



Speech Pathology and School Readiness



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SPEECH SERVICES SYDNEY & COAST

Speech Pathology and School Readiness

1. Receptive Language Skills

- Listening
- Understanding

2. Expressive Language Skills

- Use of language (including vocabulary and grammar)

3. Speech and Phonological Awareness

- Speech clarity
- Pre-literacy skills

Receptive Language Skills

FOLLOWING INSTRUCTIONS

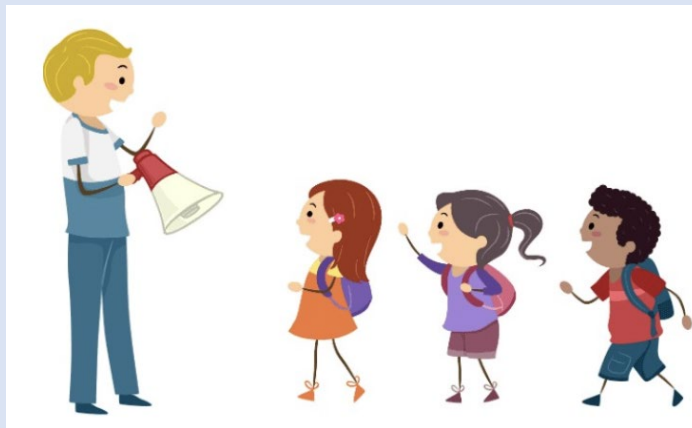
- Following 2 step instructions that are familiar/routine and unfamiliar
- Strategies to help simplify and structure instructions:
 - Repeating
 - Modelling
 - Using gestures



Receptive Language Skills

UNDERSTANDING CONCEPTS

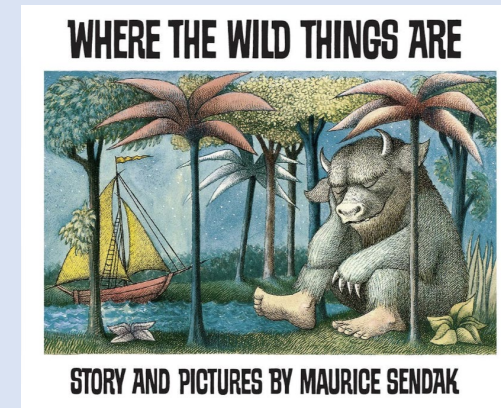
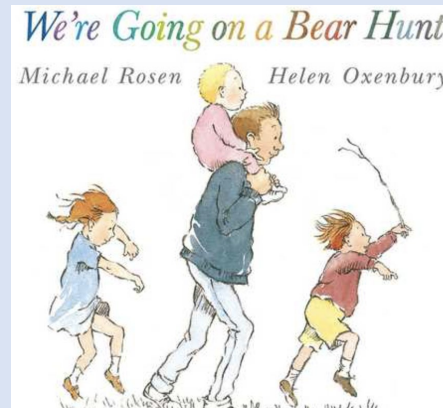
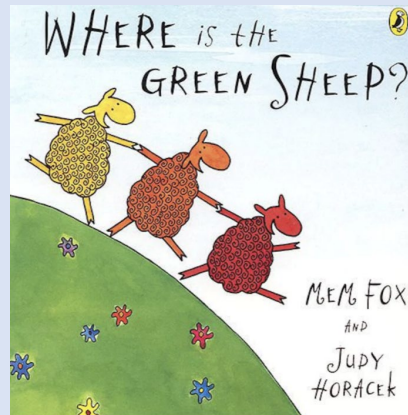
- Commonly used in instructions – will increase their complexity
- Spatial concepts: ‘in the middle, next to, on top of, under, behind, in front of’
- Concepts of time: ‘first, next, last, then, before, after, while’



Receptive Language Skills

COMPREHENSION

- Listen with interest to stories read aloud
- Can understand what is happening in a picture
- Retell parts or all of a story with support
- Make basic predictions whilst listening to a story



Receptive Language Skills

UNDERSTANDING QUESTIONS

- Differentiating 'wh-' concepts: 'who, what, where, when, why'
 - Still developing 'when'
- Answering concrete vs. abstract questions
 - **Concrete:** 'Where is the ball? Who is that?'
 - **Abstract:** 'How was your day; What did you do today?'

Expressive Language Skills

VOCABULARY

- Variety of grammatical forms of vocabulary:
 - **Nouns**: Objects and items - labels common objects by use and function
 - **Verbs**: Talks about a variety of actions
 - **Adjectives**: Starts to talk about descriptive features, e.g. size, colour, shape
 - **Pronouns**: Starts to refer to self, others and subjects in sentences as 'I, you, he, she, they'
 - **Conjunctions** commencing: Joins sentences, e.g. 'and, but, because'



Expressive Language Skills

SYNTAX

- Sentences are structured meaningfully, with words placed in the right order.
- Sentences are complete, e.g. “Jess is kicking the ball”
- Requesting items, actions and assistance using full sentences
- Sentence in conversation should average 5-7 words



Phonemic Awareness Skills

- By Kindergarten:
 - Identifying and naming letters
 - Recognising that letters have different sounds
- You can:
 1. Reading stories with increased focus on sounds, rhymes and alliteration
 2. Draw child's attention to print in books and signage
 3. Pointing to words and pictures in stories as you read



Speech Sounds

- Common speech errors by the age of 5:
 1. /r/ as /w/, e.g. rabbit → wabbit (eliminated age 6)
 2. /th/ as /f/, e.g. thumb → fumb (eliminated age 8)
 3. Lisp: /s/ as /th/, e.g. sun → thun (articulation)