



aiming high with communication

Speech & Language Support for 11-16s

Elklan courses are externally quality assured and accredited
by an OfQual regulated national Awarding Organisation

A course for those working with young people aged 11-16 years. It provides information and strategies to develop the communication skills of all young people but especially those with speech, language and communication needs.

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SPEECH & LANGUAGE SUPPORT FOR 11-16s

This course is designed to run over 10 sessions, usually taught weekly but can be delivered over three separate days.

What does the course teach?

1. WHAT IS COMMUNICATION?

- Identify the processes involved in communication.
- Demonstrate the wide range of communication difficulties.

2. INTERACTION, LISTENING AND ATTENTION

- Reflect on the effects that styles of interaction have on communication.
- Discuss listening, attention control and effective support strategies.

3. MEMORY AND LEARNING

- Explore a model of memory
- Develop strategies to improve learning and memory retention.

4. MEMORY (CONTINUED) AND UNDERSTANDING SPOKEN LANGUAGE

- Use visual tools to support understanding, memory and learning.
- Reflect on the importance of non-verbal communication.
- Explore strategies to help students to understand spoken language.
- Consider issues pertinent to students learning an additional language.

5. UNDERSTANDING ABSTRACT LANGUAGE

- Discuss supporting verbal reasoning skills: inferencing, sequencing and predicting.
- Practise applying the Blank (Language of Learning) model.

6. PROMOTING VOCABULARY DEVELOPMENT

- Discuss how words are learnt and how to choose words to target.
- Develop a wide range of strategies to promote the learning of vocabulary.

7. EXPRESSIVE LANGUAGE SKILLS

- Discuss techniques to develop sentence structure and the link between oracy and literacy.
- Consider how to encourage students to identify their difficulties and ask for appropriate help.

8. PROMOTING EFFECTIVE COMMUNICATION AND SOCIAL SKILLS

- Identify skills required for successful social communication.
- Explore strategies to promote pragmatic skills and emotional literacy.
- Discuss the impact social communication difficulties have on learning in different curriculum areas.

9. THE LINK BETWEEN SPEECH, LANGUAGE, READING AND SPELLING.

- Reflect on the challenge of clear speech.
- Consider the impact that difficulties with articulation, past and/or present, have on vocabulary learning, language development, reading and spelling.
- Review phonological awareness.

10. LINKING IT ALL TOGETHER

- Learners plan and present evidence of applying knowledge gained across the course during everyday activities.

“ I have really enjoyed this course. It has been one of the most knowledgeable courses that I have ever been on. It has helped me in my everyday work. ”
- Tara G

“ I found the course excellent. It was very interesting from start to finish. The topics covered were very useful to me in the classroom. The pupils really benefited from all that I had learnt. ”
- Diana J

