COULD IT BE LANGUAGE?

Children with Developmental Language Disorder (DLD) have significant, on-going difficulties understanding and/or using language which can affect their behaviour and progress at school.

What are the signs of DLD?

Children with DLD may struggle with...

- ☐ **PROCESSING LANGUAGE**
  listening to, understanding, remembering what others say
- ☐ **FOLLOWING INSTRUCTIONS**
  understanding long or complex sentences
- ☐ **VOCABULARY**
  understanding and using words accurately
- ☐ **GRAMMAR**
  understanding and using grammar (spoken and written), getting words in the correct order with the correct tenses
- ☐ **EXPRESSING IDEAS**
  saying how they feel, telling a story, explaining their ideas
- ☐ **ASKING AND ANSWERING QUESTIONS**
  talking in class discussions
- ☐ **MATHS**
  understanding word problems and topics with a heavy language load
- ☐ **READING**
  understanding what is happening in a story/narrative/factual text
- ☐ **LITERACY**
  understanding and using sounds for spelling and reading (phonological awareness)
- ☐ **SOCIAL INTERACTION**
  using language in social situations/making and maintaining friendships

Find out more about DLD and training for teachers at:
moorhouseinstitute.com/dld

Moor House Research & Training Institute, Mill Lane, Hurst Green, Oxted, RH8 9AQ

COULD IT BE LANGUAGE?

Developmental Language Disorder (DLD) is a hidden but common condition when a child has difficulty using and/or understanding language and is a sub category of SLCN (Speech, Language and Communication Needs).

Key strategies to support language disorders in the classroom

TIME
to process information and instructions

VISUAL SUPPORT
visual templates, language rich displays and clear/simple signage

SIGN IT
gesture, facial expressions and body language

DO IT
multi-sensory teaching approach

MODIFY YOUR LANGUAGE
rate of speech, one instruction at a time, keep it short

CHUNK INFORMATION
pause, repeat, be explicit, use literal language

WORDS
explicitly teach key vocabulary

SMALL STEPS
break down tasks

REPEAT IT
recap previous learning, do activities more than once

MODEL IT
whether spoken or written, model the language

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