

SPEAKING AND LISTENING PARENT WORKSHOP

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PARAPHRASE.

Try to paraphrase what the student said to make sure you understand and to show that you are paying attention.

ASK QUESTIONS.

Ask questions to encourage the student to elaborate on their thoughts and feelings.

USE POSITIVE BODY LANGUAGE.

Show that you are engaged and interested by nodding, facing the other person, and maintaining an open and relaxed body posture.

SHOW EMPATHY.

If the student voices negative feelings, try to validate them.

AVOID JUDGMENT.

Your goal is to understand your student's perspectives. Try not to

► Strategies to support:

► Pronunciation, modelling and phonics

► Interactive videos and games

► Family times & verbal communication

► Screen time

LISTENING MAY BE ENOUGH.

We may be tempted to "fix" the problem, but at times, students just want us to listen.

EVALUATE THE CONVERSATION.

After you have fully taken in what the student has said, take a moment to evaluate the conversation.

DON'T GIVE ADVICE TOO QUICKLY.

Allow the student to finish speaking before attempting to give advice. You want to make sure that you fully understand them first.

8 Tips for ACTIVE LISTENING



Statistics

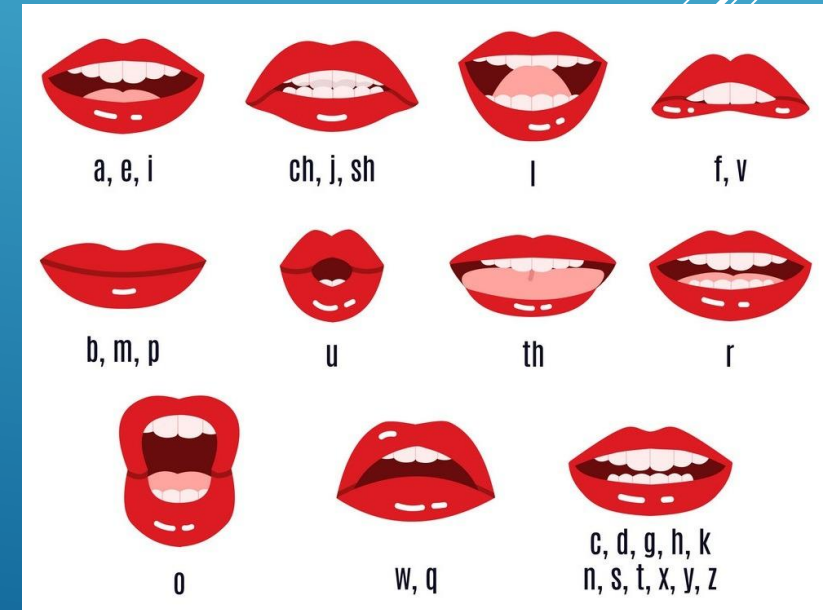
- There are now 1.9 million children with **speech and language** challenges in the UK, an increase from 1.5 million just 2 years ago
- **Education:** Poor vocabulary at age five makes children more than twice as likely to be unemployed at 35 and significantly increases the risk of falling behind in literacy and maths by age 11.
- **Attendance:** Children with S&L challenges are at higher risk of school absence.
- **First Language Impact:** In 2022/23, 71% of children with English as their first language met the standard, compared to 63.4% for others.
- **Gender Gap:** In 2022/23, 75.6% of girls reached expected language levels, versus only 62.3% of boys.
- **Most Common SEN:** S&L Needs are the primary need for about one in four pupils with Special Educational Needs (SEN) support.
- **Age 4:** By the age of 4, children should be able to speak around 1500 words with at least 4 to 6 words in every sentence.
- **Age 5:** By the age of 5, children should be able to speak around 2500 words with more than 6 words in a sentence.



PRONUNCIATION, MODELLING AND PHONICS

- Research shows that bilingual children who have a secure understanding of both languages often achieve higher levels of success in education compared to monolingual peers, as their cognitive flexibility and problem-solving skills are enhanced.
- Assessment is in English.
- Modelling vocabulary and speaking in sentences. – Regional accents (Oxford English vs social English), speaking links to writing e.g. cuz, gna, fink, can I go toilet?
- Video: Talk to each other when you're out and about <https://www.nhs.uk/best-start-in-life/toddler/learning-to-talk/learning-conversations-and-telling-stories-3-to-5-years/#video-talk-to-each-other-when-out-and-about>

Phonics – Lessons support listening, pronunciation, reading and writing – sounds support spelling e.g. names and sounds



Let's practise Sam's Sounds and Tricky Words!





Kit, Sam, Mum and Dad were camping in the woods. After a lovely day playing, it was beginning to get dark.



“Let’s light a campfire tonight,” said Dad. The family collected some sticks and Dad lit a fire. They had toasted marshmallows and looked up at the twinkling stars.



Mum pointed up into the night sky. "See that bright star?" she said to the children. "It's called the North Star."
"Ahh," said the children, looking up in amazement.



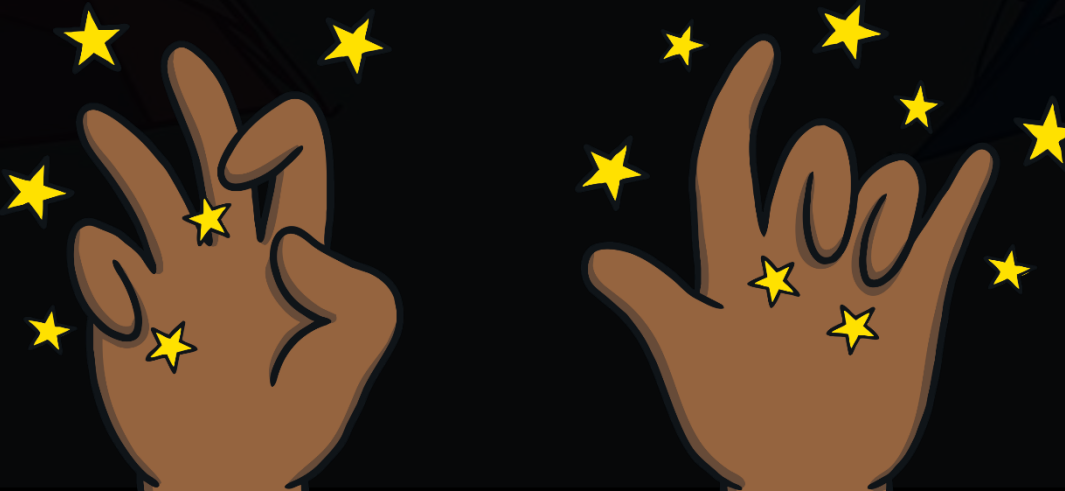
ar

a and r are partners. They say ar.

ACTION

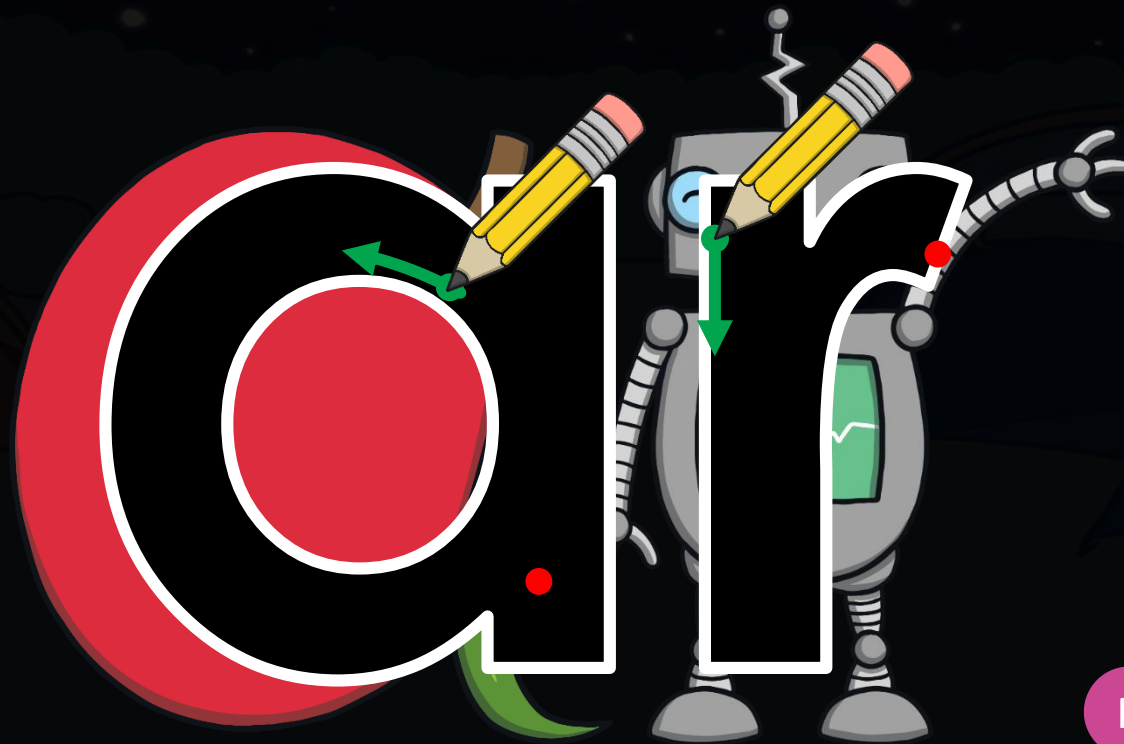
Make twinkly star fingers.

Say 'ar'.



WRITE IT, FEEL IT

Around the apple, up the stalk and down the leaf.
Down the robot's body, up and over its arm.



Play



Practise



jar

Show



Practise

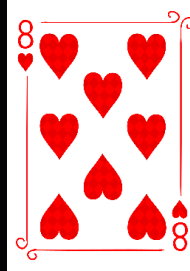


car

Show



Practise



card

Show



Apply



Can **we** go to this park?

Show



Interactive videos and games

- What children watch can massively affect their education, positively and negatively.
- Americanisms
- Accuracy of media e.g.
- Media can be supportive with learning when monitored.

Screen time

<https://www.youtube.com/watch?v=GGBgf8dcgyY>

- **Device Ownership:** Over half (58%) of children have their own tablet by age four
- Excessive screen time in this age group is linked to issues like **reduced core strength**, potential for **anger/frustration**, **lack of patience** when devices are removed, **poorer sleep** and **higher BMI**.
- **Sleep routine**
- Imagination is shrinking and attention is thinning.
- Neuroscience shows that screen hit the reward system hard. Dopamine spikes during fast paced digital play are up to 400% higher than during imaginative play. This rewires what the brain finds exciting and therefore real life starts to feel slow.
- Children are **losing the ability to tolerate boredom**.
- Tablets keep children **quiet** but they also keep children **distant**.
- Core body strength is reduced due to body position during screen time
- No more than one hour per day co-viewing with a parent or sibling.



Family times & verbal communication

- Importance of conversation – car journeys, walks to park, meal-times, collecting from school.
- No quizzing – conversations can happen more easily when not asking lots of questions eg bathtime, reading books, singing
- Verbal communication – social cues/phones/modelling
- Background noise – easy to keep technology on which stops conversations
- Sharing stories increases a child's vocabulary – 5minutes a day

- **Video: Sounds, rhymes and words wherever you are**

Phonics play: How rhymes can help children's understanding of language - BBC Tiny Happy People



- T** Talk to your child about what he/she is interested in.
- A** Always make time to talk with your child.
- L** Learning words takes time. Do not expect too much too soon.
- K** Keep listening to your child and take turns to talk.

By three years...



Children will be saying lots more words during this time – you will notice that they use new words almost daily. This is a really exciting time and children will be asking endless questions to help them learn and find out about the world around them. They are often keen to have conversations with adults they know well.

By three years, children will usually:

- 5 use up to 300 words. They will use different types of words to do different things, E.g. to describe what things look like
 - 'big', 'soft'
 - where they are – 'under', 'on'
 - what they are for – 'eating', 'playing'
 - that say who they are – 'me'
 - to describe how many – 'lots'
- 5 refer to something that has happened in the past
 - put 4 or 5 words together to make short sentences, such as "me want more juice", "him want his coat"
- 5 ask lots of questions
- 5 have clearer speech, although they will still have some immaturities such as 'pider' instead of 'spider'. They often have problems saying more difficult sounds like 'sh', 'ch', 'th' and 'r'. However, people who know them can mostly understand them



By four years...



Children understand and say lots of words and sentences now. You can see them using their talking to meet new friends or to work out problems. They talk to find out new information by asking lots of questions. A massive amount of learning happens in this time.

By four years, children will usually:

- 5 ask lots of questions using words like 'what', 'where' and 'why'
- 5 be able to answer questions about 'why' something has happened
 - use longer sentences and link sentences together, E.g. "I had pizza for tea and then I played in the garden"
- 5 describe events that have already happened, E.g. "We got dressed up and we went to the hall and singed songs. All the mummies and daddies did watch"
- 5 have mostly clear speech, though will continue to have difficulties with a small number of sounds – for example 'r' – as in 'rabbit', 'l' – as in 'letter', 'th' as in 'thumb', 'sh' as in 'show', and 'j' as in 'jam'
- 5 listen to longer stories and answer questions about a story they have just heard, for example, simple questions such as "Who did Cinderella dance with at the ball?", "Were Cinderella's sisters kind?"



By five years...



By the age of five, almost all children will be in school.

At this stage, they need to learn how to listen, understand and share their ideas within the classroom. They also need to understand words and phrases used in school that they may not have heard at home – things like 'line up', 'packed lunch' and 'talk to your partner' etc.

They also still need to have conversations – to share information, to make friends and explain how they are feeling.

By five years, children will usually:

- 5 take turns in much longer conversations
- 5 use sentences that are well formed, for example, "I had spaghetti for tea at Jamilia's house"
- 5 be learning more words all the time as well as thinking more about the meanings of words, such as describing the meaning of simple words or asking what a new word means
- 5 be able to re-tell short stories they have heard in roughly the right order and using language that makes it sound like a story
- 5 use most speech sounds. However, they may have some difficulties with more difficult words such as 'scribble' or 'elephant' and some speech sounds such as 'r' and 'th' may still be difficult
- 5 enjoy listening to stories, songs and rhymes and will start to make up their own

- 5 ask relevant questions or make relevant comments in relation to what they have heard
- 5 understand spoken instructions without stopping what they are doing to look at the speaker
- 5 understand more complicated language such as 'first', 'last', 'might', 'maybe', 'above' and 'in between'
- 5 understand words that describe sequences such as "first we are going to the shop, next we will play in the park"
- 5 choose their own friends
- 5 use talk to take on different roles in imaginative play, to interact and negotiate with people and to have longer conversations
- 5 use talk to help work out problems to organise their thinking and take part in activities



HOW TO HELP AT HOME

- Give plenty of time for a child to initiate or respond (observe, wait and listen)
- Use simple sentences that are around one word longer than the child is saying
- Copy what your child is doing or saying. Build on it by adding one or two words to their sentence, for example 'car' 'yes, a red car'
- Don't ask too many questions, use encouraging comments or open questions, like 'you like that' or 'tell me about your day'
- Give alternative words with the same meaning e.g. big, large, massive
- Make time for communication every day – have a quiet time in the day where distractions are minimised
- Get their full attention when you are talking to them
- Use everyday routines and activities to practise communication skills, times like bath time and mealtimes are great.
- Keep screen time to a minimum.
- Share a story every day

- Handouts



Benefits of Developed Speech and Language Skills

Strong speech and language skills are fundamental to overall development and life outcomes.

- **Educational Attainment:** Children with good language skills at age 5 are significantly more likely to reach the expected standard in English at the end of primary school than those who struggled.
- **Social and Emotional Well-being:** The ability to express thoughts, ideas, and feelings clearly is linked to improved self-esteem, better relationships, and enhanced quality of life.
- **School Readiness:** Strong early language skills are essential for children's readiness for school, enabling them to achieve their potential and improving their life chances.



Useful websites:

<https://speechandlanguage.org.uk/about-us/news-and-blogs/screen-time/>

<https://speechandlanguage.org.uk/educators-and-professionals/ages-and-stages/3-4-years/>

<https://speechandlanguage.org.uk/educators-and-professionals/ages-and-stages/4-5-years/>

<https://www.nhs.uk/best-start-in-life/toddler/learning-to-talk/learning-conversations-and-telling-stories-3-to-5-years/#video-talk-to-each-other-when-out-and-about>

<https://www.nhs.uk/best-start-in-life/toddler/learning-to-talk/learning-conversations-and-telling-stories-3-to-5-years/#Activities>