

**Early Years  
Speech and Language Therapy (SLT)  
(for 0-5 year olds)**



**Supporting your child's language  
development at home  
(Combiner Level)**

June 2020


# The Pack

## What's inside...



**Combining words together (e.g. “dad eat”, “big cup”) is a key milestone in children’s language development!**

## How-to-use the Pack

1. Take a look at the **top tip**
2. Each top tip has **activity** ideas you could try
3. Think about how you can use the top tip in other **daily routines** (e.g. snack time, playtime, bath time etc.) to increase the opportunities for your child to learn throughout their day.
4. and finally keep it **fun** and keep it **going!**
5. See our  **LIGHT BULB MOMENTS** for more ideas to get the whole family involved.

Before a child can combine two words together, they must be able to:

### 1. Use a variety of words

The building blocks to combining words involve the following types of words in a child's vocabulary:



#### Nouns

(e.g. objects, places, things)



#### Verbs

(e.g. action words - eat, drink etc)



#### Adjectives

(e.g. describing words - hot, big etc)



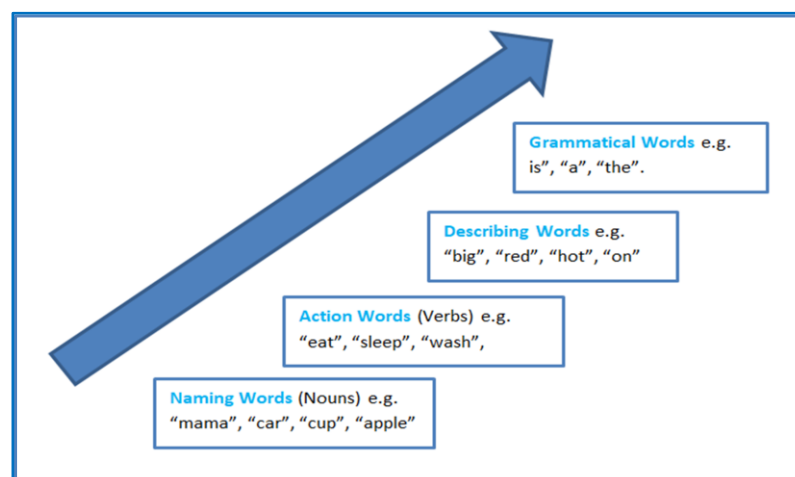
#### Prepositions

(e.g. locations - on, off, under)

Children learn language best when parents and carers share their child's experiences and talk about those experiences in simple language. When children are building their vocabulary, they usually learn **naming words (nouns)** first. These are often closely related to their everyday experiences e.g. "mummy", "daddy", "cup". Whilst acquiring their first 50 words other word types include social words; "bye bye", words for repetition; "again" and words that indicate disappearance; "all gone".

**Action words (verbs)** are harder for children to start to learn as actions are more abstract and disappear straight away once we have done them e.g. "drinking". Children need to learn action words in order to start to form sentences.

**Describing words** e.g. "big", "red", "on", locations (e.g. on, off) and grammatical words e.g. "is", "a" are even more abstract. These types of words allow children to form longer, more complex sentences. Over time their vocabulary widens, reflecting the experiences and items you discover and share together:



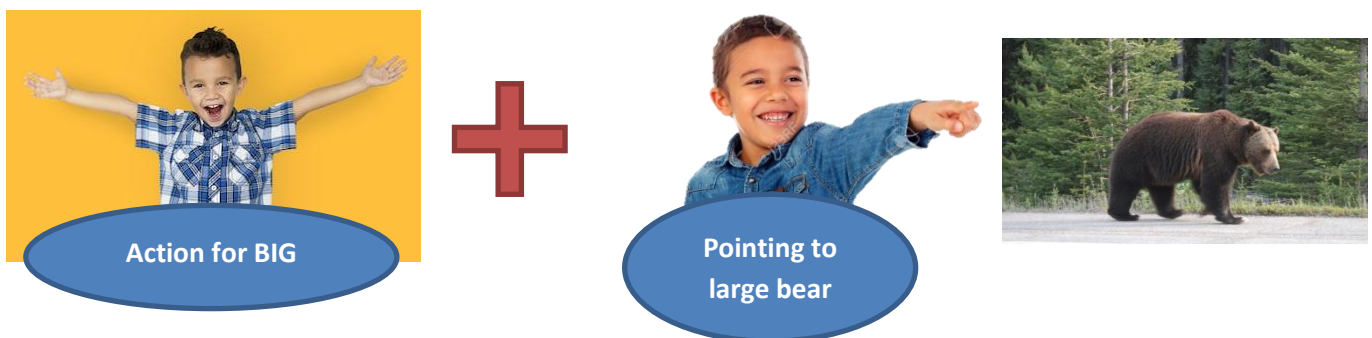
## 2. Express two ideas

Before children express two ideas with two-word combinations, they can usually express two ideas by using a **word** and a “**supplementary**” **gesture**. Supplementary gestures add extra information to the word that is spoken. For example, when a child points to the cookie jar and says “*Mummy*”, his message has two ideas: he wants *Mummy* to give him a *cookie*.

This shouldn’t be confused with the child’s use of gestures that match the meaning of his word (e.g. pointing to a cookie and saying “*cookie*”), as this only expresses one idea.



Or when a child does an action for “big” with his arms while pointing to a large teddy bear, his message has two ideas: the *bear* is *big*.



## Tip 1: Emphasise a variety of words using language and gesture

When playing with your child and/or during daily routines (e.g. breakfast, bath time)... **make words stand out by emphasising them** (e.g. 'red ball'). Highlight a range of words and not just objects, places or things (nouns).

**Use gestures and signs with your words.** When you use gestures/signs while you speak, it shows your child how to use gestures and words at the same time. This will prepare your child for using supplementary gestures. (See Resources section for Makaton signs)

### Activity ideas:



### LIGHT BULB MOMENTS:


Here are some bath time game ideas that you can do whilst emphasising a range of words:

- **Make a hand puppet by sewing two washcloths together.** Have the puppet emphasise lots of different words.
- **Punch holes in the bottom of an empty yogurt container.** Have your child fill it with bath water to make it "rain" in the tub.
- **Throw some plastic toys in the tub to see which ones float.** Have your child play "lifeguard" to rescue the toys that sink.

## Practice activity:

What words and gestures could you emphasise when...


**Getting dressed...**



**Nouns:**

-


-



**Action words:**


-

-



**Describing words:**

-



**Locations:**

-





-



### LIGHT BULB MOMENTS:

What other daily routines do you have that are specific to your family?

Make a note of them here and brainstorm the words and gestures you could model:

<p><b><u>Daily routine:</u></b></p> <p>E.g. On your way to a place of worship...</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div>	<p><b><u>Words and gestures:</u></b></p>
<p><b><u>Daily routine:</u></b></p>	<p><b><u>Words and gestures:</u></b></p>
<p><b><u>Daily routine:</u></b></p>	<p><b><u>Words and gestures:</u></b></p>

## Tip 2: Help your child to learn new action words (verbs)

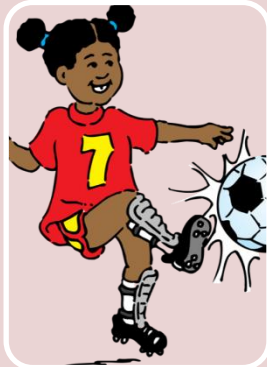
Verbs (action words) are important for language development as it helps children to communicate about events in the world by combining words.

Here is what you can do to help them learn new action words:



### 1) Keep a list of verbs your child understands

- Children have to understand a word before they can begin using it.
- Knowing what verbs your child understands will help you know which verbs to repeat regularly to help them develop their language
- See The Action Words checklist on Pg. 7.



### 2) What does your child like to do?

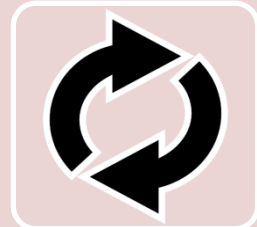
By identifying toys, foods, and activities your child enjoys, you will be able to think of action words (verbs) associated with these things. For example, if your child enjoys bath time, you could repeat verbs like "pour", "wash", or "splash"



### 3) Show your child what a verb/action means

Do the action while you say the verb in a short phrase. For example, if you are helping your child learn the verb "push", push the toy car and say "pushing car".

This helps your child remember the new word and what it means.



### 4) Repeat!

Children need to hear new words many times before they start to use them themselves.

Repeat the word in a range of activities and routines. E.g. , if you've been emphasizing the verb "pour" every night at bath time, remember to use it at meal times when you pour a glass of milk.

This will give your child many opportunities to hear the new verb in a variety of situations.

### Examples of verbs:



Eat



Drink



Kick

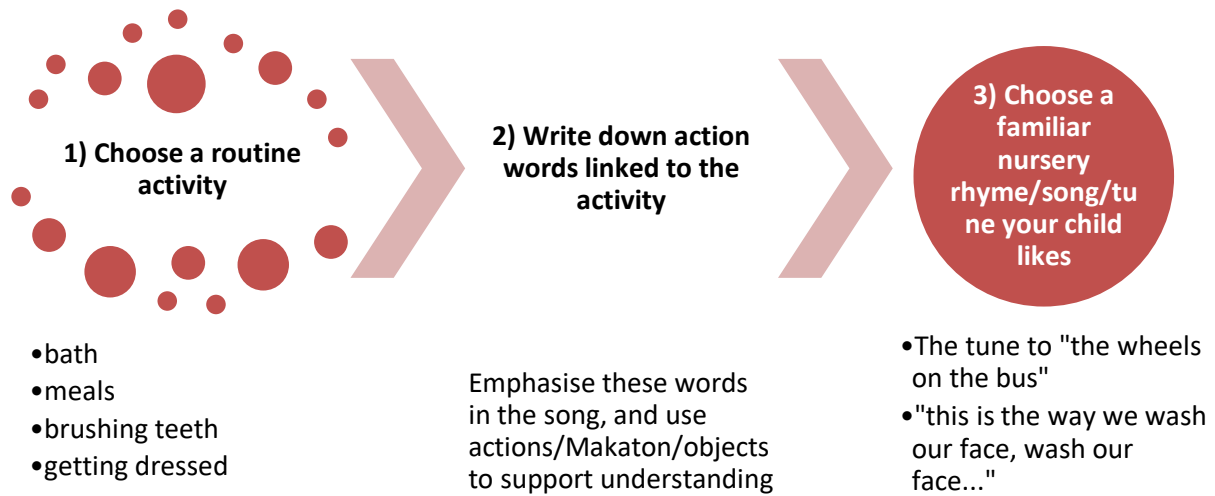


Pour



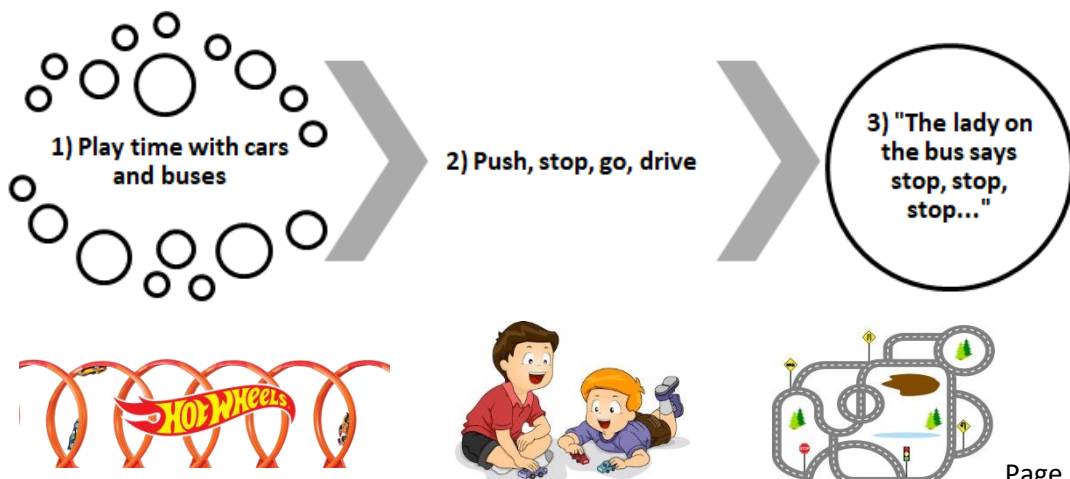
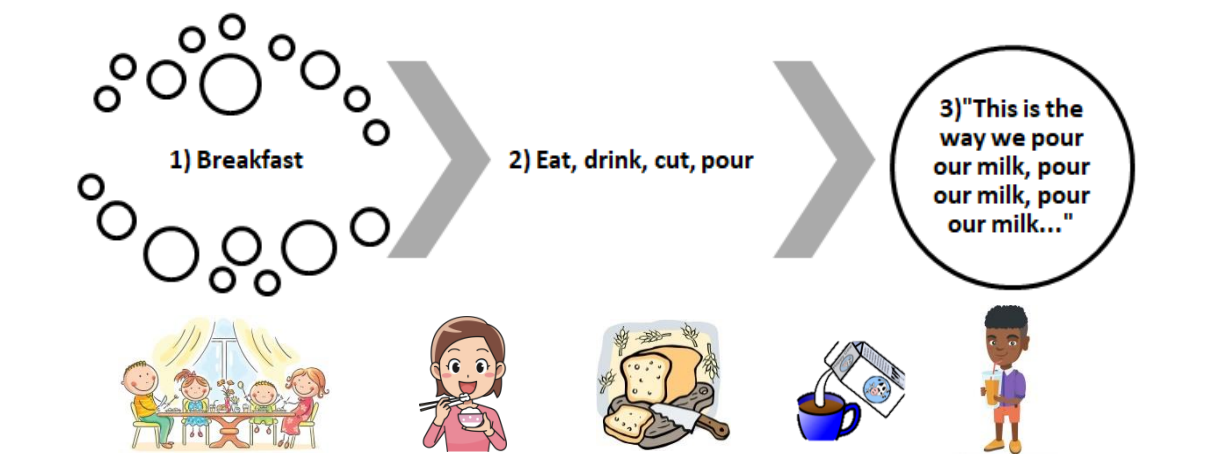
Splash

## Activity 1: Action songs during routine/daily activities



**Singing is exciting and fun and facilitates lots of repetition, helping your child to build their vocabulary.**

### Examples:





## Activity 2: Action games



### Charades

- 1. Have a selection of picture cards for different actions.
- 2. Look at the picture, say the word and mime the action.
- 3. Once the child is familiar with the pictures, take turns to act out an action so the other person guesses the word.
- See resources section for pictures.



### Simon Says

- Encourage the child to listen to the instruction before carrying out the action e.g. clap hands, jump, dance.
- Then let the child take turns to give the instructions by choosing a picture (see Resources section) and then give an instruction, e.g. Simon says Jump.



### Let's make teddy...

- Use a teddy bear/the child's favourite character and demonstrate different actions e.g. teddy kick, teddy sleep, teddy jump.
- Then ask the child to make the teddy do different things, e.g. "Let's make teddy fall".
- Take turns to give the instructions so the child gets to practise using some action words.



### Obstacle course

- Create an obstacle course in the house or garden with chairs, sofas, boxes, balls, trampolines, slides etc.
- Name the actions the child is doing (e.g. climbing, jumping, sliding, kicking,
- Model sentences starters such as... "ready steady...run" "ready steady ...jump".



### LIGHT BULB MOMENTS:

- To support your child to engage and participate, give your child a choice between games.
- Choose a "game of the week" that the whole family can take part in a few times a week as a family.

## Practice activity 1:

What specific **actions words** could you say and show during the activities below?



At the  
park...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



During  
your  
child's  
favourite  
story  
book...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



### LIGHT BULB MOMENTS:

- Think of other activities you do at home with your child, and brainstorm ideas for action words.
- Put these up on the fridge so the rest of your family can use the same words during daily activities when you are not there. This ensures key words are repeated daily in a range of contexts, with a range of people 😊

## Action words checklist:

Use this checklist to monitor which action words your child is **understanding** and **expressing** in **English/your home language**:

bang (toys)	<input type="checkbox"/>	<input type="checkbox"/>	Open	<input type="checkbox"/>	<input type="checkbox"/>
Blow	<input type="checkbox"/>	<input type="checkbox"/>	paint	<input type="checkbox"/>	<input type="checkbox"/>
blow (bubbles)	<input type="checkbox"/>	<input type="checkbox"/>	Push	<input type="checkbox"/>	<input type="checkbox"/>
Break	<input type="checkbox"/>	<input type="checkbox"/>	put on (clothes)	<input type="checkbox"/>	<input type="checkbox"/>
brush (hair, teeth)	<input type="checkbox"/>	<input type="checkbox"/>	roll (dough)	<input type="checkbox"/>	<input type="checkbox"/>
build (bricks)	<input type="checkbox"/>	<input type="checkbox"/>	run	<input type="checkbox"/>	<input type="checkbox"/>
catch	<input type="checkbox"/>	<input type="checkbox"/>	sing	<input type="checkbox"/>	<input type="checkbox"/>
cut	<input type="checkbox"/>	<input type="checkbox"/>	sit	<input type="checkbox"/>	<input type="checkbox"/>
dance	<input type="checkbox"/>	<input type="checkbox"/>	sleep	<input type="checkbox"/>	<input type="checkbox"/>
Drink	<input type="checkbox"/>	<input type="checkbox"/>	Splash	<input type="checkbox"/>	<input type="checkbox"/>
eat	<input type="checkbox"/>	<input type="checkbox"/>	stop	<input type="checkbox"/>	<input type="checkbox"/>
go	<input type="checkbox"/>	<input type="checkbox"/>	take off (clothes)	<input type="checkbox"/>	<input type="checkbox"/>
Help	<input type="checkbox"/>	<input type="checkbox"/>	throw	<input type="checkbox"/>	<input type="checkbox"/>
hide (toys, face)	<input type="checkbox"/>	<input type="checkbox"/>	Tickle	<input type="checkbox"/>	<input type="checkbox"/>
hug	<input type="checkbox"/>	<input type="checkbox"/>	walk	<input type="checkbox"/>	<input type="checkbox"/>
jump	<input type="checkbox"/>	<input type="checkbox"/>	wash	<input type="checkbox"/>	<input type="checkbox"/>
kick	<input type="checkbox"/>	<input type="checkbox"/>	watch	<input type="checkbox"/>	<input type="checkbox"/>

Write down any others you observe:

	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
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## Tip 3: Expand your child's words in your strongest language

Adults can expand your child's language by using their single word in a short phrase and showing them. E.g. If your child says "drink" whilst drinking juice, you can say "drink juice".

### Practice activity 1:



1. **Observe** your child and make a **list of the words** your child says.

Remember to note down the words your child says in both English and your home language(s) 😊



HELLO WORD IN DIFFERENT LANGUAGES

2. Think about what your child says and what you can say to expand their words:

 <b>Child</b>	 <b>Adult</b>
<p>'Car'</p>	<p>'fast car' 'blue car'</p> <p>Other ideas:</p> <p>1. _____ 2. _____ 3. _____</p>
<p>'baby'</p>	<p>'baby sleeping' 'baby hungry'</p> <p>Other ideas:</p> <p>1. _____ 2. _____ 3. _____</p>
<p>'red'</p>	<p>'red spoon' 'red hair'</p> <p>Other ideas:</p> <p>1. _____ 2. _____ 3. _____</p>

## Bringing it all together 😊



### LIGHT BULB MOMENTS:

Make a plan for each week with your family to think about what activities and where you will carry out the strategies to support your child to start combining words together. Remember to involve the whole family and keep it fun for everyone! *(See planning table to print on next page)*

**Example: Here is a weekly plan for Kavita and her family**

<u>Week 1</u>	<u>When?</u>	<u>Who?</u>	<u>Strategies</u>	<u>Examples</u>
<b>Mon</b>	<i>Breakfast</i>	<i>Mum</i>	Emphasising a variety of words and gestures.  <b>[Start with one strategy for each activity to begin with, and then gradually combine strategies within one activity as you become more confident]</b>	'eat', 'toast', 'dosa', 'hot', 'crispy', 'cut'
<b>Tues</b>	<i>Mandir</i>	<i>Dad</i>	Helping Kavita learn new action words by repeating and showing her what actions mean during the journey and at the mandir.	'sitting', 'praying', 'giving', 'eating', 'looking'
<b>Wed</b>	<i>Tesco</i>	<i>Mum &amp; Sister</i>	Expanding Kavita's words	<i>Kavita: 'water'</i> <i>Adult: 'drink water'</i>
<b>Thurs</b>	<i>Bath</i>	<i>Grandmother</i>	<i>Emphasising a variety of words &amp; helping Simran to learn new action words</i>	'splash', 'duck', 'yellow', 'soap'
<b>Fri</b>	<i>Dinner</i>	<i>Mum</i>	<i>Emphasising a variety of words &amp; helping Simran to learn new action words</i>	'mix', 'lentils', 'chapati', 'on', 'table'
<b>Sat</b>	<i>Park</i>	<i>Dad</i>	<i>Emphasising a variety of words &amp; helping Simran to learn new action words</i>	'grass', 'swing', 'slide'
<b>Sun</b>	<i>Peppa Pig story</i>	<i>Dad</i>	<i>Emphasising a variety of words, helping Simran to learn new action words and expand her words.</i>	<i>Kavita: 'bubble'</i> <i>Adult: 'blowing bubbles'</i> <i>'George', 'dress', 'cooking'</i>

**Supporting language development at home: COMBINER LEVEL**

<u>Week 1</u>	When?	Who?	Strategies	Examples
Mon				
Tues				
Wed				
Thurs				
Fri				
Sat				
Sun				

## Websites

You may also find the following websites helpful:

- Our speech and language therapy website: <https://www.clch.nhs.uk/services/speech-and-language-therapy-children>
- **NSPCC's** 'Look, Say, Sing, Play' campaign' with the following link <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/look-say-sing-play/sign-up>
- **Vroom:** Boost your child's learning with **Vroom's** fast and fun tips to your phone or via email. <https://www.vroom.org>
- The **Hungry Little Minds** campaign provides lots of ideas that can help boost your child's learning. [www.hungrylittleminds.campaign.gov.uk](http://www.hungrylittleminds.campaign.gov.uk)
- The **Makaton** Charity <https://www.makaton.org/>
- **Local Offer website:** (search "SEND local offer with the name of your borough). This website has lots of useful information for parents about local help for children with additional education and/or health needs
- **Parent forums:** Contact for support if your child has additional education/health need
  - Parents Active (Hammersmith & Fulham) [www.parentsactive.org.uk](http://www.parentsactive.org.uk)
  - Full of Life (RBKC) [www.fullloflifekc.com](http://www.fullloflifekc.com)
  - Make it Happen (Westminster) [www.wppg.org.uk](http://www.wppg.org.uk)
- **The Communication Trust:** for what to expect at different ages [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)
- **ICAN:** a children's communication charity [www.ican.org.uk](http://www.ican.org.uk)

### CLCH NHS Trust

The speech and language therapy service is provided by Central London Community Healthcare NHS Trust.

For more information visit [www.clch.nhs.uk](http://www.clch.nhs.uk) or call us on **020 7266 8777**

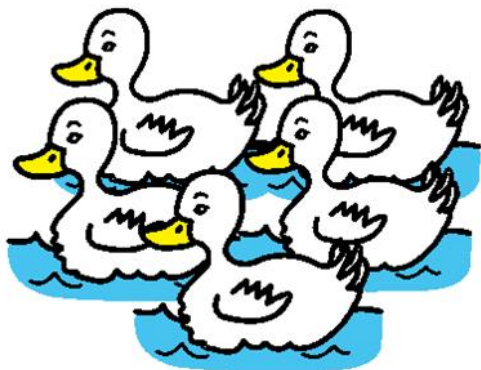


# Resources

Here you will find visuals to  
help you support your  
child's learning

## Songs

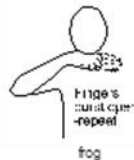
### Five Little Ducks



5 little ducks went swimming one day  
Over the hills and far away  
Mother duck said "quack, quack, quack"  
But only 4 little ducks came back.

4 little ducks went swimming one day

### Five Speckled Frogs



Five little speckled frogs,  
Sat on a speckled log,  
Eating the most delicious bugs, yum, yum.  
One jumped into the pool,  
Where it was nice and cool,  
Then there were four more speckled frogs.  
Glub, glub!

Four little speckled frogs....

### Five Currant Buns

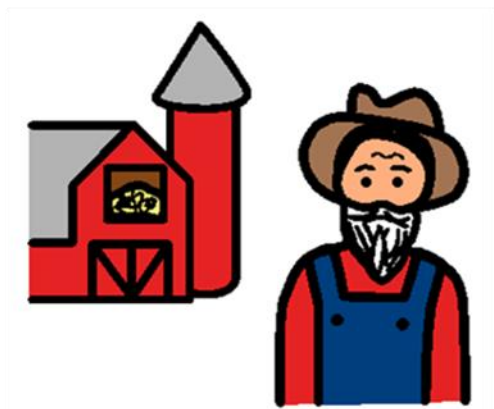


Five currant buns in the baker's shop,  
Big and round with a cherry on top.  
Along came \_\_\_\_\_ (child's name) with a  
penny one day,  
S/he bought a currant bun and took it away.

Four...Three....Two....One....

No currant buns in the baker's shop  
Big and round with a cherry on top.

### Old Macdonald



Old Macdonald had a farm E-I-E-I-O,  
And on that farm he had a **cow** E-I-E-I-O.



With a moo moo here and a moo moo there  
Here a moo, there a moo,  
Everywhere a moo moo,  
Old Macdonald had a farm E-I-E-I-O.

### Twinkle, Twinkle Little Star



Twinkle, twinkle little **star**,  
How I wonder what you are.



Up above the world so high,

Like a **diamond** in the **sky**.



### Wheels on the Bus



The wheels on the **bus**

Go round and round, round and round,  
round and round

The wheels on the **bus** go round and round

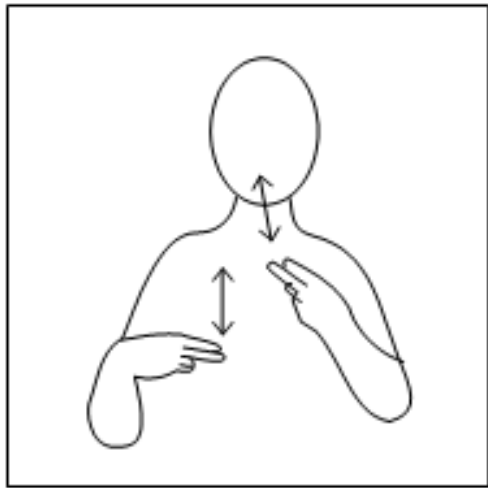
All day long

Repeat with other phrases e.g.

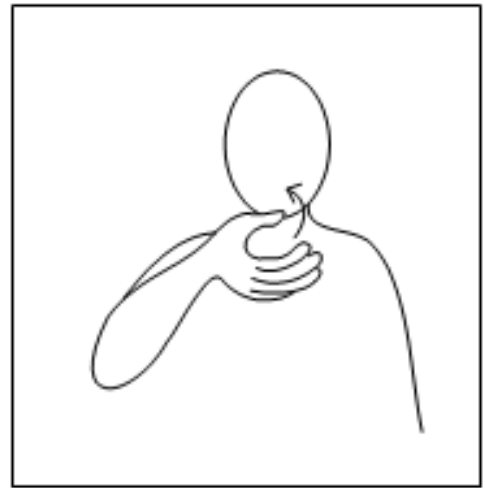


bus

# Makaton Signs



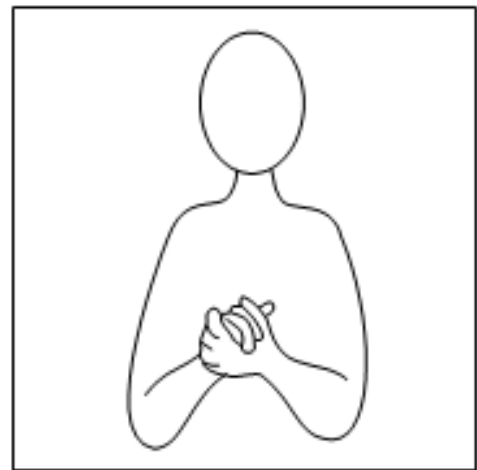
to eat



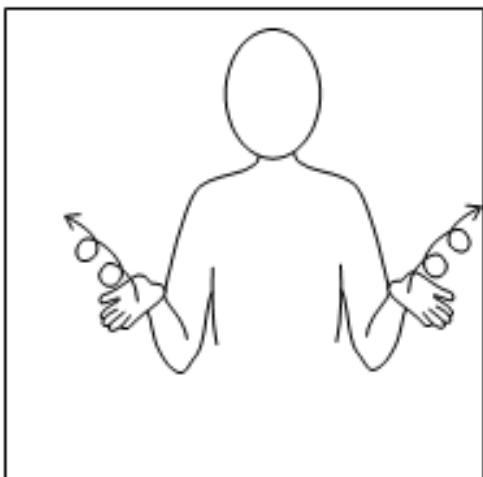
to drink



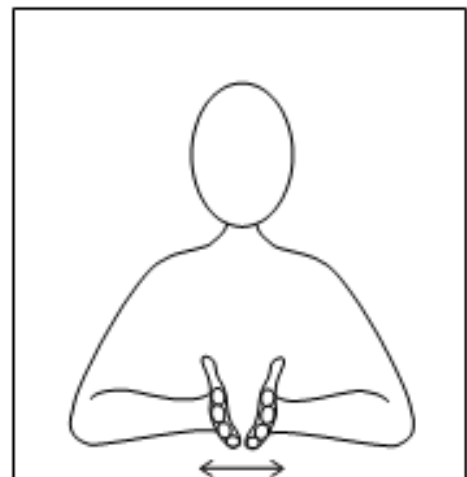
to wash (1)



to wash (2)

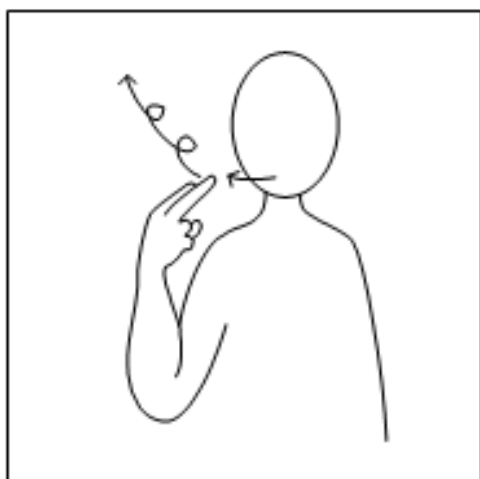


to play

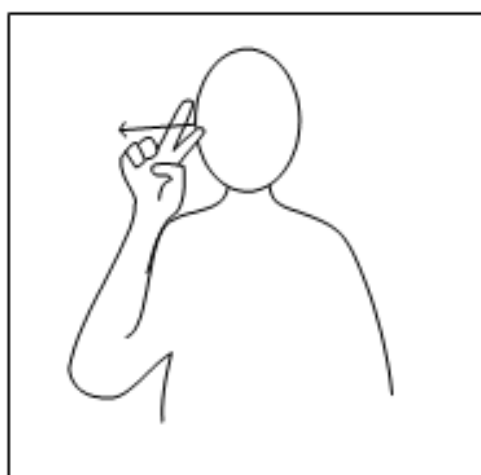


to read

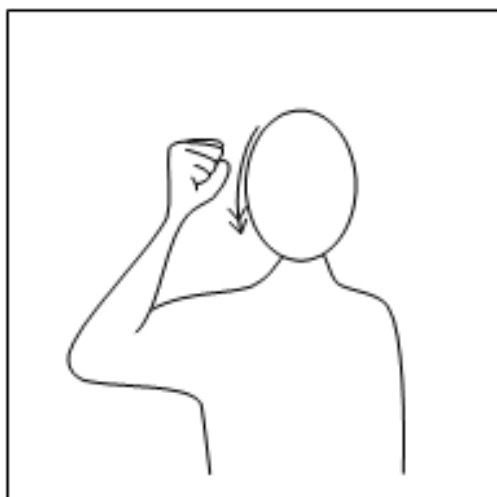
## Makaton Signs



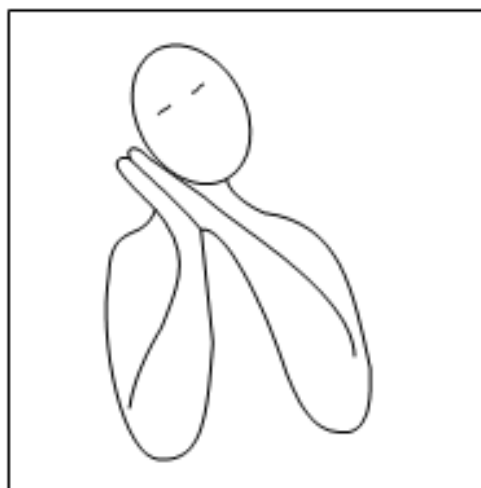
to sing



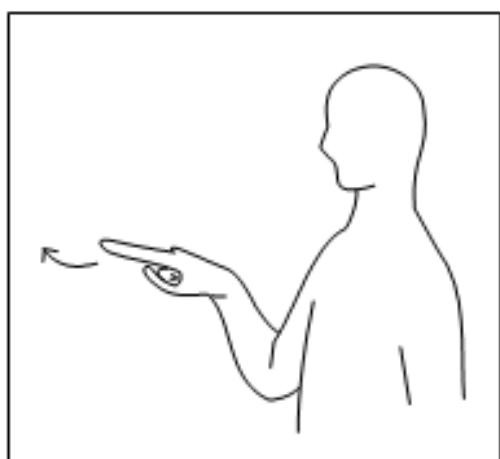
to look



to brush



to sleep



to go



to stop

**Charades/Simon Says – action pictures**



