

References

References from ICAN and The Communication Trust:

I CAN. *Chatting with Children*. Retrieved from www.icancharity.org.uk/resources

I CAN. Early years posters [pdf]. Retrieved from www.icancharity.org.uk/resources

I CAN. *Learning to Talk, Talking to Learn*. Retrieved from www.icancharity.org.uk/resources

I CAN. *What's Typical Talk at Primary?* [pdf]. Retrieved from www.icancharity.org.uk/resources

I CAN. *What's Typical Talk at Secondary?* [pdf]. Retrieved from www.icancharity.org.uk/resources

I CAN. (2013). *A Chance to Talk – a new model for primary schools to support children's speech, language and communication*. www.talkingpoint.org.uk/resources/chance-talk

The Communication Trust. *Communication Commitment*. Retrieved from www.thecommunicationtrust.org.uk/projects/communication-commitment

The Communication Trust. CPD online short course. Retrieved from www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course

The Communication Trust. *No Pens Day Wednesday*. Retrieved from www.thecommunicationtrust.org.uk/projects/no-pens-day-wednesday

The Communication Trust. *The Speech Language and Communication Framework*. Retrieved from www.slcframework.org.uk

The Communication Trust. *What Works*. Retrieved from www.thecommunicationtrust.org.uk/whatworks

The Communication Trust. (2011). *Don't*

Get Me Wrong [pdf]. Retrieved from www.thecommunicationtrust.org.uk/dontgetmewrong

The Communication Trust. (2011). *Let's Talk About It* [pdf]. Retrieved from www.thecommunicationtrust.org.uk/letstalkaboutit

The Communication Trust. (2011). *Misunderstood* [pdf]. Retrieved from www.thecommunicationtrust.org.uk/misunderstood

The Communication Trust. (2012). *Communicating Phonics* [pdf]. Retrieved from www.thecommunicationtrust.org.uk/communicatingphonics

The Communication Trust. (2012). *Top Tips for Developing Talk* [pdf]. Retrieved from www.thecommunicationtrust.org.uk/toptipsleaflet

The Communication Trust. (2012). *Classroom Observation Tool* [pdf]. Retrieved from www.thecommunicationtrust.org.uk/resources/resources-for-practitioners/communication-supporting-classroom-observation-tool/

The Communication Trust. (2014/2015). *Progression Tools*. Retrieved from www.thecommunicationtrust.org.uk/progressiontools

The Communication Trust. (2015). *Communicating the Code* [pdf]. Retrieved from www.thecommunicationtrust.org.uk/communicatingthecode

The Communication Trust. (2015). *Universally Speaking* [pdf]. Retrieved from www.thecommunicationtrust.org.uk/universallyspeaking

The Communication Trust. (2016). *Communicating the Curriculum* [pdf]. Retrieved from www.thecommunicationtrust.org.uk/communicatingthecurriculum

The Communication Trust. (2016). *Involving Children and Young People with SLCN - A toolkit for education settings* [pdf]. Retrieved from www.thecommunicationtrust.org.uk/involve

The Communication Trust. (2018). *Involving Children and Young People with SLCN - A Brief Guide* [pdf]. Retrieved from www.thecommunicationtrust.org.uk/involve

References from the Research and Policy Literature:

Afasic: Indicators Checklists Retrieved 15 March, 2016, from www.afasic.org.uk/professionals/resources-for-professionals/#8

Bee, H., & Boyd, D. (2004). *The Developing Child*. London: Pearson

Buckley, B. (2003). *Children's Communication Skills; from birth to five years*. Oxon: Routledge

Department for Education/Department of Health. (2014). *Special Educational Needs & Disability code of practice: 0-25*. London: DfES/DOH

Department for Education. (2014). *Children with special educational needs: an analysis*. London: DfE. Retrieved from www.gov.uk/government/statistics/children-with-special-educational-needs-ananalysis-2014

Department for Education. (2015). *Early years foundation stage profile results: 2014 to 2015*. London: DfE. Retrieved from www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2014-to-2015

Dockrell, J., Ricketts, J., & Lindsay, G. (2012). *Understanding speech, language and communication needs: Profiles of need and provision*. London: DfE

Education Queensland. (2008). *Enhancing literacy outcomes: benefits and issues of including SLPs in the literacy team*. Brisbane: Literacy outcomes and the role of the speech-language pathologist (LORS) project

EASNIE [European Agency for Special Needs and Inclusive Education] (2012a). *Profile of Inclusive Teachers*. Brussels: European Agency for Special

Needs and Inclusive Education.

Goswami, U., & Bryant, P. (2007). *Children's Cognitive Development and Learning* (Cambridge Primary Review Research Survey 2/1a). Cambridge: University of Cambridge Faculty of Education.

Law, J., Lindsay, G., Peacey, N., Gascoigne, M., Soloff, N., Radford, J., Band, S., & Fitzgerald, L. (2000). *Provision for Children with Speech and Language Needs in England and Wales: Facilitating Communication between Education and Health Services*. London: DfES

Law, J., McBean, K., & Rush, R. (2011). *Communication skills in a population of primary school-aged children raised in an area of pronounced social disadvantage*. *International Journal of Language and Communication Disorders*, Vol. 46:6.

Law, J., Parkinson, A., & Tamhne, R. (2000). *Communication Difficulties in Childhood: A Practical Guide*. Oxon: Radcliffe Medical Press

Law, J., Todd, L., Clark, J., Mroz, M., & Carr, J. (2013). *Early Language Delays in the UK*. London: Save The Children.

Lindsay, G., Desforges, M., Dockrell, J., Law, J., Peacey, N., & Beecham, J. (2008) *Effective and Efficient Use of Resources in Services for Children and Young People with Speech, Language and Communication Needs*. DCSF Research Report RW053. Nottingham: DCSF. Retrieved from www.dcsf.gov.uk/research/data/uploadfiles/DCSFRW053.pdf

Locke, A., Ginsborg, J. & Peers, I. (2002). *Development and Disadvantage: implications for early years*. IJLCD

Martin, D., & Miller, C. (2003). *Speech and Language Difficulties in the Classroom* (2nd Ed). Oxon: David Fulton Publishers

NASEN [National Association of Special Educational Needs] (2015) *SEN Support and the Graduated Approach: Inclusive Practice*. Retrieved 11th December 2017 from www.nasen.org.uk/resources/resources.sen-support-and-the-graduated-approach-inclusive-practice.html

Nippold, M. (2007). *Later Language Development - School-Age Children, Adolescents and Young Adults* (3rd Ed). Austin, TX: Pro-Ed

Oakhill, J., Cain, K., & Bryant, P.E. (2003). *The dissociation of word reading and text comprehension: Evidence from component skills.* *Language and Cognitive Processes*, 18, 443-468

cited in Rose, J. (2006). Independent review of the teaching of early reading. London: DfES

Ofsted. (2012). *Moving English forward: action to raise standards in English.* Manchester:

Ofsted. Retrieved 15 March, 2016, from www.gov.uk/government/uploads/system/uploads/attachment_data/file/181204/110118.pdf

Ofsted. (2013). *Improving literacy in secondary schools: a shared responsibility.* Manchester:

Ofsted. Retrieved from www.gov.uk/government/publications/improving-literacy-in-secondary-schools-a-shared-responsibility

Ripley, K., & Barrett, J. (2008). *Supporting Speech, Language & Communication Needs: Working with Students aged 11 to 19.* London: Sage

Rose, J. (2006). *Independent review of the teaching of early reading.* London: DfES

Sage, R. (2005). *Communicating with students who have learning and behaviour difficulties: A continuing professional development programme.* *Emotional and Behavioural Difficulties*, Vol 10, No 4

Sage | Hayden, S., & Jordan, E. (2007). *A Practical Guide for Supporting Pupils with Language and Communication Difficulties across the Curriculum.* Oxon: Routledge

Save the Children, (2014). *How Reading Can Help Children Escape Poverty.* London: Save The Children.

Snow, C. (2011). *The Potential of Discussion to Improve Reading Comprehension.* Lecture IDA, New York

Snowling, M., Hulme, C., Bailey, A., Stothrad, S., & Lindsay, G. (2011). Better communication research programme: Language and Literacy Attainment of Pupils during Early Years and through KS2: Does teacher assessment at five provide a valid measure of children's current and future educational attainments, DfE RR172a

Snowling, M., & Hulme, C. (2012). *Interventions for children's language and literacy difficulties,* *International Journal of Language and Communication Disorders*, 47(1), 27-34

Speake, J. (2003). *How to identify and support children with speech and language difficulties.* LDA | Department for Education.

Spencer, S., Clegg, J., & Stackhouse, J. (2012). *Language and disadvantage: a comparison of the language abilities of adolescents from two different socioeconomic areas.* *IJLCD*, Vol 47:3

Stockwell P. (2011). *An introduction to the Nature and Functions of Language* (2nd Ed). London: Continuum International Publishing Group
Teachers' Standards, DfE, 2011.

Tomblin, J.B., Records, N.L., Buckwalter, P., Zhang, X., Smith, E., & O'Brien, M. (1997). *Prevalence of Specific Language Impairment in Kindergarten Children.* *Journal of Speech, Language and Hearing Research*, 40 (6), 1245-1260.

Williamson, G. (2001). *Human communication: A linguistic introduction.* Bicester: Speechmark.