

Organising Language: Some Useful Strategies

These strategies are useful for children who have difficulties in organising their thoughts and ideas.

- Use sentence starters as scaffolding to assist in organising thoughts.
E.g. 'I think it weighs more because. . .'
'First, the man. . .'
'They are the same because they both. . .'
- Use worksheets which have boxes in which to draw or write ideas to go towards a recount or a story. E.g.

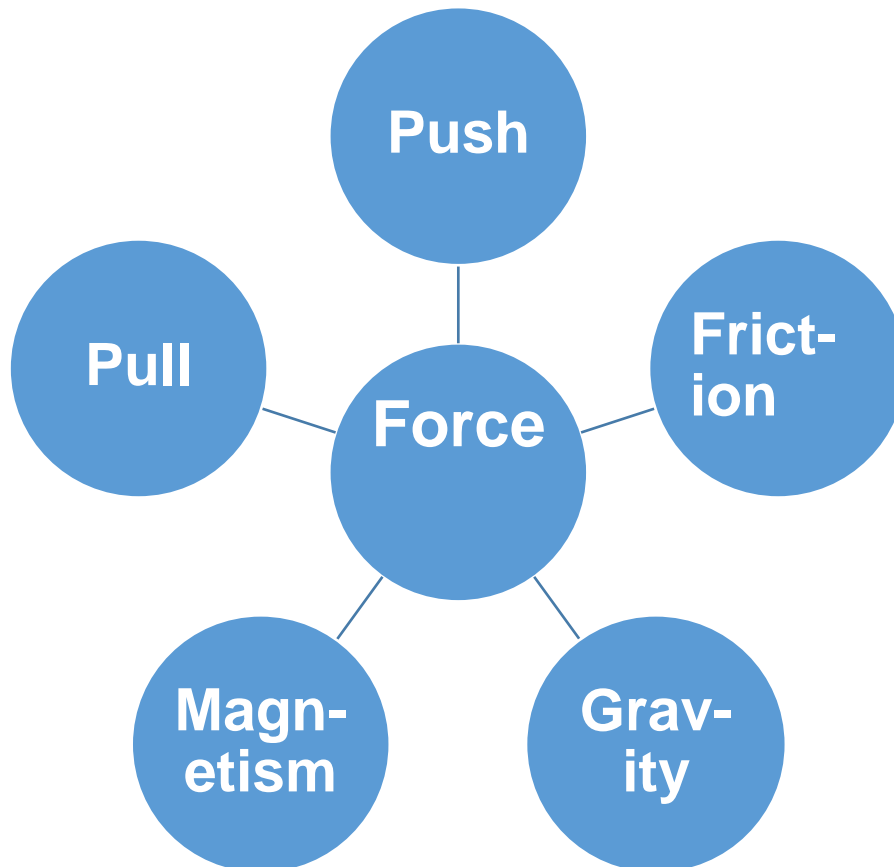
Who is involved?	Where did it happen?
When?	What happened?
What happened next?	Something interesting/funny.
Personal comment.	What happened in the end?

These boxes can be organised in different ways to reflect individual needs or requirements of the work.

- Use colour coded question cards to support narrative skills. Even if the task is to talk about what you did yesterday, you have to include information on 'who' (orange), 'what happened' (yellow), 'where' (red), 'when' (green), etc.

- Construct mind maps to develop understanding of vocabulary/concepts, e.g. add colour coding; add branches to explore word definitions and 'core' meanings.

Forces



- Try to use the same language when faced with a regular or repetitive task. You could also add gestures to indicate past and future events and so on.
- Always allow plenty of time for the student to process and understand what has been said, and to formulate their own answer.

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