

# Manorcroft Coffee Morning

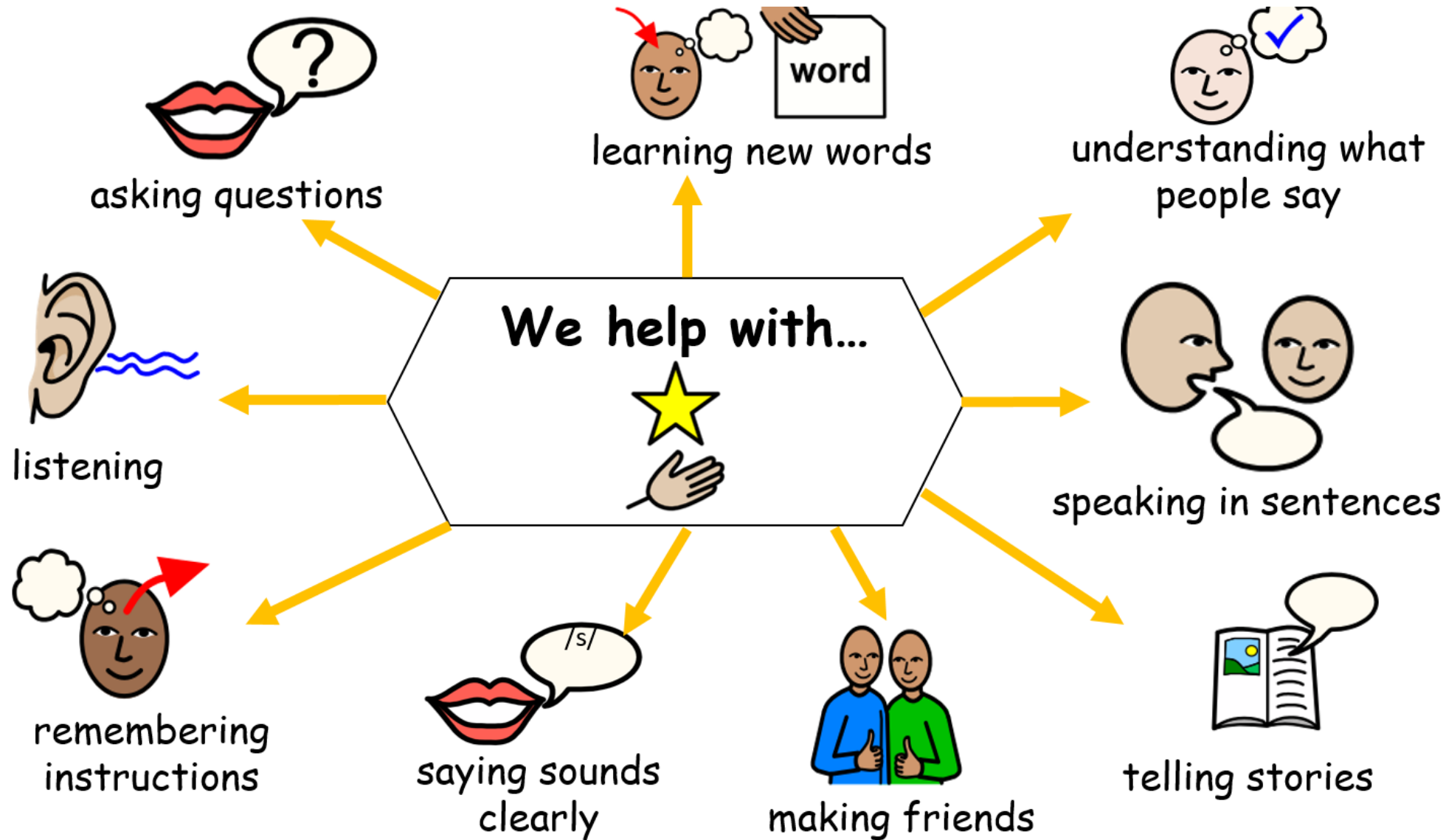
Parent presentation

15<sup>th</sup> May 2026

SLT – Caroline Amy

SLTA – Fiona Cetti

# Speech and Language Therapy – what we do



# Levels of Support

## Specialist

- Direct support with individual targets (1:1, paired, small group, in-class)



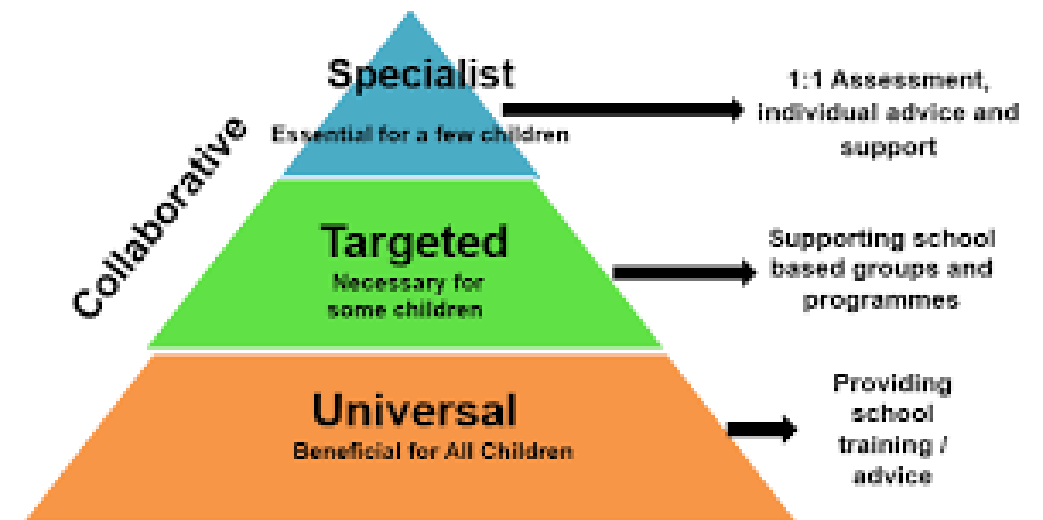
## Targeted

- Supporting with strategies and interventions which are delivered by trained school staff for 1:1 or small groups
  - Colourful Semantics
  - Blank levels
  - Lego Therapy

## Universal

Strategies to support speech and language within the classroom for all children

- Pre-teaching vocabulary
- Use of visuals
- Staff training



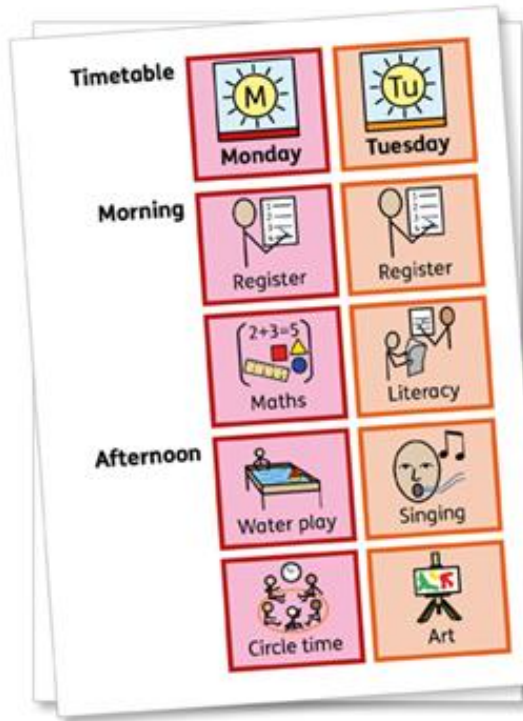
# Supporting communication at home

- Use of visuals to support with activities, choices and transitions
- Developing vocabulary

## Top tips for:

- Supporting understanding
- Supporting Talking
- Developing speech sounds

# Visual timetables

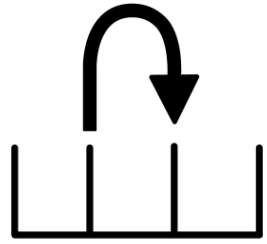


Oops!

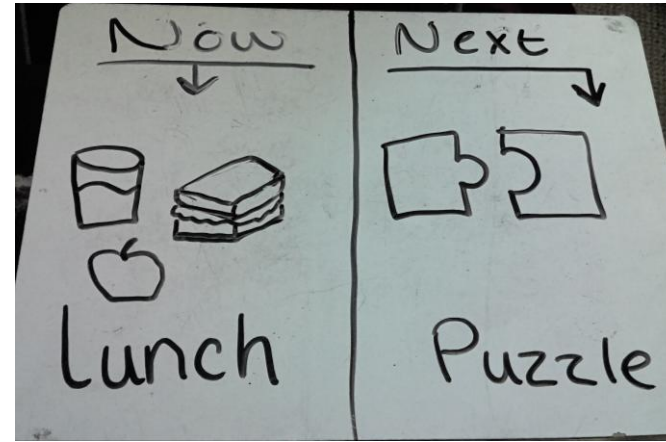






Now



and Next
















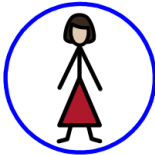


 Now
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 Next
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Symbol
Text

Symbol
Text

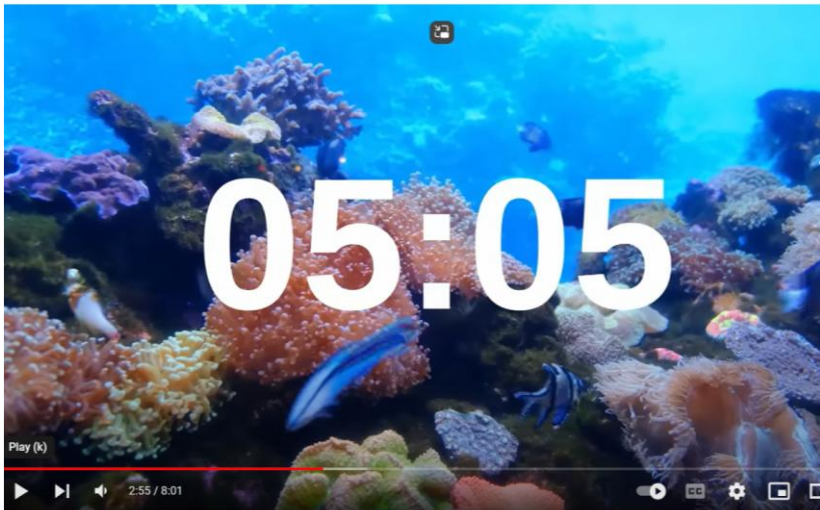
 Now	 Next	 Now	 Next
 dancing	 playdough	 car	 park
 Now	 Next	 Now	 Next
 toilet	 iPad	 goodbye	 Mummy

# Choosing boards



# Transitions

- These countdowns support children to stay on task and prepare for transition from an activity.



# Changes to routine

Prepare for change ahead of time, using resources and strategies such as:

- Social stories
- Explaining to the child what it will be like using pictures and videos if possible.
- Visual calendar showing when this will happen.



# Transition - Primary to Secondary School

- Social stories
- Discussions to pre-empt change - what will stay the same vs what might change.
- Creating communication passports - 'about me'
- Pictures/ videos/ school tours.
- Speaking to older siblings or friends at Secondary school.



## All About Me

<p><b>BASIC INFORMATION</b></p> <p>My name is _____.</p> <p>I am _____ years old.</p> <p>My birthday is in the month of _____.</p> <p>I live with my _____.</p>	 <p>Personalities</p>
<p><b>APPEARANCE</b></p> <p>I am _____ feet tall.</p> <p>I weigh _____ lbs.</p> <p>My hair colour is _____.</p> <p>My complexion is _____.</p>	<p><b>FAVOURITES</b></p> <p>My favourite food is _____.</p> <p>My favourite fruit is _____.</p> <p>My favourite drink is _____.</p> <p>My favourite TV show is _____.</p> <p>My favourite movie is _____.</p> <p>My favourite sport is _____.</p>
<p><b>PERSONALITY</b></p> <p>Words that describe me:</p> <p>1: _____</p> <p>2: _____</p>	<p><b>Things I do not like:</b></p> <p>1: _____</p> <p>2: _____</p> <p>3: _____</p> <p>4: _____</p>



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# Top Tips- Developing Vocabulary



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- Use everyday activities to talk about what is going on – children learn by repetition and by seeing and experiencing things for themselves
- Everyday activities can be the best talking times, e.g. travelling time, mealtimes, washing and dressing
- Make it fun! Play together, share stories, talk about TV characters or people in the news, share music.



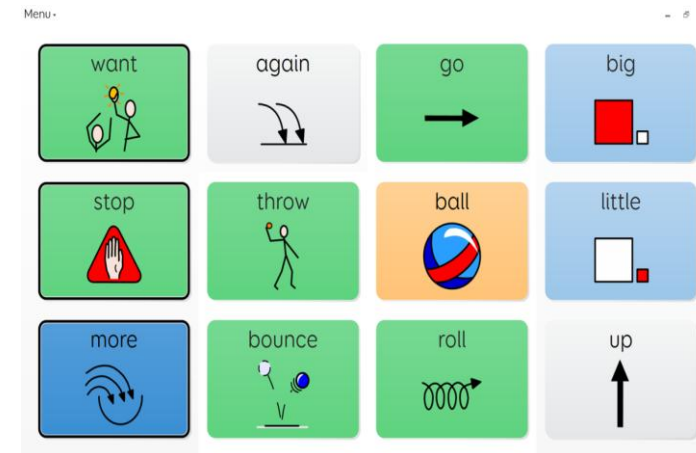
# Aided Language Displays (ALDs)

A symbol display where all the relevant symbolised vocabulary for a specific activity is displayed on a single page.

## Transition ALD:



## Ball play

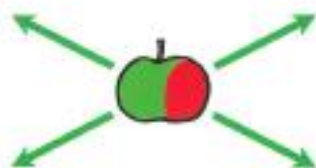


# Think about questions

## Blank Level 1 - Naming



Find another one like this.



What is this?

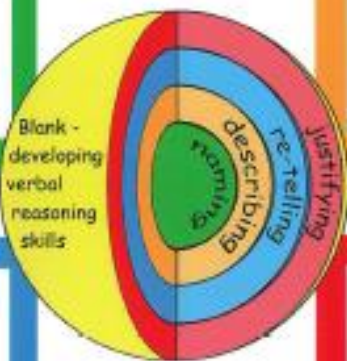


Show me a ...

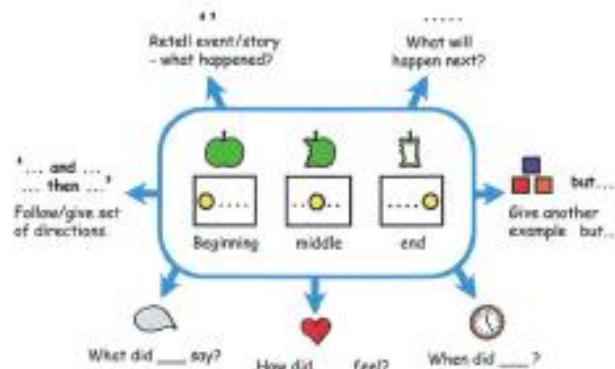


Pick up ...

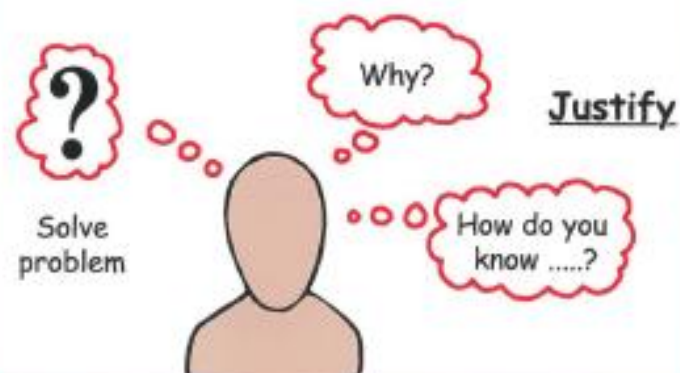
## Blank Level 2 - Describing



## Blank Level 3 - Re-telling



## Blank Level 4 - Justifying



# Blanks level Bookmarks

## LEVEL 1: MATCH, IMITATE & NAME



- Show me the.....
- Find one like this.....
- Who is that?
- What is it?
- What can you see?
- Say this/do this.....
- What are you doing?
- What did you see/hear/do?

What is it?



## LEVEL 2: RECALL & DESCRIBE EVENTS OR OBJECTS



- What happened to...?
- Who, what, where did?
- What size/colour/shape is it?
- How does it smell/taste/feel?
- How many?
- FUNCTION - show me one we use for...
- CATEGORY - Tell me a type of...
- How are these DIFFERENT?



## LEVEL 3: PREDICT, SEQUENCE, DEFINE, INSTRUCT, GENERALISE



- Show me the first/middle/ last (picture)?
- Tell me what happened in the story
- What could they do/say?
- How do they feel?
- What might happen next?
- When did?
- Find one to use with.....
- ALTERNATIVES- What else could we use?
- NEGATIVES- Find one that is NOT
- DEFINE - what is a...?
- How are they the SAME?
- What happened to ALL of these?
- DO- Tell me what to do/ do this...then....



## LEVEL 4: PROBLEM SOLVE, EXPLAIN, JUSTIFY



### PREDICT

- What will happen if
- What could they do to solve the problem?

### EXPLAIN

- Why is it made of??
- Why did they do that?
- What should they do/ say?-
- Why can't they do/say?
- Tell me how to/ how could?

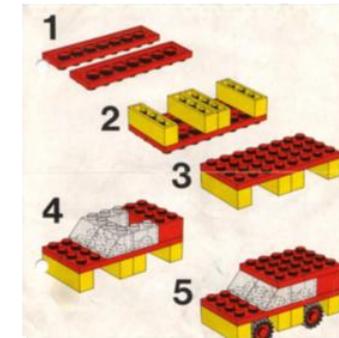
JUSTIFY : How do you know that?

Why is it better?



# Top Tips - Understanding

- Check your child understands what you've said by asking them questions
- Make your instruction simpler: Break your request down into parts or use words your child does understand
- Give them thinking time – silence is OK!

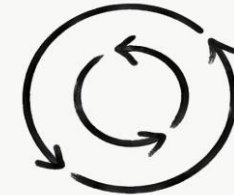


# Top Tips - Talking

- Listen to your child and give them time to finish talking
- If they make mistakes, just repeat the word or sentence properly yourself
- Speak to your child in the language you know best, it doesn't have to be English



REPEAT



# Top Tips - Speech



Get down to their level, show them that you are listening.



Try to focus on what they say not how they say it.



Slow down your own rate of speech.



# Top Tips - Speech



Ask questions to gather more information and narrow down the options they could be talking about.



Encourage them to use gesture/show you to support their speech if they are hard to understand.



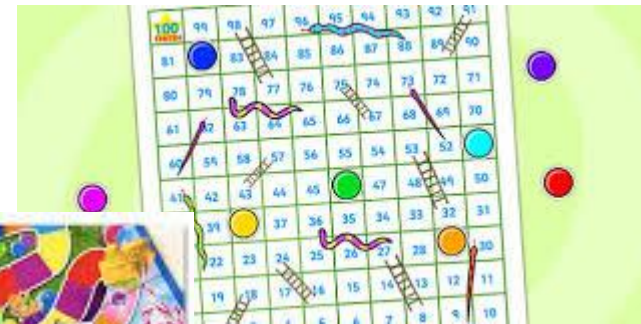
Don't always pretend you can understand. The child is likely to know people can't understand them and this needs to be acknowledged tactfully.





# Top tips - Speech practice

- 'Little and often'
- Practice anywhere
- Make it fun!
- Model correct speech production



# Getting help

- **Seek advice** If you have concerns about your child's speech, language, and communication skills, *please contact your class teacher or school's SENCo.*
- **Ask school staff** We ask schools to tell parents when we will be visiting your child. If you would like to attend the session this can also be arranged by the school.
- **Contact us.**
  - [caroline.amy@surreycc.gov.uk](mailto:caroline.amy@surreycc.gov.uk)





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