

Listen, Read, Think, Talk Parent Workshop

Parent Workshop Resource Pack

Bi-Borough SLT Levels of Support

The Bi-Borough School Aged Speech, Language and Communication Local Offer is provided through Central London Community Healthcare (CLCH) NHS Trust and the Bi-Borough Inclusion Service. The Whole System Approach works at a universal, targeted and specialist level, providing training and guidance to professionals and parents at all levels to identify and meet the needs of school aged children.

A child/young person may receive several packages from different levels at the same time, with specialist level interventions based on their need at a given moment in time.

Listen, Read, Think Talk Overview

Listen, Read, Think, Talk is a parent workshop designed to support your

child in their understanding of language, improve reading comprehension and communication.

Listen, Read, Think, Talk pack

This parent resource pack is designed to give you some further ideas to support your child's communication at home.

How will Listen, Read, Think, Talk pack help my child?

- To make inferences from pictures and paragraphs of text
- To identify unknown words and use strategies to find out what they mean

What further support is available to my child in school?

Your child may be included in a 'using visualisation to support language' group in school.

Speak to your child's SENCo or Class Teacher for further information about this.

Pack Overview

What's Included?

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Developing inferencing Skills

What will developing inferencing skills support?

- Reading comprehension
- Problem solving
- Understanding the perspective of others

How to develop inference skills?

Activity	How to	Resources
Looking at pictures	<ul style="list-style-type: none"> - Look at the picture and encourage your child/ young person to think about what they can find out from the picture <p>For example, What time of year is it? How do you know? How is the character feeling? How do you know?</p>	<ul style="list-style-type: none"> - Inferencing from pictures examples - Pictures/ a book with pictures of your own
Reading	<ul style="list-style-type: none"> - Read the paragraph - Look for clues in the text – circle key information - Think about what we already know about the topic - Encourage your child/ young person to think of a new idea! 	<ul style="list-style-type: none"> - Inferencing from a paragraph examples - A book of your own or from school - Making inferences visual

Top tips:

- Prompt your child/ young person to look at the characters facial expressions, clothing or body language.

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- See if your child/ young person can make up a story about what is going on in the picture and what might happen next.
- Prompt your child/ young person to think about what they already know about the topic.

Inferencing activity using a picture Example 1

How long do you think the people have been waiting?
How do you know?

Where do you think the man dressed in a suit might be going?
Why do you think that?



What time of year do you think it is?
How can you tell?

How do you think the people might be feeling?
Why do you think that?

Inferencing activity using a picture Example 2

How do you think the girl in the blue and white t-shirt is feeling?

How do you know?

Why do you think the girl is feeling xxx?



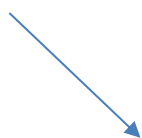
What could the other children do to make the girl feel happier?

Inferencing activity using a picture Example 3

How do you think the boy is feeling?

How do you know?

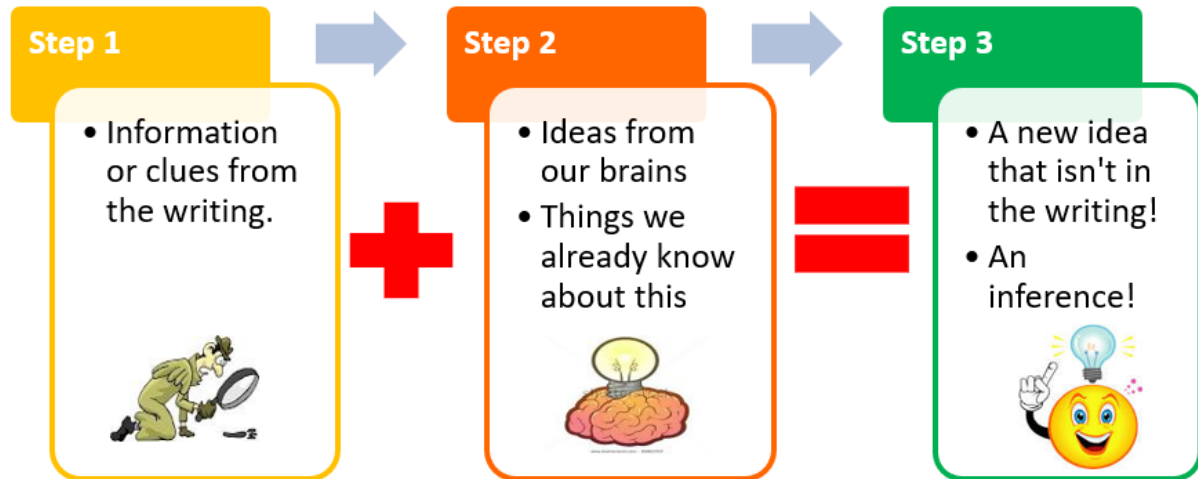
Why do you think the boy is feeling xxx?



What could the teacher do to make the boy feel happier?

Making inferences visual

What does inference mean?



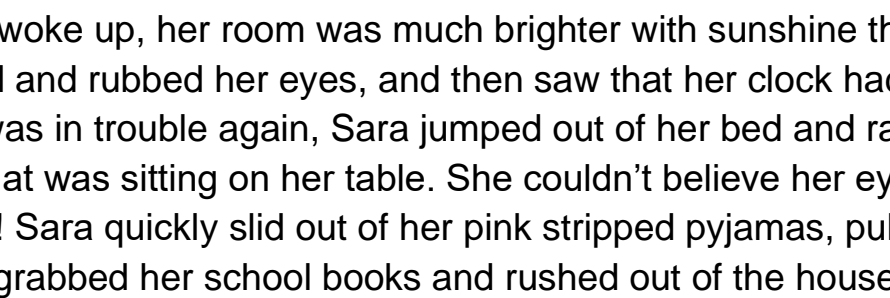
Inferencing activity using a paragraph – Example 1

What happened to make Sara's clock stop working?

Prompt – What do you already know about how clocks work?

How do you think Sara might be feeling?

Why do you think that?



When Sara woke up, her room was much brighter with sunshine than usual. She yawned and rubbed her eyes, and then saw that her clock had stopped. Afraid she was in trouble again, Sara jumped out of her bed and ran to look at her watch that was sitting on her table. She couldn't believe her eyes; it was nine o'clock! Sara quickly slid out of her pink striped pyjamas, pulled on a blue dress, grabbed her school books and rushed out of the house.

Where do you think Sara was rushing to?

Why do you think that?

Inferencing activity using a paragraph – Example 2

Why did Mohammed's ice lolly fall onto the ground?

Prompt – Think about what you already know about ice in hot weather.

How does Mohammed feel?

It was a hot summer's day. Dad gave Mohammed an ice lolly. Mohammed ate the ice lolly slowly. The ice lolly fell off the stick onto the ground.

What do you think will happen next?

Inferencing activity using a paragraph – Example 3

Why was there a puddle of water on the kitchen floor?

How does Ian feel?

It was a gloomy autumnal day. Ian lived in an old house. Ian could hear the rain pelting on the roof and the wind howling around the building. He walked into the kitchen and saw water dripping from the ceiling and a large puddle on the floor.

What do you think Ian will do next?



Word detective

What will Word detective support?

Word detective will help your child/ young person to identify unknown words and find out the meaning of the word.

Activity	How to	Resources
Reading	<ul style="list-style-type: none"> • Read a paragraph of text together and support your child/ young person to highlight any words which they do not know the meaning of. • Can you guess the word from the context of the sentence? • What type of word is it? • Do you know the meaning of any smaller words within the word or parts of the word at the beginning or end? • If unsure, look the word up in a children’s dictionary. E.g., https://schools.collinsdictionary.com/ 	<ul style="list-style-type: none"> - A book of your own or from school - Word detective bookmark

Top Tips

- Try not to tell the child/ young person the meaning of the word, give them time to think.
Support your child/ young person to work through the steps on the bookmark, asking them questions.
- Once the child/ young person has found the meaning of the word, talk about the meaning of the word within the context of the sentence/ paragraph which you are reading.

Word detective bookmark

Context



Part of speech

Noun  ball	Verb  jump
Adjective  cute	Adverb  slowly

Prefix

misunderstanding

Suffix

misunderstand**ing**

Predict



Ask or look it up

