

Speak Slowly

- *Supports more fluent speech.
- *Supports the pupil to slow down their speech.
- *Models to peers to slow down

Give Attention

- *Give your full attention to the pupil, show you are listening.
- *Be patient and calm.
- *Make natural eye-contact
- *Be at the same level as the pupil.

Self-esteem and **Confidence**

- *Increase the pupil's comfort and confidence in the setting.
- *Engage the pupil through their interests, talents, humour and asking for their help.

Stammering

Many young children speak dysfluency at times; especially when under pressure or under high emotions. Normal dysfluencies - are usually relaxed repetitions, often whole words at the beginning of a phrase or when trying to think of how to end a sentence. Indicators it could be classed as a stammer/stutter include:

- *Frequently getting stuck on words, prolongs sounds, repeats part of a word and/or added stress on finishing a word.
- *It occurs at the beginning, middle or end of a phrase/sentence.
 - *The pupil show increased awareness/upset at the dysfluency.

Comment don't Question

- *Make comments that the pupil might respond to. Comments often ellicit as much, if not more, language from pupils.
- *Avoid asking too many questions, they can increase pressure.
- *e.g. I'd love to know where that is from, it is lovely....rather than....where did you get that?

Don't Give Advice

- *Don't tell the pupil to slow down, take a deep breath, stop and start again.
- *This can sometimes aid fluency in the short term, but research shows it has no long term benefit.

Offer Choices

If the pupil is particularly dysfluent, support them by offering choices e.g. was it in the playground or in the hall?

Take Turns

- *Do not interrupt the pupil or finish their sentences.
- *Give the pupil time to talk.
- *Model to peers that everyone gets the time they need to talk.