



@HiasInclusion

Tackling Educational Disadvantage

The Importance of Oral language and Vocabulary (Part 1)

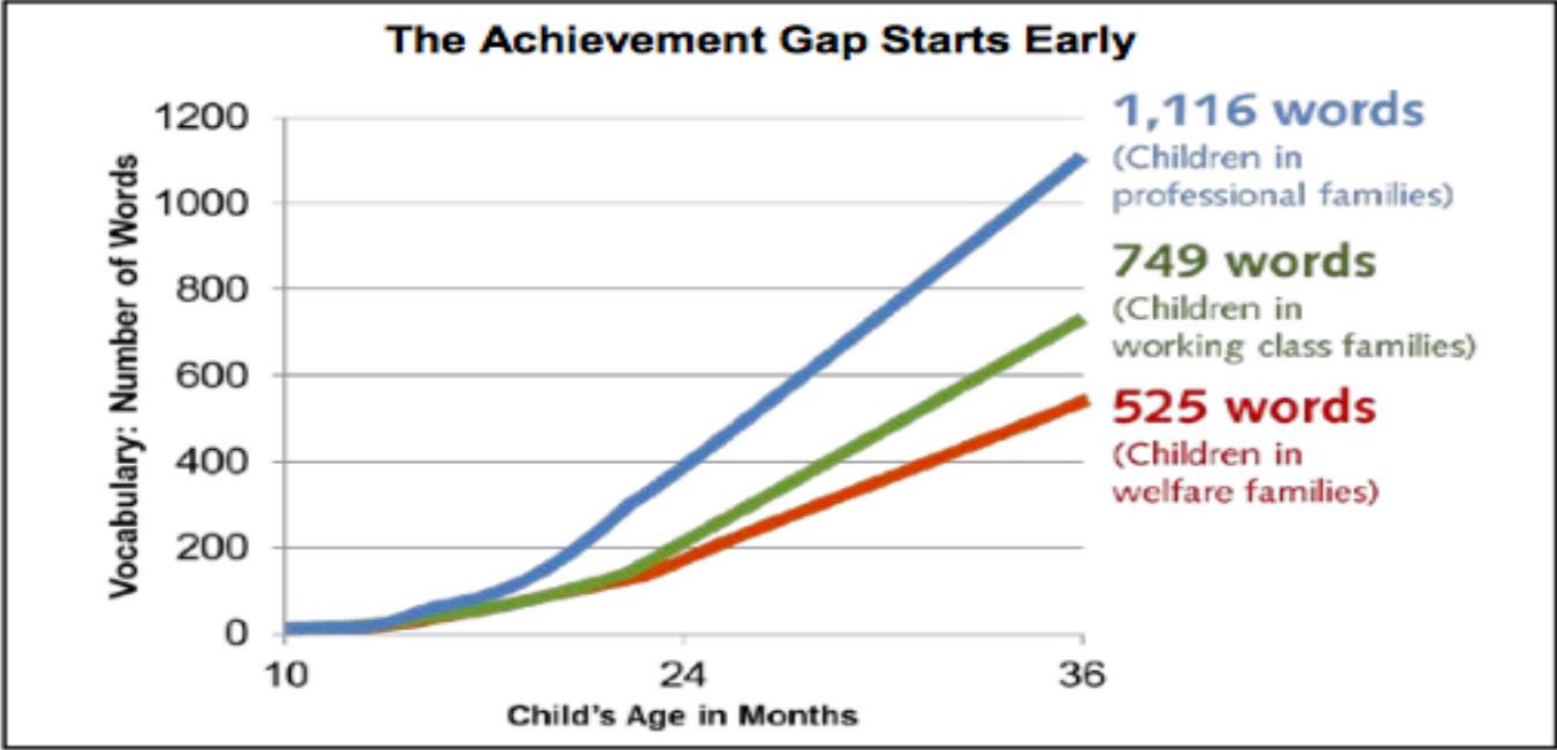
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The Vocabulary Gap



Hart & Risley, 1995




Unidentified SLCN

- *‘Many children and young people with social, emotional and mental health needs (SEMH) have unidentified speech, language and communication needs (SLCN).’*
- *‘Research shows children living in poverty in the UK suffer disproportionately from language delay.’*

Promoting social, emotional and mental health

 Giving Voice | Speech and Language Therapy transforms lives

 ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS

Promoting social, emotional and mental health

Many children and young people with social, emotional and mental health needs (SEMH) have unidentified speech, language and communication needs (SLCN). These needs include problems understanding language (making sense of what people say), using language (words and sentences), and knowing how to join a conversation in the right kind of way (social communication). Children and young people with SLCN can also have problems developing positive relationships and knowing how to act in a range of settings. Speech and language therapy plays a crucial role in identifying and supporting SLCN. It promotes better outcomes for those with social, emotional and mental health needs.

SEMH and speech, language and communication needs
SLCN are likely in children with social, emotional and mental health difficulties. Children with attention deficit hyperactivity disorder, conduct disorder and attachment difficulties may also have SLCN. Many looked-after children, whether in mainstream or other schools or in residential care, also have SLCN.


The size of the problem

- One in eight (12.8%) 5 to 19 year olds had at least one mental disorder when assessed in 2007.
- Children with a mental disorder are **five** times more likely to have problems with speech and language.*
- **81%** of children with emotional and behavioural disorders have significant unidentified language deficits.
- People with a primary communication impairment are at greater risk of a secondary mental health disorder, commonly anxiety or depression.*
- Children with persistent developmental language disorder from preschool to early primary school may be more likely to have social, emotional and behavioural difficulties (particularly behavioural difficulties).†
- Between **40% and 54%** of children with behaviour problems have language impairment.‡

A serious issue
Left unidentified and/or unmet, SLCN can have a range of negative consequences. They can affect:

- Social, emotional and mental health and wellbeing, identity, relationships, educational attainment, and the securing and retaining of employment.
- Behaviour. Many children with unidentified and/or unmet SLCN communicate through behaviour, which can lead to exclusion from school, offending behaviour and involvement in the criminal justice system. Sixty per cent of young people in the youth justice estate can have difficulties with speech, language or communication.†

Unidentified and/or unmet SLCN can also prevent children and young people from accessing and benefitting from treatments and programmes that are primarily verbally delivered, such as talking therapies.



[rcslt-social-emotional-mental-health-factsheet.pdf](#)

A Communication Gap

‘A speech and language problem in Key Stage 1 becomes a literacy problem in Key Stage 2, and a behaviour problem in Key Stage 3.....’

Jean Gross, Communication Champion, Bristol SLCN Newsletter (2011)

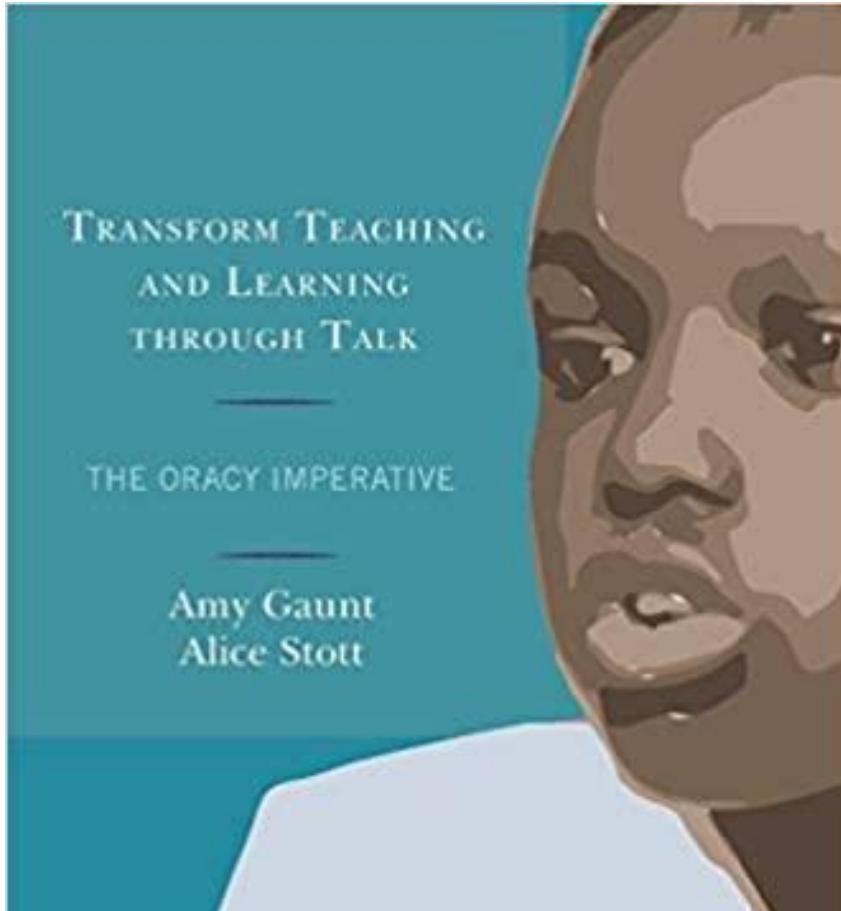


From the pupils...

‘Sometimes, when I say I don’t understand, my teacher tells me I should have listened, so I’ve stopped asking them.’



A Sense of Belonging



‘Placing value on students’ ideas and opinions not only contributes toward their sense of self-worth, but also builds a greater sense of community and belonging in school.’



The development of Oracy skills in school-aged learners



CambridgePapersInELT_Oracy_2018_ONLINE.pdf



Part of the Cambridge Papers in ELT series
November 2018

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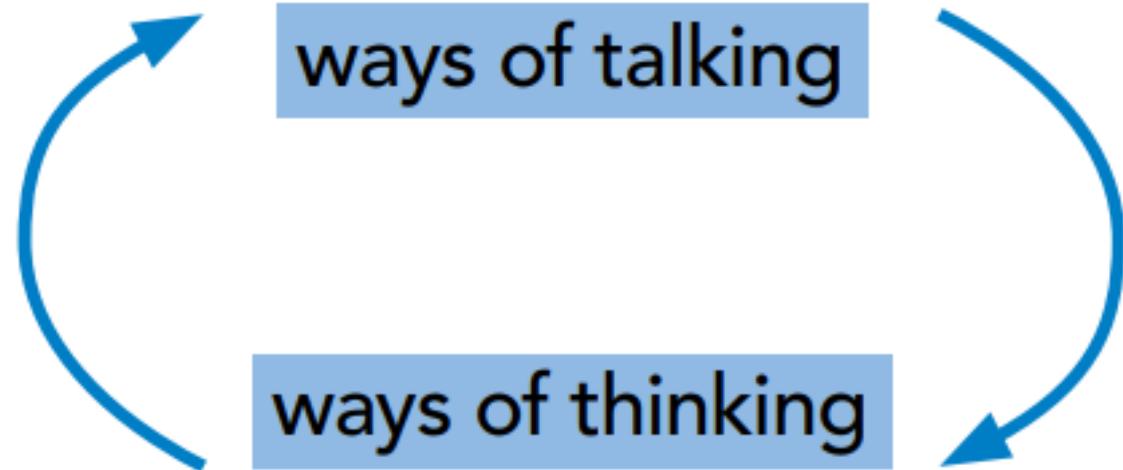


Figure 1. The Vygotskian relationship between language experience and cognitive development



Teaching and Learning Toolkit

An accessible summary of education evidence

Watch the Toolkit explainer

Read our guide to using the Toolkit

Implementation cost: £ [slider] £
Evidence strength: [slider]
Impact (months): + [slider] +

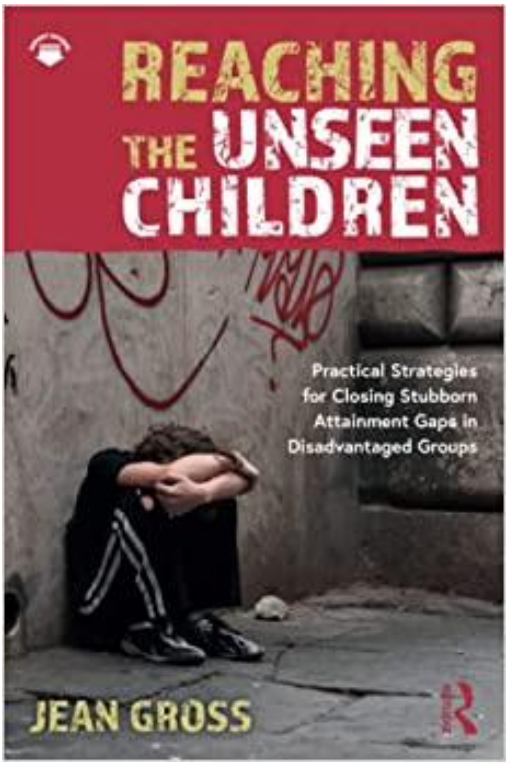
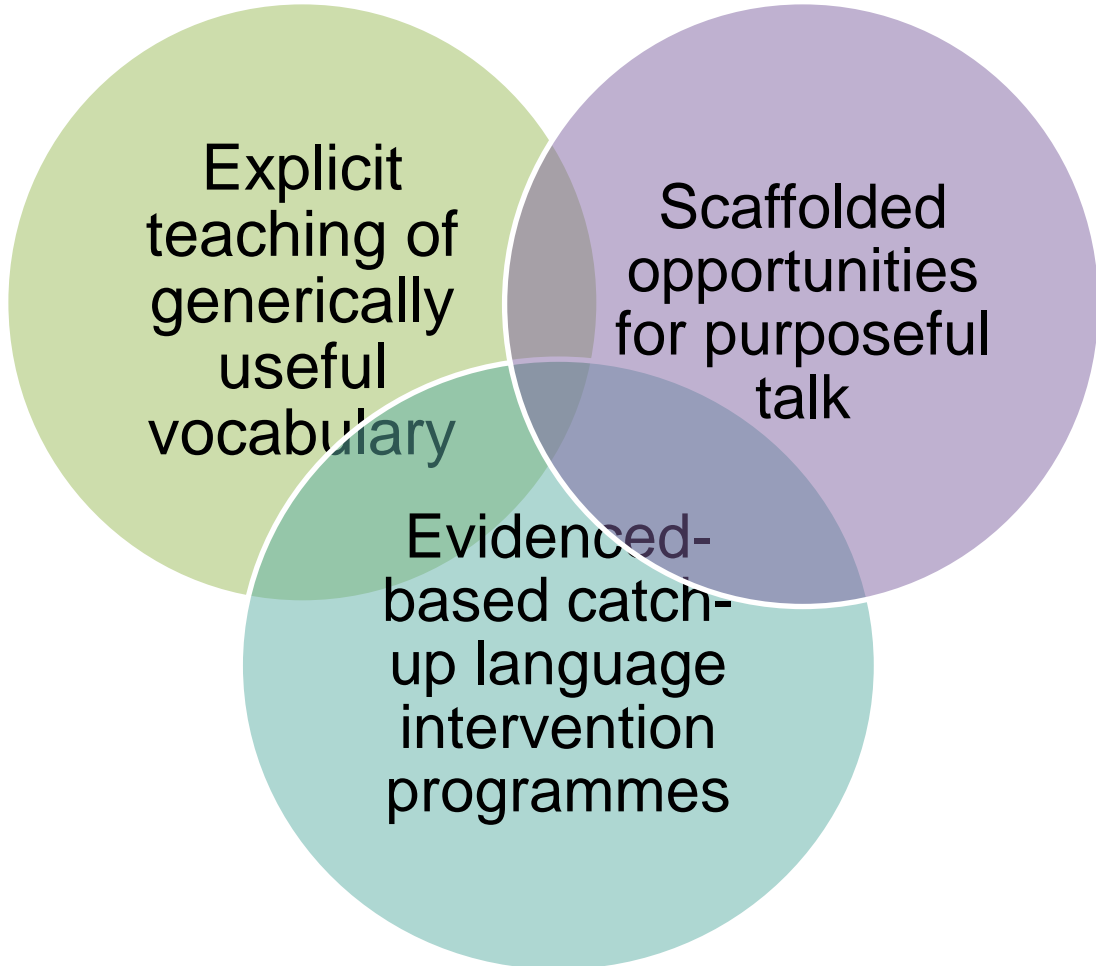
Search by keyword ▾

Toolkit Strands	Cost	Evidence	Impact
Metacognition and self-regulation <small>Very high impact for very low cost based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7
Reading comprehension strategies <small>Very high impact for very low cost based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
Oral language interventions <small>Very high impact for very low cost based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
Feedback <small>Very high impact for very low cost based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
Collaborative learning approaches <small>High impact for very low cost based on limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Mastery learning <small>High impact for very low cost based on limited evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Peer tutoring <small>High impact for very low cost based on extensive evidence.</small>	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5

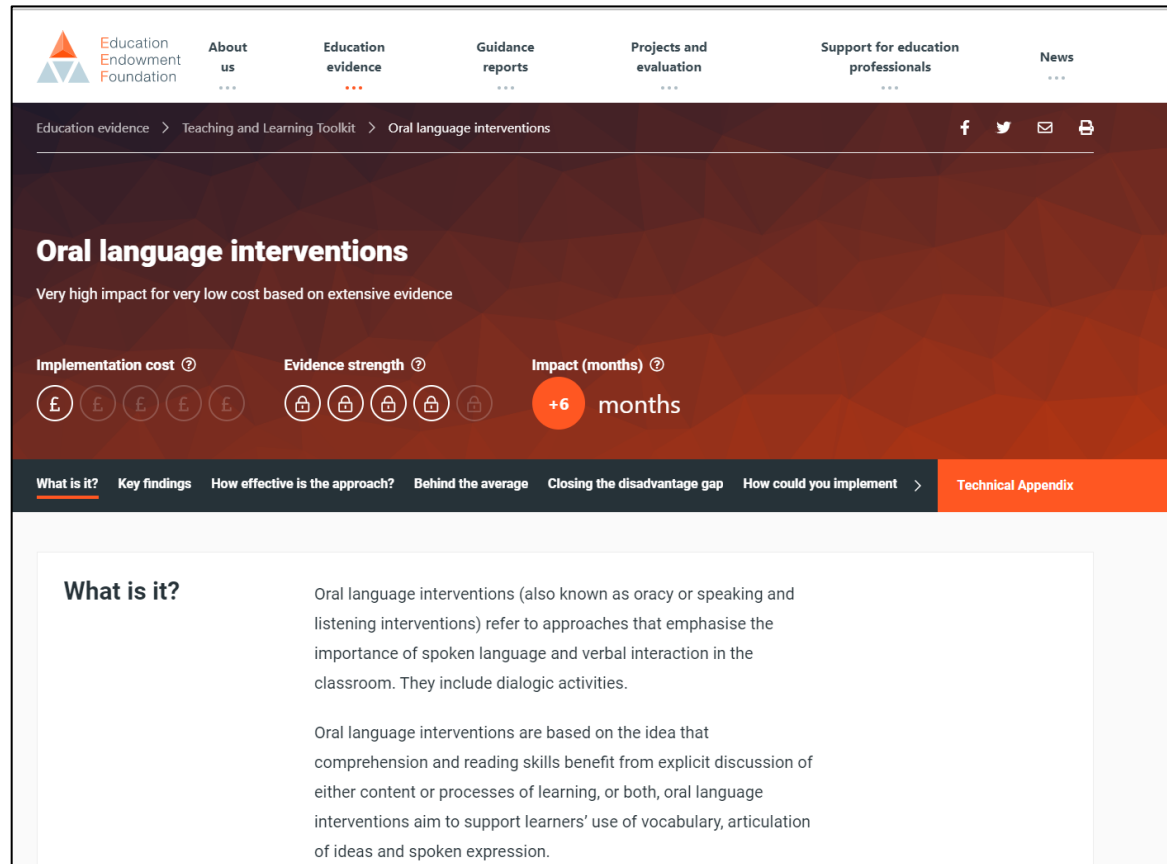
[Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)



Closing the Word Gap



Evidenced-
based catch-
up language
intervention
programmes



The screenshot shows the EEF website page for 'Oral language interventions'. The page features a navigation bar with links to 'Education Endowment Foundation', 'About us', 'Education evidence', 'Guidance reports', 'Projects and evaluation', 'Support for education professionals', and 'News'. Below the navigation bar, the page title 'Oral language interventions' is displayed, followed by the text 'Very high impact for very low cost based on extensive evidence'. The page includes three interactive metrics: 'Implementation cost' (represented by five pound symbols), 'Evidence strength' (represented by five padlock icons), and 'Impact (months)' (represented by a red circle with '+6 months'). A horizontal menu below these metrics includes 'What is it?', 'Key findings', 'How effective is the approach?', 'Behind the average', 'Closing the disadvantage gap', 'How could you implement', and 'Technical Appendix'. The 'What is it?' section is currently selected and contains two paragraphs of text.

Oral language interventions
Very high impact for very low cost based on extensive evidence

Implementation cost ② Evidence strength ② Impact (months) ②

£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6 months

[What is it?](#) [Key findings](#) [How effective is the approach?](#) [Behind the average](#) [Closing the disadvantage gap](#) [How could you implement](#) [Technical Appendix](#)

What is it?

Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.

Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.



What Works for Literacy Difficulties - The School Psychology Service

WHAT WORKS FOR LITERACY DIFFICULTIES?

6th edition



[Projects | EEF
\(educationendowment
foundation.org.uk\)](https://educationendowmentfoundation.org.uk)

Evidenced-
based catch-
up language
intervention
programmes

Efficacy Trial: Completed

**Nuffield Early
Language Intervention**

University College London and ICAN

Early Years

+4 Additional months progress
Under best possible conditions

Pilot Study: In Progress

**Nuffield Early
Language Intervention
(NELI) - Development
of an Online Training
Model**

University of Oxford

Early Years

Project in Progress
Participating settings: 60

Effectiveness Trial: Completed

**Nuffield Early
Language Intervention
(re-grant)**

University of Oxford

Early Years

+3 Additional months progress
Under everyday conditions

Scale-Up: In Progress

**Nuffield Early
Language Intervention
Scale Up (2020/21 and
2021/22 trials)**

University of Oxford, EEF and
Department for Education

Early Years

Project in Progress
Participating settings: 11000

Scale-Up: In Progress

**Nuffield Early
Language Intervention
Scale Up Impact
Evaluation**

OxEd & Assessment, Nuffield
Foundation and Department for
Education

Early Years

Project in Progress
Participating settings: 548

Please Get in Touch

I would love to hear your questions, feedback or ideas for content, so please do get in touch:

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