

## Information For Parents: Talk Boost

Your school has recently enrolled your child on **Talk Boost**, a proven intervention programme designed to help children that are having difficulties with speaking and understanding language to catch up with their peers.

As part of this programme, your child will be set some talk-based homework tasks. Your child may have some games to play with you or may need to practise telling a story. You can help your child by making time to listen and talk with them. There are also some short videos to watch with ideas on how to support your child to complete the activities.

To access the videos, please visit the Talk Boost Parent Hub:

[Talk Boost Parent Hub \(speechandlanguage.org.uk\)](https://speechandlanguage.org.uk)

### Talk Boost: Your Questions Answered

In case you're not familiar with Talk Boost, please see below for answers to common questions.

#### 1. What is Talk Boost?

Talk Boost is a range of interventions aimed at helping children that are having difficulties with speaking and understanding language to catch up with their peers. The interventions are differentiated by learning stage (Early Talk Boost, Talk Boost Key Stage 1, and Talk Boost Key Stage 2).

Each intervention lasts between 8-10 weeks, with the children being taught specific communication skills in three short, focused sessions per week.

To complement the classroom-based activities, your child will be set some talk-based homework tasks. You can support your child with these by watching the videos available at the Talk Boost Parent Hub: [Talk Boost Parent Hub \(speechandlanguage.org.uk\)](https://speechandlanguage.org.uk).

#### 2. Who are Speech and Language UK?

Talk Boost has been designed by Speech and Language UK, the UK's children's communication charity. Please visit [Speech and Language UK: Changing young lives](https://speechandlanguage.org.uk) to find out more about the work we do to support children.

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#### Speech and Language UK

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Speech and Language UK is the operating name of I CAN Charity, a registered charity in England and Wales (210031) and Scotland (SC039947), which is a company limited by guarantee registered in England and Wales (00099629). Registered address: 2 Angel Gate, Hall Street, London, EC1V 2PT



### **3. Why is it so important to improve children's skills in speaking and understanding language?**

Having good communication skills is important for all children – for learning, making friends and for later life opportunities. We know that some children and young people struggle to learn and make friends in school because of challenges with speaking and understanding language.

### **4. How will Talk Boost benefit my child?**

The Talk Boost interventions have been developed by experts in conjunction with teachers and educationalists to ensure that children get the maximum benefit from them. Our evidence shows that children going through the intervention make significant progress in catching up with their peers:

#### **Early Talk Boost – for children aged 3-4.5**

- 67% of children reached expected levels in attention and listening (compared to 17% before), essential foundation skills for early communication and language.
- 73% of children reached expected levels in understanding words and sentences (compared to 26% before).
- 63% of children reached expected levels in their speaking skills (compared to 18% before).

#### **Talk Boost KS1 – for children aged 4-7**

- 77% of children reached expected levels in their ability to talk in sentences (compared to 29% before).
- The number of children working at expected levels in using sentences more than doubled.
- 83% of children reached expected levels in understanding and using vocabulary (compared with 37% before).

#### **Talk Boost KS2 – for children aged 7-10**

- 83% of children reached expected levels in their ability to listen carefully (compared to 12% before), a vital skill for understanding what is happening in the classroom.
- 59% of children were at expected levels in telling stories and explaining what has happened (compared to 12% before).

55% reached expected levels in working with others and having conversations (compared to 14% before).