

How speech,
language and
communication
needs can
influence learning

CHALLENGES

Will vary from student to student

- ▶ Producing individual speech sounds or sequences of sounds in words.
- ▶ Understanding complex or lengthy verbal instructions.
- ▶ Finding the right words or structuring sentences.
- ▶ Staying on topic, asking and answering questions or following the rules of conversation.
- ▶ Regulating voice quality (volume, pitch, resonance and intonation).
- ▶ Speaking intelligibly.
- ▶ Speaking fluently.

TEACHING OPPORTUNITIES



Present curriculum content in different ways

- ▶ Teach new vocabulary, grammar and ways of listening and speaking using visual, audio and written resources.
- ▶ Incorporate vocabulary learning into all classroom activities.
- ▶ Use repetition and link learning to students' experiences.
- ▶ Provide speech and language learning opportunities in different contexts.
- ▶ Provide a range of options for students to express what they know for example, photoboard, digital presentation, visual schedules or a poster.

- ▶ Revisit new words, new language structures and new concepts at frequent intervals throughout the day.
- ▶ Use mindmaps or a story board to help students sequence their ideas or retell a story.
- ▶ Compare and contrast new words with more familiar vocabulary, for example, 'buy' and 'purchase'.
- ▶ Have students clap or count syllables in familiar words.
- ▶ Teach awareness of phonemes using letter-sound correspondence, rhyme recognition and creation, as well as the blending and segmenting of phonemes.
- ▶ Encourage students to define words by exploring the look, feel, touch and sound (even the smell and taste) of the word.

STEPS TO TEACH NEW WORDS

- ▶ **Define the word.** What is it? What does it do? What is the dictionary definition?
- ▶ **Contextualise it.** Can you show me the word? Where have we seen it before? What does it look like?
- ▶ **Extend the meaning of the word.** Where do we use it? Why do we use it? How do we use it?
- ▶ **Explore the sound pattern.** What sound does it start with? How do we say it? What other words do we know that are similar to this one?



Adjust the classroom environment

- ▶ Reduce classroom noise and distractions.
- ▶ Make language learning a focus of your classroom set-up.
- ▶ Design your classroom for small group work.



Use technology and equipment

- ▶ Have students use technology (for example, laptops, desktop computers or tablets) to present their ideas and work.
- ▶ Enable students to use speech sound and language software.
- ▶ Encourage the use of graphic organising software and tools.
- ▶ Use podcasts, audio and multimedia to build your students' phonological awareness – suggest older students make their own podcasts of rhyming, alliteration, linking letters and sounds, segmenting and blending that they can listen to repetitively and when they're at home.



Stimulate interest and motivation for learning

- ▶ Pre-teach language and concepts that will be used and taught later in your classroom.
 - ▶ Model good listening, speech and language.
 - ▶ Provide opportunities to learn and practise with small group work.
- ▶ Use repetition of familiar stories, songs, rhymes and formulaic phrases to deepen understanding and become familiar with language patterns and features.
 - ▶ Encourage organisation and focus with checklists and verbal prompts.
 - ▶ Regularly remind students when to start or complete tasks.
 - ▶ Break complex tasks and instructions into smaller chunks.
 - ▶ Slow your rate of speech and give students time to respond.
 - ▶ Allow additional time to complete tasks.
 - ▶ Encourage students to make handy reference aids that feature common maths, writing or reading facts that students can refer back to throughout the school day.