NHS Solent NHS Trust

Schools Therapy Resource Pack

Section 5 – Speech, Language & Communication

5a Communication Friendly Environments

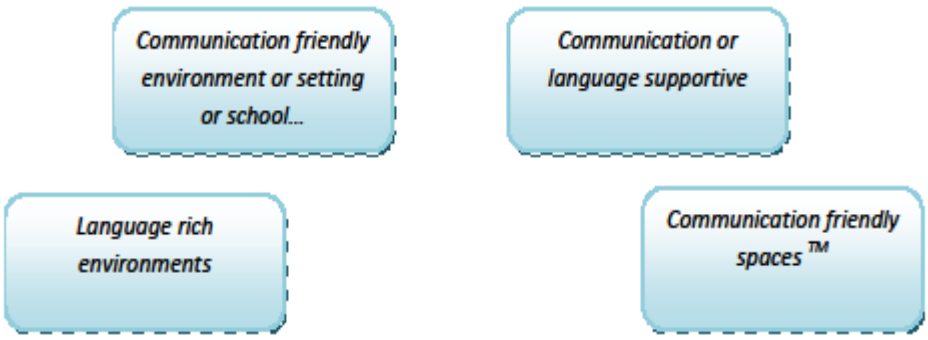
Making your place great for communication

The Communication Trust
Every child understood

It is widely recognised that the environment that a child or young person is in can make a big difference to their communication – whether it's always noisy and chaotic or if there are good times and spaces to talk...

This booklet highlights how we can make sure environments work well to support communication and gives some ideas for useful resources and information if you would like to find out more.

What's in a name?



There are many different names to describe making a place great for communication. Sometimes the term is very specific – for example 'communication friendly spaces' has a trademark. Other terms, for example 'communication friendly settings' are used by different people in different ways, so may include variations in what is actually included to describe somewhere that is 'communication friendly'.

In this booklet we will use the term 'communication friendly environments'. This includes all places where people work with children and young people – settings, services, schools, childminders etc. This term is relevant for all different age ranges from early years through to 19 years.

The purpose of a communication friendly environment

A communication friendly environment should make communication as easy, effective and enjoyable as possible. It should provide opportunities for everyone to talk, listen, understand and take part. A communication friendly environment will support the development of all children's communication skills and usually includes features which will also be particularly beneficial for children and young people with Speech, Language and Communication Needs (SLCN). Developing a communication friendly environment can also be seen as removing barriers to communication. A communication friendly environment will also support learning, social and emotional development.

The Communication Trust
Every child understood

Communication friendly environments – checklist

You can use this simple checklist to think about how your environment supports children's communication.

Elements to consider

- **Space, light and layout**

  ☐ Is there good light, with a comfortable temperature and not too many visual distractions

- **Noise levels**

  ☐ Are noise levels conducive to learning – what can be done to minimise unnecessary noise?

- **Use of visual support, this may include**

  ☐ A colour coded map of school or setting , colour coded directions, photographs of staff members, photographs/ symbols used to support routines, eg washing hands, getting ready for PE

  ☐ Visual timetables used for daily / weekly activities

  ☐ Objects, pictures and symbols used to teach vocabulary, to make stories more active and support engagement in other lessons

  ☐ Displays are used throughout school or setting to support learning

- **Adults who can prioritise communication, this may include adults who**

  ☐ Have knowledge of language development.

  ☐ Understand the language levels of the children and the language demands in the environment.

  ☐ Can adapt their language so it is not a barrier to learning or communication.

  ☐ Give children strategies to say when they don't understand

- **Routines**

  ☐ Are children aware of rules and expectations?

  ☐ Do they know daily routines; could these be supported visually?

  ☐ Are children given opportunities within lessons to say when they don't understand?

  ☐ Are they explicitly taught how to listen, how to work together in groups?

  ☐ Are there opportunities for children to interact and use language in different situations, with different people at an appropriate level?

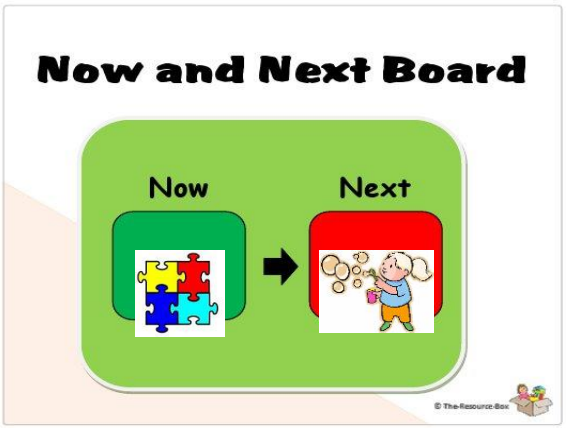
Understanding and Following Routines
Using Visual Support to Help Your Child's Understanding

Many young children benefit from seeing photos/pictures to help them understand what is happening during the day.

'Now' and 'Next'

This type of visual support can help a child to start following an adult directed activity by showing them that it will be followed by a favoured activity.

- Show the child the two photos/symbols and say 'now puzzle, next computer'. Keep repeating this.
- It may be that the time spent on the first activity is initially very short, however the aim would be to gradually increase the time spent at the first activity.



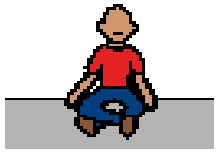
Visual Timetables

As the child gets used to using visuals, they can be expanded into visual timetables to show the child what will be happening throughout the day.

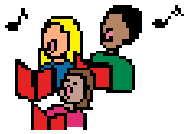
- These can be presented horizontally or vertically with more than two photos.
- Some children cope with photos/symbols representing the whole day, other children can only cope with the morning or afternoon activities in one go.
- The child should be encouraged to go to their timetable, look at what the next activity is, go to the activity, return to the timetable at the end of the activity, take the photo/symbol off and put it in a 'finished' box next to the timetable.

  - An 'oops' card can be introduced to prepare the child that something has changed within their timetable for example if they can't go outside because it is raining.

sit on fthe mat

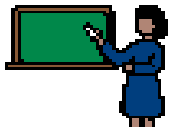


assembly

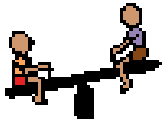


drawing

teacher



playtime



Lego

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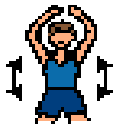
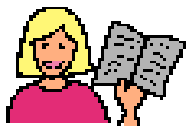
lunchtime

writing

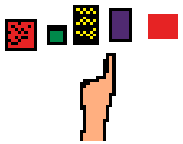
PE



story time



choosing time



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5b Understanding Spoken Language

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Understanding of Spoken Language

Why are these skills important?

The ability to follow instructions is an important skill in a variety of social situations and settings throughout life e.g. family life, education, recreation. It can enable us to carry out tasks/activities, learn new skills, work together cooperatively, and conform to social rules and expectations.

Children with difficulties understanding language may:

- have poor listening skills
- look blank when spoken to
- may copy what other children are doing.
- not realise instructions include them when they are given to the whole group e.g. class instructions.
- not answer questions appropriately e.g. repeat parts of the question, or give an answer that doesn't match what they have been asked
- be hesitant to start a task after instructions have been given

Classroom based strategies

- Gain the child's attention before giving an instruction or asking a question
- Allow time to process and respond to instructions/questions.
- Use visual cues (pictures, Makaton signs and gesture) alongside spoken language.
- Repeat spoken information using the same wording rather than re-phrasing
- Break instructions into small chunks

  e.g. rather than 'Put your shoes on and get your coat', simplify to 'Put your shoes on' and once this is done 'Get your coat'.
- Give instructions in the order that they need to be followed

  e.g. rather than 'put your books away after you hang your coat up' say 'after you hang your coat up, put your books away'.
- Check what has been understood before moving on. Ask the child to explain what has been said rather than just asking if they have understood
- Teach and encourage children to ask for repetition of instructions and to seek clarification.

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General activities for following instructions and spoken language

Acknowledgement The following information is based on aspects of the Derbyshire Language Scheme These activities are for children who find it hard to follow instructions and understand language

It's really important that you adapt these activities to use objects the child is really interested in.

What Is An Information-carrying Word?
Information-carrying words (ICW's) are the words which have to be understood in order for the child to:
… follow a conversation

… follow an instruction

… answer a question

… understand a story

Example: "*Put teddy on the table*"
This is a one information-carrying word phrase if the child has a choice of a **teddy** and a **rabbit** with a table; or a teddy with a **table** and a **bed**.

This is a two information-carrying word phrase if the child has a choice of a **teddy** and a **rabbit** with a **table** and a **bed**.

This is a three information-carrying word phrase if the child has a choice of a **teddy** and a **rabbit** with a **table** and a **bed** knowing that he can put it **on** or **under**.

An ICW has important information (not a little word like "the", "put", "a", etc).
Children are often very good at working out what you are saying from the context as well as from the language. For example, if you are putting on your coat ready for playtime and say: "*Go and get your coat, we're going out to play*", the child has probably already followed and anticipated the command from the situation. In order to teach language, bear in mind the need to take away clues so the child has to understand the language.

Developing Understanding at a Two ICW Level

Two Nouns Together

	Resources	Ask
A.	baby, teddy, chair, table	"*Put **baby** on the chair*", "*put **bear** on the table*", … etc.
B.	baby, teddy, some objects (for example, spoon, car, brick)	"*Give the **brick** to **baby***", "*give the **car** to **Teddy***", … etc.
C.	Po (Teletubby), dolly, sponge	"*Wash **Po's hair***", "*wash **dolly's nose***", … etc.
D.	Baby, Teddy, toothbrush, hairbrush	"*Brush **baby's teeth***", "*brush **teddy's hair***", … etc.
E.	Po with his cup and plate, baby with her cup and plate.	"*Where's **Po's cup**?*", "*Where's **baby's plate**?*" *…etc.*
F.	Picture of a man, lady, teddy, dolly or dog	"*Where's the **dogs ears**?*", "*Where's the **man's foot**?*" *…etc.*
G.	animals, shed "box" and field	"*Put the **cow** in the **field***", "*the **horse** in the **box***" … etc.
H.	dolly, teddy, clothes for each	"*Where are **dolly's socks**?*", "*Where's **teddy's jumper**?*" *…etc.*

Negative and a Noun

There are several stages a child goes through in learning the negative.
First S/he learns the meaning of "no" and later "not" before S/he will understand "don't" or "can't"

	Resources	Ask
A.	Draw pictures of trees - one with apples and another with no apples.	"*Show me the tree with **no** apples*" Try with other pictures at the one word level, for example : "*Show me the face with **no** nose*" … etc.
B.	Draw pictures of faces - one complete, others with things missing, for example, "nose" Now you can move to two words together.	*Who has **no** nose?*" "*Who has **no** eyes?*" *… etc.*
C.	Pictures of cars, one complete and another one with no wheels, etc.	"*Show me the car with **no** wheels.*" *… etc.*
D.	Baby, Po, some objects. Give different objects to the toys.	"*Who has **no** spoon?*", "*Who has **no** plate?*" *… etc.*
E.	Pictures of houses, one complete, others with an item missing, for example, a door, a window, … etc.	"*Show me the house with **no** door.*" *… etc.*

Develop Understanding at a Three ICW Level

These activities are the same as for two information-carrying words but this time the child has to choose between three sets of items rather than two.

Use of Prepositions

Use a **doll** and a **teddy** and ask the child to put them **in, on** or **under** the **table** or the **bag**. Make this into a game so that one animal might be hiding from another;

Examples:

Let's hide [***teddy under*** *the* ***bag | rabbit in*** *the* ***box*** **]**.

Put the [***pencil*** *car* **] [** ***under|****on*] *the* [***books|****desk*]*,*

Put the [***book|****apple*] *in* [***teddy's|****dog's*] [***bag|****box*].

Big / Little

"*Find the* [***big car |*** *little spoon*] *and post them down a tube.*"

When tidying-up ask the child to –

"*put* ***teddy*** *or dolly in the* [***big |*** *little*] *box*".

"*Colour in the* [***big house |*** *little door, etc*]."

Dressing up - "*Put on the* [***big |*** *little*] [*gloves* ***| hat****, etc*]."

General Activities and Games

Make up an obstacle course:

"*Make* [*teddy* ***| dolly |*** *rabbit*] [*jump* ***|*** *hop* ***| walk***] *to the* [*table* ***| box*** **]**."

Develop Understanding at a Four ICW Level

A. Shopping game – "*I would like a … … and a ……*"

B. "*Give me the … … and the … … - post them* [*down a tube* ***|*** *in a box* ***|*** *… etc*]"

C. Have identical sets of objects / pictures. Take turns to choose two objects / pictures, looking at them secretively and hiding them behind a screen. Ask the other person to find them and when they have chosen two objects take the screen away – have you got the same?

D. You can use colours, words like "big" and "little", "one" and "two" to extend the number of words that the child has to understand. An example at this level would be :

"*Put the* [***apple |*** *orange*] *in* [*big* ***| little***] [***teddy's |*** *rabbit's*] [***box |*** *bag*]."

"*Put* ***one sock*** *in* ***teddy's box***."

Remember that for every word in bold there must be a second choice, so in the second example, there must be :

- at least two socks
- at least two of something other than socks
- at least one other cuddly toy
- at least one container as well as the box.

Complex Structures

Why do children have ongoing difficulties following instructions with complex structures?

Children with language difficulties have trouble making sense of "passages of speech". These require an understanding of a series of linked sentences and how they are related, for example:

> "*If you have finished drinking your milk you can go and play in the Wendy House or go in the sandpit. In a few minutes it will be time for television. Before that we have to tidy up the classroom; so hurry up or you won't have time to choose.*"

In order to understand the example above, children first need to **remember** all the pieces of information given. Children with a short memory may find this particularly hard.

Spoken language often contains a lot of information that is not essential. Part of effective listening involves knowing **what is important and what is** "**extra**". The most important part of the above example is the first sentence.

We often give explanations to a large group of children. Each child must **pick out which parts are relevant to them**. Children with language problems are often unable to do this.

Understanding linked sentences involves **interpreting each part of the message in relation to the other parts** for example:

> "*Jessica has won her 25 metre swimming badge. She is going to collect it at assembly tomorrow. We will all go there to clap her.*"

In order to understand the second and third sentences children must realise what the words "*she*", "*it*", "*her*" and "*there*" refer to.

All these aspects of understanding interact. For example, auditory memory affects children's ability to select information that is important and word order and grammatical understanding are interrelated.

Children with language difficulties may fail to understand or misunderstand what is said to them for a number of reasons. They may have difficulties with:

1. Complex grammar
2. Understanding several linked sentences
    - remembering all the information
    - picking out the important parts
    - references within a paragraph/conversation
3. Auditory memory
4. Understanding the subtleties of language especially when the meaning goes beyond what is actually said. For example:
"*Those sweets look nice*" meaning "*Please may I have one?*"
"*I'm feeling down*" meaning "*I feel unhappy*"
5. Non-explicit and non-literal language.

6. Understanding and processing fast speech.

Grammatical Words and Word-Endings

Some children with severe language difficulties have problems understanding certain grammatical words and word endings, for example:

- Negatives – "*hasn't*" "*isn't*" … etc.
- Word endings conveying different meanings – plural "*s*" possessive "*s*"
- Past or future tense
- Possessive pronouns – "*yours*" "*mine*" "*theirs*" … etc.

Children who usually do understand these may "miss" them on occasions if they are concentrating hard on something else.

Word Order

Children can be confused by sentences that have unusual or unexpected word order; for example:

"*The pencil on my table is broken.*"
"*The man who was sitting on the bench was old.*"

All these could be misinterpreted because children are influenced by the word order they expect. For example, in the second sentence they might interpret this as "*my table is broken*".

Links between sentences

Words such as: "*but*", "*if*", "*so*", "*because*", … etc*. ,* convey slightly different meanings. These are particularly difficult for children with language problems; for example:

"*John was cross so Mary was upset.*"
"*John was cross because Mary was upset.*"

The differences in meaning here may not be very apparent to children with language difficulties.

Later developing grammatical words

Many grammatical words that we use in conversation with older children have very specific and sometimes subtle meanings. Language disordered children are late to develop an understanding of these and this can put them at a disadvantage in conversation in the classroom or socially.
Examples:
"*unless*", "*although*", "*however*", "*therefore*", "*except*", "*not only*", "*but also*", "*neither/nor*"

Difficulties with complex instructions / language structures

Follow this progression for longer instructions containing two parts:
a) One similar element – use one verb

"*Close the book and the box.*"

b) Two related commands

"*Put the pencil in the box and close it.*"

c) Two unrelated commands

"*Put the bear on the chair and give me the apple.*"

d) Two unrelated commands that contain more information

"*Put the dog and the bear on the bed and point to the door.*"

To make these types of instructions easier to understand:

- point to where you want things to go
- give the child one of the objects
- repeat the second half of the instruction as the child completes the first part

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Spoken Language and Vocabulary

Why are these skills important?

Good spoken communication is essential in building relationships with other children and adults. Using grammar and linking ideas in a coherent way helps to extend spoken language. Skills in spoken language carry over into written language to support literacy development.

Children with expressive language or vocabulary difficulties may:

- only use a few words joined together
- use simplistic or immature sounding sentences
- confuse or leave out grammar
- may only talk about the here and now
- use words in the wrong order
- be reluctant to participate in group discussions
- find it difficult to make friends with children of their age
- may use "empty" speech with lots of non-specific vocabulary ('it', 'thing' 'makes' 'that')
- may have problems recounting events or re-telling stories

Classroom based strategies to support expressive language skills:

- Allow the child extra time to get their message across.
- Model use of short sentences and early grammar to describe what is happening e.g. 'teddy's kicking the ball', 'the ball is under the table'
- Recast any sentences containing errors, modelling the correct production
  e.g. ***Child:*** I falled over yesterday
  Adult: Oh dear! You fell over! Did you hurt yourself?
- Extend language by offering choices involving a few words linked together
  e.g. ***Adult:*** would you like the green shiny plate or the red shiny plate?
- Add an extra word onto the child's sentence to expand their sentences
  e.g. ***Child:*** Teddy's over there
  Adult: Yes; the big/brown/friendly teddy is there.
- Extend vocabulary by labelling items from different categories. Talk about which categories items belong in e.g. food, clothes, animals.
- Repeat new vocabulary on a regular basis. Provide opportunities for children to practice using new vocabulary in small group activities.

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Spoken language and vocabulary

General Strategies
Accessing Vocabulary from Memory

A. **General Organisation**
To help the child understand that things belong in sets which is crucial for learning new words and storing those help the child:
- Learn organising strategies
- Teach him/her routines
- Encourage tidying up in set places

B. **Reinforcing Learning / Language**
Create opportunities for reinforcing learning / language in everyday classroom activities.
It is essential that new language is generalised to lots of different situations and doesn't just remain in the taught / learnt context.

C. **Use Repetition**
Be repetitive in your teaching of new concepts / vocabulary.
Try to **link new vocabulary / concepts** with what the child already knows.

D. **Plan, Do and Review**
Help the child with a task | activity by encouraging him/her:
Plan - talk about what you are going to do, your aims, the resources you need etc.

Do - whilst carrying out the activity, name the resource and describe what the child is doing, going to do next, in short sentences.

Review - after the activity is completed, encourage the child to think and talk about what S/he has done. Help her/him to structure this by using words like "*first …*", "*then …*", "*last …*".

E. Encourage, praise and reward the child for his efforts

F. Teach vocabulary in the right way.
The strategies and activities described here will help children to remember new words and their meaning. It is important to know what words a child already knows before teaching new words. Some children will have gaps in the everyday vocabulary of object names, verbs and simple describing words like colour/ position (words you might expect them to know). These are also covered in the Integrated Therapy Training session.

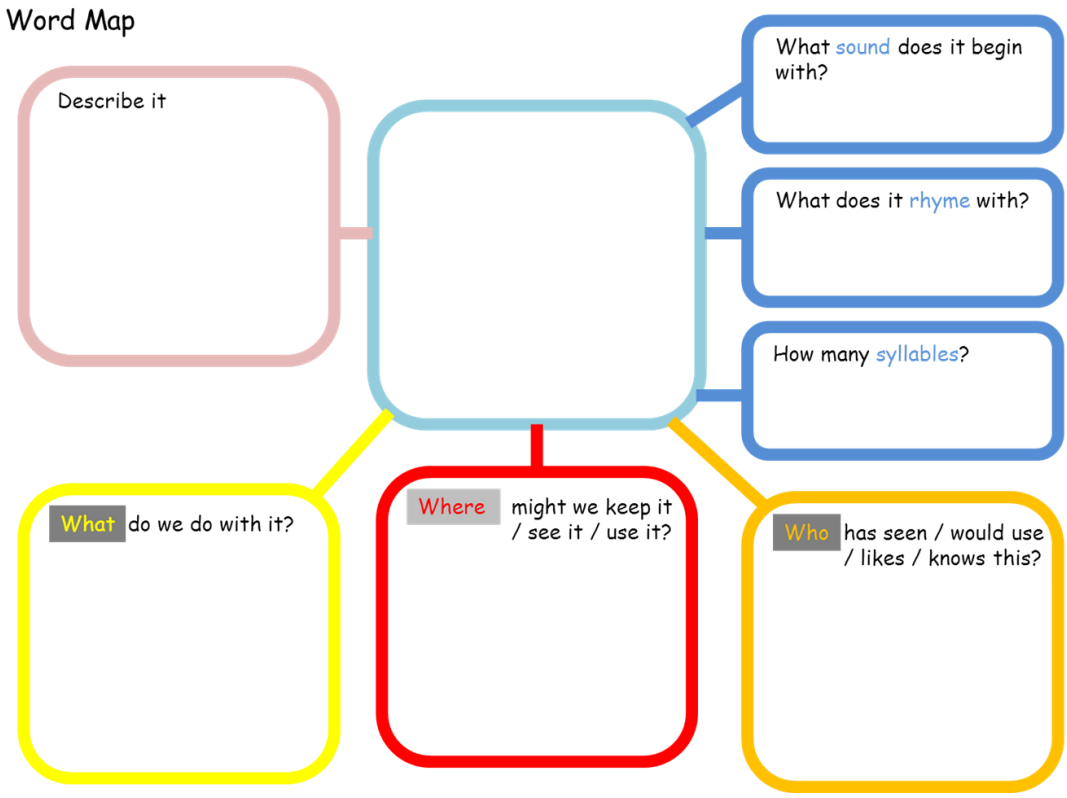
First – check they understand the basic vocabulary before you start

Word Aware Approach by Stephen Parsons.
Organises vocabulary for teaching into 3 groups i.e. Anchor, Goldilocks and Step on words.
Children with limited vocabulary and/or word retrieval difficulties will have gaps in the Anchor and Goldilocks types of words.

Anchor Words	Goldilocks Words	Step On Words
Basic Words, good understanding, everyday words, usually nouns and verbs and are very familiar, used spontaneously.	Not too easy, not too hard, but just right	Generally specialist and topic specific
Differentiate for those with vocab difficulties	General classroom lesson planning words	Differentiate for more able pupils
e.g. country, village, hill, river, weather, road, home, houses, family	e.g. continent, landscape, climate, route, distance, agriculture, crops, remote, trade	e.g. settlement, monsoon, nucleated, linear, cash crop, economic activity

Word Map

Use of a Word Map (please see printable handout in the appendix section) is a recommended way to teach new words as it not only explores the meaning of the word but also the phonological (sounds) aspect which many people rely on to retrieve a word from memory.



General Activities and Games

Please ask your School Speech and Language Therapist or contact the Telephone Advice Line (TAL) 0300 300 2019 if you would like help with choosing activities.
Look through them to determine which activities suit/interest the child you are working with best.

Expressive Language
The following activities can be used for a number of different aims:

- Increasing vocabulary development
- Strengthening word retrieval abilities (when a child has difficulty accessing the right word at the right time)
- Strengthening descriptive language skills
- Strengthening reasoning skills
- Strengthening categorising abilities

Expressive Language – Description, Explanation, Reasoning and Sequencing Skills
These activities will help children with a wide range of difficulties. Use them to target;

- giving accurate descriptions
- strengthening vocabulary knowledge (and therefore word retrieval)
- giving explanations
- strengthening reasoning skills
- improving sequencing skills.

1. Can the child tell a brief story from several pictures or from one composite picture? If this is very difficult can they recall a story using pictures to help them?

2. Using a series of pictures that tell a story, see if the child can place them in the correct order and relate the story.

3. See if the child can select either an object or picture after hearing its description.
    a. You can give the description in single words, phrases or sentences; for example, a ball can be described as "*black, round, bouncy*" or "*It's made of rubber, and you play sports with it.*"
    b. Play "What am I thinking of?"

4. Gradually build up a verbal picture of an object.
   Start with three clues. Can the child guess after two clues, or three, etc. For example :
   i. "*it has four feet and fur*",
   ii. "*… whiskers*",
   iii. "*… drinks milk*"
   … a cat.
5. Play a "Guessing Game"
    - Each player has some pictures of objects.
        - Take it in turns to turn one over and describe it.
        - Try not to guess the right answer unless the description is very accurate – make some other guesses.

- A game similar to this, which requires the child to select **key** information (i.e. the most important information to relay) is "Chicken feed".
  Place a set of topic related pictures on a table. Ask a group of children to sit around the table with their little fingers on the edge of the table. One pupil silently selects a picture and tells the group the two most important features about it and then says, "*go*".
  The other pupils place their little finger on the picture they think it is. The first child with their finger on the correct picture is "it" next time.

Note The activity can be made harder by providing pictures that have close semantic links, for example, all drinks.

6. Try and describe the functions of a familiar object; for example, pencil, vacuum, brush.

7. Describe a familiar object according to its shape, location and size; for example, a chair in a room.

8. Describe an item after it has been removed from sight, therefore combining visual memory with oral language.

9. Identify an item from touch – describing as you feel the object.

10. Sort out a group of objects or pictures according to use, size, shape, colour or what they are made of.

11. These activities involve giving accurate and relevant descriptions of objects/pictures. If this is particularly difficult for the child you may find the following table useful as a memory aid for the child – it will give them a structure from which to base their descriptions.

Describing Objects
When we describe something, we can use different features. Try using these headings to describe:
a ball a fork a cup an apple a hat a cooker
Collect together some common objects. Ask the child to choose one and see how much you can say about that one object, for example:
shape size colour texture weight
"*It is used for …*"
"*It is made from …*"
"*You can can buy it from …*"
"*It is stored in …*"
"*You can find one at …*"
"*It is used by …*"
"*The category it belongs to is …*"

Object	***sock***
Category	*Clothing*
Its function or use	*Wear it*
What it looks like	*Has a hole at one end*
What it does	*Keeps us warm*
Where you find it	*Wear it on our feet Keep it in a drawer*
What it is made of	*Wool*

Some features will have more than one idea beside them.
Which features describe the item best?
Which features are not relevant?

When the person you are working with is good at this, progress to the games where you describe an object for each other to guess which are listed above, or "20 questions" type games – ask the child to select an object. Take turns to ask specific questions in order to find out what it is; for example:

"*What colour is it?*" "*What shape is it?*" "*What size is it?*"
"*What is it made of?*" "*What is it used for?*" "*Where would you find it?*" … etc.

12. Using a spoken or written list of objects, select an **odd one out** and explain the reason for your choice.

If this is proving too hard, use actual objects or pictures of objects.
To make this even easier when introducing the activity, use the pictures/objects, e.g. an ice-lolly, an ice cream and a sausage and talk about what the child might know about the first one. For example, you might begin with "*You eat it!*". Decide if you can eat the other two. Move on to another attribute – "*Is it sweet?*" or "*Is it hot?*"
Given this information, decide which is 'the odd one out'.
For ideas, refer to the "**Odd One Out**" game - below

13. Describe the similarities and differences between two objects; for example:

A bird and an aeroplane an apple and an orange honey and glue 1p and 10p a cricket ball and orange a river and the ocean a pen and pencil … etc.
See also the "**DIY Semantic Links Sheets**" below.

14. Describe an emotion after hearing a story.

Encourage more than just "*happy*" and "*sad*".

15. Describe the emotion portrayed in a picture and suggest a cause; for example, a child crying beside a broken toy.

16. Describe how the child feels about an imaginary situation; for example, watching a peer hurt an animal.

This is also aimed at increasing social awareness.

17. Identify statements or pictures as fact or fantasy; for example, "*a tree can shout.*"

A game that you can play is the "**Silly – Sensible board game**". Provide a board such as that for "snakes and ladders".
Develop topic related cue cards such as:

"*When you want to talk to the teacher in class you shout.*" "*When you want to send a message to another country you can use a fax machine.*"
Make sure some of the statements are silly and some sensible.
Play in a small group with one adult or able leader.
When a child lands on a snake or ladder S/he takes a cue card and says whether the cue is silly or sensible. The whole group discusses whether they think S/he is correct and why and if they can think of any alternatives.
If the child is correct S/he goes up the snake or ladder, if not, S/he goes down.

18. Silly Sentences
    "*The man ate the shoe.*"
    "*Why is it silly – can you make it not silly?*"

19. Complete a statement relating to the child's wishes and find out the reasons for the child's choice; for example:
        "*If I could go anywhere, I would go to…*"

“Odd One Out” Games

You will need to be selective and choose items suitable for the age, interests and experience of the child. Make up similar ones of your own if they find certain ones hard. Can they make up ones for you?

Easier choices			
bus **bee** **car**	**bus** **ticket** **car**	**bird** **dog** **ice cream**	**plane** **helicopter** **star**
chair **worm** **snail**	**grass** **giraffe** **lion**	**book** **ladybird** **caterpillar**	**sheep** **swan** **duck**
whisper **biscuit** **talk**	**jump** **run** **ball**	**radio** **fridge** **TV**	**chips** **ice cream** **burger**
happy **scared** **day**	**star** **rain** **snow**	**cup** **tree** **glass**	**mountain** **hill** **sea**
10p **pound** **bike**	**skipping rope** **shoes** **skates**	**kite** **bus** **taxi**	**3** **8** **TV**
sun **flower** **moon**	**clapping** **jumper** **waving**	**nose** **eyebrow** **shoe**	**seaside** **playground** **bathroom**
jumper **train** **car**	**big** **tiny** **small**	**orange** **tea** **coffee**	**tulip** **sun** **rose**
Weetabix **sausages** **rice crispies**	**pig** **fish** **cow**	**apple** **coffee** **banana**	**freezer** **sandwich** **bread**
dog **cat** **fire**	**fridge** **coat** **cooker**	**read** **write** **boat**	**Tuesday** **October** **Monday**
jumper **house** **sock**		**coat** **scarf** **pyjamas**	

DIY Semantic Links Sheets

Take it in turns to make one up for each other. Draw the item or write the word. See the enclosed sheet.

The item in the big circle should go with an item in one of the small circles.

Talk about what they are:

"*Which goes with the one in the big circle?*"

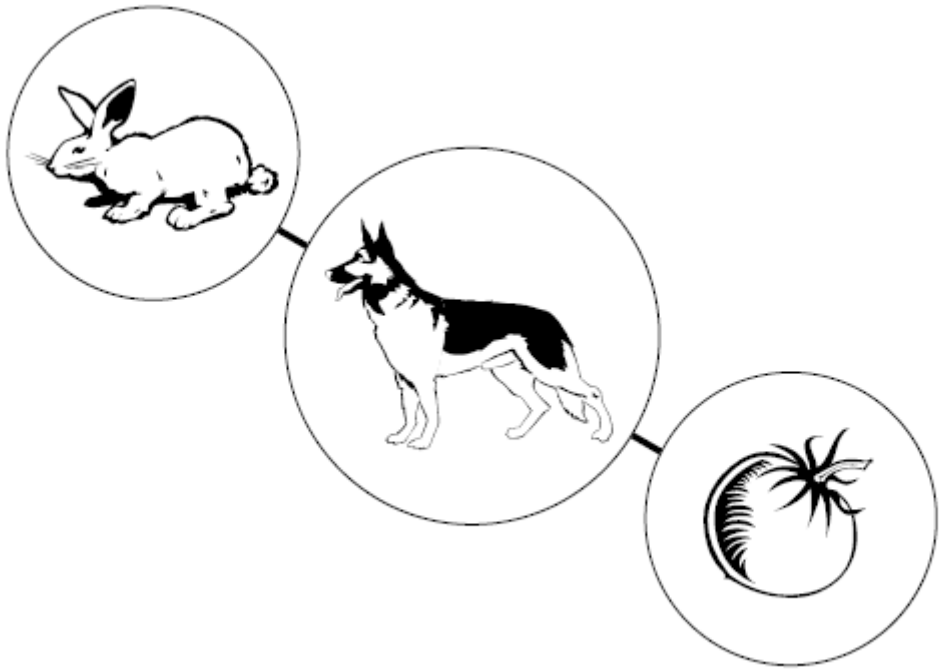
"*Why do they go together?*"

"*What else would go with them?*"

"*How are they similar?*"

"*How are they different?*"

"*What else goes with the one/ones in the other circle?*"



DIY Semantic Links - Sep-2000

Children's Therapy Service

Solent NHS
NHS Trust

Word Finding

What is word finding difficulty and why is it important?

Word finding difficulty is a problem with accessing and retrieving stored vocabulary. Being able to access words that are stored in our vocabulary quickly and efficiently allow us to communicate fluently and effectively.

Children with word finding difficulties may:

- take time to think, struggle to remember or find a word they want to say when speaking
- know and understand a word, but find it difficult to use the word in their spoken language
- use an incorrect word, that may be in some way linked to the word they wish to say e.g. 'cat' for a dog, or 'arm' for a wing
- use 'empty' or non-specific words such as 'this', 'that', 'there'
- describe a word instead of use the word e.g. 'the bouncy thing over there' for 'ball'
- find it difficult responding to questions that require retrieval of specific facts, even though they know the information

Classroom based strategies to support word finding skills:

- Allow the child extra time to respond to questions
- If a child is trying to retrieve a word, provide clues e.g. an associated word or set phrase for the child to complete: 'Fish and _____'; 'you find it in the bedroom', 'you cook with it'.
- Some children may benefit from sound clues e.g. giving the first sound in the word: 'it's a p……'
- Encourage them to talk about the word, or explain or describe the word they are trying to remember – this may prompt them to find the word, and will help you know what the child is trying to say.
- Pre-teach new topic vocabulary to help them understand and use the vocabulary later on
- Make a personal dictionary for new vocabulary that needs to be learned. Organise the dictionary into categories, and add new words to the appropriate category as the topic progresses.
- When teaching new words, talk about it's function, where you find it, what sound it starts with, what it looks like, etc.

Better health, local care

Word finding difficulties

To communicate effectively through speaking and writing, objects, people, actions, events and ideas need to be labelled by words.

In order to build a system of words (vocabulary) a child must be able to associate words with things from the environment.

Young children first learn words related to things that are important to them. Words associated with immediate and concrete events and ideas are easier to understand and use.

A person's vocabulary continues to expand throughout life. It is individual to each person and reflects personal experiences.

Words are stored in an organised way within memory. Words that represent closely related objects and ideas are grouped together. For example, "table" and "chair", "soft" and "hard". Properties in words themselves may lead to them being stored together according to, for example, their first sound or the fact that they rhyme.

The organisation of words within memory means that they can be retrieved as needed.

Children with language difficulties may have problems in storing, organising or retrieving words, as they want to.

They may:

- Pause and appear to be searching for the right word.
- Say a word that is similar in sound or related in meaning, which may appear inappropriate.

Some children may:

- Have a general problem in learning new words, and need constant repetition to build on other vocabulary.
- Use "empty" words or phrases like "*that one*" and "*there*".
- Use phrases like "*you know the one*", "*like that one*" … etc. in order to replace the words they are unable to find.
- Use gestures like finger clicking and hand waving to help them in their search for the target word.
- Use meaningful signs to replace the missing word.

Techniques for pupils with word-finding difficulties are based on giving children a number of pegs on which to hang a word. A good analogy is that of a magnetic fishing game – the more paper clips on the fish the easier it is to catch it.

Strategies

These may help children who have word finding difficulties recall words. You could try the following and see which work best for your child.

A. Create different situations in which pupils can hear and use vocabulary, for example: real life; acting, (for example, role-play); technology (for example, model making); discussion.

B. Highlight the flexibility of language, for example, the same word can have different meanings, as in:

"*park the car*"

"*play in the park*"

"*car park*".

C. Different words can have the same meaning, for example: far, distant.
D. Discuss the real meaning of 'colourful' phrases such as:
   "*Hit the roof*"
   "*You drive me up the wall*"
E. For pupils with word-finding difficulties:
   a. For a known word:
      - give the initial sound
      - give a sentence to complete (e.g. "*shoes and* …")
      - give its function
      - provide a closely associated word
      - use a sign | gesture
      - Talk about the structure of a word –
      - how many syllables it has
      - what it rhymes with

   b. For an unknown word ask:
      - "*What kind of thing is it?*"
      - "*Can you think of a word that goes with it?*"
      - "*Show me one with your hands.*"
      - "*What do you do with it?*"
      - "*Can you put it into a sentence?*"

General Activities and Games

A. Using tapes of environmental sounds, for example, animal noises, clocks, noises around the home, etc, play them and ask the child to name the object / person / animal that goes with the sound.
   If the child finds this difficult, you can provide pictures to give visual clues.

B. Using objects and pictures, ask the child to think of as many actions that can be done with that object; for example:
   Spoon Stir with it wash it scoop with it … etc.

C. Place a collection of objects in a bag. Ask the child to choose one item. The child must then describe it without naming it.
   This can be done as a group activity – timing how long it takes the children to guess the object.

D. Choose words that all begin with a particular sound, for example, "*b*".
   One child is told the mystery word. S/he gives the other children a clue to what the word is – preferably using one word, for example:
   "*animal*" "*brown*" "*hairy*"
   Other children guess the word described – "*BEAR*".
   The classroom can be divided into teams to make it more interesting.

You may have to take the first turn at providing the clues to give the children a good model.

E. Collect together some objects and keep these out of sight of the children.
In a small group nominate one person to leave the room.
While S/he is gone, show one of the objects to the other children. Each child has to think of something different to say about the object. The object is then removed from sight.
The other child returns and each child gives their clue, so S/he has to guess what the object is.

F. A simple lotto can be adapted to encourage your child to think around the objects. Instead of naming the picture that is chosen, describe it without letting anyone see the picture. As in an ordinary lotto game, take it in turns to choose the pictures.

G. Make a list of adjectives, such as:

tiny cool slippery funny round … etc.

Tell the child that each word can be used to describe something. Ask them to think of something that goes with each word. You may have to define some of the adjectives in order to prompt a response.

H. Make word games out of vocabulary, for example, word searches and simple crosswords.

I. Carry out sentence completion tasks or making sentences around the core vocabulary.

5e Categorisation of vocabulary

Categorisation is the ability to group and classify different words or objects according to their distinctive features, concepts or qualities, for example, animals, opposites, initial letter/sound and rhyme.

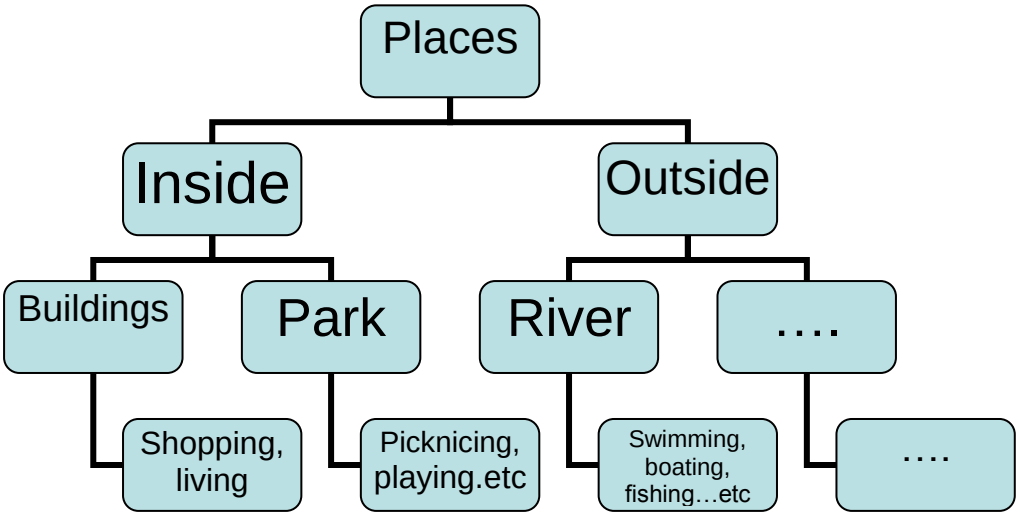
It is the way that basic vocabulary is organised and stored for recall and use at a later point in time. Some words may belong to several different categories or be classified in more than one way.

Initially children organise their vocabulary store using the more concrete or obvious features, for example, visual similarities, use, etc.

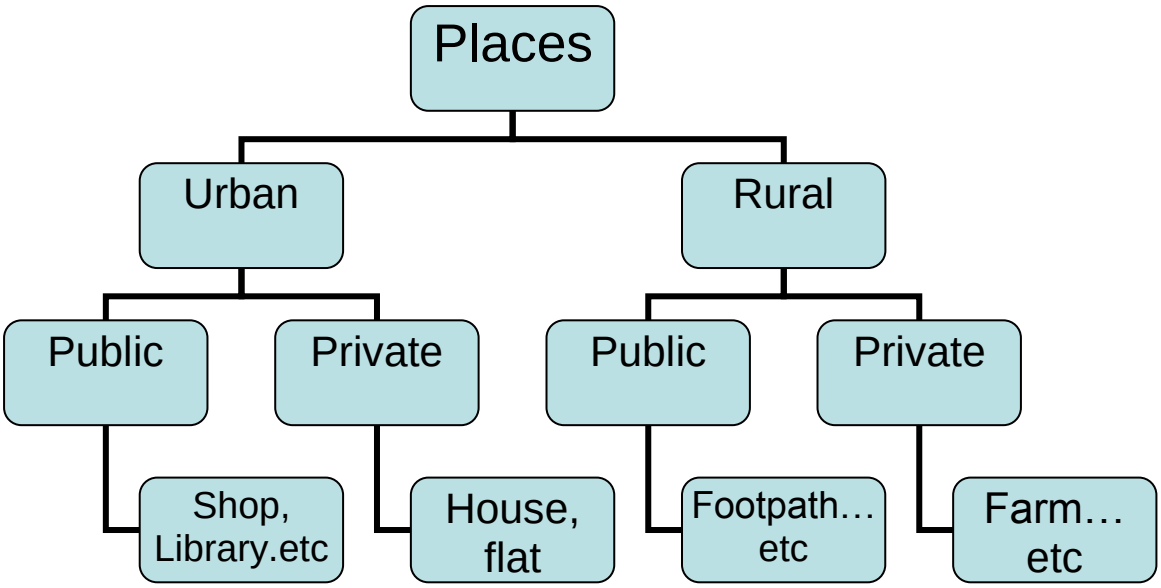
As children develop they use their increasing knowledge of the world to classify objects by means of more abstract properties. It is at this level that children with language problems may have significant difficulties.
The child in the classroom may:

- have problems choosing or carrying out simple instructions, for example, "*Go and find me all the **soft** balls.*"
- substitute a word with one that has a similar meaning.
- have difficulties using verbal reasoning.
- be rigid in his learning, show little flexibility and a poor ability to generalise.
- find it difficult to sort out by more than one category at a time. This may have implications for working in maths sets.

Vocabulary can be sorted into different groups, for example:



Or alternative, the same vocabulary could be sorted differently:



General Strategies

A. When working with categories use ones with which the child is already familiar and/or categories that tie in with the class topic.

B. Let the child experience categories by visiting places; for example: the playground, the hall, a shop, etc. Talk about different things that you have seen. When you get back to the classroom or to home, draw or write a list of what you can both remember. At a later date, can the child recall what was seen or can they predict what they might see when they go somewhere. You can use similar strategies whilst looking at different topic books.

C. Collect together pictures of objects belonging to categories such as:
Food, furniture, buildings, transport, toys, plants, clothes, animals.

It would also be useful to have pictures that are grouped together in less obvious ways, for example:

- things that you cut with
- things that are made out of wood
- things you clean with
- things found in the kitchen
- things found at the seaside

a) Choose four pictures from three of the categories you have collected (so that you have twelve pictures in all) and mix them up. See if the child can sort the pictures into three category piles, and label the category of each pile.
They may need prompts, such as:
"*which ones go together?*" "*What do you do with it?*" Or "*Is there another one you do that with?*"

b) Choose three pictures from one pile and one from another. Mix the pictures up and see if your child can tell you which one is the odd one out and why.

This can be made difficult by subdividing a category further (i.e. finer categories),for example,

- things we wear on our hands / feet
- things we wear inside / outside
- things we wear when it's hot / cold
- things boys / girls wear

Other categories might include:
farm and zoo animals; hot and cold food; summer and winter clothes; birds that can fly and birds that can't fly … etc.

D. These types of activity can be extended for older children to include; for example:
   - opposite relationships - far and near; slow and fast; up and down; cry and laugh; borrow and lend; before and after; success and failure; rough and smooth; cruel and kind
   - spatial relationships - far and near; car and garage; before and after; connected and joined; ahead and front; beside and below; away and distant
   - temporal relationships - seed and tree; before and after; seconds and minutes; smoke and fire; sleep and night; early and morning

   Write down the words on pieces of paper and see if the child can pair them up. Make it easier/more difficult by altering the number of alternatives for them to choose from, e.g. you could put out three words and ask him to find the two that go together/that are linked.

E. Make a dice from a square box, but instead of numbers put a category on each side, for example: food / transport / clothes.
   Play in a small group and take it in turns to throw the dice. When the dice lands whose ever turn it is needs to name one, two or three items (depending upon their age and ability) from the category that is shown by the dice.

F. Give the child an outline drawing and see how many appropriate items they can draw on it and name. The outline could be a toy shop, a fruit shop, the zoo, a park, a farm, a hospital, a kitchen or any other location that has specific items associated with it.

   Place several cards of different categories on a table. Give the child an object or picture card and ask him to choose which of the cards on the table it belongs to. This game can also be played using the written word.

G. Give the child a magazine containing a variety of pictures. Have the child search for items of a given category, for example, food, clothing, and furniture.

H. Give the child a category heading, for example, "*things rhyming with 'PAN'*". How many items can the child name or write down?

I. Play a word-chain association game. Think of a word, the next person must say a word which is associated in some way with the previous one; for example:
up down town city traffic car
(opposite) (rhyming) (hierarchy) (world knowledge) (hierarchy)

J. Give the child two objects that have some characteristics in common and some that are different; for example : Lego Blocks or Lego People. The child must state as many differences and similarities as possible. It will probably help initially to talk with the child about the things the objects have in common and to note them down in a simple way. Go on to talk about the differences in the same way. For example, an orange and a grape : "Both are round, fruit, juicy, edible. However the orange is bigger, has a thicker skin; you must peel the skin before you can eat it and it is a different colour."

K. Ask the child to generate rules of association by saying:
"*Glove is to hand as sock is to …*"
Give probable and improbable alternatives for the child to select from, for example: television, scarf, foot, and ankle.

L. Category Bingo
Provide each child with a bingo card on which you have placed pictures or words from certain categories. Present a category heading out loud.
The child is allowed to place a counter / marker on any item that is a member of that category.
When a diagonal or horizontal line is filled, the game is over.

M. They belong together
Ask the pupils to collect one object each. Display the objects clearly. The pupils take turns to choose 2 things that go together according to their own criteria. The other pupils guess why the objects were paired. General discussion can take place about each pupil's reasons for pairing the selected objects.

N. Scrapbooks
Put related pictures on the same page. Link to new vocabulary being learnt in class.

O. Comparing word pairs.
Make a list of word pairs and ask the child :
"*Which of these are the* [*same* | *different*] *?*" e.g. pillow and cushion, insect and fly
Sunday and week sweet and sour push and pull unlock and open … etc.
"*Which of these is softer?*" e.g. apple or grape bed or pillow gravel or snow … etc.
"*Which of these is thicker?*" e.g. rope or string
"*Which of these is smaller?*" … etc.

P. "I went shopping and I bought … "

You can use lots of variations of this game, for example :
"*I went to the seaside and I saw …*" "*I went out to dinner and I ate …",* etc.

Q. Naming Categories
Write some of the following words onto separate sheets. Take it in turns to choose a word and then take it in turns to name items in that category.
You will need to be selective and choose categories suitable for the age, interests and experience of the child.

- Animals Clothes
- Birds Cars
- Insects Plants
- Places Vegetables
- Buildings Songs
- Games Transport
- Sports Weather
- Countries Boys names
- Food Tools
- Drink Lessons
- Colours Actions – clapping, jumping
- Flowers Towns
- Fruit Work people do
- Parts of the body TV programmes
- Football players Farm animals
- Furniture Wild animals
- Girls names Time
- Names of books Famous people
- Toys Footwear

Useful Resources
Bigland and Speake (1992) *Semantic Links*

"Where's Wally?" book / poster of a scene, for example: sport, seaside, park, etc. to discuss items that are linked in meaning. You can get fun "Where's Wally" posters of different scenes to work with the child.

Practical Language Activities (1992) JoAnn Jeffries and Roger Jeffries ECL Publications

5f GRAMMAR

Strategies

Using Appropriate Grammatical Forms

1. Plan, Do and Review

Help the child with a task / activity by encouraging him to talk about what you are going to do, your aims, the resources you need, … etc.

Whilst carrying out the activity, name the resource and describe what the child is doing, going to do next, … etc., in short sentences.

After the activity is completed, encourage the child to think and talk about what S/he has done. Help him to structure this by using words like "*first …*", "*then …*", "*last …*".

2. Expand utterances the child uses

For example :

Child: "*Look – fire engine.*"

Teacher: "*Yes, it's a fire engine – a big, noisy fire engine.*"

3. Model and Extend the child's language

When a pupil uses incorrect grammatical structures provide the correct one for him and, where possible, extend his response.

Child: "*I water it and it grewed.*"

Teacher: "Yes, you watered it and it grew. Now it's taller than mine."

Activities and Games

A. **Verbs**

Verb Lotto

This can be used to encourage varying lengths of sentence; for example :

"*brushing*" "*brushing hair*" "*boy brushing hair*" "*boy is brushing hair*" "*boy is brushing his hair*" "*the boy is brushing his hair*"

If the child uses, for example, two-word sentences, then try to encourage three-word sentences.

Play the game as for normal lotto, but as either you or the child picks up a card, say the appropriate sentence (at the chosen level, for example, three-word). Match the picture to the board.

If you colour the pictures on the board and the matching cards, so that they are same, you can extend some of the sentences further; for example:

"*The yellow duck is sleeping.*" "*The little boy is crying.*" "*The brown teddy is jumping over the wall.*"

2. Other Activities

You can also use verb pictures either to play games of "snap", "pairs", or for the child to colour the one you say.

Ask the child to act out the verbs on teddy/dolly, for example:

"*make teddy **hop***".

Take turns to pick up a verb picture and act it out for each other to guess. Make it easier by giving the child a choice of two pictures and ask:

"*Which one am I doing?*"

Use the verbs in lots of different contexts, e.g. washing face, washing clothes, washing car.

"Hide" pictures around the room and ask the child to find "cutting", etc.
Gather together some objects that you can wrap, kick, throw, drive, eat, drink, etc. and ask:

"*which one do you cuddle?*"

Reverse the task by asking :

"*what do I do with a ball?*" "*What do I do with a pencil?*" "*What does a fish do?*" "*What does a bird do?*" … etc.

B. **Working with Sentences**

Sometimes children will forget to include important parts of a sentence. These might be:
the ***subject*** of the sentence – who is involved
the ***verb*** – the action
or the ***object*** – what is involved.

For example, in a sentence such as:

"*The lady is looking at the dog*"

then :

"*The lady*" is the subject, "*is looking*" is the verb and "*the dog*" is the object.
The following activities can be carried out when the child is omitting the subject of the sentence.

Using Picture Pairs

Use picture pairs where the same event is pictured but different people are carrying it out; for example, use a picture of a man washing a car and a picture of a woman washing a car.
Instruct the child to listen to what you say and point to the correct picture.
Say "washing the car" – then, whichever picture they point to, tell them that you have made a mistake because you wanted them to point to the other picture. Tell them that you have forgotten to say something and talk about what you would need to say to specify which picture you really meant.
Repeat this activity with different pictures encouraging the child to help you with what to say to specify who is carrying out an action. Use pictures such as:

The [*man / lady*] *is walking the dog.*
The [*boy* **/** *girl*] *is climbing the tree.*
The [*cat* **/** *dog*] *is eating.*
The [*boy* **/** *girl*] *is kicking a ball.*
The [*man* **/** *boy*] *is eating.*
The [*girl* **/** *boy*] *is sleeping.*
The [*cat* **/** *boy*] *is sitting on a chair*
… etc.

Using a Barrier Game

You can make this into a barrier game where you each have the same pair of pictures.
Take it in turns to choose one of the pair in front of you and tell the other one which you have chosen. They then have to look at their pictures and choose the correct one.
You can see whether you have got it right by comparing pictures to see if they match. This also provides a form of visual feedback for the child so that they can see how they are getting on.
Make sure the child has a go both at:

listening to what you say and

telling you which picture they have chosen.

C. **Tenses**

Regular Past Tense:

a. Read a story to the children, ask them to recall what happened. This should result in the past tense being used, but if the present tense is used, or an incorrect form of the past tense, repeat the sentence for the child, using the correct form and expanding the sentence a little. For example:
Teacher : "*Do you remember what happened at the beginning of the story?*"
Child : "*The three pigs **leaved** their mummy.*"
Teacher : "*Yes, that's right – the three little pigs **left** their mummy. They went to build their own houses. What happened next?*"

b. At a time when all the children are gathered together, ask them what you all did together (and in their groups) yesterday (or earlier in the day, if this is done at the end of a session).
Again, this should encourage the use of the past tense. Make sure the child hears the correct form, by repeating the child's sentence correctly (and expanded), as described above.

c. "Simon Says …" game
If possible this needs to be played in a group. Choose an action from the list below and encourage the children in the group to do the actions. For example :
"*Simon says 'hop'!*"
You can then ask :
"*What did you do?*"
You are aiming to elicit, "*I hopped!*"
Actions: jumped, walked, opened the door, closed the door, laughed, hopped, kicked the ball, clapped.
Look at some simple action pictures using some of the actions described above. Turn the pictures over when your child has looked at it and say :
"*What happened?*"
encouraging use of the past tense. For example:
"*The man laughed*"
"*The girl opened the door*"

d. Play charades with another child, miming an activity, for example, brushing hair. The child must guess what you did when you have finished, for example:
"*You brushed your hair*". Use pictures of actions to help with this activity.
Other examples may include :
"*You cleaned your teeth*" cleaning teeth
"*You washed your face*" washing face
"*You cried*" crying
Talk about the first picture, for example :
"*Look, here's a boy - let's see what S/he did yesterday*"

The child lifts the flap. You are aiming to elicit :
"*The boy kicked the ball*"

D. **Irregular Past Tense:**

As certain past tense verbs do not follow the normal rules of putting "ed" on the end, activities involving use of irregular past tense may have to be repeated many times for the child to learn these verbs.
Role-play activities for working on "*ate*", "*drank*" and "*bought*" are fun.

a. Set up a restaurant scene - the child could be a customer choosing various items from the menu with you being the waiter / waitress. When the child has finished the pretend meal, S/he can be asked :
"*What did you eat?*" (to elicit "*I ate …*")
"*What did you drink?*" (to elicit "*I drank …*")
Shopping - the child has to buy various food items from a pretend shop, (empty food packets could be used). Afterwards ask the child what S/he has bought, for example:
"*What did you buy?*" (to elicit "*I bought …*").

b. You and the child can instruct each other to draw a picture. For example, you say:
"*Draw a house!*"
then you say :
"*What did you draw?*" aiming to elicit "*I drew …*"

c. Robber Game
This is a role-play activity that can be played in a small group with the children taking it in turns to be a robber and a policeman.
The robber takes some objects from a shop, (for example, watch, toys, etc.).
The policeman tries to catch the robber.
At the end, the robber is asked to reveal what S/he took, for example :
"*I **took** a watch*".
"What's Gone?"

d. Kim's Game
This can be played in either a small group or with you and the child on your own.
Four or five objects are placed on the table.
Ask the child to look at the objects for a few minutes. Then, when the child's eyes are closed, something is taken from the table. The child has to guess what's gone, saying "*you **took** …*"

E. **More on Regular and Irregular Past Tense:**

a. Tell Stories
Puppets can be used. Act out a sequence using the puppets and encourage the child to re-tell the story in the past tense.

Look at a story with your child and encourage him to re-tell the story, perhaps after just a few pages.

b. Collect a few noise-making instruments behind a screen, for example, a drum, a trumpet, a bell. (Homemade instruments can be made from dried peas, etc., in yoghurt cartons.) One child disappears behind the screen and plays an instrument. The other members of the group have to guess what S/he did; for example:
"*S/he rang the bell.*"
"*She banged the drum.*" etc.

c. Place a few objects in front of your child, for example, a purse, a pencil, a box, paper, scissors. While the child watches, perform an activity, for example, put the pencil in the box. The child must tell you what you did:
"*You put the pencil in the box.*"
Open the purse "*You opened the purse!*"
Close the box "*You closed the box!*"

d. Talk about :
"*going to do things*"
"*doing something*"
"*done it*"

e. Sorting stories
"*Will it happen?*"
"*Is it happening?*"
"*Did it happen?*"

f. Use words like :
"*now*"
"*yesterday*"
"*tomorrow*"
"*late*"

To help, give a clue as well as the tense. If you have a "days of the week wheel" then have "*past, now, will happen*" section on the outside which can be moved around - "*yesterday, today, tomorrow*"

Sort time words into :
"*Happened*", "*is happening*", "*will happen*"
for example :
"*yesterday*", "*now*", "*tomorrow*", "*last week*", "*next week*"

Using words, do "odd one out" activities; for example:
Monday Tuesday slowly
next week tomorrow yesterday

April Monday Wednesday
night evening morning
Which is the odd one out and why?

Draw pictures of a sentence or make toys do what you say, for example :
"*S/he is jumping*"
"*S/he will eat his dinner*"
"*S/he ate his dinner*"

Which sentence is correct?
"*Yesterday I will go to school"*
"Yesterday I went to school"

F. **Passive Tense:**

Say a sentence using the passive tense, for example: "*The horse was pushed by the man.*"
Talk about what it means. Ask the child to act it out using toys.
When they can carry this out consistently, mix up active and passive tense structures and ask them either to act out what they mean or to draw them.

Passive Tense Structures	**Active Sentences**
The horse was pushed by the man.	The man pushed the horse.
The man was pushed by the horse.	The horse pushed the man.
The cat was pushed by the dog.	The dog pushed the cat.
The dog was pushed by the cat.	The cat pushed the dog.
The cow was followed by the dog.	The dog followed the cow.
The horse was watched by the man.	The man watched the horse.
The sheep was chased by the cow.	The cow chased the sheep.

Resources

Rippon (1996) *Worksheets on Past Tense and Irregular Past Tense* Black Sheep Press
Semel and Wiig (1990) *Clinical Language Intervention Program Syntax Worksheets* The Psychological Corporation Harcourt Brace Jovanovich Inc.
Semel and Wiig (1990) *Clinical Language Intervention Program Morphology Worksheets* The Psychological Corporation Harcourt Brace Jovanovich Inc.

Auxiliaries to 'be'

Some children have difficulty remembering to use "*is*", "*am*" and "*are*" before a verb - for example, using "*it raining*" instead of "*it is raining*".

The difficulty may be because in everyday speech we frequently use a shortened form, for example, "*It**'s** raining*", which is harder to hear. Try to emphasise the sound (for example, "***'s***") in your speech to help the child hear it.

Try to set aside a short amount of time each day to play one of these fun games. If the child finds them difficult to begin with, don't give them up - it can take time to learn how to develop the use of auxiliaries. You may know some of them already. Choose the ones that you think the child will like best and have fun playing them together. (You do not need to do every activity suggested.)

A. **Miming**

This is suited to group activities. The children take it in turns to mime an action suggested by an adult. One member of the group at a time guesses. For example:

"*S/he**'s** eating*."

If they are correct, the child miming is then encouraged to say "*I **am** eating*" by asking him "*What **are** you doing?*".

More than one child could mime at the same time to provide practice for "*They'**re** eating*" and "*We'**re** eating*".

B. **Descriptions**

Using pictures, such as the ones provided, encourage the child to describe the pictures, for example :

"*The baby**'s** sleeping.*"

Give the child a "reward" if they describe the picture well, for example, a Lego brick towards building a toy, a sticker for a picture, etc. You could also describe what people are wearing as a guessing game, for example :

"*S/he**'s** wearing trousers.*"

C. **Emphasis in an Argument**

Puppet stories can be set up where arguments take place along the lines of Punch and Judy, for example :

"*The baby**'s** crying.*" "*Oh no, S/he **is**n't.*" "*Oh yes, S/he **is.***"

5g Responding to Questions

There are many types of questions and there is a normal developmental order in which children learn to understand and answer them.

Generally, young children first learn to respond to questions about their immediate environment. These usually require simple short answers. Examples include:

"*What is it?*"
"*Who is that?*"
"*Is it mummy?*"

Later, children are able to deal with simple questions – things outside their immediate situation, like those related to past events, for example:

"*Did you go to the park?*"
"*Where have you been?*"
"*What did daddy give you?*"

As children's' memory, vocabulary, reasoning skills and knowledge of the world develop so does their ability to deal with questions that draw on these skills. For example:

"*Why did you do that?*"
"*Where do we go to see…"*
"*What is the opposite of hot?*"

"First hand" experience will always make the question easier to answer.

Overall, questions beginning with "*How…*" are the most difficult to answer. This is because they require both reasoning and explanatory skills.

Children also learn to reply to routine type questions such as:

"*How old are you?*"
"*Where do you live?*"
"*When is your birthday?*"

This is because they hear them repeatedly and they learn how to reply.

Recognising Difficulties in Responding to Questions

Children with language difficulties may have problems in both understanding and responding to questions. Their development of these skills may not follow the usual pattern. However they are likely to find it easier to deal with simple questions related to immediate events and concrete ideas.

The child may:

1. need questions to be rephrased before S/he can answer them;
2. find choice difficult, for example :
   "*Do you want to go on the computer or finish the maths?*"
3. not respond appropriately in conversation even though the answer may be predictable;
4. repeat the question or respond by opting out and saying :
   "*I don't know*"
5. Confuse the type of question asked, for example: give a "who" response to a "where…" question or tell "how" instead of "why"?
6. Take a greater than average time to understand and reply to questions generally (this becoming more obvious as the questions and required responses become harder).

Children have to answer many questions throughout their day. It is important that they learn to cope with the hard questions as well as the easy ones.
Question types can be broken into four groups moving from easy, concrete types to more difficult abstract ones:
Level 1 Questions **involving naming and recalling**; for example: "*What's that?" "What did you see?"*
Level 2 Questions **requiring more information** from the child; for example: "*What's S/he doing*" "*Where is the dog?*" "*Who's got the book?*" "*Which one is an animal?*" "*Which one is big and blue?*"
Level 3 Questions **involving even more thinking**; for example: "*What could we use?*" "*How are these different?*" "*Which one is not a cup?*"
Level 4 Questions **requiring prediction**, formulating solutions, explaining problem solving; for example: "*Why is S/he crying?*" "*What would happen if…*"

Activities for Level 2 Questions
Ask about things that you really want to know; for example:

- "What-doing" Dad is working outside, so say: "*What's dad doing?*" to which the child might respond : "*S/he's working on the …*"
- "Where?" When tidying away, say: "*Where will I put the pens?"* to which the child's response might be: "*in the drawer*". (If the response is just "*There*", you could say something like: "*Where? On the floor?*")
- "Who?" You are at the child's table and say : "*Who's got the glue?*" and the child would say : "*Me*" or "*Sarah*" … etc.

Remember, if you ask the child a question and S/he does not respond, simplify the task so S/he experiences some success and doesn't become frustrated. Work through the following simplification techniques until the child can respond; for example: when asking the question "*What is S/he doing?*"
1. **Wait** Give the child time to process the question and respond.
2. **Gain the child's attention** If the child is not concentrating on the task, say: "*Look!*" and gain his attention.
3. Repeat the question
4. Wait
5. Give an alternative choice For example: "*Is S/he watching television or sleeping?*"
6. Give a model For example: "*Oh! S/he's **sleeping***"

Remember that children will be more likely to answer questions if you ***really need to know*** the answers, so:
Do ask questions about people or things that are not in the room. For example: "*What's Mr.. doing?*" "*Where are my scissors?*"

Ask questions when you know the answers will have an effect; for example: "*Where will I put the pictures?*".

Say absurd things to get a response; for example: "*Where will I put the pictures?*" "*On the floor?*"

Don't ask redundant questions. For example: "*What am I doing?*" or "*Where's my shoe?*" when it is perfectly obvious that ***you*** know. However, do ask : "*What **will** I do?*" and "*Where **will** I put it?*" as long as the items you are talking about are actually there.

You need to create **interest** within the child in order to get the most out of him. Here is a list of further games and everyday activities you may like to use.

Puzzles and Barrier Games
You are doing a puzzle and need to find all the pieces ("set in" puzzles are best). Put a barrier between you and the other players. Split the puzzle pieces between other players and say, for example: "*Who's got the dog?*"
The child must tell you, for example: "*I've got it.*" or "*Charlie's got it*".

Have pairs of action pictures, for example: someone running, someone jumping etc. Give one of the pictures to each player (a maximum of two pictures given to any individual).
You have to find the picture the child is looking at (you might get another person to help).
You ask: "*What's S/he doing?*"
The child tells you, for example: "*Running.*"
You hold up the picture and see if it's the same one.

Cutting and Gluing
Make paper hats, collages, and picture scrapbooks. Ask the child to give you directions, for example: "*I've got the scissors. What will I do?*" or "*Where will I put the glue?*"
Before you start you put the things you need in different places and ask the child, for example: "*Where are the scissors?*" etc.

Outdoor Games / PE
Have turns telling the other person what you will do together. You say: "*Let's run!*" and both of you run.
Ask the child: "*What will we do now?*"
The child could say: "[*Jump | skip | hop | throw | … etc*]"
Remember, if the child does not respond, to give alternative choices initially, for example:
"*Shall we run or jump?*"

Reading Books
You can read books with the child and ask questions intermittently, for example:
"*What's the boy doing?*"
"*Where's the dog?*"
"*Who's got the dog now?***"**
Don't ask too many questions, though, as it may become boring. Remember to comment yourself about the pictures as well, for example:
"*Look! S/he's pushing the car!*"

Tidying Away Activities
Ask for instructions; for example:
"*What will I do?*"
"*Where's the …?*"

"*Where will I put it?*"

Comment about dirty hands, dirty tables, etc saying : "*What will we do?*".

Cooking

Make easy things (for example: sandwiches, coloured drinks, popcorn, pancakes, iced biscuits, etc., asking questions such as :

"*What am I doing?*"

"*What will I do?*" (when you have the spoon in the glass, ready to stir.)

"*Where will I put the … ?*" (you have finished the cooking and are looking for a place to put it.)

Guess Who

"*Who has blue eyes and blonde hair?"*

Where's the Spider?

"Hunt the spider"

Moving on to Other Level 2 Question Types these include:

Identifying By Function "*Which one can **run**?*", "*What can I **cut with**?*"

Barrier games – using pictures or objects; for example: "*Who's got one you cut with?*" "*Who's got one you sit on?*"

Cooking

"*What can I stir with?*" "*Which one can I eat?*"

Identifying Two Attributes "*Who's got something big and blue?*"

Barrier games

"W*ho's got something big and blue?*" - You need big and little things in various colours so that the child has to make a choice.

Cooking

Have everything you need lined up on a worktop. Say: "*I need something round and green*" (for example : apple)

Reading books - Look at the pictures and ask questions and saying, for example: "*What has four legs and horns?*"

Identifying Parts of Objects "*Which one has wheels?*"

Cooking – "*Show me the handle of the cup*"

Books – Look at the pictures saying, for example : "*Which one has got legs?*", "*Where's the lid?*"

Dolls and toys – Ask where parts of dolls and toys are, for example : *Where's teddy's tummy?*"

5h Asking questions

This is a vital way of obtaining information. The skills involved vary according to the type of question asked. They include:

- An ability to use the rise in intonation at the end of a sentence or word
- The ability to use question words
- The ability to change the order of the subject and verb so that a statement becomes a question. For example:

  "*That hat is mine.*"
  "*Is that hat mine?*"

Having the underlying motivation to ask questions is a very important part of communication. It relies on the ability to recognise that there is a gap in our knowledge and knowing how and where to seek out the relevant information.

Recognising Difficulties in Asking Questions

Children with language difficulties often do not appreciate the function of questions. They may therefore:

- not seek information
- not ask for help
- ask the same question repeatedly (even though the answer has been given) as a younger child might
- use a question form without a real intent to seek an answer; not waiting for, or listening to, the reply
- ask questions which are inappropriate to a topic of conversation

It is important that the child asks questions so that S/he is able to find out about things that S/he does not know or things that S/he is interested in.

a) "*What doing*" for example : "*What is S/he doing?*"
b) "*Who?"* for example : "*Who's got the ball?*" "*Who's running?*"
c) "*Where?*" for example : "*Where is the book?*"

Activities and Games

It is important that your child really needs to ask the questions. Someone may need to sit with the child to model the question for him. Some games and activities that will encourage question asking are:

Remember – asking questions is **difficult** for the child, so:

- Do lots of modelling and provide support, for example: have someone to help during the barrier games.
- Make sure the child really needs to ask a question, that is, make effective barriers:
  - Ask questions about people who are **not** in the room.
  - Get the child to ask things of **other** people.

Be patient. If the child is having difficulty – don't push, accept a good attempt and model the correct question.

Puzzles / Barrier Games

- Use "set in" puzzles. Set up barriers so that no one can see what pieces of the puzzles the other places have. Give the puzzle board to your child.
  They must ask "*Who's got the … ?*" (so it is really important that the child can't see who's got it!). An adult may have to sit with the child and model the questions at first.
  Don't pressure the child to ask the question absolutely correctly. These are hard and take time to master, so keep giving clear models.

- Two players sit opposite each other with a barrier between them. One player selects a picture and the other player asks questions to find the same picture on their own side of the barrier. Use pairs of pictures of people doing things :
  a) The child picks a picture.
  b) You say "*What's she doing?*"
  c) The child says, for example "*She's sitting on chair*".
  d) You find that picture.
  e) You pick a picture.
  f) The child says "*What's she doing?*"
  g) You say "*She's eating an apple*."
  h) The child finds the picture.

Shopping

Put all the groceries in different places, for example: in the fridge, in a cupboard, on a shelf, … etc. The child must ask, for example:
"*Where's the butter?*"
Take turns at being the shopper and the shopkeeper.

Puppets

Have a puppet show (puppets can easily be made from socks). Have conversations with the child pretending that the puppets are talking. Say, for example:
"*What's your name?*"
"*What are you doing today?*"
"*Where's your mummy?*"
"*Have you got any friends?*"
"*Who are they?*"
Then encourage the child to get his puppet to ask questions about yours. Say "*You ask me something*."
You could get the people in the family to play and model two-way conversations with the puppets.

Twenty Questions - Put an object or a picture unseen into a large envelope / bag. Working round a small group of children, each child must ask questions to find out what the object may be.
The adult models this first by allowing someone else to choose the object.
Encourage questions that start general and become specific, for example:
a) is it something to eat?
b) is it a fruit?

c) is it an apple?

Exploring Interesting Objects - Encourage the children to bring in unusual objects or photographs. Be a good model by asking questions about them yourself.
Bring in an object that the children have never seen before, for example: a souvenir from a holiday, something from a hobby, … etc.
Discuss the object – where it was bought, how it was made, etc. Next time encourage the children to ask questions.

Guess Who? A popular game available commercially.

Happy Families. A popular game available commercially.

Bingo -Make a bingo game with shapes of different colours and sizes. Each child has a board. As the caller, you have a set of corresponding cards. As you turn over the cards, ask each child, for example :
"*Have you got a red square?*"
Each child in the group should then have a turn to be the caller.

Make a Man - Cut out from sticky paper, circles for heads, rectangles for legs and arms, squares for bodies. Have enough for each child to make three different men, each a different colour, for example: red, yellow and blue.
Also cut 24 cards and colour the centres (using felt tip pens) such that there are eight cards of each colour.
Shuffle the cards and place them face down on the table. Each child is given a large piece of paper and then turns over a card and asks for a part of the body in that colour.
The game proceeds round the group with the idea being to make three men. When the first child has his next turn, if a red card is turned again, S/he asks for a red body, but if a green card is turned S/he begins a new man asking for a green head – each man must have the same colour body parts.

Beetle Drives -This can be played in the same way as above but using body parts for a beetle.

Jigsaws - The teacher or another child holds the pieces of the jigsaw. The child must ask for the next piece S/he needs.

Interviews - The children work in pairs. They ask questions to find out information about each other. Give the children a topic to help them, for example:

"*Find out about each others' families.*"

and if necessary give them some written vocabulary to help them, for example :

"*sister*", "*cousins*", "*uncle*"

Make a topic of the interviews. You could try producing a newssheet or articles for a newspaper.

5i Plurals

A. Regular plural endings - To start with, use real objects or pictures for example:

brick(s)
book(s)
car(s)
truck(s)
square(s)
doll(s)
key(s)
bead(s)
shoe(s)
sock(s)

At story-time, in the home corner, working on shapes or colours all offer opportunities to let the children hear the plural form of a noun.
For example, after sorting shapes in a small group situation, encourage each child to count how many of a particular shape S/he has:

Teacher : "*John, how many big circles do you have?*"
Child : "*One … …*" (S/he pauses as S/he thinks).
Teacher : "*One, two, three … .. you've got three big circles, haven't you?*"

B. Nouns which sound an "-es" at the end, for example:

horse(s)
match(es)
badge(s)
box(es)
dress(es)
nose(s)

C. Nouns with irregular plural endings, for example:

child(ren)
foot (feet)
sheep (sheep)
goose (geese)
man (men)
woman (women)

Understanding "a" and plural "s"
Some children find it hard understanding that "**a**" means "**one**" and an "**s**" at the end means "**more than one**". Usually these children require this to be taught in a structured way.

- Listening Game - Place a large card depicting a single cat in one half and many cats in the other half in front of the child.
  Count the cats on the card with the child. Explain to the child that when we say "**a**" before a word it means there is just one item, and when we say "**s**" at the end of the word it means there are more than one of the item.
  Have the smaller separate cards of "A Cat" and "The Cats" cut out and shuffled (so that they are in random order) and placed in a pile, face down in front of the adult.

The adult takes the top card from the deck and names it (e.g. “A Cat” or “The Cats”).
Encourage the child to point to the correct side of the large card.
Show the card to the child so that S/he has visual feedback of the correct answer.
Encourage and reward the child by showing you are pleased if S/he was right.

- Use the large card showing “A Cat” and “The Cats” again, as a visual feedback for the correct answer.

- Use a variety of toys or objects on the table and ask the child to:
  Pick up a particular toy using “***a*** …”, or a set of toys using “the …***s***”
  Post a particular toy using “***a*** …”, or a set of toys using “the …***s***” down a tube
  Stamp “***a*** stamp” or “the stamp***s***” on a sheet
  Point to “***a*** …”, or a set of “the …***s***” in a complex picture, or in a book

- Play “Simon says …” type listening games (e.g. “point to the window***s***” or “point to ***a*** door”)

5j Use of Pronouns

The following activities will give you some ideas for helping your child to developing the child’s the use of pronouns, for example:
“*S/he*”, “*she*”, “*they*”, “*his*”, “*him*”, “*her*”

Using “S/he and “She”:
Place pictures of a girl and boy on the table and place action pictures involving boys and girls face down in a pile.

- Encourage the child to turn over a picture and say whether it is a boy or a girl. If it is a boy say, “*We say **S/he** for a boy.*” and encourage him to match it to the right picture and then the child can tell you about the picture, for example: “***S/he** is swimming.*”
  Repeat with the remaining pictures, taking it in turns to turn one of the cards over.

- Look at action pictures of people doing different things, for example:
  *“**She** is running.”*
  *“**S/he** is jumping.” … etc.*
  This activity can be made more fun by turning the pictures face-down in a pile. The child must turn the first picture over and describe what’s happening, using the correct pronoun. If S/he is correct, reward him with a turn in a game, for example, snakes and ladders.

- Within a group, a child is given an action picture and must mime what is happening, for example, a picture of a girl swimming.
  The other children must guess what is happening, for example: “***She** is swimming.*”
  This game can be played in a group at school, or at home with brothers and sisters, etc.

Pick out a boy and a girl from a group. A third child must look at them and try to remember what they are wearing. The teacher makes the third child turn his back on the children and then says, for example: "*Who's wearing a red jumper?*"
Encourage the use of pronouns; if the child says, for example: *"John is wearing a red jumper."* say *"Yes, so we say **S/he** is wearing a red jumper."*
The game can be adapted for hair colour, eye colour etc.

Draw two blank faces. Explain to the child that one will be a girl and one will be a boy. Give the picture of the girl some hair and then say: "*Now **S/he** needs some hair!*" "***She** needs a nose.*" … etc.
Encourage the child to join in.
This game can also be adapted using cut out pictures to represent monster-type facial features.

Discuss pictures of well-known people with the child, for example, a member of the royal family, a well known pop-star, etc. Talk about what they do, for example:
"***She** sometimes entertains important people*" … etc.

Using **"His", "Him" and "Her":**
Using a picture of a girl and a boy, encourage your child to colour parts of one of the pictures, or to add certain features, using sentences such as : *"Let's give **him** black trousers" "Let's give **her** a big nose", etc.*

This next activity needs to be played in a group.
Choose a boy and girl from the group and give each a shopping bag.
Make up a story about a naughty baby brother who goes shopping with them and keeps taking things from the shop and putting toys, etc, in their bags. This can be acted out.
The remaining children have to guess where the missing toys and:
*"It's in **her** bag"* *"It's in **his** bag"* etc. …

Place a girl doll against a drawing of a house with a garden; do the same with a boy doll.

You could also use a selection of farm animals which have "escaped from a nearby field". Say : *"Put the boy in **his** garden."* *"Put the horse in **her** field."* etc. Reverse the roles.

Play lotto games, etc. in a small group with another boy and girl. The child can be encouraged to say whose turn it is; for example: "*It's **his** go.*" "*It's **her** go.*"

Using **"They":**
Charades - Within a group, a couple of children are given an action picture and must mime what is happening, for example, a picture of a girl swimming.
The other children must guess what is happening, for example: "***They** are swimming.*"

This game can be played in a group at school, or at home with brothers and sisters, etc.
The child is given two boy manikins and sets of clothes.
Say: "***S/he**'s going to wear shoes.*"
The child gives shoes to one of the manikins only.

Then say: *"**They** are going to wear jumpers."*
The child gives jumpers to both of the manikins.
Give the child a turn in telling you what to do.
Use pictures of a boy, a girl and a group of people as well as action pictures which include some with two or more people doing actions to elicit "they" (are running, … etc.)
Place the pictures on the table face down in a pile.
Encourage the child to turn over a picture and say whether it is a boy or a girl or (a group of) people. When it is a group say : "*We say **they** for more than one person.*"
and encourage him to put it in the right picture and then the child can tell you about the picture, for example : "***They** are swimming.*"
Repeat with the remaining pictures, taking it in turns to turn one of the cards over

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Concepts

Why are these skills important?

Concept words are an important part of a child's vocabulary. They are used to describe things such as colour (e.g. red), shape (e.g. round), size (e.g. big, little), texture (e.g. soft, bumpy), time (e.g. before, first) and position (e.g. under, next to). Understanding and using concept are important for many aspects of the curriculum.

Children with difficulties understanding and using concepts may:

- have other language difficulties – children with language difficulties find it difficult to learn concepts because they tend to be abstract
- use simplistic or immature sounding sentences
- use concept words incorrectly (e.g. use 'up' for 'on', or use 'in' for all positions)
- find it difficult to locate something you have asked them to retrieve
- find it difficult to know what to do first, second and last

Classroom based strategies to support concept development:

- Work on understanding concepts before expecting the child to use the concept words in their spoken language
- Work on one concept at a time; teach the child one concept e.g. 'heavy' before you teach the opposite e.g. 'light'
- Contrast the concept word with a negative, for example 'heavy' with 'not heavy', or 'big' with 'not big'. This way the child can observe the opposite without having to learn two concept words at once.
- When teaching concept words, keep instructions simple so the child only needs to focus on the new word, and not a long sentence
- Use gestures and objects to represent the concept words e.g. pointing to a ball ***on*** a table when teaching 'on', or having a ***big*** and ***small*** ball, to teach 'big' and 'not big'.
- Use a multi-sensory approach e.g. real situations for position words (hide and seek, PE lessons)
- Repeat activities many times, in different situations and contexts, and with a variety of objects

Better health, local care

CONCEPTS

This builds on skills learnt in the previous sections on Spoken Language and Vocabulary and Grammar.

Some commonly used concepts (and words used like concepts) in the classroom.

In / On / Under	Big / Little	Behind / In front
Or, or vs	Long / Short	Next to
And then	and Not	First / Last / Middle
Before / After	Some	When I – you
Except	Asleep/Awake	
Full / Empty	Wet / Dry	Slow / Fast
Few / Many	Up / Down	Happy / Sad
In/Out	On/Off	Top/Bottom
Open/Closed	Loud/Soft (Noisy/Quiet)	Hot/Cold
Fast/Slow	Before/After	Hard/Soft
New/Old	Empty/Full	Outside/Inside

Activities and Games

These activities are not ordered in a developmental progression.
It is advised that you work on one concept at a time.

When teaching concepts ensure that the child is given plenty of opportunities to learn them in lots of different situations. Make them as concrete as possible so that they are more easily remembered. While you are working on a particular concept try and bring the words into what you are doing in everyday situations, for example:

"*We're going to the shops **first***" "*Can you get me **either** the red socks **or** the blue ones*"etc.

Work on each concept should be carried out in stages:

1) Experiencing the word

2) Isolating the word / phrase and working on it in a structured game

3) Adding more information

4) Generalising the understanding to different situations.

Use objects first to support understanding, moving to understanding in pictures.

"In", "On" and "Under"

Check whether the child understands the meanings of "in", "on" and "under".

Put a bag on the table and ask him to put an object in different positions in relation to the bag. For example, give him a toy car and tell him you want him to listen carefully and do what you ask.

Ask the child to put the car ***in*** the bag. It is quite natural to put things *into* bags so you can't be absolutely sure that S/he has understood the meaning of the word "in". However, if you now ask him to put the car ***on*** the bag and S/he is able to, you know S/he understands both "in" and "on".

If S/he succeeds with both "in" and "on", you can check that S/he understands "under", by asking him to put the car ***under*** the bag.

If the child understands "in", "on" *and* "under", give him some more practice with all three prepositions, making a game of putting different things in different positions, pointing out where objects are in pictures (for example, the cat is under the table, etc.).

If the child does not understand all of the prepositions, teach the one S/he doesn't understand by giving him lots of examples of the meaning in everyday situations.

For example, if S/he doesn't understand "under", make lots of opportunities throughout the day to point out things which are under other things (for example, you can't find his socks, because they are under his jumper).

Or, for example, engineer the putting of objects under other objects (for example, "*please put my bag* ***under*** *the chair*"), or point out the position when looking in books (for example, "*Look at Spot, S/he's* ***under*** *the tree*").

If the child doesn't understand any of the prepositions, work on one at a time (as described above)

When you are confident that S/he understands one of them, introduce another one.

When S/he has had lots of exposure to the preposition you are working on, you can begin to play games with him where S/he has to understand only the one key-word, i.e. "in", "on" or "under"; for example :

"*Put it on*", "*Put it under*"

Once the child can consistently follow instructions at this level move on to two key-words in an instruction.

Have two items that objects can be placed in / on / under. Give the child an object and ask him to :

"*Put it* [*on the chair* | *under the chair* | *on the table* | *under the table*]"

The next step is understanding at a three key-word level.

Have a selection of small toys and dolls house chair, table and bed. Give instructions such as: "*Put the shoe on the chair*" "*Put the brush under the bed*"

It is often helpful to have some pictures that match the objects you are using, e.g. a picture of a [mouse, spider and snake] on or under a [bed, chair or table]. You can then look at the picture secretively, saying, for example "*Put the mouse under the table*". Once the child has carried out the command, show him the picture – cheer if it's correct!

Obstacle course for some teddies (or the child) round the room (going under or on chairs, tables, etc).

Hide and Seek If several children are playing, they can take turns to be the leader and call out. The child leaves the room while you hide a favourite toy in, on or under something. When S/he returns, tell him where the toy is (for example, "*it's under the table*") and the child finds it.

Draw a picture with the child and suggest putting things in, on or under other things, for example, "*a cup on the table*", "*a teddy under a car, with just his head poking out*".

Silly animals Put out some coloured bricks and give the child a collection of farm animals – "*Put the cow on the red brick*"

Treasure Hunt - Make up clues for a treasure hunt and then hide them round the room.
Make sure the clues follow one another logically so that if Clue 1 says "Look under the table", Clue 2 must be hidden under the table. Put a small prize in the last hiding place.

"***Simon says** – Put your hands on your head*", "*… sit under the table*"

Hunt the thimble / using toys to hide – "*where's teddy hiding?*"

Looking at books – for example : "*Where's Spot?*"

"**Big**" **/** "**Little**"

To begin with, it is important to check that a child can recognise the physical difference between "big" and "little", before learning the label for it. So, give lots of practice in sorting big and little samples of the **same** objects - big and little [bricks / spoons / pencils/ toy cars / etc].

The next stage is to help the child choose between a big and a little object. Start with just two objects (for example, a big and a little cup) ask your child to give you either the big one or the little one. The child has to understand the words "big" and "little" only.

Slowly add more big and little pairs of objects so the child has to choose between "big and little" and "teddy and duck" for example.
Gradually make the request even more difficult. So, you might ask him to "*Give the big cup to the dolly*" or the "*Give the little cup to the teddy*", or alternatively, "*Put the big teddy in the car*", etc.

At the same time, use big and little in your everyday conversation with the child.

Expand what S/he says, if appropriate, with a word that describes what S/he is talking about. For example, if S/he says: "*bus*" when looking at a picture, you could say to him, "*Yes, it's a big bus, isn't it!*"

When looking at books with the child you can also point out big and little things.

Other activities to choose from:

One-word level

Find a range of toys, for example: one big cup and one little cup, one big plate and one little plate, or spoon, or car, etc. Ask the child, "*Find the big car.*" "*Find the little spoon.*" and then post them in a cardboard box.

Two word level

Move on to teaching two key-words together, using any big and little toys or objects, but making sure that the child now has to understand **two** words to carry out requests.
Find a big and a little doll, a big and a little teddy. Ask, "*Where's **big teddy**?*" "*Where's **little dolly**?*" etc.
If it is too hard, give a "clue"; for example, if S/he points to big dolly instead of little dolly, pick up big dolly, saying, "*This is **big dolly** – where's **little dolly**?*" using your free hand to point out the remaining toys.

Find two cardboard boxes for holding toys of the same shape but different sizes. When tidying up toys, ask the child, for example: "*Put **teddy** in the **big** box.*" "*Put the **car** in the **little** box.*"

Draw a big house and a little house. Then ask the child to colour in the big window or the little door. You can do the same with big and little faces, for example:"*Colour in the **big nose**.*" "*Colour the **little ear**.*"

Play a dressing-up game with different sized articles of clothing. Comment on what the child is wearing; for example: "*Look at the **big** hat.*" "*Try on the **little** T-shirt.*"
Then try giving the child instructions: "*Put on the **big** shoes*" Ask him what S/he is wearing.

Three word level

Resources	Ask
a big and a little dolly a big and a little teddy a chair a table	"*Put the **big dolly** on the **chair**.*" "*Put the **little teddy** on the **table**.*" … etc.
a big and a little dolly a big and a little teddy	: "*Make the **big teddy jump**.*" "*Make the **little dolly sit**.*" … etc.
a big and a little dolly a big and a little teddy objects	"*Give the **brick** to **little teddy**.*" "*Give the **spoon** to the **big dolly**.*" … etc.
dolly teddy a big and a little chair a big and a little table	"*Put **teddy** on the **little chair**.*" "*Put **dolly** on the **big table**.*" … etc
teddy a big and a little chair a big and a little table	"*Make teddy **stand** on the **little chair**.*" "*Make teddy **jump** on the **big table**.*" … etc.
dolly teddy big and little bricks big and little spoons	"*Give the **little brick** to **dolly**.*" "*Give the **big spoon** to **teddy**.*" … etc.
big and little cups big and little plates a spoon a fork	"*Put the **spoon** in the **little cup**.*" "*Put the **fork** on the **big plate**.*" … etc.

"**Behind**" **/** "**in front**"

Once a child can understand the basic prepositions "in", "on" and "under" you might like to start working on other position words such as "behind" and "in front".
As well as adapting the activities listed above you could also try the following:

Play "**follow my leader**" type activities – stress that "*… … must stay behind … … …*"

Number all the children. Then call out a number and everyone has to run and line up behind that person.
[If there are a lot of children (i.e. too high memory load) ask the children to put their hands up if their number is called so that everyone knows who to line up behind.]

For younger children, set out chairs to make a pretend bus and saying, for example:
"*John, you sit behind Kate. Matthew sit behind … … and … …,*" … etc.
Then ask : "*Where's John?*" "*S/he's behind … …*"

Use farm animals or Playmobil. "*Put the car behind the bus*" "*Put the cow behind the hedge*" … etc

Look at pictures in books and ask, "*Who is behind the chair*? *Where is the baby?*" … etc.

Drawing to instructions. For example: "*Draw a ball behind the chair*".

Once the child consistently understands "behind", you can introduce similar activities to work on "in front".

"**Or**" **-** "*Give me the red one or the green one*"

Experiencing the word in everyday situations. In as many situations as possible offer choices, for example, at breakfast time:
"*Do you want Weetabix or Shreddies?*"
"*Do you want to watch x or y video?*"
"*Shall we read x or y book?*"

When you offer a choice emphasise the word "**or**". It may be helpful if you hold the two choices for him.

Isolating the word / phrase and working on it in a structured game – explain that "or" means we have to choose one.

Activities
Putting items away
Posting items down a tube
Pointing to pictures in a book

Once the child understands the concept individually you can begin to work on contrasting it.

"**Or**" **vs** "**and**"

Explain that "or" means we have to choose one, "and" means we can do both.
The following might be useful.

Understanding "**or**" **vs** "**and**"

"**Or**" means we have to choose one, "**and**" means we can have more than one.

Work through the examples with the child. Ask him to identify how many items are offered in each example below. Tick the right answers.

How many items will they have?	1	2
Tim can have an apple or an orange		
Ben can have a chocolate biscuit and a plain one		
Ann has a cat and a dog		
Andy can have a biscuit or a drink		
Tom's going to draw a house or a man		
Bob drew a plane and a train		
Mum is going to have a sandwich or a cup of tea		
Dad is going to have an apple and some crisps		
Joe is going to have coke or orange		
Holly is going to go on the train and the bus		
Robert will go by car or by bus		

Make up some ideas of your own.
Listening game – Use "and" or "or" in instructions for the child to follow.
Putting away game – "*Put away a brick or pencil*", "*Put away a book and a rubber*"
Building towers – "*Use a red and blue brick*", "*Use a big or little brick*"
Colouring in – "*Colour in a tree or a house*", "*Colour in the trousers and the jumper*"
Stamping shapes – "*Stamp a bus and a car*", "*Stamp a man or a dog*"
Simon says … – "*Touch your nose and your chin*", "*Touch your ears or your cheeks*"

"**Not**" **-** "*Point to a dog but not the one that is eating*"

<u>Experiencing the word</u>

You will probably have to set up situations to allow the child to experience "not"; for example:

"*Why is the tape recorder not working?*" – It has no batteries in.
"*Why is the drink not coming out?*" - The cap is still on.
"*Who has not got a book?*"

Isolating the word / phrase and working on it in a structured game
Talk about what "not" means. Work through pictures. Draw two faces but miss a part on one, for example, the eyes. Then ask, "*Which one has not got eyes?*"
The child can then draw on the eyes. This activity works with faces, houses and stick people holding items (such as balloons and ice creams). You can extend it to colouring in clothes on people; for example: "*Who has not got red trousers?*"
Children usually enjoy this activity and learn "not" in this situation quite quickly. It then needs to be generalised to other situations.

Emphasise "not" by adding additional cues, e.g. shaking your head.

Activities and Games

Have two toys and two sets of items for them, e.g. two cups, two plates, two spoons, etc. Put the toys on the table.
Let the child have one set of items in a bag, take them out and give them to the toy of their choice. You can then use the other set and say, "*Who has not got a* [*cup | plate | spoon*]*?*"

Similar games can be played when drawing or colouring pictures, putting clothes on toys, etc.

Using reasoning skills
At small group time you can talk about different items that the children have or do not have, for example: "*Who has not got blue shoes?*"
It can be made fun by the child needing to do actions: "*Stand up if you have not got long hair.*"
At first, use body language clues and emphasise the "not", then decrease the additional clues, encouraging the children to listen carefully so as not to be caught out.

"**And then**" - "*Point to the cat and then to the bird*"
Talk about the order the actions need to be done in.

Activities
Body parts "*Touch your nose and then your elbow*"
Putting away game "*Put away the cars and then put away the man*"
Building game "*Find the red bricks and then the blue ones*"
Looking at pictures "*Touch the tree and then the dog*"

"**Long**" **and** "**Short**"
Begin by collecting pairs of objects, differing only in their size, for example, a long and a short sock, a long and a short pencil, etc.
Put the pairs of items next to one another (for example, the two socks).
Talk about them to the child saying, "*Here's a **long** sock, here's a **short** sock.*"

Encourage the child to sort the long items into one pile and the short ones into another pile, talking about it as it is done, for example: "*Let's put this short pencil with this short sock.*"

Other Resources:
Long and short strands of wool ribbons scarves elastic rulers … etc.
During constructional or creative play, talk about what the child has made. For example, if a train has been made out of Lego, you can say, "*That's a **long** train! I'm going to make one too.*" (Make your train shorter.)
Draw the child's attention to the two trains, "*Look, yours is a **long** train, mine is a **short** train.*"
Draw some long and short snakes (or trains, etc.) for the child to colour in, for example: "*Colour the **long** snake.*"

Draw two faces and cut some long and short strands of wool for hair. Using glue, stick a strand of wool to one of the faces, saying, "*Look, she's got **long** hair!*"
Stick a short strand onto the other face, commenting as it is done, "*This one's got **short** hair!*"
Lay out the different sizes of wool in front of the child, asking him, "*Find a **long** piece*" and helping to stick it onto the face.
Give the requests in random order so that the child cannot predict what S/he is going to be asked to do.

Use musical instruments, such as whistles or recorders for playing long and short notes with lots of examples.
After giving examples, ask the child to play: "*a long note*" "*a short note*" at random.

Long and short roads - You need a selection of cars, vehicles, etc.
Draw a long road and a short road. With your finger, show the child the long and short road, labelling them as you do so.
Ask the child to take the cars along the roads in random order so that S/he cannot guess what you are going to ask next.

"**Next to**" **-** "*Point to the elephant next to the giraffe*"
Activities
Animal Game
Line up a selection of farm animals and Playmobil characters. Get one of the children to shout instructions such as, "*the man next to the pig go into the box*" "*the cow next to the dog go into the box*" etc.

Looking at pictures ask the child to point to people or objects that are next to things.

"**First**" **/** "**Last**" **/** "**Middle**"

"*Point to the first elephant in line*"

"*Point to the last bird*"

"*Point to the animal in the middle*"

Work on one at a time. When understanding of one is established move to the next. Children usually develop understanding of "*first*" before "*last*".
Experiencing the word – Bring the words into what you are doing in everyday situations, e.g. at "lining up" time, choose who should line up by saying:
"*Who can be first to touch their toes?*" "*Who can be first to put their hands on their heads*" … etc.
As the children are lined up, talk about "*the first*" in line and "*the last*" in line.

Isolating the word / phrase and working on it in a structured game – Talk about what "*first*" and "*last*" mean.

You can use similar activities to those detailed for "*before*" and "*after*". You may also like to use some of the following:
During PE, spend a few minutes playing a game where the last person to reach one side of the room is "out".

Play "Simon Says" games where the last person to act correctly is out. Use the games to use the words "first" and "last".

Point out the first word on a new page to be read aloud. Ask the child to point to the first word and the last word on the page.

In picture storybooks, point out the "first" and "last" in any pictures of "line ups", for example, at a race finish ("The Hare and the Tortoise").

Line up toys and ask who is first, last, in the middle?

Putting away game - "*Put away the horse first. Put away the one in the middle*"

"**Before**" **/** "**After**"

These concepts are hard because the order we need to do things in is affected by the sentence structure we use. For example in the sentence:

"*point to the cat before you point to the fish*" (Type 1)

the child is expected to point to the items in the order said. However, in the sentence:

"*before you point to the fish, point to the cat*" (Type 2)

you still have to point to the cat first – i.e. not in the order in which the items were said.

When a child doesn't understand the concepts "*before*" and "*after*", S/he will usually follow an instruction in the order in which it is given. (So, given the direction:

"*Before you sit down, give me the egg*"

a child will ignore the meaning of "*before*", and carry out the commands in the order given, i.e., "*sit down*", then "*give the egg*".)
Use this to advantage by working on the Type 1 sentences first, so that the child is carrying out an activity in the right order, before S/he is completely aware that order is an important part of the direction.
For example, ask the child to: "*Point to the cup,* ***before*** *you point to the spoon*."
Later, when the child is happy with instructions like these, progress to the second type of structure. Explain that S/he will have to listen hard and change the order of "before" in the sentence, for example: "***Before*** *you point to the cup, point to the spoon*."

When S/he understands these consistently give him instructions using both sentence types 1 and 2.
Following this pattern, teach "before" first, moving on to "after" when understanding of "before" is consistent at every level.
As with "before" it is important to take care with how you teach "after". First use instructions which begin with "after"; for example: "*After you point to the pencil, point to the rubber.*"
Later, place "after" in the middle of the instruction; for example: "*Point to the doll* ***after*** *you point to the teddy.*"
When the child is understanding all the sentence types outlined, mix up "before" and "after".
Following the structure for teaching concepts detailed previously you might like to use some of the following activities in working with the child.

<u>Experiencing the word</u>
Bring the words into what you are doing in everyday situations,, for example :
"*we're going to the shops before we go to the park*" "*we're going to feed the ducks after we've posted the letters*".
<u>Isolating the word</u> / phrase and working on it in a structured game Talk about what "before" / "after" mean.

You can work on "before" and "after" when:

- Playing instruction games
- Giving instructions to build a Lego model
- Pointing to pictures
- Tidying away

For example,
Put out rows of items, this could be linked to a particular topic or subject that you are working on in class. For example, during science with an older child, put out science equipment or chemicals you might be using in a particular class. After the experiment has been completed / equipment used you could ask:
"*Which item did you use before the …?*" and "*Which did you use after the … ?*".

Similarly in English, talk about what came before the body of the text (i.e. an introduction) and what came after (i.e. conclusion), etc.

When lined up, talk about who is "before" / "after" particular children.

During discussion of [historical | geographical events | stories], talk about:
"*what happened before …*" "*what next …*" "*what happened after …*"

Anything that grows or develops can be used to discuss "before" and "after", e.g. plants, life of a frog, child-adulthood.

Use sequences to talk about what happens "before" and "after", e.g. recipes - what do you need to do before you put the flour in? Planting a bulb, decorating your bedroom, making tea, etc.

Events in the day –Does breakfast come before lunch? Do you go to school after breakfast?

Touching parts of the body – Touch your nose before you touch your elbow

Putting away game – put away the cars before you put away the man

Building game – Build a tower with the yellow bricks before you build with the green ones

Looking at pictures – Touch the tree before you touch the dog

"**Some**" - "*Give me some of the bricks*"

Discuss what this means, i.e. when we ask for "some" we mean "more than one but less than all of the items".

Practice understanding of this on its own, i.e. only use instructions containing "some". When the child is confident at this level, add other concepts. Choose between the following words – "**a**", "**all**", "**a few**", "**most**", "**one of**", "**two of**", etc. explaining what each one means, and then use them randomly. For example:

"*Put away a blue brick*" – meaning just one item
"*Put away all the red bricks*"
"*Put away some of the yellow bricks*"
"*Put away one of the green bricks*"

Activities

Putting away items

Posting items down a tube

Colouring in pictures

Putting stickers on a picture

Pointing to pictures in a book

"**When I …, you …**" **-** "*When I point to the elephant you point to the giraffe*"

Putting away game "*When I say go, put a brick in the box*"
"*When I clap my hands put a red one away*"
"*When I put away a car you put away a man*"

Looking at pictures "*When I touch a tree you touch a flower*"

Dressing up "*When I put on the hat you take off the shoes*"

"**Except**" **-** "*Touch all the animals except the bird*"

Putting away game "*Put away all the cars except the blue ones*"

Farm game "*Put all the cows in the field except the black ones*"

CONCEPTS Record

NAME: Date:

SET 1	IN	ON	OFF	BIG	LITTLE	UP	DOWN	UNDER	LOUD	QUIET
Understands in an instruction										
Uses in an instruction										
SET 2	BEHIND	IN FRONT	SAME	DIFFERENT	ONE MORE	HOT	COLD	OUT	FULL	EMPTY
Understands in an instruction										
Uses in an instruction										
SET 3	FAST	SLOW	WET	DRY	BIGGEST	SMALLEST	OVER	NEXT TO	OPEN	SHUT
Understands in an instruction										
Uses in an instruction										
SET 4	DIRTY	CLEAN	FIRST	LAST	LONG	SHORT	FORWARDS	BACKWARDS	HIGH	LOW
Understands in an instruction										
Uses in an instruction										
SET 5	MIDDLE	HEAVY	ROUGH	SMOOTH	ALL	HARD	SOFT	BESIDE	TALL	SHINY
Understands in an instruction										
Uses in an instruction										
SET 6	LINE	TOP	BOTTOM	BETWEEN	NEAREST	FURTHEST	THROUGH	TOGETHER	CORNER	EDGE
Understands in an instruction										
Uses in an instruction										
SET 7	STRAIGHT									
Understands in an instruction										
Uses in an instruction										

Children's Therapy Service

Solent NHS
NHS Trust

Speech Sound Awareness

Why are these skills important?

An understanding of how sounds and words work is necessary to plan how to say a word and to organise the sounds into the right order. These skills need to be in place before individual sounds are targeted.

Children who may need support with sound awareness:

- If there are concerns about speech sounds and clarity, sound awareness activities are a good starting point to develop skills
- If there are concerns about literacy or spelling, listening and sound awareness activities may be beneficial.

Activities to support sound awareness skills

- Listening to environmental sounds

  Draw attention to and discuss sounds that you can hear in the classroom or playground. Talk about the properties of these sounds; are they quiet or loud? Long or short?

- Breaking down words into syllables

  e.g. ***adult:*** banana ***child:*** ba-na-na

  Practice clapping the beats in multi-syllabic words.

  Clap out longer words as you come across them, for example when reading, or play games in small groups with picture cards.

- Blending syllables into words
  e.g. ***adult:*** ba-na-na ***child:*** banana

  Play a variant of 'I spy..' where the children have to put the syllables back together to make a word
  e.g. 'I spy with my little eye he – li – cop – ter

- Recognising rhyme
  Play games where the child has to listen for whether sounds at the ends of words are the same or different.

  Start by offering choices e.g. 'does cat sound like mat or horse?' then move on to matching pairs e.g. 'which ones go together?; cat; house; mat; mouse'

- Making rhymes
  Once the child can recognise rhymes, support them to think of another word that sounds the same

Better health, local care

Phonological awareness / working on speech sounds

Auditory Discrimination

This programme is to help the child listen more carefully to some of the sounds we use in speech. Listening and hearing the difference in sounds will help the child to develop his own speech.

1. Understanding the Concepts "*Same*" and "*Different*"

Use pictures of the same fruits (e.g. two bananas) and different fruits (one banana and one apple).Talk about *same* and *different*.

Write two words which are visually very different (in length and shape), for example, *crocodile, pig*, and two words which are the same.

Ensure the child understands the concepts *same* and *different* before moving on.

2. Minimal Pairs

A minimal pair is two words that sound very similar – with only one sound different between them, for example: *key, tea* ; *paw, four ; bee, bead ; car, cart*

Before a child will ***say*** words differently S/he needs to ***hear*** the difference between them – the following games are to develop these discrimination skills.

It is important that this work consists of you doing the speaking and the child doing the listening. S/he should **not** be expected to say the words himself.

Make the games fun and make up your own as well – spend five minutes a day doing them.

3. Games

You will need to prepare sets of minimal pairs written on separate pieces of paper, or use pictures. Your Therapist will advise you on suitable words to use.

If, during these games, the child tries to say the word himself, accept his version uncritically.

Using the words (or pictures), put them in front of the child and see if S/he can point to the one you say or place a counter on it.

Alternatively, S/he can run and touch the right picture on the back of the door or jump on the right picture on the floor.

Make a "hungry man" by drawing a face on a shoebox and cutting the mouth out. See if the child can "feed" the picture you say to the man.

Photocopy several copies of some minimal pairs. See if the child can colour in the picture that you say.

Take one of the pictures and see if the child can tell if you are saying it right or wrongly, for example, for the key picture, ask: "*Is it a **tea**?*" "*Is it a **key**?*" "*Is it a **sea**?*" … etc.

Say two of the words together and see if the child can hear if they are the same or different, for example: "*key – key*" "*key – tea*" "*key – sea*" … etc.

Instead of just saying the word, put it in a sentence and see if the child can still point to the right picture, for example: "*I like my tea*" "*I like my key*" … etc.

When you have carried out these games and the child is successful at discriminating the correct sounds, you can swap roles, so that the child is "the teacher".
Listen carefully to the word S/he says and respond to that word, even though you may think S/he meant the other word. Give him feedback about his mistake, for example:

"*That sounded like **bee** to me. This one says **bee** and this one says **bead***".

Working with Sounds

Structure

When working on speech sounds, work in a set order. This order can be used when working on sounds at the beginning of words, in the middle of words and at the end of words. When working on sounds at the ends of words you may not need to work on stages 1 or 2.

The examples given below are for the production of /k/ at the beginning of words.

Stage 1 – Repeating the sound on its own - Use any tips the Speech and Language Therapist has shown you. For example, for /k/, open your mouth very wide. When the child can make the sound easily, move on to the next stage.

Stage 2 – Repeating the Sound with a vowel - For the example of /k/, practise the production of "kee", "kah", "koo", "kor". To begin with, it may be helpful to say the /k/ sound, pause and then say the vowel sound. As the child becomes more able, reduce the pause. Move on to the next stage when the child can say the consonant and vowel without a pause.

Stage 3 – Repeating the Sound in a Word - To begin with, choose words with one syllable (e.g. *comb, can, cat, cave*). When these words are pronounced successfully, move on to longer words (e.g. *caravan, castle, kangaroo*).

Stage 4 – Saying the Sound in a Word - Up until now the child has repeated the sound after an adult. This next stage is for the child to remember to say the sounds correctly without this adult model. Use the pictures on the worksheets for the child to name.

Stage 5 – Saying the Sound in a Phrase - When the child is able to name the target words accurately, help him to repeat the sound in short phrases. For example, *a key, a fat cat, Kim's hopping*. At first it will be easier for the child to say the target sound correctly when the word containing that sound is the first word of the sentence. As S/he becomes more able, you can use more than one word with the target sound (e.g. *king cat, a key for the castle*).

Stage 6 – Saying the Target Sound in a Sentence - When the child is able to say short phrases accurately, make up longer sentences for him to copy. Take turns, so the child makes up sentences that you copy. You can make up nonsense or silly sentences with lots of words containing the target sound.

All these stages need to be worked through before the child will use them correctly in his/her speech.

Notes: Work only on a single consonant, followed by a vowel (e.g. "*sack*"), blends (two consonants together) develop later (e.g. "*ski*").

Generally, work begins on sounds at the beginnings of words first, then with the sound at the end and then in the middle of the word.

Do's and Don'ts

Practise for a short time (3 to 5 minutes), and often

Try practising before school homework time

Make practice time fun

Praise correct attempts

Ignore any incorrect sounds which are not the target sound (e.g. if working on /s/, do not correct the child when his attempt at "*chair*" sounds like "*care*")

Have a treat after practice time

Repeat a word back to the child, when this sound has been pronounced incorrectly, emphasising the correct pronunciation

Don't tell the child "*that's wrong*". Rather, tell the child what sound you heard the child make and tell him how you say the sound.

Be imaginative and use opportunities as they occur. With practice, you can add extra practice sessions on the way to school, waiting for a bus, etc.

Activities and Games

The following are some ideas for work with your child that will help with improving sounds.

A. Play "I Spy …" with your child.
   Make sure you use the sound at the beginning of the word, and not the letter.
   Beware of words like "photograph" where the clue will be /f/ not /p/.

B. Collect objects with your child from around the house, which begin with the same sound. Lay them out onto a tray or table and leave them there for a few days.
   Go through them each day with your child. Tell him that they all begin with the same sound, tell him what that sound is, and then name all the objects for him.
   See if S/he can find some other things, which begin with that sound.
   Don't expect your child to repeat the words correctly, but if S/he wants to have a go, praise him for his efforts (even if not entirely accurate).
   After a few days, try a different sound.

C. Make a snake out of a circle of paper. Draw a spiral of circles within the circle and then cut it out. Draw 2 eyes and a tongue where the lines end, in the middle of the circle. Draw a pointy tail where the lines end at the edge of the circle. You can now hold the "head" of the snake and lift it up.
   Practise saying /s/ as you pretend to make the snake say "hello" to your child. Let him have a go.

D. Link other sounds with objects to encourage practising the sounds in a playful, non-threatening way. For example, try the following:
   /v/ for the noise of the hoover
   /n/ for the noise of an aeroplane
   /t/ for a dripping tap

/g/ for water going down the plug

E. Recite nursery rhymes and action rhymes to your child. These are very important for language development and also help your child's reading skills.
   Say a line and then pause before the last word and see if your child will fill in the space.

F. Make up rhymes with your child.
   Supply him with a word and see if S/he can think of a rhyming word. This will probably need some patient work on your part, as this often doesn't come easily to children with delayed speech development.
   Help by providing the words yourself to begin with and letting him "play" with the sounds of them, repeating them after you.

G. Use a "reward" game where the child carries out an activity every time the word is said.
   For example, have a piece of an inset puzzle or a bead to thread onto a necklace, take a turn to play with "hopping frogs" or to throw a dart at a dartboard, colour in the picture, or add another brick to a tower.

H. Place dots (from one to six) on the backs of target pictures. Take it in turns to throw a die and turn over the corresponding picture.

I. Make a dice game, using pictures of the words. When you land on a square, name the picture. At the sentence level, the child can repeat or make up a sentence.

J. Using two copies of target pictures make up a "pairs game". Take it in turns to turn over two pictures to find a matching pair.

K. Make a rod with a magnet and some string, put paper clips on the target pictures and play a "fishing game". Take it in turns to catch a "fish".

L. Place the pictures on the floor and say the one stepped on in a "stepping stones" or hopscotch game.

M. Play "Kim's game" with 4-5 pictures or objects with the target sound. Take it in turns to close your eyes while the other person takes away one away. Name the one, which is missing.

N. Take it in turns to hide something around the room for the other person to find. You could use a treasure hunt clue; for example: "*It's under something we read*".
   The searcher then has to say what they have found.

O. Take it in turns to describe something with the target sound in it for the other person to guess. For example, if working on the sound /k/, the clues could be: "*It goes on the road, has 4 wheels and you drive it*."

P. Play a “treasure game” by hiding pretend coins under the target pictures. Take it in turns to turn over a picture, say the word and collect the treasure.

Games for Saying Words in Sentences

Q. Make up a story, with the child “reading” the pictures of the target words. For example, if working on /k/, use pictures of a car and a cat and a cake. The story might be: *“I went in the car” “I saw a cat” “It ate a cake”*

R. Have some pictures or objects with the target sound in and take it in turns to give each other instructions and carry them out. For example, when working on /s/, the instructions might be: *“Put the sock under your chair” “Hide the sun under the book”*

S. Make up tongue twisters. Can the child remember them to tell Mum or Dad and then bring a new one to school to tell you?

Advice for Parents/carers – Speech sounds work at home

When practising the games, only correct the sound or structure that is being worked on at the moment – trying to correct everything at once only leads to confusion and slows down progress.

When working on sounds at the beginning of words, use words that have a consonant followed by a vowel (e.g. cat). Words that begin with two consonants (*blends*, or *consonant clusters*, e.g. crate) develop at a later stage.

Avoid a time of day when the child wants to do something else (like watch a favourite television programme – this applies equally well to you!)

Work in a room with as few distractions as possible (e.g. no television, radio, other people).

Children cannot concentrate for very long periods, so try to practice the tasks little and often.

Stop playing the game while it is still being enjoyed – that way you will both come back to the game with good memories.

Consonant Clusters

Carry out this work for five minutes, 3 to 4 times a week, make it fun with games. Spend 5 minutes in conversation and remind the child of any instances where the sound worked on is pronounced incorrectly. **Do not** correct any other errors.

Do this exercise every day until the sound has been integrated into the child's sound system. When the child is successful in using the sound in short phrases, you need to encourage the remembering of the use of the new sound in real life. Warn the child that you are going to "Practise your Sounds" and you want the child to think about their sounds.

- Concentrate on one blend (for example, /sm/, /sp/, /br/, /pl/, /dr/, or /kl/) to begin with. When the child is using that blend correctly in his conversational speech, move on to another blend.

- Draw representations of the main part of the word, e.g. *rain, pot*, or *lay* in a column down the middle of the page, 4 or 5 times.

- Tell the child what the word says and ask him to name it.

- Then write the blending consonant in front of this word. For example: *rain* could become *brain* (if working on /br/ clusters) *pot* could become *spot* (if working on /sp/ clusters) *lay* could become *play* (if working on /pl/ clusters).

- Help the child to say the new word by saying the first sound, pausing and then saying the main part of the word.

- Now spend some time reducing the pause until the two parts become one smooth word without a pause.

- Try to make it fun (for example, colour the sheet, tick the words and play games such as skittles, pairs, lotto, fishing game, hiding the pictures).

- The child will need to say the target word before each turn at the game.

- When the child is able to pronounce the words correctly, encourage the use of the words in short phrases.

Word Lists

/r/ blends	*red* becomes *Fred, bread, tread*	*rain* becomes *brain, train, drain, crane, grain*	*ray* becomes *grey, pray, tray, bray*
/l/ blends	*Lou* becomes *blue, clue, glue*	*lay* becomes *play, clay*	*love* becomes *glove*
	lane becomes *plane*	*litter* becomes *glitter*	*lad* becomes *glad*
	law becomes *floor*	*lie* becomes *fly*	*lock* becomes *flock, block, clock*
	low becomes *blow*	*last* becomes *blast*	*loud* becomes *cloud*
	lap becomes *flap, clap*	*lime* becomes *climb*	*late* becomes *plate*

/s/ blends	*pot* becomes *spot*	*paid* becomes *spade*	*tear* becomes *stair*
	tar becomes *star*	*mile* becomes *smile*	*no* becomes *snow*
	wheat becomes *sweet*	*low* becomes *slow*	*leave* becomes *sleeve*
	ledge becomes *sledge*	*lip* becomes *slip*	*Kate* becomes *skate*

Picture Sheets for Consonants:
Pictures for working on sounds can be downloaded from the following websites:
www.mommyspeechtherapy.com
www.speech-language-therapy.com
www.speechlink.co.uk
www.speechteach.co.uk

5m Developmental Verbal Dyspraxia

General Information

Developmental Verbal Dyspraxia, DVD, is a speech disorder which affects voluntary movements of the mouth. Children with this, have specific difficulty speaking clearly as they find it hard in some cases making, and sequencing sounds accurately and swiftly to make words.

Some children will have difficulty in copying mouth movements. Children with DVD often have difficulties with sounds which are only subtly different e.g. p and b (one is whispered and the other has voice). They may also find it difficult to use final consonants so that 'bee' and 'beat' will both be said as 'bee'. Systems such as Jolly Phonics are very helpful as the children can cue themselves into the sound they want by using the appropriate action.

Children with DVD usually have poor phonological awareness skills, which of course impacts on literacy development. Schools which have Literacy Hour will need to be extra vigilant during this aspect of literacy work, and aware that these children will need extra help. Those schools that work differently will still need to work on phonological awareness.

As with a lot of problems DVD is different for different children. Different children will have different levels of severity. How they cope with it will depend on their personality and their experiences. It is therefore important to build up the child's confidence.

There are almost more unanswered questions than answered about DVD. At present we do not know a cause. Some children may have an associated difficulty with all motor movements, and would benefit from the advice of an Occupational Therapist or Physiotherapist – Please see motor development sections.

Some facts about DVD

This affects speech only, the child can understand as well as their peers.

It is helped by a programme being implemented for 5 minutes a day.

Being able to say a sound or word clearly one moment and then being unable to repeat it is part of DVD. The child is not being lazy.

Children may be helped by being given an alternative method of communicating e.g. gesture or signing [assuming that any associated difficulties with general motor skills cause a problem with this].

What might you see?

Children may be able to say words correctly one day and not on another, or even in the next sentence.

Some children may have difficulty regulating the volume of their voice, and may seem very loud.

A child with a DVD needs to use more effort in speaking clearly so his/her speech may be less clear when they are excited, tired or unwell.

Most children will be very aware of their difficulties and reluctant to repeat words, or depending on their personality, speak.

If they have phonological awareness difficulties these will impact on how easy they find it to learn to read and spell**.**
Some children will develop expressive language with no difficulty; others will go on to have difficulties with expressive language. The later the child is in developing clear speech and awareness the more likely S/he is to have word finding difficulties later on.
Some children may be clearer when they are reading, this is because they will do this more slowly and have the letters to clue them in to how to say a word. They will not be able to speak this clearly in conversation and should not be expected to.

How can school help?
Be aware that a child with a DVD may have difficulty with phonological awareness skills and monitor these carefully during literacy activities.
Approaches which involve different senses such as the Jolly Phonics approach are useful.
It is important that the child develops the correct letter sound links. If a child cannot make a sound tasks may need to be subtly adjusted to prevent this. Ways of doing this could be the adult saying a sound and letting the child select the appropriate letter.
Saying a sound and letting the child choose the object that begins with that sound.

What should we do?
Refer to the Speech and Language Therapist. The child will be assessed and be given a programme of activities. Children will differ in the rate they progress through the programme. It is not possible to predict how quickly they will move through the programme, or which stages they will find more difficult. As with developing other skills a child tends to learn then have a time when the skills are being consolidated - a plateau. It is important that the child with DVD does not practice incorrect letter sounds, so if you are in doubt if the sound is correct do not practice it.

5n Social Communication

Children's Therapy Service

Solent NHS
NHS Trust

Social Communication

Why are social communication skills important?

Children need to be competent in a range of social communication skills in order to be able to interact appropriately with one another and with adults. Social communication skills include the ability to understand and use non-verbal communication appropriately, and to understand and follow the 'unwritten' social rules of interaction and communication that most of us learn and follow automatically.

Children who have social communication difficulties may:

- not make or maintain appropriate eye-contact with others
- find it difficult to take conversational turns
- talk with an inappropriate rate or volume
- fail to understand gestures, facial expressions and other non-verbal cues
- find it difficult to initiate interaction or conversation with others
- find it difficult to identify other people's emotions
- start an inappropriate topic of conversation, or appear uninterested in the subject being talked about

Strategies to social communication in the classroom:

- Use visual cues to remind of and encourage good eye-contact
- Give specific, positive feedback and praise for good eye-contact and good listening e.g. "well done, I knew you were listening because you were looking at me".
- Encourage turn taking by doing small group activities where each child has to take a defined turn e.g. circle time, taking turn saying their name, making a gesture or a sound, etc.
- Use picture symbols and faces to show and teach emotions
- Use language that is clear, precise and concrete to support the child's understanding
- Use a visual timetable to support the child's understanding when moving from one activity to the next
- Provide a well-structured and predictable classroom environment

Better health, local care

Pragmatic skills and social use of language

"Social Communication Disorder", "Pragmatic Difficulties / Disorder" and "Difficulties with the Social Use of Language" are all terms used to describe the difficulties some people experience with pragmatic skills

These pragmatic skills help us to get on with one another. In terms of communication, these are the rules of interaction which allow is to achieve our desired outcome in an acceptable way. They are appropriate to our background and culture.

For most children, these skills continue to develop certainly beyond five years of age.
Some children with pragmatic difficulties may have problems in knowing how and when to start and finish a conversation and how to react when spoken to. Some fail to appreciate the subtle and mixed messages shown by facial expression, body language and tone of voice and may therefore take things said to them literally. They could also be unable to use these forms of communication successfully. Children with this difficulty may "hog" the conversation or launch in at the wrong moment. These children often use inappropriate language because of a lack of awareness of other peoples' feelings.

As a two-way exchange of information, conversation is important for learning. Some children have difficulty in initiating and maintaining conversation at an appropriate level for their age. This may be because they have problems in organising their thoughts, finding the right words or putting words together to make sentences. They sometimes wrongly assume you share the same background of information and may strike up a conversation or make a comment accordingly. They may not know what language to use to greet somebody or to make a request.

These children often have difficulty in developing a topic. In a group they will frequently copy somebody else's sentence structure or use closely associated ideas. On the other hand they may go off at a tangent talking about something completely different. They may talk a lot without giving much information.

Children with these difficulties sometimes find maintaining a conversation easier if they've chosen the topic themselves, and if the ideas are concrete rather than abstract. They benefit from contextual support (for example, objects, pictures, etc.).

As proficient users of language, we understand that different situations call for different codes of conduct. For example, a formal approach is necessary when attending a job interview but when talking about work with friends a formal approach would be very peculiar.

When we speak and listen, we allow our conversational partners to contribute and influence our responses. Often we do so assuming that what is being said is relevant and true, using inference and a shared base of knowledge to maintain interest and add a certain richness, and using only enough words to convey our meaning adequately. Using such skills we negotiate our way through conversation and verbal exchanges. These are pragmatic skills,

for we use language in a range of contexts, which vary in terms of people, places and functions as a tool for communication.
A child is said to have a pragmatic disorder when S/he is unable to use appropriate pragmatic skills.

What you might see from a child with a Pragmatic Disorder

There are three main groups of behaviour:
1. **When responding,** the child may;

- Change the topic completely, or pick up on an insignificant piece of information and elaborate upon it.
- Respond with an answer that the person could assume, for example, the child may give superfluous information:
  Question "*Where do you live?*"
  Answer "*61 High Street, Bletchley. It's a house with a red door and it's next to John's house that has a red door and … … etc.*"
- Or they may give too little information, assuming that the listener has the same knowledge as they do on a particular topic.

2. **During conversation** the child may;

- Interrupt by introducing an unrelated topic.
- Not understand the implications of what has been said, for example, the topic may have been about how wet it is outside because it is raining so heavily and then the child asks if S/he can go out and play.

3. **The message is not conveyed** as the child may;

- Overuse pronouns with the result that the listener is confused as to who or what the child is talking about.
- Have a mismatch in the understanding of the meaning of some words, for example, "listening" vs "understanding".
- Use incorrect words where the child has selected the correct group of words but has chosen the wrong one, for example, S/he correctly selects prepositions but uses "on" instead of "under".

Children with pragmatic difficulties may have difficulties in making friends, and coping with peer group interactions. Their problems may be overlooked because the symptoms are common in everyday conversation and defined as confusions or simple misunderstandings. The important factor is the number of times the behaviours are observed and the degree of confusion that follows, for often the listener will try to make sense of the conversation but will get even more confused as the child may be inconsistent.

Helping a child with a Pragmatic Disorder - Strategies

Acknowledgement The information in sections marked * has been taken from the National Autistic Society (NAS) website.

Only Use Necessary Words *

Try to remove any language that is not providing key information. For example:

Don't say … *"Would you mind coming over here and sitting down there on the chair?"*

Do say… *"John, sit here"* (and indicate with your arm which chair you mean)

Provide As Much Information As You Can *

Although the child may be distressed by change, S/he will cope better if told in advance so S/he can anticipate and prepare for it. For example:

Don't … neglect to tell the child that her/his normal teacher is away. Don't let her/him find out when S/he walks into the classroom and sees that another teacher is there when S/he is expecting her/his normal form teacher. This may seem like an easy option, and you may feel that by doing this you are minimising her/his stress by delaying the bad news. However, it is better to manage things before they happen, rather than waiting for the (unpredictable) response. It is sometimes only when routines are broken that we see how much children rely on them.

Do … prepare him. "*John, tomorrow, when you come to school, Mrs White will not be there. She is … Mr Simon usually teaches you maths. Tomorrow Mr Simon will be your form teacher for the day.*"

Provide as much information as you feel the child needs. Be prepared to answer questions. Be honest, if you are not sure the teacher will be back the next day, say that. Explain what will happen in that eventuality. As long as the child is informed, S/he will feel more secure. Monitor any changes in the child's behaviour – if S/he is more aggressive or obsessional, it may be that S/he needs you to reassure him about the change in routine and how it will affect her/him

Be Positive *

Don't just tell the child what S/he *shouldn't* be doing, tell her/him what S/he *should* be doing. For example:

Don't say … "*I don't want you to throw the books all over the floor*"

Do say … "*John, pick the books off the floor. Put them into the library shelves*"

Avoid Sarcasm *

The child may have a very literal understanding of language. If you indicate that you want the child to do something, use a direct style. For example:

Don't say … "*My, what a tidy desk you have!"* (in a sarcastic tone of voice, which you use to indicate that the desk is a real mess.)

The child may well take your words genuinely. This may seem infuriating – as though the child is being cheeky, or perhaps even using sarcasm back. However, this reaction is almost always because of a misunderstanding by the child. Sarcasm is a complex form of language, which some children with social communication difficulties cannot understand, or use themselves.

Do say … "*What a mess. Put these books in the library.*"

Use Concrete Terms Wherever Possible *

The child will have a better understanding of this sort of language. This point also ties in with providing enough information to reassure the child. For example:

Don't say … "*We can't do that now, we'll do it later.*"

Do say … "*John, I know you want to go to lunch. We will have our lunch at one o'clock.*"

If more questions are asked, try to respond (within reason). Obviously a balance needs to be drawn between being informative and concise:

> "*We can't go to lunch now. We still have some work to do. The ladies who put the tables and chairs out aren't here yet. When the tables and chairs have been put out and when we have finished our work, we'll go for lunch*".

Tell the Child Why You Are Pleased With Him *

Provide enough information when you are praising the child – so it is clear to him why you are happy with her/his behaviour. This will encourage her/him to repeat this behaviour in the future. For example:

Rather than say … "*Good boy*".

Say instead … "*You've tidied the home area, that's brilliant!*"

Provide Extra Thinking Time *

The child may need slightly longer to process the information you give her/him. Acknowledge this. If necessary, come back to her/him a few minutes later for the answer to a question. If you know S/he has understood the first time, try not to repeat yourself. This can be frustrating to a child who is trying to respond but needs more time to formulate her/his reply.

Use A Home-School Book

For a few children with more severe communication difficulties, it can be helpful to discuss the idea of a home-school book with the parents. In this book messages can be written, pictures can be drawn and interesting events described.

Knowledge of things said or done during the day at school or home:

- gives parents and teachers topics for conversation,
- helps a child talk about what they have done and
- makes it easier for adults to identify what a child might be saying when speech is of poor intelligibility.

Encourage the Maintenance of a Topic of Conversation

If the child tends to talk "off topic", acknowledge what S/he is saying but tell her/him you will talk about it later, for example:

> "*That's nice - but we were talking about this story weren't we? We'll talk about your birthday later.*"

Encourage Turn-Taking in Conversation

Don't be side-tracked in conversation if the child changes the subject inappropriately, instead say, "*we'll talk about that next but just now we are talking about … …*"

U**se only meaningful questions**; do not ask questions that the child knows you already know the answer to.

Encourage the child to **monitor his/her understanding**, so that S/he can identify when S/he hasn't understood and what S/he can do about it.

Use procedures such as **barrier games**, for example, where the child has to give information to the listener to enable the listener to make an identical picture. Then swap roles so that the child becomes the listener and has to follow the instructions.

Give her/him feedback about the adequacy of the message conveyed. For example: "*You didn't tell me **where** this happened*". "*I came to the zoo yesterday so I know we went on the coach.*"

Role-play and video record to encourage monitoring, for example, the adult models rules of interaction and then discusses these rules explicitly.

Explore emotion and discuss how these are expressed, for example, using stories.

Set out **clear group rules** (and possibly use a star chart) with a social skills group, with targets such as "Good sitting", "Good looking" and "Good listening". Encourage the children to monitor themselves, i.e. ask them during or at the end of a group: "[*Are you doing* **|** *Did you do*] *good listening?*" etc.

It may be useful to **model** [poor | good] [looking | listening] skills with another adult.
For example, one can talk whilst the other looks at the ceiling, floor, their watch, etc. Ask the children what was wrong. Ask the speaker how they felt, for example: cross, upset. See if the children can identify when you are doing it well and when you aren't.

In discussion with the class, develop a list of "*Things we should do when listening*" For example : "*be quiet*" "*sit still*" "*use our ears*" "*think*" and "*Things we should do when we want to speak*", for example : "*put up our hand*" "*wait for our turn*" "*wait until someone has finished speaking*" "*wait until someone has finished what they are doing*" "*say 'excuse me'*" … etc.

Encourage the child to be an Active Listener
Play games where you either give her/him information that is *too long, too jumbled, too hard, too sparse* (on information).

Examples
Information that is too long might be: "*Before you pick up the large blue pencil, move it towards the box*."
Jumbled information might be: "*Put them all on the shelf by the sink.*" while you rustle paper as you talk.
Information that is too hard might be: "*The herbivores were walking into the field.*"
Sparse information might be: "*Point to the small blue one*" when there are several small blue items.

By playing these games it is hoped that the child will learn to identify listening problems and request further help or information.
Discuss what was difficult about each instruction. Pictures or symbols of potential problem areas (i.e. symbols for “too long”, “too jumbled”, too hard” “too sparse”) may help her/him to identify the problem - for example:

“*It was too long.*”
“*You didn’t tell me enough*.”

Check That You Have Understood the Child’s Meaning
Don’t assume that you have understood, particularly if you have received an unusual or unexpected answer. For example:

Teacher: “*What did you do last night?*”
Child: “*Trains*”
Teacher: “*What did you do? Did you play with your train set?*”

Use Star Charts as a Self-Monitoring and Reward System
Choose the headings to be worked on, for example:

Good Looking
Good Listening
Good Turn Taking

At the end of each session, talk to the child about how S/he has done with each one. Encourage her/him to monitor her/his own performance:

How does S/he feel S/he has done?
Where should S/he get a star?
What should S/he concentrate on tomorrow / next week?

You may need to help her/him judge her/his evaluation more accurately. In the next session remind her/him of all the “rules” and the one S/he really has to try hard with for the current session. Decide when S/he will get a reward, for example, after 10 stars for a particular heading, and let her/him know this is what you are working towards.

Encourage, Praise and Reward the child’s efforts

Activities and Games

Note Many of the ideas for the games in this section come from Dr Wendy Rinaldi's "*Social Use of Language Programme*".

Working on Pragmatic Skills

Role reversal and barrier games are useful for working on pragmatic skills, particularly for focussing on topic maintenance and repair strategies.

Role Reversal

There are many types of these games. The aim of the game is for the child or children and adults to take it in turns to be the teacher.
Some games lend themselves to this readily, such as; Shops, Schools, Doctors and Nurses, etc.
Also:

"Simon Says …" games

Directing how to set up an obstacle course and then which way to go round.

Directing a car or person around a road or town map.

Having two identical pictures and telling each other how to colour them in, which part and what colour.

Telling each other which stickers to put on a picture - you could have identical ones.

Making identical pictures or patterns using shapes, etc.

Arranging rooms in a house.

Arranging animals in a farm or zoo.

Helping someone through a maze.

How to play a particular game on the computer.

Barrier Games

These are similar to role-reversal games. Each person has an identical set of resources with a barrier in between them and takes it in turn to place the items in a set place and tell the other person how to do the same. The complexity can be increased by changing the resources. For example:

Putting items in set places; *"Put the cup on the plate"*.

Making a person do an action; *"Make the man stand on the chair", "Make the boy sit on the table"*

Resources: Choice of people and furniture.
Adding prepositions - *"Put the brick under the book", "Put the dog on the table"*

Resources: Choice of items and places.

Two part instructions - *"Open the book and put the pen on it", "Turn the cup over and put the brick under it"*

If the child doesn't do as you direct, do tell him how to do it correctly.

When you have to follow what the child says, do exactly what S/he says. For example, if the child says "*put it in the cup*" meaning "*put the bear in the cup*", either ask "*what should go in the cup?*", or put the wrong thing in.

Barrier games can be useful for teaching a child strategies to "repair" a conversation. We use these strategies when we don't know what to do in different situations; for example, we can't remember or don't understand. These are very important for the classroom. A child with language disorders often fails to comment if S/he hasn't understood. For example:

- **Absence** Have a piece missing when you give the instruction.
  Example target: *"I haven't got the …"*
- **Volume** Say part of the instruction in a whisper.
  Example target: *"what did I do? I didn't hear"*
- **Incomplete information** Sneeze or cough when giving an important part of the instruction.
  Example target: *"What do I do?"*
- **Vocabulary** Use a word that you know S/he would not understand, such as - perambulator.
  Example target: *"What is it? I don't understand."*
- **Too much information** Give a too long list.
  Example target: *"I can't remember. What do I have to do?"* … etc.

Some of the following activities can be used on a one-to-one basis with the child; others are better used in a small group situation.

Eye Contact/Looking

Talk about eye contact – we use it to:

- find out what a person is feeling
- show we are listening
- show we are interested

When we are looking at someone it is all right to look away at times

A. **Wink "Go" playing "Ready, … steady, … go!" games**

When you say "*go*", wink or blink at the same time.
Gradually take away the verbal prompt so you are saying "*Ready … steady* … (wink)" – so the child has to look at you to know when they can go.

B. **Magic Box**

A chair is set aside. When the adult makes eye contact, the child comes to sit in the chair and is shown something inside a secret magic box. Each child has a turn (later, children can be in charge of the magic box).

C. **Copy Me**

Children watch the leader and follow their actions.

D. **Chinese Gestures**

The group sits in a circle. All close their eyes. The leader initiates a gesture/mime/facial expression, for example: cleaning your teeth. S/he/she taps the person to the right of them who then observes the gesture being made and passes it on.

Skills involved *observation eye contact gelling posture facial expression proximity touch memory co-operation turn taking.*

E. **Observations**

Get into pairs, making two lines facing your partner.

Line A holds a posture for 30 seconds and line B observes.

Line B must now turn away.

Line A change one thing to do with posture, one to do with clothing and one to do with facial expression (to make this simpler, change only one aspect). Line B then turns back and identifies the changes.

Classroom discussion can focus around observation and what it is like/how it feels to be observed or to be the observer.

Skills involved *gelling observation eye contact gesture facial expression posture proximity memory turn taking social perception problem solving*

F. **Eye Swap Chairs**

Sit in a half-circle with one person left standing in the middle.

All those seated silently seek eye contact with another person. Once established, the two must swap places. The person in the centre has to try and reach an empty chair.

Skills involved *eye contact observation gelling proximity touch co-operation*

G. **Tangle**

Two members of the group leave the room. The rest stand in a circle and hold hands.

The group is then instructed to get into a tangle by going over and under arches formed. They must not break contact with one another.

The two members of the group are then asked back in and told to untangle people using verbal and physical means – but they must not break the links.

Skills involved *observation gelling posture proximity touch co-operation problem solving*

H. **Discussions**

Talk about looking to show we're ready for the next instruction.

Practice it in a task – for example:

- answering quiz questions
- carrying out instructions
- playing "Simon Says …"

Talk about sending messages with our eyes – sometimes we don't use someone's name when giving them an instruction, but we look at them instead.

Practice this in these games:

- Throw a pretend ball to someone in a circle.
- Look at someone to stand up/go first/go next.
- Who can sit down and which chair should they sit on.

I. **Hidden letters**

Have an array of envelopes, only one has the magic letter in (or treasure map). By your facial expression, can the children find out which one it is? Let them take turns to send the messages.

J. Surprise presents

Take it in turns to open a pretend present and mime what it is.

K. **Emotions**

- What emotions can children think of? Ask questions like:
  "*What feelings do you have?*"

- Talk about how you all feel when a particular thing happens, for example:
  a) When you're told off.
  b) When someone gives you a present.
  c) When you are invited to a party.
  d) When you argue with your friends.
  e) When somebody gets a prize and you don't.
  f) When somebody pushes in front of you in a queue.
  g) When somebody doesn't understand you.
  h) When you go on an outing unexpectedly.
  i) When you've got a part in an assembly | play.
  j) When you see somebody you haven't seen for a long time.
  k) When you've won | lost a race.

- Talk about what makes you happy, sad, upset, frightened, etc.

Make facial expressions and body postures. The other members of the group have to guess what emotion you're showing. Give everybody in the group a turn.

- Take photographs of the group members making different facial expressions.

- Try to match up the emotions, for example, find two people who look happy.

- Facial expressions plaques and body language cards from E. J. Arnold may be useful.

- "Who feels the same?"

Write different emotions on cards – happy, sad, tired, bored, angry (use pictures, if you like, to support the written word). Each emotion is written on two cards.
The cards are shuffled and then given to the children in the group. They must then move around the room miming the emotion that they have on their card. The aim is to find the other person miming the same emotion.
Classroom discussion can then focus on non-verbal ways of expressing emotions.
Alternative: Draw different emotions on cards – happy, sad, tired, bored, angry, etc.
Sit the children in groups of three or have one child and two adults with younger age groups. Each emotion should be drawn twice to make a pair. Take a pair of cards and pick one other card. Deal one of the pair to one member (A) of the group, and then give

the other two members the remaining cards without showing member A. The two group members (B and C) must then mime the emotion that they have on their card.
The aim is for member A to find which person is miming the matching emotion to the one that they have written down/drawn .
Classroom discussion can then focus on non-verbal ways of expressing emotions. Member A could also be asked to mime their emotion.
You could use a mirror to demonstrate how their mime looks compared to the other two.
Skills involved *group gelling observation eye contact posture facial expression gesture proximity touch co operation turn taking problem solving self-monitoring identification of own and others' feelings assertion*

- "How do we look"

Seat the group in a circle. The leader describes a situation and asks members to adopt an appropriate posture to sit – listening to music, cheering football, etc. Classroom discussion of posture, facial expression, gesture.
Skills involved *posture observation facial expression gesture listening proximity identification of feelings*

- Emotional nursery rhymes

Use the emotion cards described earlier – happy, sad, bored, etc. Sit in pairs. Each takes a turn to say a nursery rhyme in a manner that depicts the emotion written on their card – use facial expression, intonation. Their partner has to guess the emotion.
This can be made as easy or as hard as you feel appropriate; for instance you could just have happy vs sad cards.
Classroom discussion could focus on how emotions are shown both verbally and non-verbally.
With younger age groups, the adult can read out a story / nursery rhyme for the children to guess how they felt – [happy | sad].
Skills involved *eye contact observation proximity posture facial expression listening gesture volume memory prosody turn taking self-perception self-monitoring responding co-operation identification of feelings*

- Reading Facial Expression

Talk about how our faces can give messages and show how we are feeling.
Play the "Surprise Present" game. Put out pictures or objects that would be:

  - something nasty to have, e.g. a snake
  - something really nice to have, e.g. a new bike
  - something that would be alright to have, e.g. a plain rubber
  - something that would be disappointing to have, e.g. a broken car

Have an identical set of pictures or objects for you to pick. Secretly open a present/envelope. Can the children guess what it is from the look on your face?

L. **Awareness of Self/Others**

Try to work through these ideas in turn. It is helpful (sometimes necessary) to carry out the work in a group setting. It could be part of an English lesson.

- **The Concept of "Same" and "Different"**

Start by focussing the children's awareness on the basic notion that people have some things the same and some things different.
This can be done by asking the children to observe one another to see what is the same –such as, two eyes, two legs, one nose, etc. and what is different; such as, hair length and colour, eye colour, etc.
This can also be done around the topic of interests, so that the children think about the things they like to do; those that are shared and those that are different.

- **Matching Games**

Ask the children to match aspects of themselves to stimuli presented by the teacher. For example, around the topic of physical appearance, children can match their hair type (wavy, straight, curly) with strips of paper cut into the appropriate shapes, their hair or eye colour to colour cards, etc.

- **Jumping Game**

The teacher calls out an appropriate attribute (for example, hair/eye colour, an interest, etc) and all the children who have that attribute or interest jump into the middle of the circle. The teacher or a second member of staff gives feedback to the children on the accuracy of their self-awareness.

- **Self-Portraits**

The children are asked to make a self-portrait of themselves. They can be supplied with a ready made black and white picture of a face, or they can draw their own. They may be encouraged to think about specific attributes for example, shape of face, colour of eyes, colour, length, type of hair, etc. Around the topic of "Hobbies / Interests" they could write or draw a favourite animal, food, sport and TV programme. The children are then asked to describe their self-portraits and explain (if they can) why they have included particular items.

- **Right or Wrong?**

The teacher makes a statement about each member of the group. After hearing each statement, the children decide whether it is right or wrong. For example, around the topic of appearance, the teacher might say "Jane, you have blond hair". Jane would then say "Right" or "Wrong" (or "Yes" or "No").
Around the topic of interests, the teacher might say "John, your favourite sport is football".

- **Throwing Game**

The first stage of this game is to throw a beanbag or ball amongst the group. As each member receives the beanbag/ball, they share with the group one piece of information about their appearance or their interests, depending on which topic is being covered.
The second part of the activity is to remember one piece of information and identify who said it.

- **A Pat on the Back**

We deserve a "pat on the back" if we do something we don't want to do, or find hard. Different people like different things or find different things hard.
In the examples below, which ones should get "a pat on the back"?

a. You tidied your bedroom without being told to.
b. Mum said you couldn't go out till your room was tidy and you moaned.
c. You helped your little brother/sister get dressed.
d. You ignored your little brother/sister
e. You did your homework before being nagged.
f. Mum told you 5 times to do your homework.
g. You waited for mum to finish talking to her friend even though you were bored.
h. You moaned while mum was talking to her friend.
i. You let your little brother/sister watch Teletubbies even though you wanted to watch "The Simpsons".
j. You made your little brother/sister cry because you wouldn't let them watch Teletubbies.

Think about something your mum/dad/brother/sister/friend doesn't like doing or finds hard:
"My … … … … … finds … … … … … … … … … … … … … hard"
"My … … … … … doesn't like … … … … … … … … … … … … "
When could you give them a pat on the back?
What do you not like doing?
What do you find hard?
Think of a situation where you would deserve a pat on the back.
Which ones of the following deserve a "**pat on the back**"

a) You helped wash up when you didn't want to.
b) You did your homework without being reminded.
c) You helped Grandad.
d) You helped your little brother/sister homework.
e) You would not give your friend a crisp.
f) You shared your crisps.
g) You let someone have the last biscuit even though you wanted it.
h) You helped tidy up without being asked.
i) You helped make tea.
j) You helped put away the shopping.
k) You did something you didn't want to.
l) You let your brother/sister choose where to go.
m) You let your brother/sister choose the video to watch.
n) You lent your friend your football boots.
o) You waited till mum/dad was ready without moaning.
p) You did not tidy your bedroom even though mum asked.
q) You sent your friend a birthday card.
r) You would not help your Mum.
s) You did not help Mum to put away the shopping.

t) You watched your programme when you knew your friend wanted to watch a different one.
u) You ate the biscuit you knew your brother/sister wanted.
v) You sat in the front of the car even though your friend wanted to.

How could you change the ones that didn't deserve a "pat on the back" so they could get one?
Talk about why the "pat on the back" examples got a "pat on the back". What special thing was done?

- **When to say "sorry", When to say "it's alright"**

Discuss that sometimes things happen which cause you or someone else a problem. Talk about which one of the following you would say "sorry" or "it's alright" when someone says sorry to you.

a) Somebody bumped into you accidentally.
b) Someone said they would meet you at 6 but they were 15 minutes late.
c) You said you would ring but you forgot.
d) You knocked over someone's coke can and spilt it.
e) Somebody nudged you on his way past and made you spill your drink.
f) You picked up someone else's book thinking it was yours and wrote in it.
g) Someone tripped and bumped into you.
h) You told someone they could have the last cake – but it got eaten.
i) You said you would buy a pen for someone at the shops but you forgot.
j) You accuse someone of having your rubber (they haven't – yours fell on the floor).
k) Someone lent you his or her ruler but you snapped it hitting a fly.
l) Someone accidentally tripped you up.
m) You borrowed someone's boots and got them muddy.
n) You said you would help someone but you had to do something else.
o) You promised someone you would take his books back to the library – but you forgot.
p) Someone accidentally tore your work.
q) Your dog chewed a book someone lent you.
r) You ripped a top someone lent you.

Think of two different occasions when you should say "*sorry*".
Think of two different occasions when you should say "*it's alright*".

- **About Me**

We are all good at different things.

Where would you rate yourself?	1	2	3	4	5	6	7	8	9	10

I'm last at sport	I'm good at sport
I find reading hard	I'm a good reader
I find maths hard	I'm good at maths
I find spelling hard	I'm a good speller
My writing is untidy	My writing is neat
I can't swim	I'm good at swimming
I can't sew	I'm good at sewing
My drawings are poor	I'm good at drawing
I can't play music	I'm good at music
I don't like helping	I'm good at helping
I'm not good at	I'm good at

We are good at some things, we find some things hard and we are OK at other things.
Sometimes we'd like to be better at something, for example, spelling; other things we don't want to change.
Mark the ones you'd like to change.

M. **Opinions**

The following games are devised to encourage children to recognise the difference between fact and opinion and to begin to recognise and acknowledge that other people may hold differing opinions but that this is acceptable.
The games should be worked through in order.

- **Fact versus Opinion**

Ensure the children understand the meanings of the words "*fact*" and "*opinion*".
Prepare a number of statements and read them one by one to a small group of children. Let the children decide whether the statement is fact or opinion. This will lead to discussion which can be used to make the point that some things are indisputable, whereas other statement's truth depends on a person's viewpoint. It is also important at this stage to emphasise that this is normal and inevitable.

- **Agreeing versus Disagreeing**

Leading on from the first discussion, the children should be introduced to the idea of agreeing and disagreeing. Play a game where an opinion is read out (for example, "Manchester United is the best football team in the world") and each child moves in one direction if S/he agrees and in the other direction if S/he disagrees. Alternatively, children can give a "Thumbs up" or "Thumbs down" sign, depending on their view.
Follow this with discussion about the disparate views of the group and the importance of accepting different opinions.

- “**I Think**” **and** “**What do you Think?**”

Allow the children a turn each at giving their opinions (on an unrestricted subject or a specific area) by starting a sentence with “I think..”
When the first child has given one sentence, move the game on by asking that child to ask his neighbour “What do you think?”
Review this exercise with the group by asking them to remember in turn each opinion as stated earlier in the game.

- **Missing Person**

Allow each child to express two or three things which they enjoy doing. Explain what will happen next.
Ask one child to leave the room for a few minutes and, while S/he is absent, take it in turns to suggest one possible treat for the absent person (vary this later with, for example, birthday treats, best meal, best toy or book to buy etc). Write the ideas down.
Allow the chosen child to return to the room and share with him the ideas suggested. Let the chosen child give feedback on how much or how little S/he would have liked that treat and how good it feels to have people valuing your feelings.
Children often find it difficult to suggest a treat that they personally would not enjoy, although the absent person would. This is a helpful lesson in learning to value others’ opinions.

Resources

Semel and Wiig (1990) *Clinical Language Intervention Program Pragmatic Worksheets* The Psychological Corporation, Harcourt Brace and Company

5o Stammering

Children's Therapy Service

Solent NHS
NHS Trust

Stammering

What is dysfluency (stammering)?

Stammering is a complex speech disorder which has no single cause and as such no cure. It is caused and maintained by the interaction of a number of psychological, physical, linguistic and environmental factors. Stammering occurs when these factors put pressure on the speech mechanism and the child does not have the capacity to deal with them.

Children who stammer may:

- Repeat whole words e.g. when when when
- Repeat syllables e.g. te te te teddy
- Repeat sounds e.g. m m m my
- Prolong sounds e.g. ssssunny
- Get completely stuck on a word and be unable to get any sound out.

Strategies to support fluency

- Model a slow, clam rate of speech. This is likely to be more effective than telling the child to 'slow down'
- Show that you are listening to what is being said by looking at the child. This will help to reduce the need to speak quickly
- Try to reduce the amount of questions you ask. Try to avoid putting the child 'on the spot' to answer a question as this causes a lot of pressure.
- Praise successes in other areas to support self confidence.
- Wait for the child to finish speaking; don't interrupt or try to finish their sentence for them
- Do not comment on the child's speech unless you feel that the child is aware of or upset by their dysfluency. Provide support as you would for other areas of difficulty e.g. 'well done – that word was really hard for you!'
- Do not allow other children to tease the child about their stammer.

Better health, local care

Resource: For further information look at www.stammering.org

Children's Therapy Service

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Voice

What are voice disorders?

A voice disorder is when the quality of a person's voice is significantly different from what you would expect given their age and gender. Poor voice quality may affect communication with others and a child's self esteem.

If you have ongoing concerns about a child's voice, you should speak to your link speech and language therapist.

Children with voice problems may:

- Have a hoarse, breathy, rough or croaky voice
- Temporarily lose their voice, especially at the beginning or end of the day or after specific events e.g. sports day
- Have instances of their voice 'cutting out' for a second
- Speak in an effortful or strained way.

Classroom based strategies to support voice:

- Encourage the child to drink plenty of water throughout the day (drinks such as fruit juices can dry out the throat)
- If the child coughs a lot encourage them to have a sip of water or to swallow the irritation away rather than coughing.
- Discourage shouting or loud talking in the playground or classroom and encourage children to speak to people when they are next to them.
- Encourage quiet talking rather than whispering.
- Provide opportunities for the child to 'rest' their voice e.g. encourage times of quiet play (puzzles, looking at books)
- Try to reduce background noise where possible so that the child doesn't have to raise their voice talk over it.

Better health, local care

Solent NHS
NHS Trust

VOCABULARY CHECKLIST: FIRST 120 WORDS

Child's Name:		**Date of birth:**	
Date first completed:			
Completed by:			

NOUNS

Animals	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
Bird		/ /		/ /		/ /
Cat		/ /		/ /		/ /
Chicken		/ /		/ /		/ /
Cow		/ /		/ /		/ /
Dog		/ /		/ /		/ /
Duck		/ /		/ /		/ /
Fish		/ /		/ /		/ /
Monkey		/ /		/ /		/ /
Pig		/ /		/ /		/ /
Rabbit		/ /		/ /		/ /

Dressing	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
Coat		/ /		/ /		/ /
Dress		/ /		/ /		/ /
Hat		/ /		/ /		/ /
Jumper		/ /		/ /		/ /
Pants		/ /		/ /		/ /
Shoes		/ /		/ /		/ /
Socks		/ /		/ /		/ /
Trousers		/ /		/ /		/ /

Everyday Items	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
Cup		/ /		/ /		/ /
Keys		/ /		/ /		/ /
Light		/ /		/ /		/ /
Spoon		/ /		/ /		/ /
Telephone		/ /		/ /		/ /
Watch		/ /		/ /		/ /

Family & People	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
Baby		/ /		/ /		/ /
Child's own name		/ /		/ /		/ /
Daddy		/ /		/ /		/ /
Family & pets' names		/ /		/ /		/ /
Grandma		/ /		/ /		/ /
Grandpa		/ /		/ /		/ /
Mummy		/ /		/ /		/ /

Home	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
Bath		/ /		/ /		/ /
Bed		/ /		/ /		/ /
Chair		/ /		/ /		/ /
TV		/ /		/ /		/ /
Video		/ /		/ /		/ /

Meals & Snacks	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
Apple		/ /		/ /		/ /
Banana		/ /		/ /		/ /
Biscuit		/ /		/ /		/ /
Burger		/ /		/ /		/ /
Chicken nuggets		/ /		/ /		/ /
Crisps		/ /		/ /		/ /
Dinner		/ /		/ /		/ /
Drink		/ /		/ /		/ /
Juice		/ /		/ /		/ /
Milk		/ /		/ /		/ /
Yoghurt		/ /		/ /		/ /

Outside	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
Flower		/ /		/ /		/ /
Garden		/ /		/ /		/ /
Grass		/ /		/ /		/ /
House		/ /		/ /		/ /
Star		/ /		/ /		/ /
Tree		/ /		/ /		/ /

Play	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
Bag		/ /		/ /		/ /
Ball		/ /		/ /		/ /
Balloon		/ /		/ /		/ /
Book		/ /		/ /		/ /
Bricks		/ /		/ /		/ /
Bubbles		/ /		/ /		/ /
Doll		/ /		/ /		/ /
Teddy		/ /		/ /		/ /

The Body	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
Bottom		/ /		/ /		/ /
Ears		/ /		/ /		/ /
Eyes		/ /		/ /		/ /
Feet		/ /		/ /		/ /
Hair		/ /		/ /		/ /
Hands		/ /		/ /		/ /

Mouth		/ /		/ /		/ /
Nose		/ /		/ /		/ /
Teeth		/ /		/ /		/ /
Tummy		/ /		/ /		/ /

Transport	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
Boat		/ /		/ /		/ /
Bus		/ /		/ /		/ /
Car		/ /		/ /		/ /
Plane		/ /		/ /		/ /
Tractor		/ /		/ /		/ /
Train		/ /		/ /		/ /

VERBS

Actions	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
Brush		/ /		/ /		/ /
Clap		/ /		/ /		/ /
Comb		/ /		/ /		/ /
Cry		/ /		/ /		/ /
Cut		/ /		/ /		/ /
Drink		/ /		/ /		/ /
Eat		/ /		/ /		/ /
Fall		/ /		/ /		/ /
Give		/ /		/ /		/ /
Go		/ /		/ /		/ /
Gone		/ /		/ /		/ /
Hug		/ /		/ /		/ /
Kiss		/ /		/ /		/ /
Look		/ /		/ /		/ /
Put		/ /		/ /		/ /
Sit		/ /		/ /		/ /
Sleep		/ /		/ /		/ /
Splash		/ /		/ /		/ /
Stop		/ /		/ /		/ /
Throw		/ /		/ /		/ /
Tickle		/ /		/ /		/ /
Want		/ /		/ /		/ /
Wash		/ /		/ /		/ /
Wave		/ /		/ /		/ /

ADJECTIVES

Describing Words	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
Cold		/ /		/ /		/ /
Dirty		/ /		/ /		/ /
Hot		/ /		/ /		/ /
Nice		/ /		/ /		/ /

Personal Qualities	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
Good		/ /		/ /		/ /
Naughty		/ /		/ /		/ /
Clever		/ /		/ /		/ /

Quantity	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
All gone		/ /		/ /		/ /
More		/ /		/ /		/ /

Size	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
Big		/ /		/ /		/ /
Little		/ /		/ /		/ /

PREPOSITIONS

Place	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
Down		/ /		/ /		/ /
In		/ /		/ /		/ /
Off		/ /		/ /		/ /
On		/ /		/ /		/ /
There		/ /		/ /		/ /
Up		/ /		/ /		/ /

PRONOUNS

Possessives	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
Mine		/ /		/ /		/ /

OTHER FUNCTION WORDS

Social Words	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
Bye-bye		/ /		/ /		/ /
Hello		/ /		/ /		/ /
No		/ /		/ /		/ /
Please		/ /		/ /		/ /
Thank-you / ta		/ /		/ /		/ /

Question Words	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
Where		/ /		/ /		/ /
what		/ /		/ /		/ /

Time	**Understands**		**Says words in imitation**		**Uses word spontaneously**	
again		/ /		/ /		/ /

Year R Screening Test
(Revised 2012)

The purpose of this test is to support SENCos to decide if a child has a speech and language difficulty over and above an overall delay in developmental skills. This assessment should be viewed alongside information regarding progress gained through teacher assessment.

This assessment should be conducted by an adult who is familiar to the child in the Spring term or the term that s/he turns 5 years of age whichever is later. It should be conducted in a quiet environment that is familiar to the child. A referral should be made *by the SENCo* if the child does not achieve the scores expected in a typically developing YR child as detailed in the front page of the assessment pages.

Contents
The assessment comprises four sections: listening and understanding, vocabulary, sentence use and speech sounds at the beginning of words. Please print all forms and information and colour print the picture resources. It will be helpful to cut up the laminated pictures.

Description
Listening and understanding.
A black and white picture is provided for your use and you should provide the child with coloured pencils, red, blue, green, yellow and orange. A question sheet with space for scoring is also provided This will give an indication of the quality of his/her listening skills and assess how accurately the child follows spoken instructions at the level expected for a child aged 5 years. The child should score a minimum of 8 out of 10.

- Vocabulary

A set of colour pictures is provided as well as a scoring sheet.
This assesses how well a child names a series of pictures. It is not an assessment of speech sound use so a word that is recognisable as the key word is scored as accurate. The child should score a minimum of 21 out of 24.

- Sentence use

Three set of picture sequences are provided and a score sheet. The child is asked to describe a picture scene and the adult writes *verbatim* what the child has said. Please omit words that the child does not say and write grammatical errors as the child says them. Again, this does not assess speech sound use. Please refer to examples of typically developing children's sentences provided, and compare your child's sentences with these.

- Speech sounds

A set of pictures is provided with a score form. This assesses how the child uses *initial* sounds only. The adult should write the initial sound of the word as the child says it if it is not accurate, if possible. If it is difficult to identify which sound the child has substituted, it should simply be marked as incorrect. The child should score a minimum of 10 out of 15. The last five sounds assessed are generally developed by the end of YR.

Year R Screening Test (revised 2012)
Child's name: **Age:** **Date of Birth:**

Score form

Test	**Score**	Comment
Listening and Understanding	/10	
Vocabulary	/24	
Sentences	**Not scored, comments only required.**	
Initial sounds	/15	

Summary:

Meets criteria for referral: Yes / No (Please circle) The results of this screen should be signed and referral made, if appropriate, by the SENCo.

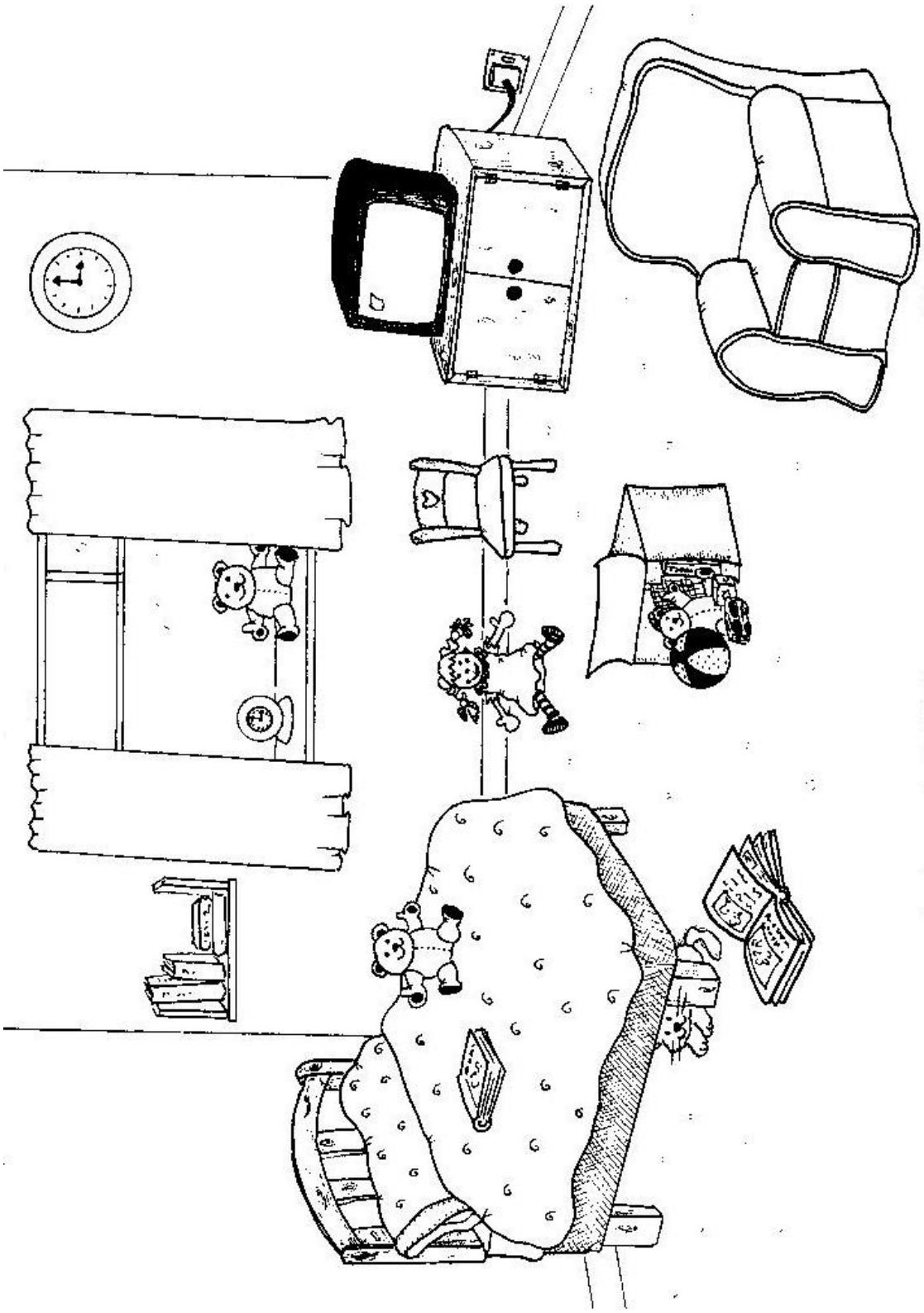
Signed:
(SENCo)
Date:

Listening and Understanding
Child's name: **Age:** **Date:**

Provide the picture and coloured pencils red, blue, yellow, green and orange for the child and ask him/her to look over the picture to become familiar with it.
Read the instructions and ask the child to do as you have asked. Repeat the instruction if necessary and note that the repetition was given. The child should score a minimum of 8 out of 10.

Instruction	**Correct** √ / x	**Repetition required?** √ / x
1. Find the bear on the bed, colour him yellow.		
2. Find the book on the bed, colour it red.		
3. Find the doll, draw yellow flowers on her dress.		
4. Find the little chair, colour it blue.		
5. Find the cat under the bed, colour it orange.		
6. Find the teddy in the box, colour it yellow or orange.		
7. Draw a teddy on the big chair.		
8. Find the ball in the box, colour it blue or green.		
9. Find the clock on the wall, colour it red and yellow.		
10. Draw a cartoon on the TV.		

Comments: **Score** out of 10



LS2

Barrier Game Worksheets - ©Black Sheep Press 2003, Helen Rippon
It is permitted for the licensee to photocopy this sheet for use in their clinic / school.
Black Sheep Press, 67, Middleton, Cowling, Keighley, W. Yorks. BD22 0DQ, England Tel. +44(0)1535 631346
Email: alan@blacksheet-epress.com; web www/backsleep-epress.com

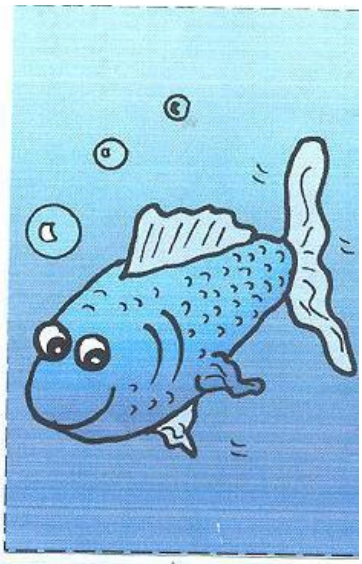
Vocabulary
Child's name: **Age:** **Date:**

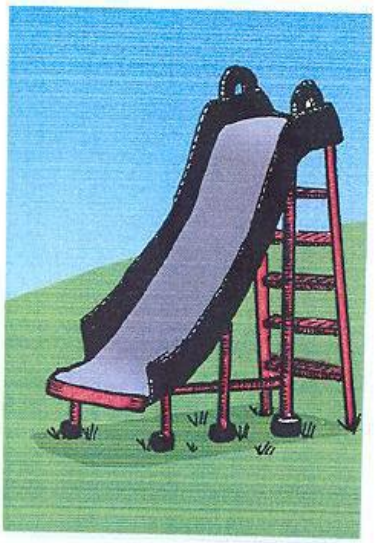
- Ask the child to name these pictures.
- Mark correct if the child uses an appropriate word.
- The word is considered correct if you know what the child is saying regardless of how it is said.
- Write what the child says if an incorrect word is used or NR for 'no response' if the child does not know the word.

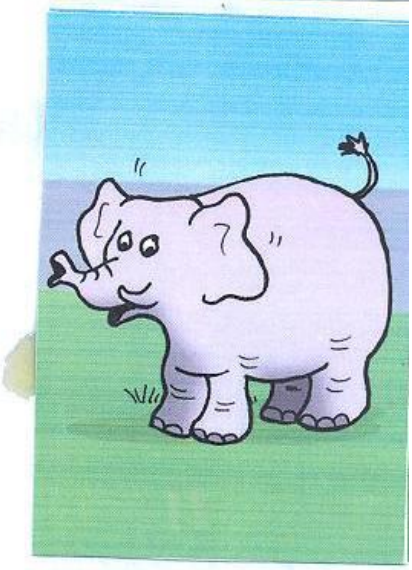
Picture number	Target Word	**Correct** √ / x	**Picture number**	Target Word	**Correct** √ / x
1.	Tractor		13.	Money	
2.	Slide		14.	Arrow	
3.	King		15.	Dragon	
4.	Fish		16.	Shell	
5.	Elephant		17.	Ladder	
6.	Bike		18.	Fireman	
7.	Bag		19.	Lion	
8.	Toothbrush		20.	Dentist	
9.	Owl		21.	Fridge	
10.	Tree		22.	Motorbike	
11.	Flag		23.	Octopus	
12.	Sink/basin		24.	Drawers	

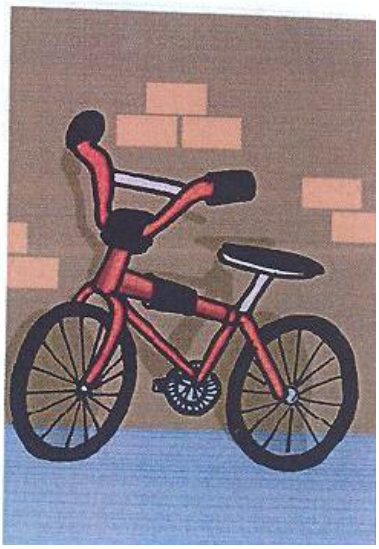
Comments: **Score:** out of 24

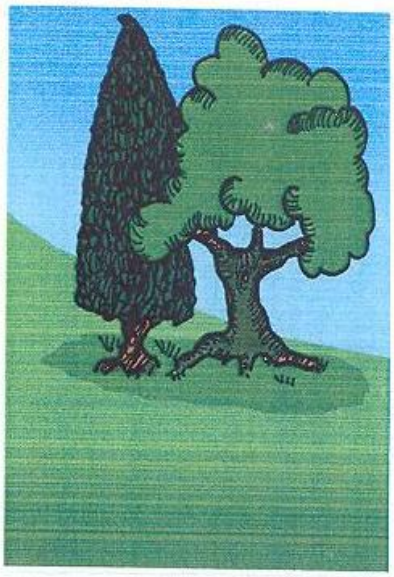
Vocabulary Set

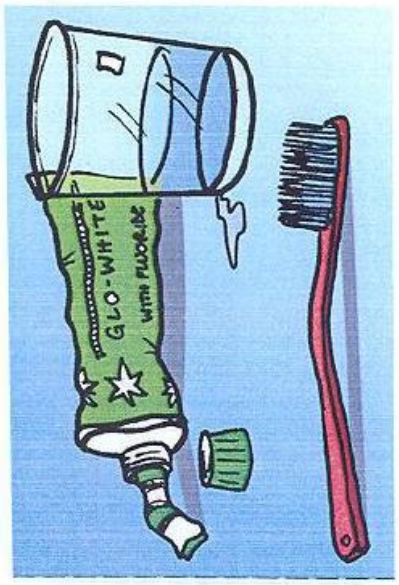


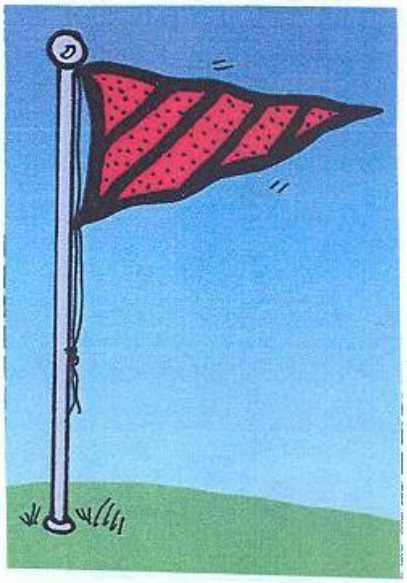


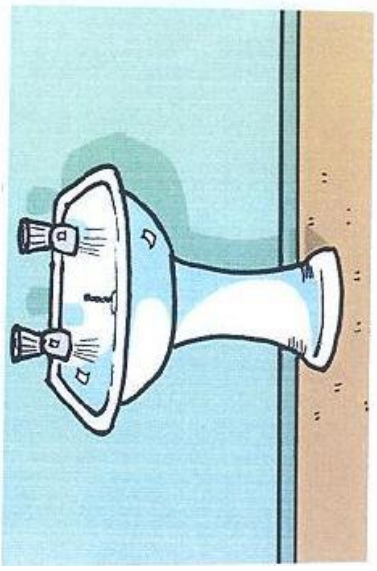


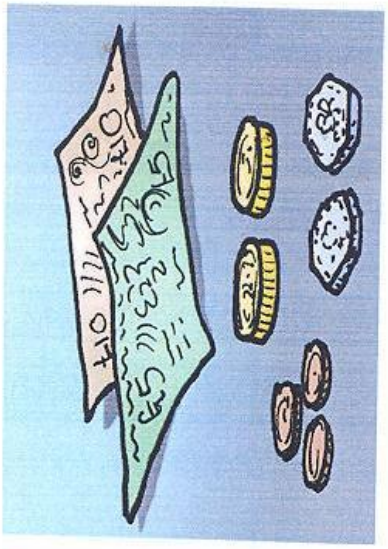


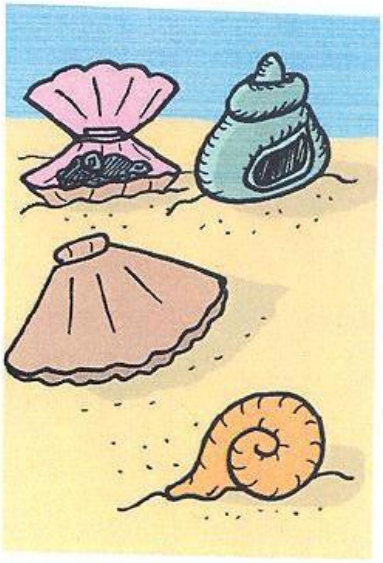


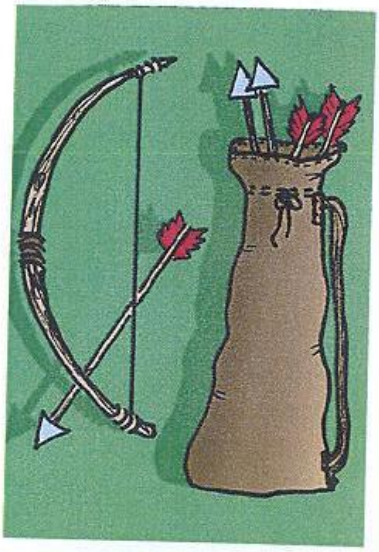

GLO-WHITE
WITH FLUORIDE

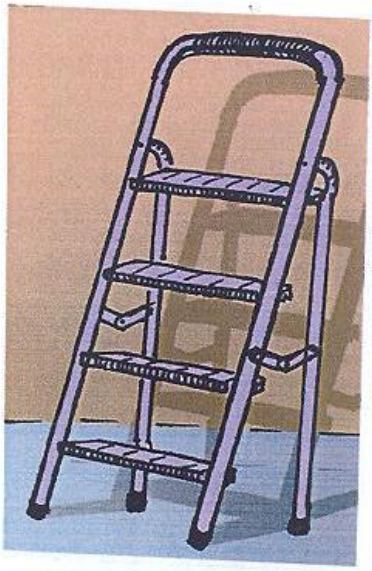


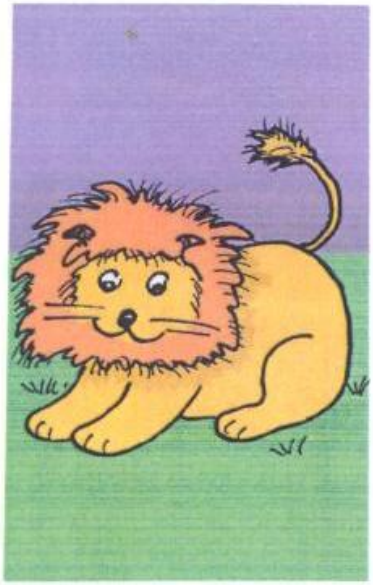


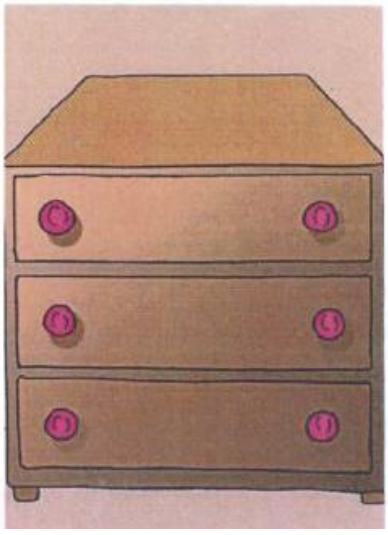












Sentence Use

Child's name: **Age:** **Date:**

Show the child the first picture in the first sequence and say 'What's happening in the picture?' Then show the second and ask again. Prompt by repeating what the child said with a rising intonation to indicate you would like him/her to say a little more. Another permissible prompt is 'Well done, can you tell me some more, please?' Repeat with the other two sequences.

Please write *verbatim* what the child says. Examples of typical responses are given in italics.

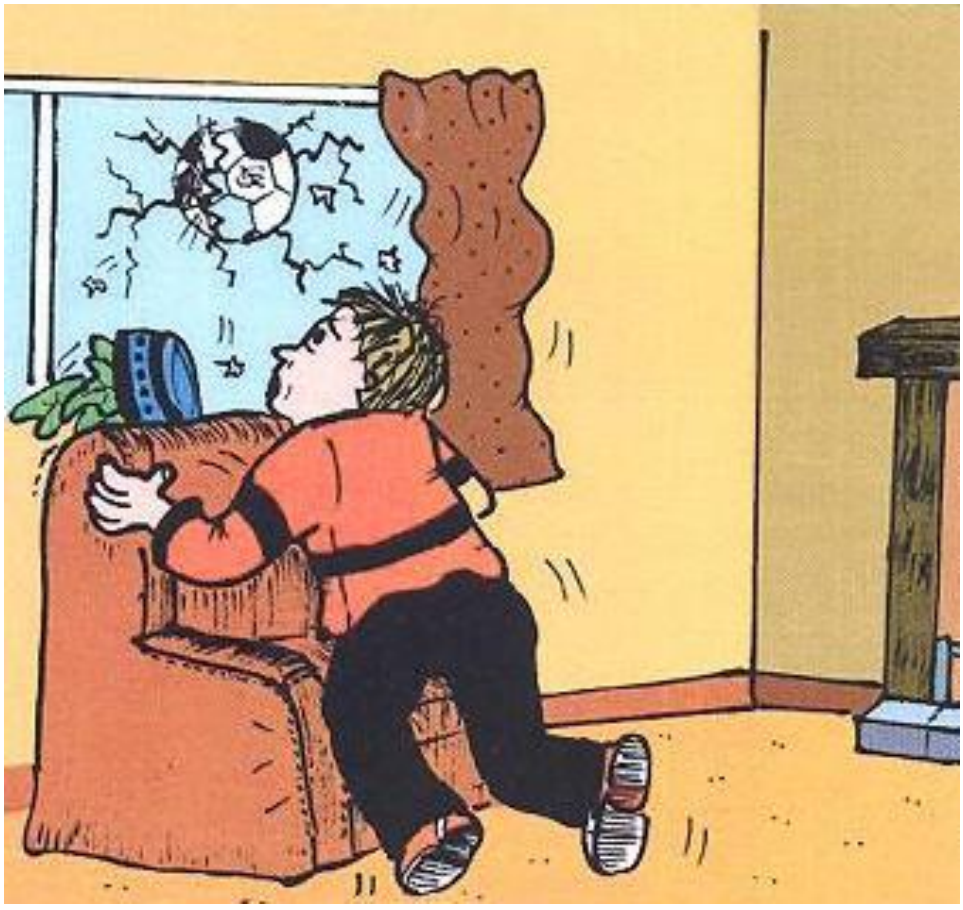
Sequence 1: 'Football accident'
'A football. It smashed and it broke.'
'He was doing it very well and then he accidentally kicked it through the glass'.
'A boy's playing football in the house. It smash the window.'

Sequence 2: 'The cake mishap'
'The Grandma put it on the table and he jumped on the table and he licked it for a little taste and she took it away.'
'The lady's making a cake and the lady turning round and the dog eating a cake.'
'The lady make a cake and the dog licking it.'

Sequence 3: 'The Park'
'He's sliding down and a person walking through and he bumped into her.'
'He crashed into that little girl. She sad and she crying for her Mum.'
'That boy sliding down the slide and crashed into her.'

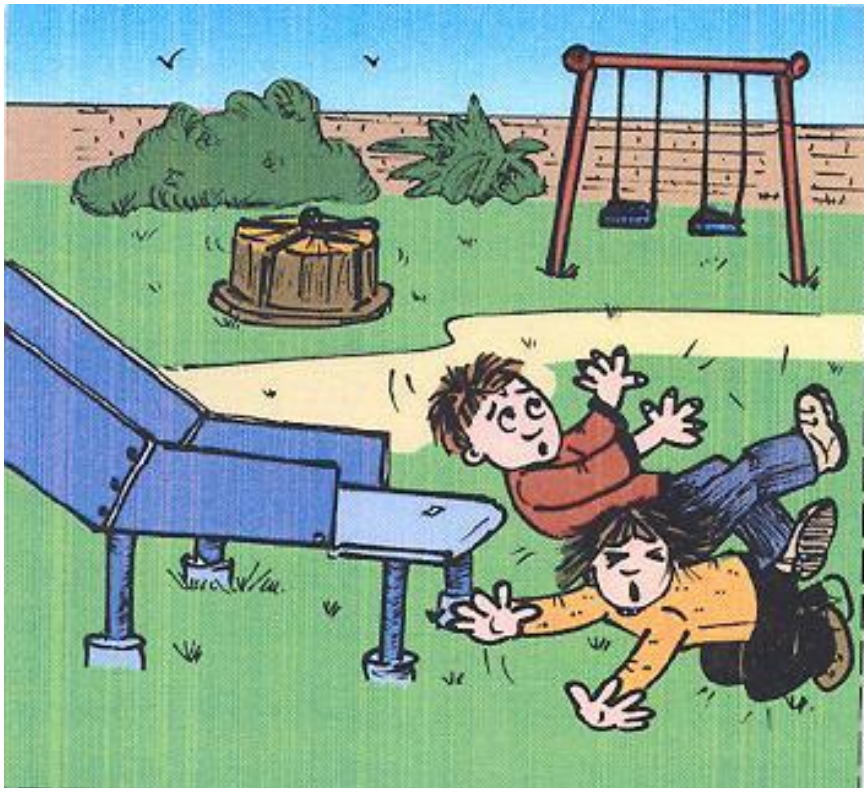
Please look at the sentences used with the examples of typically developing YR children. Make a judgement whether the child's sentences stand out as less well developed than the examples given.
Comments:

Sequence 1: Football Incident



Sequence 2: The Cake Mishap

Sequence 3: The Park



Initial Sounds
Child's name: **Age:** **Date:**

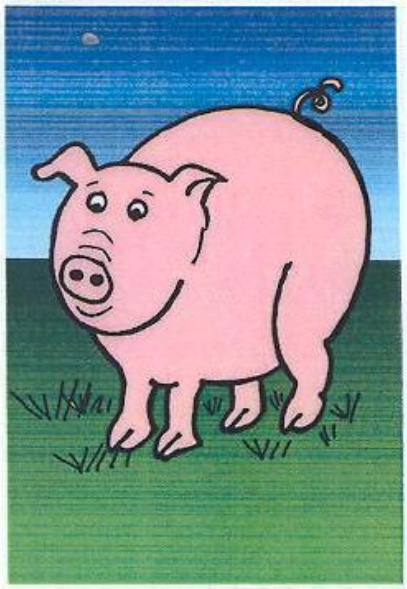
- Ask the child to name the picture and note the *initial* sound used.
- Write the sound the child says if incorrect if possible.
- Say the word for the child if s/he cannot think of the word and ask him/her to say it after you. Note that the word was imitated and write what the child said if possible.
- Mark as an error if the initial sound is incorrect but you are unsure what sound the child used.
- The child should score 10 out of 15.

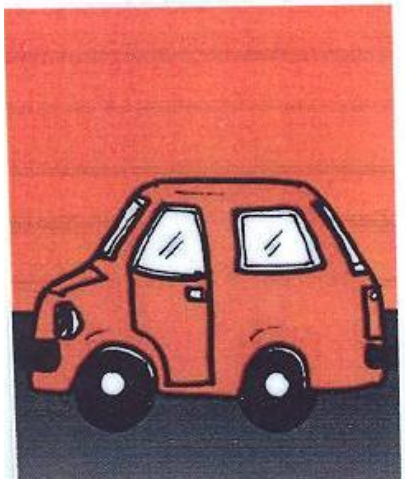
Picture number	Target Word	**√ / x or initial sound used**	**Picture number**	Target Word	√ / x **or initial sound used**
1.	**pig**		9.	**sun**	
2.	**bus**		10.	**sheep**	
3.	**teddy**		11.	**chips**	
4.	**dog**		12.	**giraffe**	
5.	**car**		13.	**spider**	
6.	**girl**		14.	**stop**	
7.	**football**		15.	**lady**	
8.	**van**				

YR children generally acquire these sounds, which are set out in order of development, by the end of YR. Please see the summary form for referral guidance.

Comments: **Score:** out of 15

Initial Sounds





DOLLY'S
ICES