

SPEECH LANGUAGE AND COMMUNICATION DIFFICULTIES

What's Typical Talk at Secondary?

This section gives information to teachers about language and communication development in secondary pupils. It may help teachers identify those pupils who have an underlying speech, language and communication need.

By 14 Years

Pupils may fail to develop age-appropriate language skills for a range of reasons including:

- They may have general learning difficulties
- They may have had less support at home to develop their language and communication skills fully
- They may have a specific difficulty with language which is out of step with their potential to learn
- Children with English as an additional language are at the same risk of speech, language and communication needs as any other child, however, this can be more difficult to spot.

Understanding and reasoning

- Understands instructions which don't follow the word order of the sentence:
Before you collect your instruments, complete the worksheet and file it in your folder.
- Can build an argument to persuade and respond to views different to own
- Separates fact from opinion when reading
- Makes inferences, working out information that isn't explicitly written or spoken:
The day was dark and thick coats were required.
- Understands less obvious 'sayings',
You're skating on thin ice.
- Confident in noticing and understanding sarcasm with clues



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Vocabulary

- Still challenged by some instruction words:
Modify • Generate • Consider
- Uses patterns in words that:
-able, -esque, un-, dis-
- Uses 'academic words' when prompted to all formal tasks:
Agitated • Arrogant • Excruciating
- Can confidently explain the meaning of subject words and words with multiple meanings

Sentence structure and narration

- Links sentences using more difficult joining words:
Even though • However
- Produces well-planned, complex stories with complete sections and plenty of detail
- Gives clear and detailed explanations of rules, or breaks down steps in more complex sequences
- Average length of spoken sentences = *7 to 12+ words*

Social Interaction

- Understands and uses slang terms with peers; keeps up with the latest 'street talk'
- Can keep a topic of conversation going even if the person they are talking to finds this skill harder
- Fully understands the difference between talking with peers to speaking in the classroom:

I use bigger and posher words in school than with my mates.

