USING BLACK SHEEP PRESS RESOURCES - A BRIEF GUIDE

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www.blacksheeppress.co.uk
A guide to all Black Sheep Press resources

Black Sheep Press produces and publishes a wide range of resources which aim to help address communication difficulties in children and young people.

At Black Sheep Press, we would always recommend that our resources are used with the advice and support of a qualified speech and language therapist/pathologist. However, we also pride ourselves on providing clear and explicit instructions with all our materials, so that they can be used not only by speech and language therapist/pathologists, but also by teachers, teaching assistants, nursery staff and parents.

This reference guide offers an overview of the full range of Black Sheep Press resources, to help signpost users to the correct resource. For more details on every resource, please visit our website: www.blacksheeppress.co.uk

Please note that, here at Black Sheep Press, we always respond promptly to any queries from customers. Queries requiring an in-depth reply will be dealt with by the highly specialised speech and language therapist who develops most of our resources.

Practicalities

Resources can be purchased on CD or as a download. The licensee, that is the purchaser named on the disc (if supplied), on the invoice and at the bottom of each page of the resource, may copy the files on to the hard drive of up to FIVE computers (including laptops) on ONE geographical site. Worksheets can be printed as required from these computers and/or hard copies can be made to keep as photocopy originals for use by staff based at the licensed site only. The worksheets can only be printed or photocopied by the licensee. If you wish to clarify these conditions or enquire about multiple licences/orders, please contact us.

Where resources have colour illustrations, black and white alternatives are also included. Many schools/clinics will print and laminate a master copy of the colour pages for classroom use. For economy of printing the black and white alternative pages can be used, for example when individual worksheet pages are needed for each child.

Black Sheep Press regularly publishes new resources and so we suggest that you keep in touch via our website, sign up to our newsletter or follow us on Facebook, in order to stay informed about additions to our range and special offers.

Contact

If you have any questions, contact Black Sheep Press: +44 (0)1746 335077;
Email: info@blacksheeppress.co.uk
For more information about Black Sheep Press resources go to www.blacksheeppress.co.uk
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Categories of product
Speech sound development (3–11 years)

The following resources are for use with children who are exhibiting delayed or disordered speech development. These children may:
- be difficult to understand
- omit sounds from words
- substitute harder sounds with ones that are easier to produce e.g. ‘cat’ = ‘tat’
- exhibit poor sound awareness skills

All these packs are ideal for home and school programmes of work, as well as for individual or group therapy sessions.

Resources:

Consonant worksheets 4–7+ years (Initial, Medial, Final)
The Consonant Worksheets provide focused and graded activities to correct the production of a specified sound or sound cluster, in a particular position in words (beginning/middle/end).

Attractive and easy to use, the worksheets progress from the correct use of the individual sound to single word production, followed by using these words in simple phrases through to consolidation at sentence level.

The packs include many attractive and interactive activities which are suitable for children of a wide age and ability range. Packs include:
- Initial: b, bl, br, ch, cl, cr, d, dr, f, fl, fr, g, gl, gr, j, l, pl, pr, r, s, sh, sk, sl, sm, sn, sp, st, sw, th, tr, v.
- Medial: f, s, l.
- Final: f, s.

Phonological worksheets 4–7+ years (PW1–PW12)
Graded illustrated activities, similar to the consonant worksheets but in greater depth and with an increased emphasis on sound awareness. Packs include:
- Initial: k, p, t.
- Medial: k, p, t.
- Final: k, p, t.

f-th-s (PW10)
Addresses the commonly heard difficulty of children confusing production of /th/, /f/ and /s/ which can also affect spelling. For example, ‘Fum’ instead of ‘Thumb’ and ‘Thit down’ instead of ‘Sit down’.

Short Vowel Contrasts 3–7 years (PW11)
This pack offers an extensive bank of illustrations focusing on vowels.

Consonant Clusters for Phonological Intervention 4+ years (PW12)

Additional sets of activities to consolidate the correct production of sounds and sound clusters, for children who require a greater level of support in fully integrating sounds at sentence level.
Sound Games 4–7+ years (SG4 /f/ initial, Coming soon SG5–SG7)
Sound Stories 4–9 years (PA5–PA12, Coming soon PA13–PA16)
Additional sets of activities to consolidate correct production of sounds and sound clusters, for children who require a greater level of support in fully integrating sounds at sentence level.

All these packs include a particularly high level of repetition and reinforcement to achieve the maximum ‘dose’ of production during therapy and teaching sessions. Education staff may find them useful to support and supplement work on children’s literacy skills.

Minimal Pairs 4–7+ years (PIP1–6)
Illustrated sets of minimal pair contrasts, with full instructions. Each pack focuses on a particular speech process, such as stopping, fronting and cluster reduction.

For sound awareness work and speech production work, the pack includes ideas for games and activities.

Speech Sound Inventory 4–7+ years (PW14)
An attractively illustrated and easy to administer method of collecting information on a child’s speech sound system. It can be used by speech and language therapists/pathologists, but also provides an opportunity for teachers to obtain a baseline measurement for monitoring progress.
Score sheets and instructions are included in the pack.

Phonological awareness

This is an essential skill for children requiring therapy for speech delay/disorder and for all children when learning to read. It includes the ability to recognise and work with the sounds of spoken language, identify rhyming words, count syllables and so on.

Resources:
Syllables 4–7+ years (PA1)
Phonological Awareness 4–7+ years (PA2)
Sets of illustrated activities to develop sound awareness skills, including rhyme and syllables. Can be used as a whole class, or group teaching tool, as well as for individual programmes of work.

Time for Sounds, Nursery 3–5 years (PA3)
Time for Sounds, Reception 4–6 years (PA4)
A complete, structured whole class approach to teaching a wide range of listening skills and sound awareness skills at Nursery level (PA3); and a phonics acquisition programme at Reception level (PA4). These packs are ideal for delivery by teaching assistants.
Vocabulary and concept development (3–11+ years)

The following resources are designed for children who:
- have a diagnosis of developmental language disorder (DLD)
- use a limited range of words
- require a higher level of repetition and direct teaching to understand and integrate new words into their vocabulary
- exhibit word finding difficulties
- do not have a specific communication disorder but whose language skills are poorly developed

All the packs are fully illustrated and contain activities which develop understanding and use of words. They are suitable for a wide age and ability range.

Resources:

Verbs 3+ years (LIP1)
Prepositions 3+ years (LIP2)
Action Words 4+ years (LIP12)

Great for early language development and some of our best sellers. Clear illustrations which are accompanied by ideas for games and activities. Please note: that these resources are also useful for helping children use longer phrases and sentences. Example: boy ... boy jumping ... boy jumping on the bed.

Advanced Prepositions 6–11 years (LIP20)
over/among/against/between/through/towards
An attractive pack of illustrations and activities for older pupils, which focus on later developing prepositions in both oral discourse and story writing.

Vocabulary Builder 1 3+ years (WIP2)
Vocabulary Builder 2 3+ years (WIP2A)
Useful for early language development, these packs contain clear illustrations of basic vocabulary which are accompanied by ideas for games and activities.

Concepts in Pictures 6–11 years (CIP1–16)
Illustrations and ideas for activities featuring common concept words (including: Time; Before/After; Days; First/Next/Last; Now/Soon/Early; Long/Short; All/Except; Either/Or; More than/Less than).

Barrier Concepts 5–7 years (LS1)
Barrier Worksheets 5–7 years (LS2)
A useful set of activities which offer additional activities to support understanding and use of concept words. Barrier games include clear instructions, making them easy to understand and use by education staff and parents.

Language Bites - Verbal Reasoning, 5–14 years (05)
This pack offers varied, entertaining and interesting activities to promote speaking and listening skills in four key areas:
- asking questions
- active listening
- building vocabulary
- language for thinking
If you are running a vocabulary group, this is a must!

Word Finding Pack 5–11 years.
A resource which provides a range of visual strategies and classroom support to help children with word finding difficulties. Also useful for children who have limited vocabulary development.

The pack includes icons to help children organise their vocabulary and develop strategies to retrieve words more rapidly and accurately.
Grammar/Syntax (3–11+ years)

The following resources are designed for children who:

• use short, poorly constructed sentences
• omit non information carrying words from sentences e.g. ‘he go park ... see dog’
• exhibit immature use of grammar ‘me like that’
• have difficulty using irregular grammatical forms e.g. ‘lots of mouses’ or ‘I buyed a lolly’

These children will need specific teaching of grammatical forms. These worksheets provide activities which offer multiple opportunities for therapist/pathologists, teachers and/or parents to model, repeat, reinforce and encourage independent use of each target.

Resources:

Regular Plurals 3–6+ years (LIP4)
Regular Past Tense 4–7+ years (LIP5)
Lots of illustrations and activities to develop an understanding and use of regular plurals and past tense in sentences. For example: hats ... dogs ... cups, walked ... jumped ... climbed.

Irregular Plurals 4–7+ years (LIP6)
Irregular Past Tense ‘ew’ Endings 4–7+ years (LIP9)
Irregular Past Tense ‘ought’ Endings 4–7+ years (LIP10)
Many children continue to use the immature form of irregular plurals and past tense ... for example ‘I hurt my foots’ and ‘I eated some sweeties’. These packs offer activities and games to facilitate modelling, by the adult, of the correct form, through repetition and independent use. Packs focus on one irregular form, for example threw/grew/blew or bought/caught/thought.

Negatives
Colourful packs of games and activities which are ideal for specific teaching of negative sentence forms.
Not + verb 4–7+ years (LIP11a) e.g. not running.
No + noun 4–7+ years (LIP11b) e.g. no eyes.
Not + adjective 3–7+ years (LIP11c) e.g. not funny.

Conjunctions
Why ... Because 3–7 years (LIP8)
And/But/So 5–11 years (LIP13)
Until/After/While 7–11 years (LIP14)
Because/If/As 7–11 years (LIP17)

Suitable for children who require specific teaching of use of conjunctions to join ideas. Lots of illustrations which will promote oral use and can be easily adapted for written work.

Pronouns

Pronouns 4–7 years (LIP3)
I/Me 4–6 years (LIP15)
His/Her/Their/Our 3–7+ years (LIP16)
Illustrated activities to encourage use of pronouns. Many teachers report that an increasing number of children enter reception still using the immature form of personal pronoun ‘I’ ... e.g. ‘me like them’ ‘Me want to do it!’. The resource ‘I/Me’ offers teaching staff a structured programme of work to address this problem.

Comparatives 5–8+ years (WIP5)
Illustrations and activities to promote use of comparatives ... For example: big/bigger/biggest.

Explain, Predict, Imagine 7–11+ years (LIP18)
An attractive set of activities to develop verbal reasoning and problem solving skills which link to National Curriculum requirements. Children are expected to use advanced thinking skills ‘way beyond simple cause and effect’, and should be able to predict, hypothesise, explain and compare. It also includes writing tasks for pupils to record their responses.
Sequencing (3–11+ years)

These resources encourage development of a child’s ability to use longer sentences and to correctly organise more complex verbal information. They can be used with children who:
- make short, incomplete sentences
- often appear unable to retell events or stories
- muddle sequences of events which can be confusing for the listener

All the resources in this section come with full instructions, and provide the high level of visual support needed by children who have sequencing difficulties. Although developed to improve oral discourse, many teachers find them useful to support early story writing.

Resources:
Best selling sequencing packs include:
**Two Part Sequences** 4–7+ years *(WIP6)*
**Three Part Sequences** 4–7+ years *(WIP1)*
**Four Part Sequences** 4–7+ years *(WIP7)*

**Sentence Builder** 3–7 years *(LIP7)*
A highly structured and visual approach to promote understanding and use of longer sentences at Reception/KS1 level. Ideal for the clinic or classroom. This can be easily adapted by teachers for writing tasks.

Speech and language programme (3–7 years)

Resources:
**Languageland** 3–7 years *(O2)*
Developed over seven years by joint NHS and education funding in Staffordshire and Newcastle under Lyme, this pack is a complete programme of resources to improve the speech and language skills in children in Primary education. It offers two approaches:
- therapist/pathologists can use it as a training package to assist teachers in adapting teaching practice to support children’s communication skills
- teachers can use the pack as a complete intervention which provides modified lesson plans to help incorporate children with speech, language and communication needs into existing lesson plans. It has achieved excellent outcomes and is a best seller.
Memory skills (5–11 years)

Children with poor memory skills often appear ‘lost’ in the classroom; are unable to carry out or complete tasks; rarely answer questions and have difficulties getting themselves organised for activities. Their general attention may be poor. This can have a significant impact on learning.

Resources:

Working Memory, 7–11 years (WIP8)
Illustrated activities for one to one or group sessions to improve working memory. Also includes ideas on how to develop strategies to improve memory in functional situations. Suitable for use with pupils diagnosed with DLD, ADHD or ASD.

Auditory Memory, 5–7 years (WIP4-2)
A large pack of activities and games to improve auditory memory. This means the child’s ability to focus not only what he/she is hearing, but also retaining that information long enough to act upon it.

Visual Cue Cards, 6–11 years (Prog4)
These cards provide visual support to develop skills such as good listening, active listening strategies and use of visual schedules. Ideal for classroom use.
Narrative skills (3–14+ years)

Good oral narrative skills are now recognised as fundamental to successful literacy development and social integration. It means the ability to understand and sequence information to enable the child to retell events, engage in conversation, retell stories and construct their own stories.

The Black Sheep Press Narrative resources are widely used, with excellent outcomes. They are included in the ‘What Works’ document published by The Communication Trust.

The packs are complete, whole class/group programmes of work but are also easily adapted for individual sessions, and sets have been developed to address difficulties from nursery level to secondary level.

Resources:

Language Through Listening 3–5 years (WIG2)
A pre-narrative pack which promotes good listening and attention skills at nursery level.

Nursery Narrative Pack 3–5 years (WIG3)
Provides a complete set of lesson plans that gives both speech and language therapists/pathologists and teachers/teaching assistants a highly flexible means of developing nursery aged children’s speaking and listening skills through narrative.

The narrative framework of ‘who’, ‘where’, ‘when’ and ‘what happened next’, is introduced through a variety of attractive and highly visual resources. The sessions and activities mirror nursery topics including dinosaurs and superheroes/heroines.

Narrative Pack, Reception 4–6+ years (WIG4)
Contains lesson plans, activities and picture resources to teach the Narrative framework to children entering reception class. The material mirrors the development of narrative skills in children from raising awareness of the individual components of a simple story, to retelling a story and then generating their own ideas for stories.

Fun With Narrative 4–7 years (WIG7)
A pack to introduce the concept of narrative icons to Nursery/Foundation stage pupils, referencing popular books.

Speaking and Listening Thro Narrative 5–7 years (WIG1)
This pack of resources, aimed at developing children’s speaking and listening skills through narrative, provides both speech and language therapists/pathologists and teachers with an approach that is:

- highly structured, including clear lesson plans and follow-on activities designed to address many aspects of language and communication including: attention, listening, receptive and expressive language skills
- based on meaningful activities that are common to many classrooms
- flexible and adaptable for different age groups
- appropriate to use with individuals, small groups and whole classes
- complementary to national literacy framework activities with a strong emphasis on developing oral skills.
From Oral to Written Narrative 7–11 years (WIG9)
The ideas in this pack are aimed at facilitating children’s understanding of a more complex story ‘blue print’ compared to the simple ‘who’, ‘where’, ‘when’, ‘what happened’ and ‘the end’, introduced in the ‘Speaking and Listening thro Narrative’ pack. Resources are provided to further develop children’s use of descriptive language for character and setting.

Story Starters 5–11 years (WIG5)
An extensive set of illustrations linked to a structured Narrative framework which will help a child construct story sequences.

Creating Superhero Stories 9–14+ years (WIG11)
A new addition to our range of narrative packs. It aims to promote written narrative skills in older pupils using the same structured and visual approach familiar to those who use our narrative resources. It features high interest topics and illustrations which will appeal to a wide age and ability range.

Secondary Talk 11–14+ years (WIG10)
Provides information about how oral narrative underpins written language and why using narrative frameworks can help pupils with poor levels of oral narrative to have more success in written tasks. Includes the types of narrative styles required across the secondary curriculum and a range of example templates.

Narrative assessments
Peter and the Cat 5–9 years (WIG6)
An easy to administer assessment which yields a description of the child’s development of narrative competency and can help monitor progress. It enables assessment and profiling of the child, and importantly to education staff, links goals to individual, group or classroom targets.

When you have purchased this assessment, you have free access to the Peter and the Cat Narrative Comprehension Assessment (NCA), which tests a child’s understanding of narrative at discourse level. Suitable for use by speech and language therapist/pathologists AND teachers.

The Squirrel Story 3–6 years (WIG8)
This assessment profiles 6 key areas of narrative development in young children. It can be used with children who have a variety of language needs due to delay, disorder or deprivation.

When you have purchased this assessment, you have free access to the Squirrel Story Narrative Comprehension Assessment (NCA), which tests a child’s understanding of narrative at discourse level. Suitable for use by speech and language therapist/pathologists AND teachers.

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Semantic language skills (3–14+ years)

Semantic language skills means the deeper understanding of words and phrases, and the relationship between them.
The following resources can be used with children who:
• use a limited range of words
• have problems with categorisation
• are unable to understand and use synonyms, and antonyms
• have difficulties understanding and using figurative language, or recognising ambiguities
• unable to infer information

All the resources are fully illustrated, and contain interesting and focussed activities, accompanied by clear instructions.

Please note: there is some ‘cross over’ between resources in this section, and those in the next, for pragmatic language skills. The difficulties are similar, and children are often diagnosed as having semantic/pragmatic language disorder.

Resources:

Identifying and Describing 3–7 years (SS1)
Can You Get Home? 4–7 years (SS2)
Cafe Game 3–7 years (SS3)
Categories 3–7 years (SS4)
Attractive games to promote use of exact vocabulary.

Which Ones Go Together? 3–7 years (Prag2)
A simple semantic linking game about making connections between items.

Inferencing

Pupils are required to be able to infer information from text, using clues to understand what is happening or ‘reading between the lines’. The ability to infer information is also vital for successful communication. Resources which address this issue:

Understanding Idioms - Speech Bubbles 6–11 years (Prag3)
Worksheets and activities which encourage children to guess what a character might say in a given situation.

Think About It 6–11 years (Prag5)
Worksheet activities to promote inference and reasoning skills, including mind mapping.

Mr. Goodguess 6–11 years (Prag7)
An attractive pack for children to use visual cues to infer information. It comes with homework activity sheets making it ideal for school/home support.
Talking About ... 5–14+ years, (TA1–7)
This popular series not only supports the ability to infer information, but also develops social communication and reasoning skills. Each pack addresses a theme ... e.g. classroom behaviour and friends. This pack comes with sets of illustrations which depict a particular situation and four possible responses to that situation ... some appropriate ... some not!! It also includes a ‘script’ for the adult to follow which makes them suitable for home/school programmes.
The full 'Talk About' range includes, Talk About:
School
Friends
Secondary School
Home
Conversation
Classroom Behaviour
Community
Social and Emotional Skills

Talking about Resilience 11+ years (WB1)
As a response to the current concerns around the mental health of young people, we have published the first in a new series of Talking About Wellbeing. The first issue focuses on Resilience.

Synonyms and Antonyms 6–9+ years (LIP21)
Illustrations and activity sheets to directly teach words that have a similar meaning (synonyms) and words which mean the opposite of each other (antonyms).

Explain, Predict, Imagine 7–14+ years (LIP18)
An attractive set of activities to develop verbal reasoning and problem solving skills which link to National Curriculum requirements. Children are expected to use advanced thinking skills 'way beyond simple cause and effect', and should be able to predict, hypothesis, explain and compare. This pack offers a range of illustrated situations, accompanied by a set of questions, to be used by the adult, to develop thinking skills. It also includes writing tasks for pupils to record their responses.

Language Bites - Verbal Reasoning 6+ years (O5)
This pack offers varied, entertaining and interesting activities to promote speaking and listening skills in four key areas:
• asking questions
• active listening
• building vocabulary
• language for thinking

For use with individuals or in group sessions, for a range of client groups including children who have:
• Word finding difficulty
• Pragmatic/semantic disorder
• High functioning autistic spectrum disorder
• Asperger’s Syndrome
Therapists will find the activities useful when running vocabulary groups.
If you are running a vocabulary group, this is a must!
Social communication skills/
Pragmatic language (3–14+ years)

Sometimes called pragmatic language skills, this refers to how children use language within social situations. Pupils with a diagnosis of Autistic Spectrum Disorder will exhibit difficulties with this area of language development, but is also common in children with developmental language disorder. It contains three elements. The ability to:

- use language for a variety of purposes, such as to request, demand, greet and inform
- adapt language to meet the needs of the listener and/or the situation
- follow the subtle rules of conversation such as turn taking, listening, standing at an appropriate distance from your conversational partner

The following illustrated resources offer activities to explicitly teach social communication skills by providing multiple examples of successful and unsuccessful communication, and offers opportunities to practice a range of skills.

All the PRAGMATIC Range (PRAG1-15)

Social Responses Basic, 5–7 years (Prag14)
Social Responses Intermediate, 7–11 years (Prag15)
Social Responses Advanced, 7–11+ years (Prag16)
Sets of illustrated situations where a verbal response is required. The pupil must decide what is the correct response.

Emotions and Facial Expressions 3–7 years, (Prag1)
Simple illustrations and activities to support direct teaching of how to recognise and name emotions in others.

Which Ones Go Together? 3–7 years (Prag2)
A simple semantic linking game.

Speech Bubbles 6–11 years (Prag3) See page 11
Think About It 6–11 years (Prag5) See page 11
Mr. Goodguess 6–11 years (Prag7) See page 11
 Packs to promote the ability to infer, and to imagine how others might feel or respond.

Friendship Terrace 5–11 years (Prag9)
A set of stories which promote friendship skills. Ideal for group sessions.

Idioms 7+ years (Prag12)
Sarcasm 7+ years (Prag13)
Illustrated examples of characters using idioms and sarcasm, and lots of opportunities and activities to explore non literal thinking.

Talking About ... (TA1–7) See page 12 ‘Semantic Language Skills’ Section

Secondary School Readiness - Transition to Secondary School 7–11 years (Prag17)
A pack designed to prepare pupils for transition to secondary education. Particularly suitable for those pupils needing extra support due to additional educational need and/or anxiety. This has proved to be a very popular pack.
Assessments (3–11 years)

Speech Sound Inventory 4–7+ years (PWM)
An attractively illustrated and easy to administer method of collecting information on a child’s speech sound system.

It can be used by speech and language therapist/pathologists, but also provides an opportunity for teachers to obtain a baseline measurement for monitoring progress. Score sheets and instructions are included in the pack.

Pupil Language Profile 4–6 years (LIP19)
We would always recommend that children receive an expert assessment by a speech and language therapist/pathologist, but teachers are often the first professionals to identify pupils with communication difficulties.

Attractively illustrated and simple to use, the PLP enables therapist/pathologists, teachers and assistants to collect information on a child’s level of language function. Based on the Derbyshire Language Scheme, it measures understanding of language from 1–4 key word level and samples the child’s ability to construct short phrases and sentences.

It enables practitioners to monitor progress and to inform the referral process.

Functional Language Across Countries (PLAC1–5)
These assessments are used to provide information on the early language skills of bilingual and non English speaking children.

The materials cover vocabulary for a range of language functions including naming, descriptions and location words. The packs also include a parent questionnaire.

The assessments were developed by an experienced team of Belfast speech and language therapists in collaboration with interpreters for the education service. Languages include: Polish, Lithuanian, Spanish, Russian, Lithuanian, Slovak and Polish.

Higher Level Language Comprehension Test 5–11 years (HILLT)
The HILLT is a rigorous, and fully standardised assessment of more complex language skills such as making deductions, predictions, inferences and coming to a solution. It has been standardised on a group of over 300 children, and therefore provides accurate age norms which are useful for monitoring progress.

It was developed by Dr Anne Hewitt, Senior Lecturer at Manchester Metropolitan University. Please visit our website to see a video presentation by Dr Hewitt on her assessment.

Narrative Assessments

Peter and the Cat 5–9 years (WIG6)
An easy to administer assessment which yields a description of the child’s development of narrative competency and can help monitor progress. It enables assessment and profiling of the child, and importantly to education staff, links goals to individual, group or classroom targets.

When you have purchased this assessment, you have free access to the Peter and the Cat Narrative Comprehension Assessment (NCA), which tests a child’s understanding of narrative at discourse level. Suitable for use by speech and language therapist/pathologists AND teachers.

The Squirrel Story 3–6 years (WIG8)
This assessment profiles 6 key areas of narrative development in young children. It can be used with children who have a variety of language needs due to delay, disorder or deprivation.

When you have purchased this assessment, you have free access to the Squirrel Story Narrative Comprehension Assessment (NCA), which tests a child’s understanding of narrative at discourse level. Suitable for use by speech and language therapist/pathologists AND teachers.
Supporting Adults with Communication Impairment (O6)
The pack was developed by Jodi Allen and Hayley Bryer, Speech and Language Therapists, who won the Siegfried Sternberg Award for Clinical Innovation by the RCSLT in 2011.

The pack contains supported communication ideas and materials to facilitate assessment decision making capacity and is designed for use in both hospital and community settings.

Resources for Secondary Schools

The following resources are suitable for children in secondary education. Please see our website for more details.

**Narrative**
- Secondary Talk (WIG10)
- Creating Superhero Stories (WIG11)

**Social Communication/Pragmatic Language/Semantic Language**
- Talking about Secondary School (TA3)
- Talking about Community (TA7)
- Talking about Social and Emotional Skills (TA8)
- Talking about Conversations (TA9)
- Independence through Communication (Prag10)
- Social Responses Advanced (Prag16)
- Explain, Predict, Imagine (LIP18)

**Language Bites (O5)**

**Wellbeing**
- Talking about Resilience (WB1)

**Transition to Secondary School**
- Secondary School Readiness (Prag17)
- Talking about Secondary School (TA3)

**Resources for young people working at Entry**
- Levels one to three of adult literacy core curriculum
- Independence through Communication (Prag10)