visuals (real objects, photographs, symbols) appropriate to pupil’s developmental level rather than chronological age. Use visual timetables. |
| Display classroom rules and routines, illustrated by pictures, for pupil to refer to. Illustrate them visually – for example, use a traffic light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices). |
| Use symbols to support spoken language and text ([www.widgit.com](http://www.widgit.com/)). |
| Use visual summaries of discussions – mind maps, flow charts, diagrams, comic strip format, graphic organisers ([www.graphic.org](http://www.graphic.org/)) |
| Cue pupil in to a change of topic of conversation/presentation: say ‘Now we are going to talk about ...’ |
| Question pupil after some other pupils have given examples of what is required. |
| Give pupil time to think, or to talk to a partner before answering a question, or say ‘I’m going to come back to you in a minute to ask you xxxx. But first I’m going to ask y a question’. |
| If pupil can’t answer a question, scaffold/support till they can rather than saying ‘Can anyone help x?’ |
| Use a hierarchy of questions – start with an open question (‘What do you think might happen next?’), then if support is needed frame the question as alternatives (‘Do you think x or y?’) |
| Use question prompt card to help pupils know how to respond e.g. Where? question requires a place. |
| Pair pupil with a study buddy to repeat instructions and demonstrate tasks. |
| Accept pupil’s spoken utterances but rephrase and give them back in a grammatically correct and expanded version |
| Support oral work with talk frames/key phrases (‘First ... next ... finally’, ‘I think ... but on the other hand’). |
| Provide topic-related role-play opportunities and model the language to be used in role-play. |

|  |
| --- |
| Talk aloud about what you are doing using statements which give children examples of the language they might use. |
| Support writing with writing frames and lists of vocabulary to choose from. |
| Use a range of ways of recording so that learning is not limited by the pupil’s ability to write full English sentences:  ●bullet points and mind maps;  ●ordering tasks – for example, ordering cut-out words to make a sentence, or sentences to make a sequence of instructions;  ●matching tasks, such as matching labels to pictures/diagrams/maps;  ●cloze procedure, where they fill in missing words in text;  ●annotating a print-off of IWB page.  ●PowerPoint presentations  ●making posters, oral presentations, dramatic reconstructions |
| Provide the pupil with a study pack – glossaries of key subject vocabulary, highlighter pens, glue stick,  Post-it notes, index cards to make their own mind maps/cartoon strips/key word lists, templates for writing up science experiments, etc. |
| Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning |
| Write down homework for pupil, or give it on a pre-printed sticky label or sheet they can stick into their book, or record your instructions on a mobile phone or tablet. Allocate a homework buddy they can ring if they have forgotten what to do (‘phone a friend’) |