Improving Health and Wellbeing

Humber NHS
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Pack for Early Words

This pack should only be used under the guidance of a Speech and Language Therapist

Original concepts by Speech and Language Therapists in Hull and east Yorkshire
Updated by Rona Gaffney 2015

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Name: *School:*		D.O.B:		
Overall aim(s)	*Where am I now?*	What will I achieve?	Outcome	Actual Outcome
To help the child improve their expressive and receptive language skills to their full potential	The child is not using any or is only using a few single words	The child will be able to use at least 25 single words		
Therapy package: Targets will be reviewed as agreed with the speech and language therapist	Timescale: As agreed with the speech and language therapist	Factors contributing to outcome: Commitment from adults working with the child and regularity of practice.		

Please work through the following activities. If you have any questions or feel that the targets have been achieved, please contact the speech and language therapist

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Encouraging Early Words – "Again"

For these games, do the activity once and then wait for the child to say 'again' before you repeat the activity.

Building a tower

Build a tower and allow the child to knock it down.

Blowing up a balloon

Blow up a balloon and then let it go.

Wind up toy

Wind up a toy and then wait for the child to say again before winding it up again.

Tickling games

Tickle your child and wait for them to say again before repeating the action.

Remember:

- You will need to model this word in lots of activities before your child will try it
- Try to not put too much pressure on them
- Pause and give them time to try the word
- As long as they're having fun, they should start to copy you
- If they don't want to do it today, try another day

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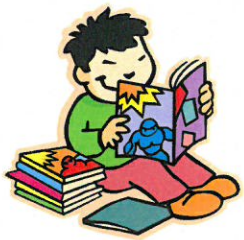
Encouraging Early Words – "All gone"

This phrase can be reinforced in many everyday activities and conversations.

Tidying up
Saying "all gone" as toys are tidied away.

Books
Lift the flap books, saying "all gone" as you put the flaps down again and cover the picture up.



Bubbles
Saying "all gone" when all the bubbles have burst.

Post box
Saying "all gone" as your child posts pictures or objects into a box.

Drink/snack time
Saying "all gone" when they finish everything.
Repetition is key to learning, especially with words.

Remember to praise your child and respond positively to all attempts at talking.

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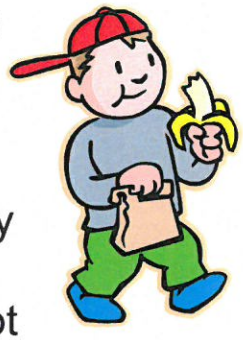
Encouraging Early Words – "more"

Snack time



- Wait before giving your child more drinks or snacks, e.g. break a banana up into smaller pieces and give one piece at a time.
- Hold the next piece of banana up and say "more?"
- Gradually encourage your child to attempt the word before giving each piece.
- This can be done with any food – just give them a bit at a time rather than all of it. Food is often a good motivator!

Bubbles

- Blow some bubbles and then wait for them all to pop.
- When they have burst, say "more?" and then blow some more.
- Next time wait until your child attempts to say "more" before blowing some more. You may need to try this a few times.
- Remember, their version of the word will not be perfect. That is ok because they are just learning.
- The main thing is that they learn that by using their voice they get something that they want!

Playing Together

Any toy or game that your child enjoys will allow you to encourage "more". If you occasionally stop playing you can encourage your child to say the word for it to begin again. E.g. singing a song, finishing a book, adding bricks to a tower etc.

Updated by Sian Friend May 2014

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Encouraging Early Words – "go"

Skittles
Say "ready, steady, go" before rolling the ball.

Stacking cups
See if your child can wait for "ready, steady….go" before knocking down the tower.

Ball run
Wait for "ready, steady….go" before putting the balls down the ramp.

Races
Have races with teddy/dolly round the room or outside in the garden.
Practise listening for "go".

Remember:

- You will need to model this word in lots of activities before your child will try it
- Try to not put too much pressure on them
- Pause and give them time to try the word
- As long as they're having fun, they should start to copy you
- If they don't want to do it today, try another day

Updated by Sian Friend 20/05/14

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FIRST VERBAL LABELS

The first words taught to your children should reflect the objects and events that are familiar to them in their everyday environment. Vocabulary can be chosen by looking at your child's daily routines, favourite toys, food and pets etc.

1. FOOD

- During meal times talk about the food your child is eating, drawing his/her attention to each item as you name it clearly. When offering him/her a choice of things to eat, hold them up and name them, e.g. 'Do you want milk?' – showing him the milk or 'Do you want orange?' – showing him the orange. Let your child experience hearing the food names in different situations.
- Play a shopping game using empty packaging. Take it in turns to be the shopkeeper.
- Give your child a pretend tea party with his/her friends or favourite toys. Use toy food, naming it as you play.
- Look through magazines/leaflets to highlight favourite foods.

2. CLOTHES

- Name pieces of clothing as you dress and undress your child. Also name your own clothing, e.g. 'Look, I'm putting on my hat'.
- Encourage your child to help you to tidy up by putting clothes in the drawers or the washing basket. Give him one item of clothing and name it, e.g. 'Now, the coat'. Later give him a choice of two or more items and ask him/her to put one away.
- Play dressing-up games talk about the clothes you are putting on each other.

3. TOYS

- As you play with the children name the toys you are playing with.
- As you tidy toys away or get them out for play, hand them to your child and name each one. Ask your child to fetch toys from his/her play box. If he/she doesn't understand, find the toy for him/her and show it to him/her.
- Make a picture book of your child's favourite toys out of real photographs, drawing or cutting from magazines. Look through the book naming each picture for the child, then ask him/her to find the one you name.
- Hide a few of your child's toys around the room. As he/she finds each one, name it. Next, hide two or three toys and ask him/her to find one, e.g. 'Where's teddy?'

4. **ANIMALS**

- Point out different animals to your child when out walking, repeating their names for him/her.
- Point out animals that you see on TV programmes and in books.
- Use early jigsaw puzzles featuring animals, encourage your child to find the piece you ask for.
- Cut pictures from magazines and encourage your child to name them.

5. **TRANSPORT**

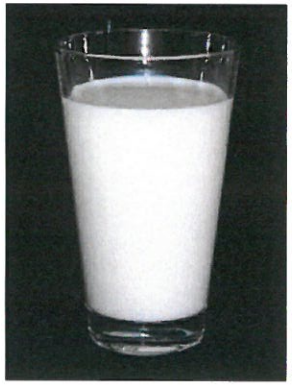
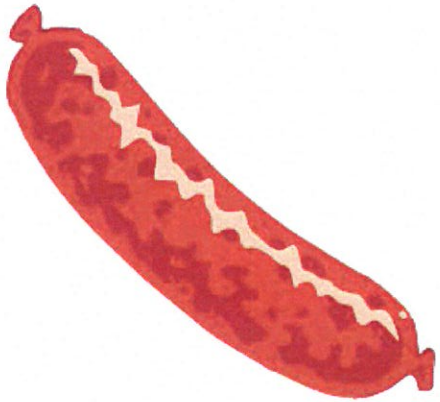
- There are lots of opportunities during the day to point out different vehicles to your child. Use simple names, like bus, car, or train to help your child remember these words.
- Play with toy cars, buses, etc. in pretend garages or along paper roadways. Push the toys along naming them and making the appropriate noises e.g. 'Look at my train –ch-ch-ch-ch'.
- Use early jigsaw puzzles and books featuring vehicles, encourage your child to find the piece you ask for.

6. **BODY PARTS**

- At bath time name the body parts your child is washing, either on themselves or dolls.
- Draw around hands, feet and body encourage your child to name these body parts.
- Sing appropriate songs e.g. 'Head , shoulders, knees and toes', 'Hokey – Cokey'.

NB The enclosed sheets support the vocabulary ideas above.

1. **Ask your child to point to a picture you name.**
2. **Hide the picture around the room and encourage your child to name them as he/she finds them.**
3. **Ask your child to post the picture once they have told you what it is.**

food/drink

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clothes

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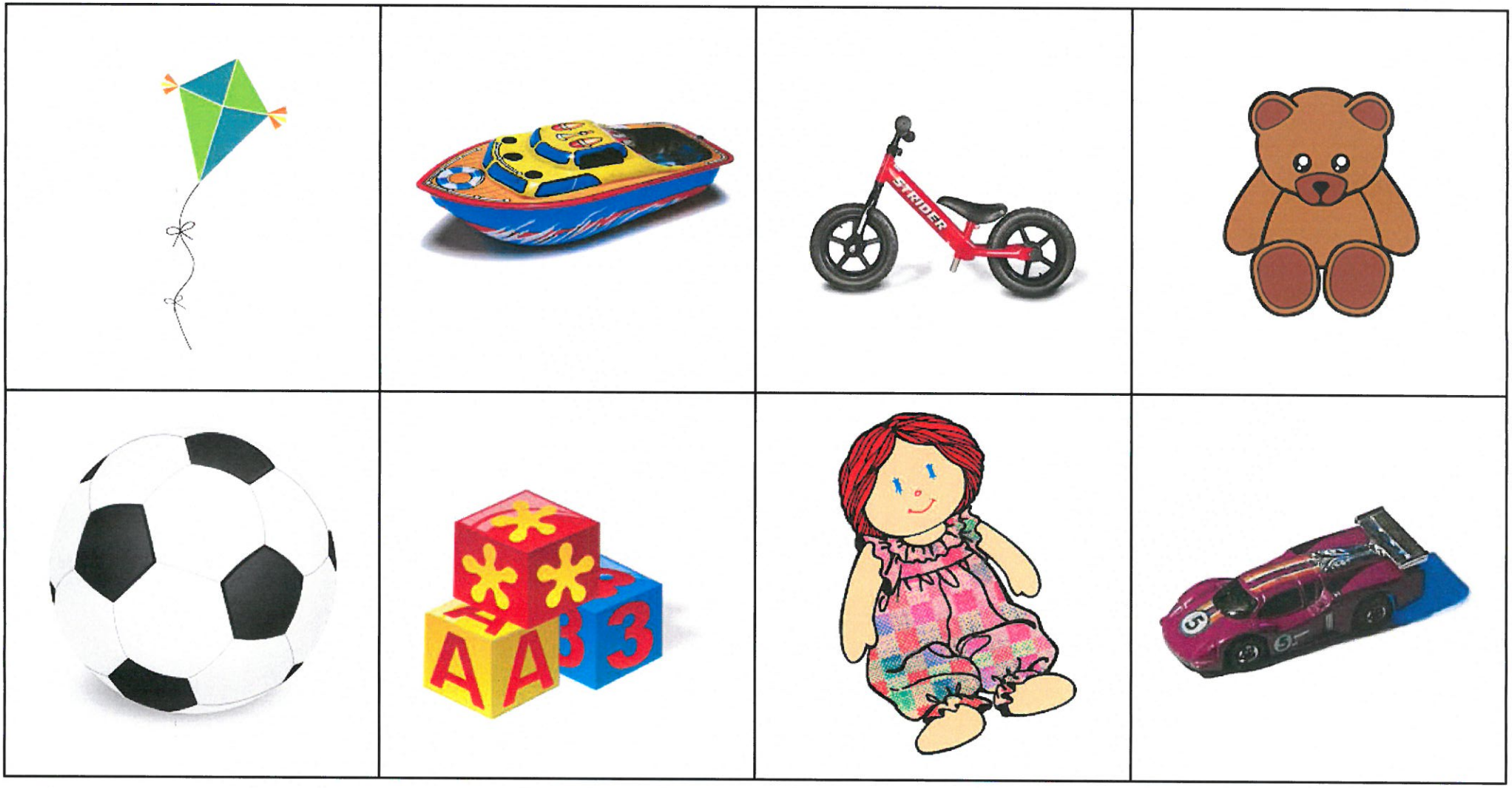

toys

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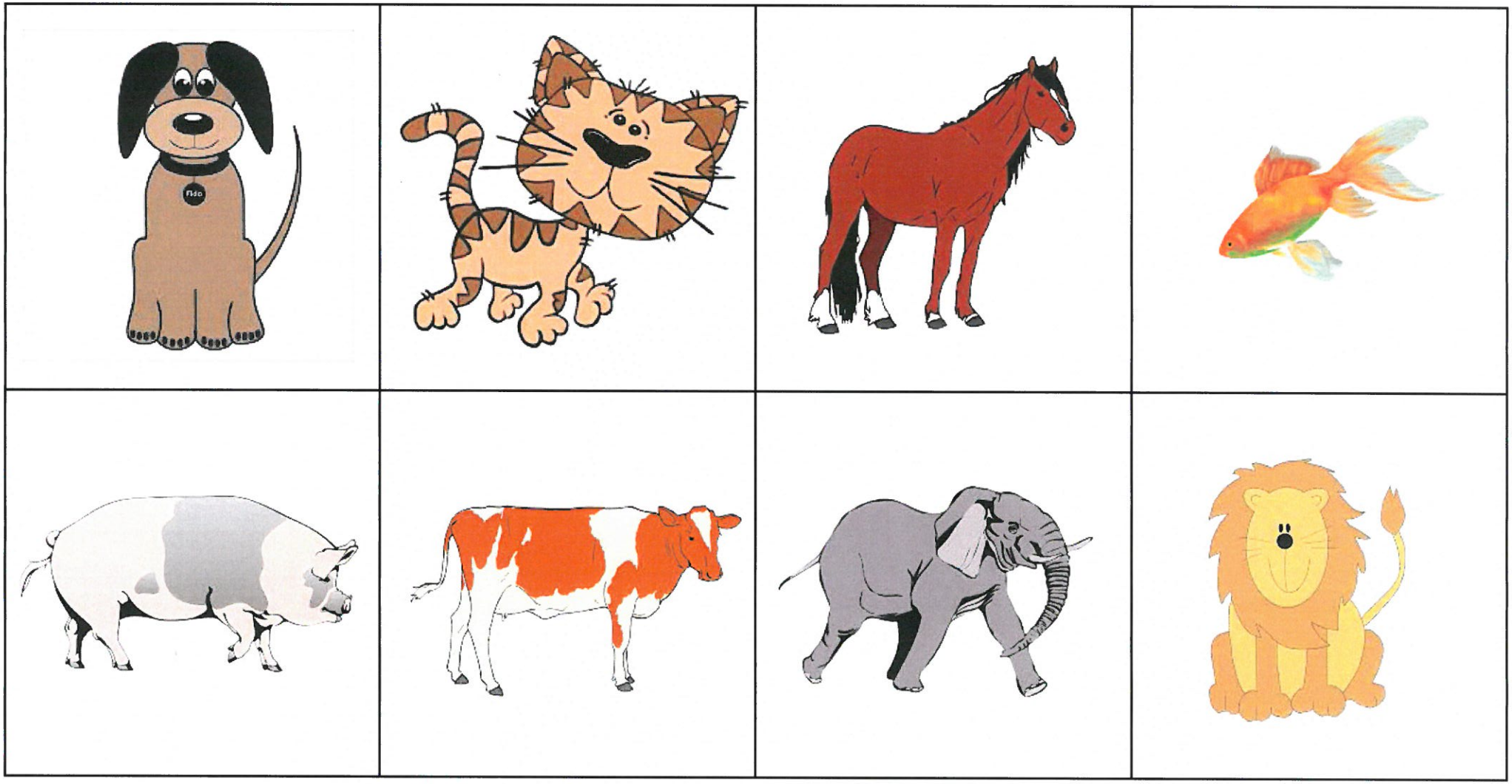

animals

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transport

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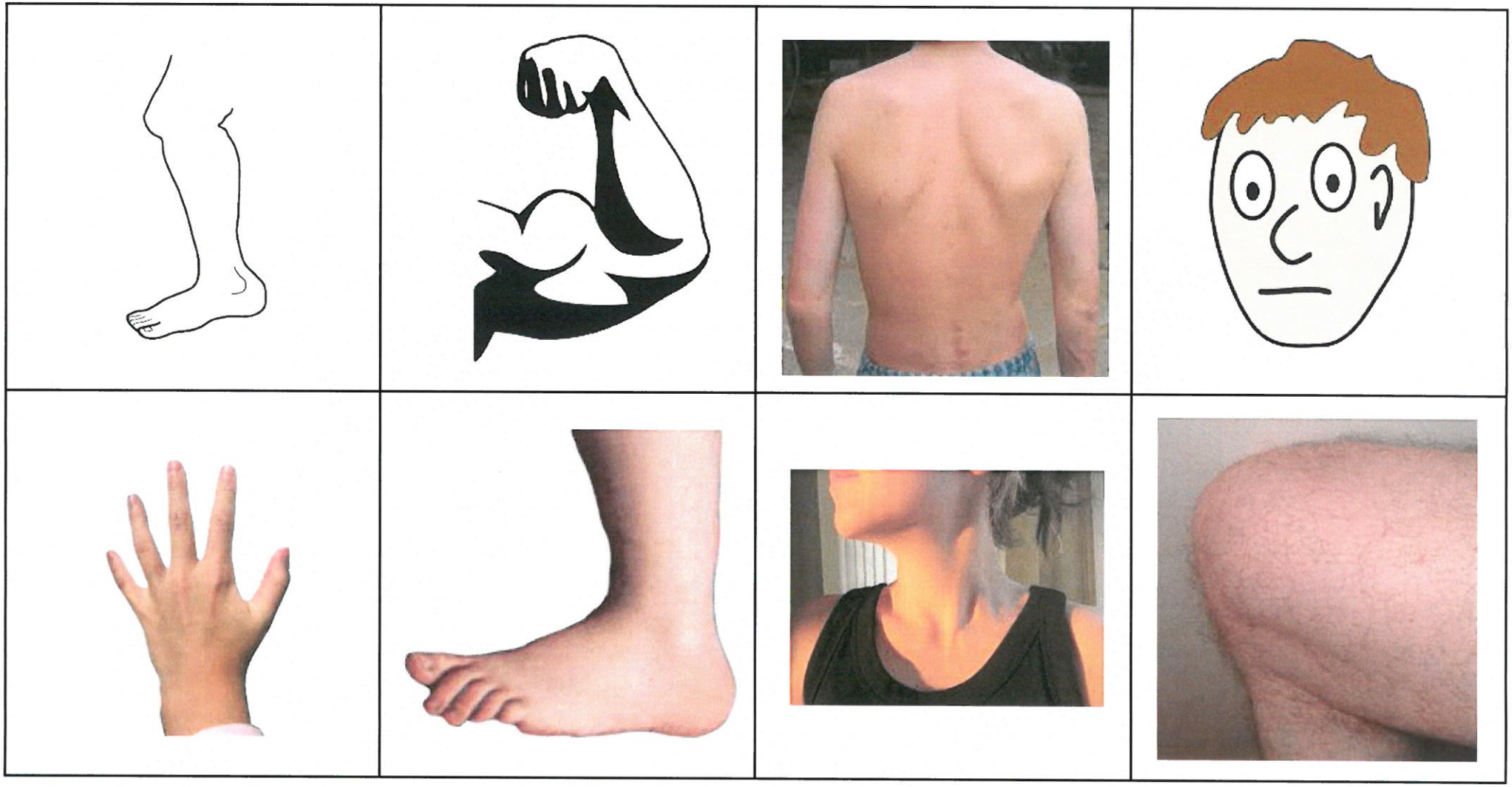

body parts

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