

Use this after completing the Checklist to identify ways of supporting children with speech, language and communication needs or at risk of developing difficulties in these areas.

<b>Talking Difficulties</b>	<b>Listening Difficulties</b>	<b>Difficulties taking part</b>
<b>Limited Vocabulary</b>	<b>Difficulties listening</b>	<b>Difficulties with rules of conversation</b>
Play word games that incorporate the target vocabulary so that the child has to listen and use the new words in a practical activity	Say the child's name or use a physical prompt e.g. holding up a hand to gain attention before giving instructions	Use good communication rules during classroom discussions, such as 'no interrupting', 'hands up if you have a question' and 'look at the person talking'
Display current topic vocabulary within the classroom with pictures or symbols to illustrate what they mean	Make your sentences simpler by chunking and repeating the information	Use barrier games and group discussion to encourage topic maintenance and providing relevant information.
Use visual support e.g. spidergrams, mind maps, word maps	Use a timer to visually support the child's attention for a set period of time	Set up a social skills group that incorporates turn-taking activities such as pretend play or board games
<b>Difficulties using Sentences</b>	Use a visual timetable or a now-next board to focus the child's attention to the task	<b>Difficulties talking with others</b>
Use a visual story planner to scaffold the child's language when giving an account or telling a story	<b>Difficulties understanding questions</b>	Label emotions that children or adults feel in different situations, e.g. "Sally is excited because it's her birthday"
Allow the child time to plan their language before talking	Ask the child to repeat back what you have said to check that they have heard and remembered	Create opportunities for talking in groups or pairs, to practise listening and talking together
If a child makes a mistake with their grammar or sentence structure, model it back the right way	Give time to process information by asking them to use 'Thinking Time' before rushing to answer	Model social phrases the child can use e.g. "please can I have a turn" and reinforce during the day
<b>Unclear Speech</b>	If the child is stuck ask them to choose between two choices i.e. was it X or was it Y?	<b>Take things literally</b>
Model the correct word back for the child to hear	Be aware of the concepts used in the question and check whether the child understands these e.g. "before/after"	Use simple, clear and unambiguous language
Use words with tricky sounds in activities e.g. objects beginning with 'sh' in a sand tray, I Spy with 'ck' sounds	Consider the level of difficulty of the question, consider asking a simpler question e.g. "why" replaced with "what"	Practise telling and understanding jokes through role play and play scripts
Avoid over-correcting or asking the child to say it "properly", which could affect their confidence	<b>Difficulties distinguishing between speech sounds</b>	Explain non-literal language and idioms when children do not understand
<b>Stammer or Stutter</b>	Play syllable clapping games and rhyming games	Use your chosen strategies for a term, then discuss with your school's link SLT. For further information please refer to the Working Guidelines.
When the child is struggling, use commenting and choices, rather than asking lots of direct questions	Encourage the child to listen to sounds in words you say, e.g. "tell me which word has the hissy 's' sound"	
Reinforce the rules of conversation, especially waiting your turn to talk and not interrupting each other	<b>Behaviour Difficulties</b>	
Give the child thinking time before they answer a question and wait for them to finish	Give opportunities for the child to demonstrate their knowledge through creative and non-language activities	
Reduce pressure to speak in front of the class or groups	Check understanding of instructions and information when a child is withdrawn or being disruptive	