



Words to Write With

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- 1) Who are we?
- 2) Links between language and literacy
- 3) Auditory skills
- 4) Vocabulary
- 5) Narrative therapy

Death by 1000 acronyms!

- LACAT + SLT = IS
- C&I
- SENSS



Language/literacy links

On entering school a child should be able to:

- Listen and attend
- Discriminate between similar sounding words
- Produce intelligible speech
- Have a store of words in their heads for which they have semantic, phonological and grammatical representations and motor programmes for producing them

The teacher's role is then to use this functioning speech processing system to develop the skills of reading and writing.

ie. to link the words the child knows and can say, to their written form to enable them to decode and spell.

There is a strong link between a child's speech skills and literacy development.

Without a functioning speech processing system, the foundations are not in place for the development of reading and spelling skills

WHY?

- The speech system is essential to the development of phonological awareness
- Phonological awareness is essential to the development of reading and spelling ability

- Many children with speech processing difficulties struggle to learn to read, and particularly, to spell.
- Many children who are struggling to learn to read and write have underlying speech processing difficulties



Auditory skills

- 1) Discrimination
- 2) Memory
- 3) Processing



Vocabulary/Word-finding

- Teach via phonological or semantic route
- Describe
- Sound structure
- Categories- hierarchy
- Word trees/webs/wheels
- Semantic links
- Venn's diagrams
- Generalise



Narrative Therapy/Intervention

- Getting words in order
- From oral to written narrative
- Who/where/when/what happened/outcome
- Stages of narrative
- Black Sheep