



# SEND Newsletter

This half-term's focus is SLCN...  
Information Carrying Words



## Further Reading

[Speak up Salford - ICW](#)

[NHS School Support](#)

[Speech and Language Therapy for Children](#)

## Useful Websites

[Twinkl: ICW Resources](#)

## Suggested Watching

[NHS 1 Information Carrying Word](#)

[NHS 2 Information Carrying Words](#)

[NHS 3 Information Carrying words](#)

## What do you need to know?

Many children with SLCN have difficulty understanding language, in particularly information carrying words (ICW). These are words we use in our sentences when we want a child to;

- follow a conversation
- follow an instruction
- answer a question
- understand a story.

When we talk to children, there are lots of clues in the environment and through an adult's use of body language to support their understanding of what is being said. Information Carrying Words are the words within a sentence that carry meaning. These are the words that a child has to understand without clues.

There are often lots of words within a sentence that do not carry meaning. In order for a word in a sentence to be considered an information carrying word there must be an alternative choice for them to select.

## How to support...

Where you have identified a child who is struggling to follow a conversation or instruction then you need to determine which level of ICW the child is working at.

- 1 information carrying word e.g. find the cat.
- 2 information carrying word e.g. find the cat and the dog.
- 3 information carrying word e.g. put the big teddy in the bag.
- 4 information carrying word e.g. give me the blue pen and the small dolly.

In order to support children in the classroom you should;

- Carry out a specific intervention.
- Adapt our own language to the right level.
- Help the child access the curriculum by adapting their resources or providing scaffolds to help them with their understanding.
- Extend the child's understanding to the next level.
- Reduce your non verbal clues and gestures.
- Make sure you have the child's attention before giving an instruction
- Keep your sentences short and simple.
- Emphasise the key words in your sentence.
- Pause and give the child time to respond before saying anything else.
- Repeat the word several times and in different contexts.





# Celebrating our Successes



## Alfie-James(Rec)

AJ has made brilliant progress this half term with his targets. He has been working daily on his target of counting to 10 and has now achieved this. He has also been practising his name. He can now not only write AJ but Alfie with little support.

Well done AJ, we are all very proud of you!



## Olivia (Year 5)

Mr Newton would like to celebrate Olivia's success. She has really enjoyed joining in with the Yoga lessons in school which is a huge achievement.

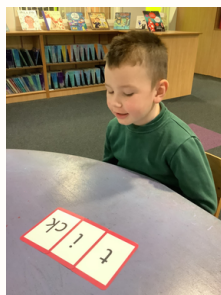
Well done Olivia!



## Jason (Year 2)

Mrs Taylor and Miss Graham are thrilled with Jason's progress in phonics. He is now able to blend and read CVC words. He is working incredibly hard and we are so proud of him!

Well done Jason!



## Alistar (Year 2)

Miss Bradley and Mrs Robson would like to celebrate Alistar's success. He has worked incredibly hard with his writing and is proud to show off his work. He loves to use red felt tip pen on a large A3 sheet and we have seen such a huge improvement in his work!

Well done Alistar!

