


Table 10.4: Classification of activities by level of risk (anxiety load)

Risk	Single-word activities	Sentence-level activities
<p>Low</p>	<p><i>rote speech:</i> counting; days of the week; months of the year; letters of the alphabet (spoken on a turn-taking basis, each person says one item at a time, initially, and then two or more items at a time).</p> <p><i>Factual speech:</i> answer questions with 'yes' or 'no' (eg 'Can babies fly?'); answer 'X or Y?' questions (eg 'Is grass green or purple?').</p>	<p><i>Rote speech:</i> counting; days of the week; months of the year; letters of the alphabet (recited initially on a turn-taking basis, each person saying several items at a time, in sequence. Later, the child recites the sequence alone.). Sing or talk in unison; say repetitive 'catch lines' in stories or rhymes. Rehearsed speech (eg lines in a play).</p> <p><i>Factual speech:</i> simple sentence completion or word pairs (eg 'fish and chips').</p> <p><i>Reading aloud:</i> familiar material (for confident readers); take part in reading a play.</p> <p><i>Structured turn-taking:</i> play games such as 'Battleships' or 'Guess Who?'.</p>
<p>Medium low</p>	<p><i>Factual speech:</i> name simple pictures (eg play 'Pairs'); complete stock phrases or sentences with a single word (eg 'You sit on a ____?'; 'hot and ____?'; 'table and ____?').</p> <p><i>Reading aloud:</i> simple single words; answer questions by finding answers in the text (confident readers); play 'Word Dominoes'.</p>	<p><i>Factual speech:</i> provide a definition or describe a picture so that others can identify the word; answer questions which require a simple phrase or sentence.</p> <p><i>Semi-structured turn-taking:</i> play simple request games (eg 'Fish', 'Happy Families').</p> <p><i>Reading aloud:</i> pair up cards to make a sentence, rhyme or question/answer; read a sentence and supply the missing word; read out and solve crossword puzzle clues.</p> <p><i>Personal information:</i> provide details such as full name, age, date of birth, address, telephone number, school, name of teacher.</p>
<p>Medium high</p>	<p><i>Factual speech:</i> answer easy questions without a picture reference (eg 'How old are you?'); give an item from a category (eg colours, food, animals).</p> <p><i>Reading aloud:</i> identify the missing word in a sentence; order words to make a sentence (for confident readers).</p> <p><i>Likes and dislikes:</i> give favourite item from a category (eg colour, drink, car, recording artist); repeat with least favourite or 'worst ever' item.</p>	<p><i>Semi-structured turn-taking:</i> play games requiring questions and reasoning (eg 'Hedbanz', 'Twenty Questions'); give directions to complete an activity; follow directions and seek clarification when unclear what to do.</p> <p><i>Social routines:</i> say 'Thank you', 'Yes, it is', 'No, I haven't', 'I'm not sure', 'I don't know', etc, rather than nod, shake head, shrug or say a simple 'Yes' or 'No'.</p> <p><i>Connected speech:</i> give detailed instructions on 'How to ...' (eg make a sandwich, catch a fish, fly a kite, get ready for bed, add sound to a PowerPoint presentation).</p> <p><i>Unplanned speech:</i> answer unexpected questions.</p>
<p>High</p>	<p><i>Thinking skills:</i> eg play 'Word Strings', riddles.</p> <p><i>Guessing games:</i> eg 'I-Spy', 'Hangman'.</p> <p><i>Reading aloud:</i> difficult words (for underconfident readers); sound out and blend words.</p> <p><i>Initiation:</i> call out, eg 'Snap!', 'Bingo!', 'Stop!'</p> <p><i>Social routines:</i> say 'bye', 'hi' or 'hello', 'please'.</p>	<p><i>Conversation:</i> initiate contact or requests; ask for help; correct mistakes; negotiate.</p> <p><i>Verbal reasoning:</i> inference and deduction; alternative solutions; explanations.</p> <p><i>Personal contributions:</i> tell jokes; share opinions, fears, frustrations, wishes.</p> <p><i>Unstructured turn-taking:</i> play games such as 'Don't Say It!', 'Give Us a Clue', 'Sussed!'.</p> <p><i>Connected speech:</i> talk for 30 seconds about a favourite film, television programme or hobby, or on a topic such as 'My Family'.</p>
<p>Notes</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • When devising a programme to elicit and develop speech, start in the top left-hand box and progress <i>across</i> and <i>down</i>, never diagonally. • Select one or more activities from each box according to age, ability and interests – there is no need to complete them all. • Including an extra person, background audience or time pressure will add to the anxiety load. • Leave high-risk activities until last and return to easier activities when introducing another person or change of location. <p>See Appendix A (online) for details about individual, group and whole-class activities.</p>		