



Supporting Language in the Classroom

Attention and Listening

Make sure you have the child's attention before you say anything. You can do this by:

- Reducing distractions.
- Say their name before giving them the information
- Make sure they are looking at you to show they are paying attention
- Ensure they have listened by asking them to repeat back what you have said



Processing Information

A child needs to be able to hear and remember the information they are given in order to use it.

You can help them to do this by:

- Keeping things short and simple – try to give them information in short chunks.
- Give instructions in the order they are meant to be carried out
- Help them to remember key points with repetitions, making notes or using picture symbols as a reminder of the steps they need to complete.
- Visual supports e.g. tasks management boards or visual timetables to help them recall language.

Understanding Language

If you think a child is having difficulty understanding what is said to them, you can try the following :

- Provide repetition and encourage children to repeat back and summarise an instruction
- Encourage children to say when they have not understood
- Use gestures/ actions to support your talking
- Allow thinking time before expecting an answer
- Check understanding of concepts such as same/different, first/last, before/after and provide explicit teaching if necessary.





Using Language

Children need to hear how language can be used in order for them to be able to use it themselves.

You can support this by:

- Commenting on things as you see/do them
- Repeating back what they say in a proper sentence (For example, the child might say “me go outside” and you could say “I would like to go outside”)
- Repeating and expanding on what they have said. When your child comments on something you can repeat it back to them, adding in a word (e.g. your child says “there’s a dog” you could say “yes, there’s a spotty dog”).

Word Learning

Word learning can be harder for children with Language Disorders. You can help them by pre-teaching vocabulary prior to it coming up in the curriculum. You can do this by:

- Link new vocabulary to words they already know
- Use word webs to encourage children to think and talk about the word: to strengthen their knowledge of it e.g.
 - What sound does it start with?
 - Does it sound like another word?
 - How many syllables does it have?
 - Is it a naming word or a doing word?
 - What category is it in? e.g. food and drink, animal, transport etc.
 - Where would we find it?
 - What does it look like?



PAEDIATRIC SPEECH AND LANGUAGE THERAPY

SOLIHULL COMMUNITY SERVICES

PART OF UNIVERSITY HOSPITALS BIRMINGHAM NHS FOUNDATION TRUST

Tel: 0121 722 8010

Email: paediatric.speechlanguage@nhs.net

Web: <https://childrenscommunitytherapies.uhb.nhs.uk/speech-and-language-therapy/>