

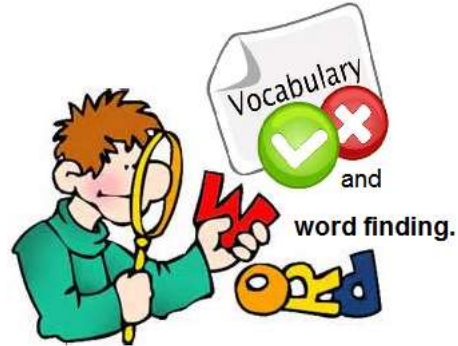


# The Next Surrey SLI CEN

Tuesday 9<sup>th</sup> May 2017  
(13:00-16:30)



## “WHAT’S IT ALL ABOUT?”



### 13:00-13:30

Arrival and Informal Catch up.

### 13:30-14:30

**Jessie Ricketts: How can we harness children’s reading skills to promote vocabulary learning?**

**Background:**

Learning new vocabulary is a lifelong endeavour and vocabulary knowledge is critical for educational attainment. Once children have acquired foundational reading skills, reading provides them with opportunities to learn new words.

**Presentation:**

Jessie will present evidence showing that the extent to which children learn new words while they are reading is determined by their reading and language abilities (Ricketts et al., 2008; 2011). She will also discuss a second strand of research showing that children with special educational needs (SEN; language impairment, ASD) and without SEN are more likely to learn new words when they are taught with orthography (the written form) available (Ricketts et al., 2009; 2015). In discussions, we all will consider the implications of this research for the teaching and learning of children with oral language needs.

### 15:00-16:00

**Lisa Campbell: Semantic therapy for post-16 year olds with Word Finding Difficulties (WFD).**

**Background:**

There is very little published evidence regarding the effectiveness of speech and language therapy for students with language impairment within a Key Stage 5 Provision (students aged 16-19). Word Finding Difficulties (WFDs) are a common feature of language impairment and can impact significantly upon students ability to express themselves.

**Presentation:**

Lisa will present findings into the effectiveness of semantic therapy (Ebbles et al, 2012) for post-16 college-aged students with WFDs and language impairment using a single assessment baseline design. There will be time for discussion at the end of the presentation.

### 16:00-16:30

Final questions or discussion point summary then close of meeting.



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