

# Cued Speech Association UK Newsletter



Complete spoken language  
through vision

Spring 2010  
Issue 43

## Book now for our Summer School - 2nd to 6th August

Bookings are already coming in fast for our 10<sup>th</sup> annual Summer School in Exeter.

As in previous years the families of deaf babies and children, and the professionals who support them, will learn the skills to communicate together in English.

The Summer School has a fun, relaxed atmosphere with a day-time crèche (with care staff skilled in both Cued Speech and BSL) which allows parents to learn whilst their children play nearby.



Cued Speech is the only sound-based system that allows a deaf baby or child to 'see' the whole of language as it is spoken. Research shows that without Cued Speech it is only possible to lip-read about 35% of speech but this rises to a staggering 96% with the addition of Cued Speech.

It can be learnt in only a few hours and then parents can cue any word in the English language in a way that is totally clear to their baby or child.

Anne Worsfold, Executive Director of the Cued Speech Association, says: 'Once they learn Cued Speech, hearing families can communicate without delay or confusion and their deaf child can learn to understand and think in English. Cued Speech has enabled my own two deaf children to entirely reach their potential – it can do the same for your child!'



Research indicates that deaf children brought up with Cued Speech have literacy levels equal to those of hearing children.

Parents attending last year's Summer School were overwhelmingly positive; comments included:

- ◆ 'I didn't believe I could cue any word until the end of the course proved I could.'
- ◆ 'fun and effective learning games.'
- ◆ 'relaxed atmosphere – lovely to chat and meet different people over lunch.'
- ◆ 'Amazing, loved it.'
- ◆ 'We really enjoyed the summer school and got a huge amount from it. Thanks.'



The Summer School has classes for everyone. Beginners only have to learn eight different handshapes and four different positions which clarify all of the lip-patterns of spoken English - and the simple rules of combining these to clarify whole words. There is no new vocabulary or grammar to learn. Students should go home at the end of the week having had fun, made new friends and with a skill which gives a deaf child access to English through Cued Speech.

Exeter is a beautiful town with sandy beaches only 30 minutes drive away. Activities offered after classes include a river boat trip, rounders, a drama workshop, and a final night dinner and in-house cabaret where - if they wish - students can show off their new cueing skills!

You can attend as a day student or stay in our low-cost (but unfortunately limited) accommodation. Book as soon as possible to be sure of a place.

Contact Kim at the Cued Speech Association on: 01803 832 784 or [kim@cuedspeech.co.uk](mailto:kim@cuedspeech.co.uk).

**Cued Speech Association UK (CSAUK)**  
Making available information about and training in Cued Speech



# Literacy and phonics - by Anne Worsfold

## What do children need to be literate?

Over the years deaf children have struggled with literacy. But what do children need in order to become literate?

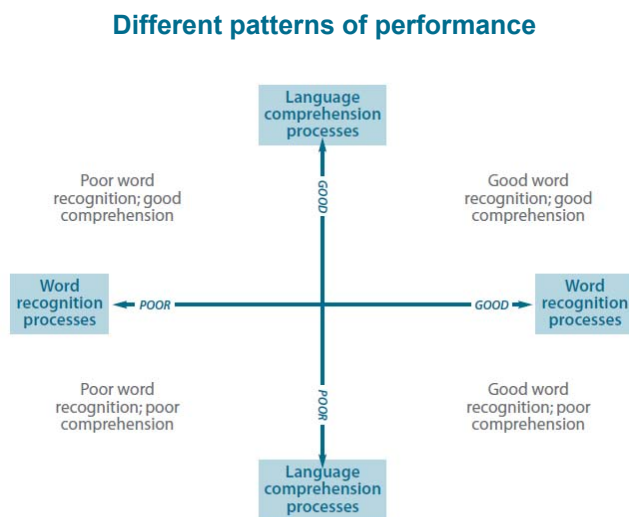
In 2008 the government commissioned Jim Rose, a former head of the Office for Standards in Education (OSFED), to look at literacy teaching in general. His Report, 'Independent Review of the Teaching of Early Reading' was published last year. The report made recommendations that are now being followed in literacy lessons throughout England.

The findings of the Rose Report are particularly interesting to users of Cued Speech because children who have Cued Speech are uniquely able to benefit from the teaching methods recommended. We mentioned the report in an earlier newsletter but it merits a closer look.

According to the Rose Report children need two different but connected 'skills' or 'areas of knowledge':

1. 'language comprehension processes' – understanding the English language as a whole
2. 'word recognition processes' or phonics.

He illustrated this using the diagram below:



Good readers fit into the top/right quadrant; they have 'good word recognition' and 'good comprehension'. Poor readers may have problems with either word recognition or language comprehension. But the most disadvantaged children are those in the bottom/left quadrant with problems in both areas.

## Why do deaf children without Cued Speech struggle with literacy?

Looking at Jim Rose's diagram it is immediately apparent why most deaf children struggle with reading; with a lower than normal understanding of both language and phonics they are firmly in the most disadvantaged section. Their deafness cuts them off from both spoken language in its entirety and inevitably, the sounds which are the building blocks of spoken language. No wonder they have literacy problems!

What do teachers do to try to help? Using British Sign Language (BSL) will give deaf children a language which they can use to think, but it has no direct relationship with spoken or written language. Users of BSL will have no day-to-day knowledge of phonics. Although various systems of 'visual phonics' can teach the sounds of English, BSL-users cannot apply these sounds to the (sign) language they use because it's a totally different language. Like finger spelling, visual phonics cannot be used on a whole language level.

The combination of visual phonics and BSL can give deaf children some 'word recognition' and 'comprehension' – but 'word recognition' is in English and 'comprehension' is in BSL! The two do not tie up, which is surely the whole point of learning phonics.

Deaf children need a way to fully access and understand all of the sound-based spoken English in day to day interaction **and** one which also ties in with the individual sounds of spoken English. **They need 'good word recognition' and 'good comprehension' in the same language.** This is a prescription for Cued Speech.

## Why Cued Speech is so successful

Deaf children with early and consistent access to Cued Speech are in a situation which primes them for reading success. Through Cued Speech deaf babies and children can learn and understand the whole of the English language, acquired naturally in the same way as hearing children acquire language – but visually.

Also because Cued Speech conveys whole language by clarifying the ambiguous or invisible lip-patterns of speech it incidentally gives access to phonics. Deaf children who have had access to Cued Speech can then bring this understanding of language to learning to read; they can make the association between the words they already know and the sounds these words contain.

## Cued Speech

Giving access to spoken language for deaf babies, children and adults



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## Literacy and phonics (continued)

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Cued Speech gives access to both whole language and to phonics. Deaf children brought up with Cued Speech have 'good word recognition' and 'good comprehension'; they fit firmly into Jim Rose's top right hand quadrant – the best readers!

It is not surprising therefore that research shows that children brought up with Cued Speech have reading levels which equal those of hearing children and that they learn to read using the same phonetic techniques.

### Using Cued Speech only with phonics

Increasingly schools are using Cued Speech primarily to teach phonics. This will not result in the same successes as using it on a whole language level as well but it can bring the deaf child up from the 'failure' quadrant (poor language, poor understanding of phonics) in the bottom/left corner of Jim Rose's diagram to the improved bottom/right position (poor language but good understanding of phonics).

Cued Speech is very efficient at giving access to phonics and has a number of advantages over systems such as 'visual phonics':

- There are only 12 cues for the 44 sounds (the rest of the information being on the lips) so it is easy to learn.
- It very clearly shows the difference between consonants (shown by handshapes) and vowels

(shown by position); this instantly gives pupils extra information about the composition of language.

- Children pick it up quickly and easily.
- Research shows dramatic improvements in phonetic awareness with little input in terms of time.
- It can be used to build into whole words and sentences – in real-time.

Because lip-reading is an integral part of the system deaf children familiar with Cued Speech are more skilled at lip-reading people who do not cue. Used at a whole word or phrase level it will also give the information about the stress and duration of words and phrases that are so important for speech and lip-reading.

### Using Cued Speech at home and school

The Rose Report, by analysing what works for hearing children, goes some way to explaining why children who have early and regular access to Cued Speech are such good readers. It underlines the importance of having a good understanding of the English language which is so easily achieved when parents use Cued Speech early and consistently in the home and which can be built on by teachers using Cued Speech to support phonics teaching.

*Based on an article by Anne Worsfold published in the British Association of Teachers of the Deaf Magazine March 2010.*

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## Deaf Health Research project

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The charity 'Sign Health' have been awarded a grant of £492,692 from the Big Lottery Fund to research into the health of deaf people. Small scale studies have found that deaf people have significantly worse physical and mental health than hearing people and experience considerable difficulties accessing healthcare and health information. These studies indicate that one of the main problems is, as one would expect, issues which arise because of communication problems.

Like all deaf and deafened people, those who have grown up with Cued Speech will experience problems

with communication; but because Cued Speech gives full access to English their problems are more likely to be similar to those of deafened people than to those of born-deaf people.

The 'Sign Health' project will fund definitive research. If you have ever struggled to make an appointment at the doctors, or been told 'it is our policy not to offer Speech and Language Therapy to deaf adults' (yes, that is true!), and especially if you are a Cued Speech user, please make your voice count by registering to take part in the research at: [www.iwantbetterhealth.org.uk](http://www.iwantbetterhealth.org.uk)

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## Help offered with learning or using Cued Speech

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Are you an improving cuer or just interested in learning more about it?

Rachel Townsend, 33, is a fluent Cued Speech user and has been cueing since an early age. She has recently been trained by June Dixon-Millar on how she

can provide tuition to potential Cued Speech users and improvers.

If you would like to get in touch with her, her email address is [rachel\\_wixey@hotmail.com](mailto:rachel_wixey@hotmail.com)

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## Cued Speech

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## Courses and Workshops



Dates	Location	Level
2 - 6 August 2010 (5 days)	Exeter Summer School (residential with day-time crèche)	Foundation, Improvers, Advanced, English for French Cuers and a Children's Course
8 May 2010	Lincoln	One-day Workshop

**One-day Workshops** Several one-day workshops have now been delivered and are proving very popular. Comments included:

- 'Lots of valuable information, very clearly presented.'
- 'A laid-back session with lots of opportunity to ask questions.'
- 'Practical and informative.'

The workshops cover the basics of the Cued Speech system, the research which proves its success, information about how to use Cued Speech and introduces our e-learning programme.

The one-day workshops are suitable for:

- parents and professionals who just want a 'taster' in order to decide if they want to use or recommend Cued Speech
- parents and professionals who wish to learn Cued Speech primarily through our e-learning website: [www.learntocue.co.uk](http://www.learntocue.co.uk)

professionals who need to know about Cued Speech in order to ensure that they pass on accurate information to parents.

**Training on demand** Increasingly we are running courses or workshops for a specific family or professional group. Consequently, less courses are available which are open to all. Don't wait until there is a course in your area; contact us to talk about:

- ◆ **Organising a one-day workshop or course** for your family or group.
- ◆ **Discussing training options** further with us.
- ◆ **Booking a place** on one of the Courses above.

**Fees:** One-day Workshop: variable according to cost (please enquire), 2-day Course: £100, 3-day Course: £115, 4-day Course: £130, 5-day Course: £145.

A discount, or occasionally free tuition, may be available for families or those with financial constraints. Free or reduced price tuition may be available for those in the Aylesbury or Northumberland, Tyneside, Durham and Cumbria areas thanks to the generosity of the Aylesbury Rotary Club and The W A Handley Charity Trust.

**Contacts:** For general enquiries or to book contact Kim: [kim@cuedspeech.co.uk](mailto:kim@cuedspeech.co.uk) or 01803 832 784.  
To discuss training options contact Anne Worsfold: [anne@cuedspeech.co.uk](mailto:anne@cuedspeech.co.uk) or 01803 832 784.

### Cued Speech - complete spoken language through vision

Cued Speech is a simple sound-based system which uses eight handshapes in four positions near the mouth together with the lip patterns of normal speech to make spoken language fully accessible to deaf and hearing-impaired babies, children and adults.

### Cued Speech Association UK (CSAUK)

is a charity which was established in 1975 to provide information about and training in Cued Speech.

This is achieved by:

- providing tuition
- creating and making available teaching materials
- maintaining standards by examining
- collecting & disseminating information about international research and good practice
- creating and disseminating information
- working with other organisations.

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**This Newsletter is produced quarterly.** We welcome comments, articles and news of your events. Please send copy for the next edition by 1st June 2010.

**Cued Speech** was devised by the late Professor R Orin Cornett in 1966 and has been adapted into over 65 different languages and dialects.

