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# Universally Speaking

The ages and stages of young people's communication development from 11 to 18



# Young people's communication skills

It's often assumed that by the time young people start secondary school their spoken language and communication skills are fully developed. However, these skills continue to develop throughout secondary school. It's also easy to think that all young people will be on track with their spoken language and communication. However, this is often not the case and their difficulties can be hard to spot.

This guide will help practitioners to know whether young people are on the right track with their spoken language and help to identify those who are struggling. It includes suggestions for encouraging good spoken language and understanding, as we know that focusing on spoken language can mean better outcomes for young people.

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# Why spoken language is important

**1. Both research and Ofsted highlight that spoken language is key to learning and can support attainment. Where schools place a strong emphasis on explicit and structured speaking and listening approaches, they can see results improve.** Ofsted says: *“Where inspectors saw links between oral language, reading and writing in lessons with secondary school students, standards at GCSE English language were higher.”*<sup>1</sup> Across the curriculum: *“Dialogue and questioning across the class are both central to learning and a key indicator of effective teaching.”*<sup>2</sup>

**2. Poor spoken language puts young people at risk of poor literacy, poor behaviour, poor social and emotional development and poor attainment.** Only 10% of pupils with speech, language and communication needs (SLCN) get 5 good GCSEs (including English and Maths) compared to 53% of all young people. 50 - 90% of pupils with persistent SLCN go on to have reading difficulties.<sup>3</sup> More than 50% of pupils excluded from school have language difficulties that the adults around them were not aware of.

**3. More than 1 million children in the UK have long term, persistent difficulties.** In areas of social deprivation, the numbers of pupils with SLCN is greater still. SLCN are the most common SEN identified in primary schools (around 25% of SEN). However, although we know that SLCN persist, these needs are much less frequently identified in secondary schools, at around 12%. A detailed study showed 75% of young people assessed in one inner city secondary school had SLCN which hampered learning, behaviour and social relationships.

Language development continues throughout the secondary years, and though changes in spoken language can be subtle, they are important for overall development, progression and attainment, for building relationships and for working and communicating with others.



<sup>1</sup> Excellence in English Ofsted (2011) [www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Excellence-in-English](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Excellence-in-English)

<sup>2</sup> Ofsted Annual Report 09/10, [www.ofsted.gov.uk/resources](http://www.ofsted.gov.uk/resources)

<sup>3</sup> Stothard (1998)

# By age 11...

Spoken language is important for all learning. However, in busy classrooms, it can be difficult to spot young people who may be struggling. Some young people may have good skills, but are reluctant to use them. Others don't have these skills. It's important to work out which it may be.

Below are guidelines on language development in young people with some quick and easy things to do to identify those who may be struggling.



## Understanding of spoken language and verbal reasoning

### Young people should be able to...

- Follow spoken directions which are quite complex. This might include longer sentences with more information, maybe new vocabulary and more complex grammar  
*E.g. "Remember to accurately measure the liquid before you add the crystals"*
- Understand common, simple 'sayings' in context  
*E.g. "Go on Jess, nothing ventured, nothing gained"*
- See someone else's point of view when 'arguing'
- Understand factual information, but may still find it hard to understand information that needs to be inferred  
*E.g. "So, in year 6, I imagine you did some work on coasts, coastal erosion and sea defences?" [Meaning – did you do work on this topic?]*  
*E.g. "That's obviously a great joke Jason, would you like to share it with the class?" [Meaning – pay attention and listen and I really don't want you to share it]*
- Start to understand sarcasm. Though it needs to have more exaggerated context, tone of voice and facial expression clues to help them fully understand that what's said isn't necessarily what's meant  
*E.g. "That's right year 7, that's just what we want, enough noise so the head can hear from his office"*

### How to check it out

When giving instructions, ask young people to say back to you what it is they need to do or summarise in their own words

Check out understanding of simple sayings by getting them to match sayings with definitions

Watch out for young people who:

- Are the last to follow an instruction
- Use ways to distract  
*E.g. asking you questions, talking to others, misbehaving, asking for pens, pencils, the toilet etc*
- Watch others carefully
- Say what you're saying under their breath or quietly to themselves
- Struggle to get going
- Look surprised when you ask them a question

They may be struggling with understanding, which is likely to impact on learning and attainment



## Vocabulary

### Young people should be able to...

- Pick up new vocabulary needed for learning specific to topic areas and more generally
- Use more objective and clearer definitions of words, as you might find in a dictionary  
*E.g. definitions such as 'excited' when it's Christmas or their birthday will develop into "excited" means eager or thrilled*
- Understand that words have more than one meaning and can explain this  
*E.g. 'lie down' and 'tell a lie', 'sharp knife' and 'sharp thinker'*
- Use more interesting vocabulary when prompted  
*E.g. 'immense' instead of 'huge', 'stagger' instead of 'walk'*

### How to check it out

Choose a word from your subject or a current topic. Ask young people to tell you what it means. Can they give objective and accurate definitions?

Listen to what they tell you. Do they seldom use the correct subject-specific word, choosing a general word instead?  
*E.g. 'that thing', 'wots it', 'you know'*

Choose words with more than one meaning

*E.g. pen, bright, spring, board, arm, watch*

Can young people explain what both meanings are?

Can they think of 5 [or more] words meaning 'small', 'talk' or 'angry'?

## Sentence structure and narrative

### Young people should be able to...

- Talk using sentences of around 7-11 words, though during conversation and discussion, shorter phrases are usually used
- Use a range of higher level words for joining sentences in both speech and writing  
*E.g. before, also, then, so*
- Tell interesting, entertaining and original stories with a clear plot and often sub-plots
- Explain the rules of a game or a sequence of events in a simple but accurate way  
*E.g. Giving directions for how to get somewhere, or giving instructions about how to do a task*

### How to check it out

Listen to their explanations. Do they start and then give up?

Encourage discussion during group work. Give them a role to summarise discussions. How clear are their accounts? How effectively do they join their ideas?

Give opportunities to use spoken language  
*E.g. explain experiments in Science or a sequence of events in History*

Does their spoken language have longer, more complex sentences? Are their verbal explanations clear?

Listen to them describing an event or activity. Do you find yourself having to concentrate much harder on what they're saying because their account is confused?



## Social interaction

### Young people should be able to...

- Enjoy jokes based on double meanings though they may not always be able to explain them  
*E.g. "What do you get when you cross a snowman with a vampire?"*  
*Answer: "Frostbite"*
- Change the style of their language to suit the situation and the listener  
*E.g. "Hey, how you doing?", "Bye mum see you tonight", "Morning Sir"*
- Be aware when someone doesn't understand and try another way to get information across
- Negotiate with friends and others to resolve conflicts

### How to check it out

Watch how they talk to different people around school. Can they change how they say things depending on who they're talking to?

Ask them to say how they would say something:

*E.g. 'hello' to different people...*

- *The headteacher*
- *Mr. [teacher's name]*
- *Their mum*
- *Their friend*
- *A young child*

Is it different – can they say how / why?

If they can't they may be struggling with using social interaction skills appropriate to their age



## Top 3 suggestions to support the development of speaking and listening

These ideas are not time consuming and can quickly be included in lessons across the curriculum. They'll support all young people's spoken language and therefore their learning. They're particularly important for children who are struggling.

### 1 To support listening

We often take listening for granted, though all young people can benefit from being reminded how to listen. Encourage them to identify good listening skills in themselves and others. When working in groups, get one young person to observe with a focus on how well the group listens to each other.

### 2 To support vocabulary

Young people need to learn a lot of new vocabulary in secondary school – vocabulary increases at a rate of between 3,000 and 5,000 words per year. It's therefore important to teach and support understanding of new vocabulary. This can make a big difference to how effectively they understand and use new or technical words. You can do this by linking new words to what they know already, ask them what they know about the word, help them fill in gaps of understanding, play around with how the word looks and sounds, match definitions to words and display key vocabulary with clear definitions.

### 3 To support understanding

Young people may need time to think before responding to questions and instructions. Give them time without answering for them or finishing their sentences. In a busy classroom, tell them they can have some time to think and come back to them. Try out the 10 second rule – give them 10 seconds to think once you have asked a question...see how many more young people respond and whether their answers are more accurate.



Young people in secondary school see lots of different teachers, so it's easy for those with difficulties to slip through the net. However, it's really important that their communication needs are identified, as they can have a knock-on effect on their learning. If you're worried about the speaking and listening skills of young people you work with, it's useful to be aware of the systems in school; you could discuss with their tutor or SENCO, or talk to parents about your concerns. For more information please visit [www.talkingpoint.org.uk](http://www.talkingpoint.org.uk)

# By age 13/14

Spoken language is important for all learning. However, in busy classrooms, it can be difficult to spot young people who may be struggling. Some young people may have good skills, but are reluctant to use them. Others don't have these skills. It's important to work out which it may be.

Below are guidelines on language development in young people with some quick and easy things to do to identify those who may be struggling.



## Understanding of spoken language and verbal reasoning

### Young people should be able to...

- Understand instructions that don't follow the same order as words in the sentence  
*E.g. "Before you get your equipment, decide who you're working with and what positions you're playing in"*
- Think about how they might persuade other people, including what they'll say if other views are different from their own  
*E.g. "I know you aren't into rugby, but there're a few of us going and after the match we're going for a pizza - it'll be a laugh"*
- Infer meaning, working out information that isn't given directly  
*E.g. "She grabbed her coat and bag and dashed out of the door" [she was in a hurry/late]*
- Understand less obvious 'sayings'  
*E.g. "Rome wasn't built in a day you know"*
- Understand and explain words and sayings with double meanings  
*E.g. "Lemons can leave a bitter taste", "It was a bitter experience", "The cold was bitter"*

### How to check it out

Try giving instructions which don't follow the word order of the sentence. Can they follow them or do they do them in the wrong order?

*E.g. "For this experiment, one person pours the liquid while the other adds in the crystals so, before you get the equipment shown on the worksheet, talk to your partner about who'll do which tasks in the experiment"*

Can they work out meanings that aren't explicitly stated? Try a few examples in class and ask them what they think you mean:

- "This is the end of a very long day, year 9"
- "This is the third time this week that you've left your homework at home"
- "The geography field trip will be on the wilds of the moors - and let me remind you, it's November"

Do they take things literally?

## Vocabulary

### Young people should be able to...

- Use words in more and different ways  
*E.g. "bright kid", "bright day", "bright idea"*
- Define more difficult words and give examples  
*E.g. "Justice is about fairness and honesty, where the right thing happens. The law is meant to make sure that justice happens"*
- Use spelling rules and patterns in words to get clues to meaning  
*E.g. "Un...reliable – un means not, so this person isn't very reliable"*
- Use more difficult words when prompted in formal speaking and writing tasks  
*E.g. Formal situation: "James is incredibly arrogant"  
With friends: "James is so full of himself – he's a pain"*
- Confidently explain the meaning of words in different subjects  
*E.g. In Maths: quadratic equation, factorise, inequality  
In Science: respiratory, digestion, metamorphosis*

### How to check it out

Choose words with more than one meaning  
*E.g. pen, bright, spring, board, arm, watch*

Can they show their different meanings appropriately in sentences?

Choose a word from your subject or a current topic. Ask young people to tell you what it means. Can they give clear, objective and accurate definitions?

Listen to them talking. Do they sometimes use completely made-up words?

*E.g. 'float top' – life jacket  
'fire stick' – Bunsen burner*



## Sentence structure and narrative

### Young people should be able to...

- Talk using sentences with an average length of 7-12 words though during conversation and discussion shorter phrases are usually used
- Join spoken and written sentences using more difficult words  
*E.g. even though, so that, furthermore, nevertheless*
- Produce well-planned, complex stories with different elements and plenty of detail
- Give detailed explanations of rules or break down steps in more complex sequences

### How to check it out

Ask them to explain something

*E.g.*

- *In Science - an experiment they've just carried out*
- *In Maths - the rules for quadratic equations*

Can they give clear and detailed verbal explanations - do they include good vocabulary, is it in the right order, does it make sense?

Ask them to join the sentences below using the words 'even though', 'so that' and 'nevertheless'

*On Saturday Elliott went to watch the rugby \_\_\_\_\_  
\_\_\_\_\_ he prefers football*

*On Saturday Elliott got a train to Leeds \_\_\_\_\_  
\_\_\_\_\_ he could watch the rugby*

*On Saturday Elliott missed his train, \_\_\_\_\_  
\_\_\_\_\_ he still managed to watch the rugby*

Does it take them a long time? Do they choose the right words? Are they aware if they haven't made sense?

## Social interaction

### Young people should be able to...

- Understand and use slang with peers. Keep up with rapidly changing 'street talk'  
*E.g. "That was sick"*
- Use sarcasm as a way to interact with peers and familiar adults  
*E.g. "Cool dance dad!"*
- Keep a topic of conversation going even though the person they're speaking to finds this skill harder
- Fully understand the difference between the style of talk and words used with friends and the style needed in the classroom
- Engage in humorous 'banter' with friends

### How to check it out

Can they give alternative meanings that young people have for specific words?

*E.g. sweet, tidy, chill*

Set up groups of 2 or 3 students. Aim to see whether the group can maintain the conversation

Give them a specific task or conversational topic  
*E.g. Talk about a TV programme, YouTube clip or somewhere they like to visit*

Can they keep the topic of conversation going?

Watch them with their peers. Do they opt out of conversations with lots of slang? Do they look confused?

## Top 3 suggestions to support the development of speaking and listening

These ideas are not time consuming and can quickly be included in lessons across the curriculum. They'll support all young people's spoken language and therefore their learning; they're particularly important for children who are struggling.

### 1 To get the most out of group work

Young people benefit from guidance on how to do it. They benefit from teachers showing them how to work and talk together in groups. In addition, giving young people specific roles for group work can support their learning, e.g. encourager, questioner, timekeeper, leader, observer. *E.g. The questioner can challenge with questions, "What are the main organs called?" or the encourager can support - "That's a great answer, can you give me more detail?"*

### 2 Create an 'asking friendly' classroom

This will encourage young people to ask for clarification. You can give them different ways to do this, ask them to explain what specifically they don't understand. *E.g. "I don't know what estuary means"*  
*"Is the estuary where the river meets the sea?"*  
Make deliberate mistakes - do they question you?

### 3 To encourage clear spoken language

Give a structure to present information verbally. A structure can be given in a similar way to a writing frame<sup>4</sup> to talk about a sequence of events, rules of a game, descriptions of people, objects or places etc. Give a clear structure for them to support their thinking and organisation of language, such as who, where, when, what, how, why.



Young people in secondary school see lots of different teachers, so it's easy for those with difficulties to slip through the net. However, it's really important that their communication difficulties are identified, as they can have such a knock-on effect on their learning. If you're worried about the speaking and listening skills of young people you work with, it's useful to be aware of the systems in school; you could discuss with their tutor or SENCO or talk to parents about your concerns. For more information please visit [www.talkingpoint.org.uk](http://www.talkingpoint.org.uk)

<sup>4</sup> [www.bbc.co.uk/skillswise/words/writing/planningyourwriting/worksheet9.shtml](http://www.bbc.co.uk/skillswise/words/writing/planningyourwriting/worksheet9.shtml)

# By age 18

Spoken language is important for all learning. However, in busy classrooms, it can be difficult to spot young people who may be struggling. Some young people may have good skills, but are reluctant to use them. Others don't have these skills. It's important to work out which it may be.

Below are guidelines on language development in young people with some quick and easy things to do to identify those who may be struggling.



## Understanding of spoken language and verbal reasoning

### Young people should be able to...

- Confidently follow complex directions
- Know when and why they don't understand and ask for help with what they're struggling with  
*E.g. "I understand you mix the ingredients together, just not sure what they mean by 'fold'"*
- Be more skilful in discussions and use a range of arguments to persuade others
- Pick out themes in discussions and understand when meaning is inferred and not obvious  
*E.g. "I thought he was quite arrogant as he always talks about all these things he can do, but I think he's just busy and trying to impress Laura, you can tell he really likes her"*

### How to check it out

Check out their understanding of words and phrases needed for learning – ask them to define what specific vocabulary means and the differences between similar words

*E.g. define, compile, create, evaluate*

Talk about a recent episode of a favourite TV programme

Can they show they've understood key themes?

Watch how they tackle long instructions. Do they only ever do part of them? Do they do the last things they've heard?

## Vocabulary

### Young people should be able to...

- Understand well the words that are used in questions in exams and the classroom. They'll know what these words are asking them to do  
*E.g. evaluate, compile, find themes*
- Use a good range of more difficult words and phrases to describe  
*E.g. exhausted, meandered, noxious, incessant*
- Understand more subtle differences between similar words  
*E.g. severe, considerable*

### How to check it out

Give a range of descriptive words. How many alternatives can they come up with? Look out for young people who get stuck or go on the wrong track

Suggest a character – put young people in groups, have a competition to see how detailed their descriptions can be of the same character using more difficult words and phrases – how would they describe his walk, his look, his attitude, etc

Look at the quality and range of the words they use. Do they focus on things they would see instead of also considering less tangible things like character?

## Sentence structure and narrative

### Young people should be able to...

- Talk using sentences with an average length of 9-13 words though during conversation and discussion shorter phrases are usually used
- Use difficult joining words to make complex sentences  
*E.g. provided that, similarly, conversely, moreover*
- Tell long and complex spoken stories ensuring the 'thread' of the story is understood throughout

### How to check it out

Ask groups of 3 young people to have a conversation about a class topic. One should be the observer and note how the discussion is going as well as writing down a couple of sentences being spoken. They can look at length of sentences when one person is giving an explanation (longer) compared to group discussions (shorter)

Can they report back to the class, ensuring the 'thread' of the discussion is understood and the main points are made?



## Social interaction

### Young people should be able to...

- Use their language imaginatively for social interaction  
*E.g. That's so many colours of wrong*
- Stay on one conversational topic for long periods and move sensibly from one topic to another
- Switch easily between informal and formal styles of talking  
*E.g. "Yeh, whatever you numpty...oh evening Mr Johnson, how are you?"*  
*To friend: "That's our neighbour, what's he doing here?"*
- Understand sarcasm just through the situation and without the need for a sarcastic tone of voice. Can use sarcasm in humour
- Take part in group social interactions, knowing appropriate times to join in

### How to check it out

Give a couple of examples of sarcasm within a sentence. Are they able to pick out the sarcasm and / or see the humour in it when you ask them?

Can they give examples where they've used sarcasm as a way of being funny?

How easy do they find it to talk in the group situation and to introduce new topics, maintain themes etc?



## Top 3 suggestions to support development of language and communication

These ideas are not time consuming and can quickly be included in lessons across the curriculum. They'll support all young people's spoken language and therefore their learning; they're particularly important for children who are struggling.

### 1 To support wider vocabulary

Young people and adults will continue to learn new words. This is really important for their learning and development as vocabulary has been shown to be key in how well young people do beyond school or college and into the workplace. Continue to teach new words and revise the meanings of those you have taught. Encourage young people to match definitions to new words, play around with descriptive words adding more to discussions in conversations, introduce new phrases and expressions, continue to teach new conjunctions, etc. Highlight your top 10 words for a topic and teach these explicitly.

### 2 To support improved language skills

Encourage students to reflect on their own use of language – how could they make their argument stronger, what other words and phrases could be used, how could they clarify their point?

### 3 To support group discussions

Give tasks for different students in groups and encourage reflection – make sure you've heard all views before summarising, think about your feedback - is it clear and concise? Ask them to think about their conversations socially too – think of a really good conversation and a not so good one – what was the difference, what made the good one work? What happened in the not so good one? Is there anything you might do differently next time?

Young people in secondary school or college see lots of different teachers, so it's easy for those with difficulties to slip through the net. However, it's really important that their communication needs are identified, as they can have a knock-on effect on their learning. If you're worried about the speaking and listening skills of young people you work with, it's useful to be aware of the systems in school or college; you could discuss with their tutor or SENCO, or talk to parents about your concerns.

For more information please visit [www.talkingpoint.org.uk](http://www.talkingpoint.org.uk)

# Useful things to do

Across all ages and subject areas

## Spoken language

1. Teach and define vocabulary and give opportunities for reinforcing core vocabulary and central concepts
2. Have visual displays of topics or current activities, including key vocabulary and definitions, with some graphics, diagrams or photographs to reinforce meaning
3. Use writing frames / narrative frameworks, e.g. who, where, when, what happened?
4. Give opportunities for group discussion, modelling strategies for collaborative discussions and giving guidance of how to work together
5. Encourage verbal summaries, explanations, persuasive arguments around topic work

## Listening and understanding

1. Teach the skills that make up active listening: look at the speaker, think about what they're saying, engage by responding and asking questions
2. Identify the structure of text (beginning, middle, end) and emphasise key words, phrases and sentences
3. Build in ways to check understanding / application of what's been taught – ask students to summarise. Do this regularly and not only at the end of the lesson
4. Limit the amount of teacher talk
5. Use the 10 second rule - allow extra thinking time so that the pupil can process what's been said

## Communication skills

1. Teach pupils how to recognise what they know and what they don't know and give strategies for seeking help or clarification
2. Give them good models for talk, interaction, group work – provide good and bad models. Can they say which works best and why?
3. Develop opportunities for use of language and communication within the classroom to support and develop understanding and learning
4. Use tutorials / buddying / peer mentoring to support social skills / friendships
5. Make explicit the component parts of language and communication; discuss with young people the importance of these skills for learning, friendships and work

# Other important information

Young people might have difficulties with language and communication for a range of reasons including:

- General learning difficulties that affect their language and communication
- Fewer opportunities for conversation and support during childhood and have delayed language development
- A specific difficulty with language, although other skills may be good

If there is a young person in your care you think may have a communication need you may wish to use the checklist in the publication *Don't Get Me Wrong* by The Communication Trust, to see if there is a cause for a concern. For more information about this booklet please go to [www.thecommunicationtrust.org.uk/publications](http://www.thecommunicationtrust.org.uk/publications)



## English as an additional language

Young people learning English as an additional language are at equal, though no greater risk, of speech, language and communication needs (SLCN) as children with English as a first language. If they're struggling in their home language as well, this may indicate SLCN.

For young people learning English as an additional language:

- It's important to recognise and value all languages
- Encourage parents of young people learning English as an additional language to use the first language at home
- It can take around 2 years to develop a second language adequate for communication and social interaction
- Even young people who have developed good social language will need considerably longer to develop the complex language needed for learning within school

Different languages have different sound and grammatical systems; the ages and stages used in this booklet refer to English as their native tongue. For more information on English as an additional language and indentifying SLCN go to [www.londonsigbilingualism.co.uk](http://www.londonsigbilingualism.co.uk)

## Young people with speech, language and communication needs

Around 10% of all children have long term, persistent speech, language and communication needs (SLCN) and many more have less severe needs. Children with SLCN may have difficulties with:

- **Speech sounds** – they may not be able to say the right sounds in words or they may miss out some sounds altogether, which means their speech is unclear
- **Fluency** – they might have a stammer. They may have a lot of hesitations in their speech and repeat sounds, words or sentences, and sometimes they may struggle to get words out altogether
- **Understanding of language** – they may struggle to understand words and sentences at the appropriate level for their age
- **Spoken language** – they may not use many words or can't put words together to make sentences, or may be very muddled and disorganised when trying to talk
- **Social use of language** – they might use lots of words and can put sentences together, but don't know how to use their language to have conversations or make and maintain friendships

Young people with SLCN can also have any combination of the above. For more information about SLCN please go to [www.talkingtrouble.info](http://www.talkingtrouble.info)

You may have young people in your school who have had their SLCN already identified. You may be working with a speech and language therapist or other specialist to support these young people. It's also likely that there may be other pupils whose needs have not yet been identified. You have an important role in spotting these young people and this booklet should help you.

## Frequently asked questions

**What should I do if I am concerned about a young person who has not been identified with speech, language and communication needs?** Talk to parents to gain further information and if appropriate refer to your local speech and language therapy department, as long as you have parents permission. Anyone can refer to a speech and language therapist, including the parents. You don't have to go through a GP or health visitor.

**How can I find out if I need to improve my knowledge and skills in children's communication and where can I find out about further training?** You could complete the Speech, Language and Communication Framework (SLCF). The SLCF outlines what people who work with children and young people need to know and be able to do in order to support children's communication. For more information about the SLCF go to [www.talkingpoint.org.uk/slcf](http://www.talkingpoint.org.uk/slcf)

# Find out more

## Talking Point

[www.talkingpoint.org.uk](http://www.talkingpoint.org.uk)

A resource all about children's speech, language and communication, designed for parents, people that work with children, and children and young people themselves. It contains information about supporting children's speech and language development, and helps you to identify if a child is having difficulties or falling behind. If they are struggling, then it tells you what to do.

If a referral to a speech and language therapist is required or your need further information, you or your setting can search a database to find a number of services by postcode. Please go to:

[www.talkingpoint.org.uk/talkinglinks](http://www.talkingpoint.org.uk/talkinglinks)

## The Communication Trust

[www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

Consisting of over 40 voluntary sector organisations that bring together their expertise to ensure that the speech, language and communication needs of all children and young people are met. This is done through signposting specialist training, support and guidance to people working with children. The Trust was founded by Afasic, BT, Council for Disabled Children and I CAN.

To find out more about the organisations involved in the Trust please go to:

[www.thecommunicationtrust.org.uk/partners](http://www.thecommunicationtrust.org.uk/partners)

If your organisation would like to become a member of The Communication Trust's consortium please go to [www.thecommunicationtrust.org.uk/consortium](http://www.thecommunicationtrust.org.uk/consortium) for more information or e-mail [enquiries@thecommunicationtrust.org.uk](mailto:enquiries@thecommunicationtrust.org.uk)

## Talk Gym

[www.bt.com/talkgym](http://www.bt.com/talkgym)

Talk Gym has been developed by BT, to help young people 14-19 to learn about how they communicate, why it matters and how they can get better. Go to [www.bt.com/talkgym](http://www.bt.com/talkgym) to find out more.

## Hello is the national year of communication

A campaign to increase understanding of how important it is to develop good communication skills.

*Hello* aims to make 2011 the year when communication for all children and young people becomes a priority in homes and schools across the UK. *Hello* provides information and guidance on typical communication development, how to spot if children are struggling and where to go for help and support.

Visit [www.hello.org.uk](http://www.hello.org.uk) to get further copies of this booklet, sign up for regular updates and find out how you can get involved.

The *Hello* campaign is run by The Communication Trust, a coalition of over 40 leading voluntary sector organisations, in partnership with Jean Gross, the Government's Communication Champion.

The campaign is backed by the Department for Education and sponsored by Pearson Assessment and BT.

Pearson Assessment, publishers of standardised assessments for a range of speech, language and communication needs, are proud to be sponsors of this booklet. [www.psychcorp.co.uk](http://www.psychcorp.co.uk)

## ***Hello* is the national year of communication... And Pearson Assessment are proud to be sponsors.**

Pearson Assessment, are the number one provider of assessments for Health and Education professionals, including tests for a range of speech, language and communication needs. We are proud to be sponsors of this year's *Hello* national year of communication campaign and of this booklet - 'Universally Speaking'.

*Hello* is a campaign that taps into our 90 year's history of researching and developing new assessments to a reliable high standard. We have published some of the world's most renowned assessments which can be used by teachers, SENCOs, psychologists and speech and language therapists who wish to assess and support children with speech, language and communication needs.

From our bestselling dyslexia range through to Self Image Profiles, our wide portfolio covers assessments for language, literacy, emotional and behavioural difficulties, access arrangements as well as general ability and cognition. Speech, language and communication needs can have an impact on all these areas of difficulty.

If you have any questions regarding any of our assessments, we would be happy to come and say 'Hello' and offer you a solutions package that can meet your needs. Simply contact us on **0845 630 8888** or visit [www.psychcorp.co.uk](http://www.psychcorp.co.uk) to find out more.



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