

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



Supporting your child's understanding and  
talking at home  
(First word user pack)

April 2020

## The Pack

This home programme pack has been designed by Speech and Language Therapists and is based on the most up-to-date research on communication development in the early years.

## How-to-use this pack

1. Take a look at the **top tip**
2. Each top tip has **activities** idea 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**!

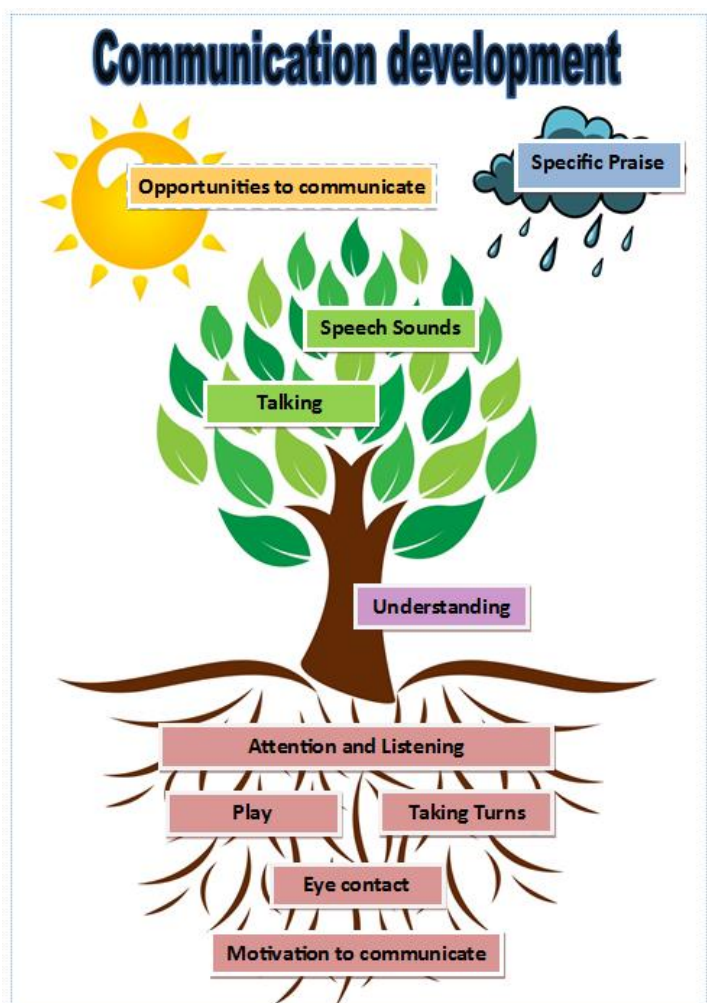
Many children need support with their **FOUNDATION SKILLS** before they are ready to work on specific speech and language.

In the 'Communication Development' picture **to the right** you will see skills such as attention, turn taking and motivation to communicate.

These are the skills children need to develop first and so sit as the roots of the tree.

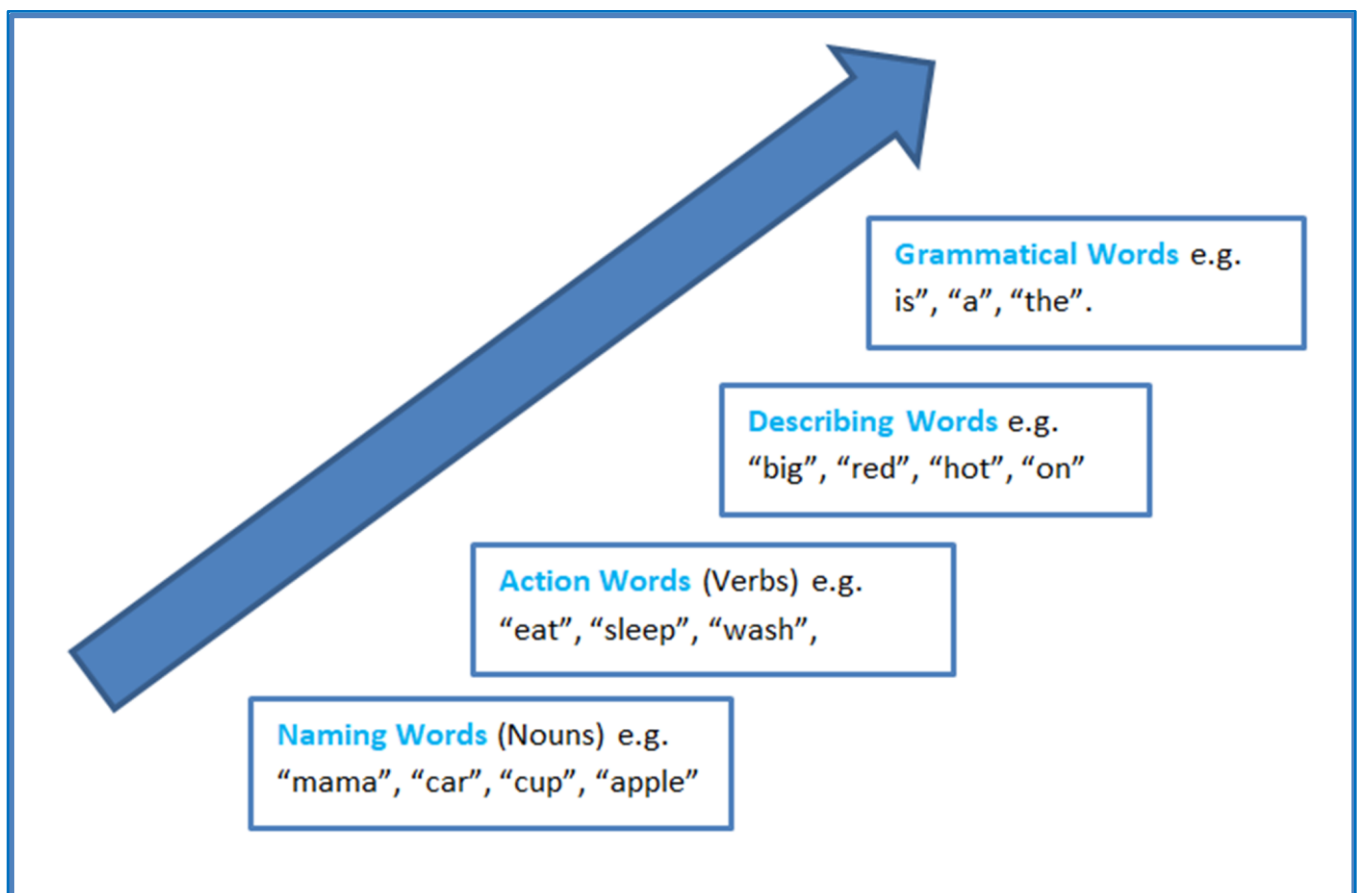
This pack will take you through activities to support your child with the following:

- Join in with activities (attention)
- Building their play ideas
- Understand and use more single words
- Use sounds, words or gestures to communicate with those around them.



## How do your children learn words?

- 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".
- Describing words e.g. "big", "red", "on", 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:
- Children need to know a variety of words before they can start putting words together.



### Tip 1: Practise 'serve and return'



To support your child's brain development they need lots of 'back and forth' interactions with you and other adults around them. This will help build a strong foundation in their brain for future learning.

The best way to do this is with "serve and return" interactions between you and your child.

Small moments during your daily routines will build your child's lifelong learning, health, behaviour and resilience skills.

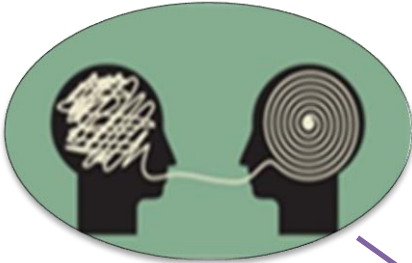
### Did you know?

- Our brains are built before we are born. Their development carries on all the way into adulthood.
- For our brains to be 'built' in the right way we must make sure that good foundations are laid first, just like we would if building a house or building.
- The earliest experiences for children shape how their brain is built. **This is called brain architecture. We want this architecture to be strong.**
- The stronger the foundations we lay down, the more chance a child will have good health and learning opportunities as they grow.
- Although brains can adapt and change, it is more effective to give your child positive experiences which will support their brain when they are young.



## The 'serve'

Notice what your child is doing and share their attention



This will not be possible all the time so watch out for small opportunities in the day

- You can use:
- Getting dressed,
- Having a bath,
- Eating dinner, play time

By noticing the serve we can learn about our children's interests, skills and needs. We can encourage them to discover more about the world around them and this will make the bond between us stronger.

We know from research that children learn best in natural environments with familiar routines and people.

As those who spend the most time with their children; parents and carers are best placed to support their language development

Ideal opportunities for language development already exist in your routines! You just need to find them and use them when you can!

## So...what does a 'serve' look like?

Actions such as bouncing or jumping , rolling, climbing

Leaving the spoon in their mouth at dinnertime

Gestures such as clapping hands or putting arms up or putting hands over own eyes

Looking at something- a new toy or bird in the garden

Shaking/banging an instrument

Touching their nose, ears, mouth or head!

Splashing in the bath

Putting on coats to go to the park

## Return the 'serve'

Encourage and support your child with words, physical comfort or facial expressions in response to them.



You can use big smiles and nod your head whilst saying 'yes' or 'I see' to show them you are noticing the same things as them. Or you can collect items of interest they are pointing it and explore them together.

Supporting them in this way will help their curiosity and tell them that their thoughts and feelings and have been understood.

## Play 'Peekaboo'

Sit where your child can see you. If they move around a lot then try to move with them. If they want to lie down then do the same- as long as they are able to see you!



Cover your eyes with your hands. Use long pauses as you count up or down. You could also use a phrase such as 'where is Charlie?' or a social phrase like 'ready, steady...PEEKABOO!'

When you uncover your eyes use big exaggerated movements and lots of facial expression towards your child. Be sure to wait so they can respond. Then return their serve by starting again.

You can also use a thin scarf/sheet for this activity.

## Activity

### **REMEMBER!:**

Your child's 'serve' may be:

- A sound
- A look
- A smile
- A gesture e.g. reaching to you or covering their own eyes)
- A movement
- Single word
- 1-2 words
- A smile/laugh

## Activity

Use your child's favourite nursery rhymes or songs in their day. These don't have to be very fancy so don't worry if singing is not your thing...just repeat words and practice a rhythm. Your child loves the sound of your voice!

Look out for your child's 'serves'. Remember your child might be in the bath and splash the water. Use this opportunity to sing about splashing or singing 5 little ducks or speckled frogs together. There are songs for you to choose in the resources section



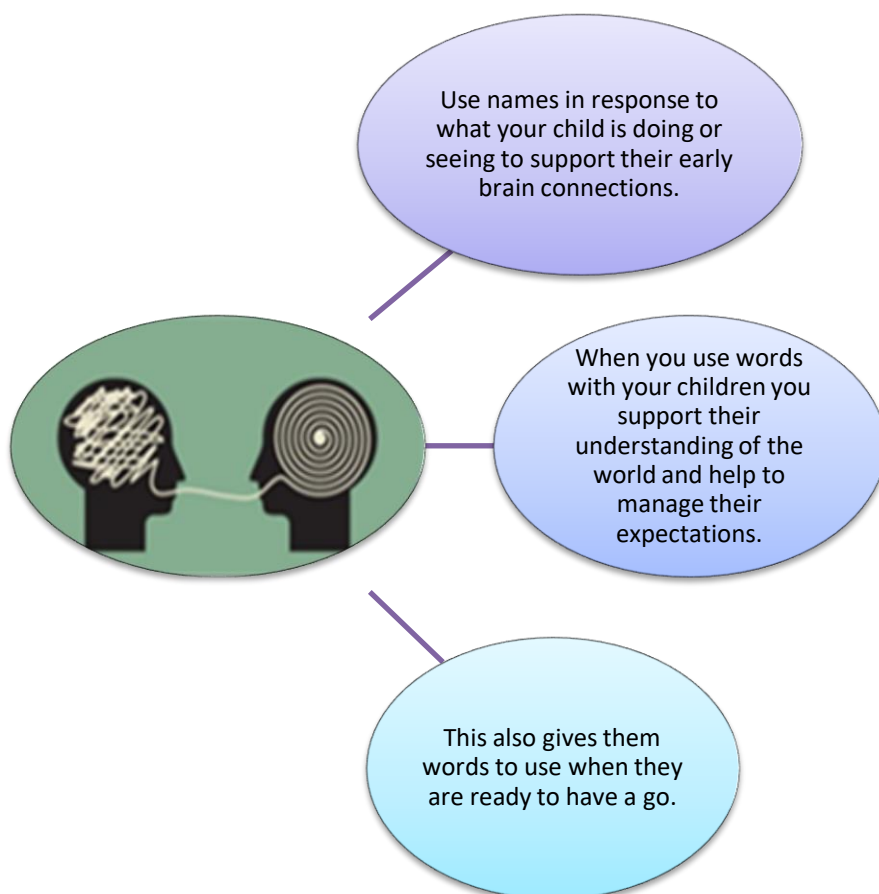
## Singing!

### REMEMBER!:

Your child's 'serve' may be:

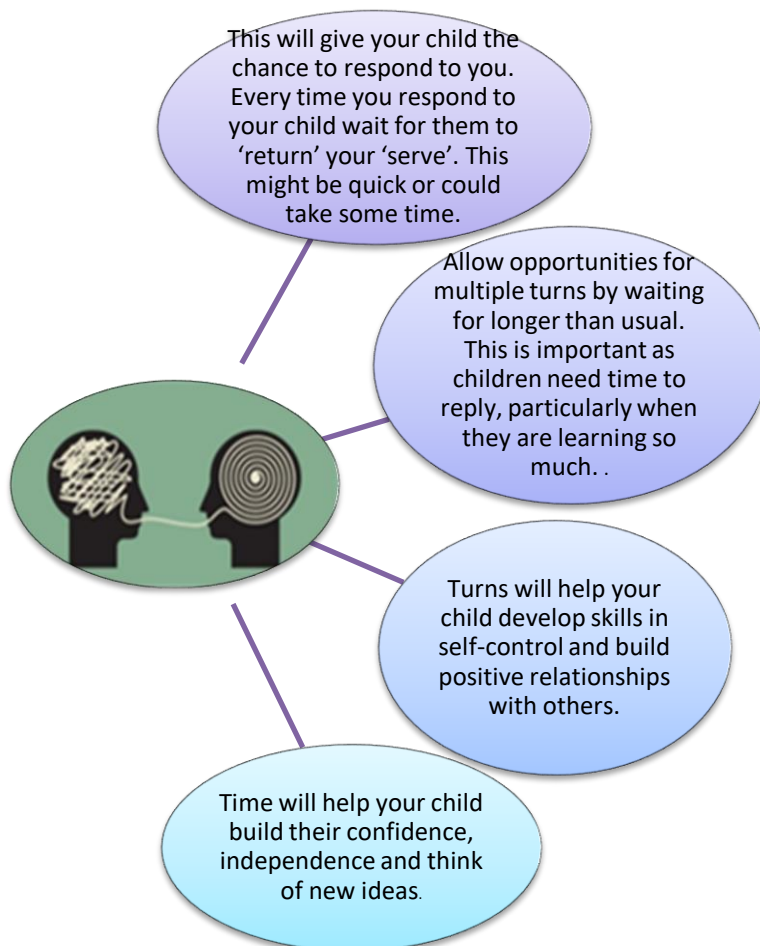
- A sound
- A look
- A smile
- A gesture e.g. reaching to you or covering their own eyes)
- A movement
- Single word
- 1-2 words
- A smile/laugh

## Use names





## Take turns, wait and keep it going



## Activity

### You will need:

Toilet rolls/ cardboard tubes  
scissors  
tape/glue to stick  
decoration (optional)



Cut the tubes in half lengthways.

Stick them with tape along one edge to a surface (glass, fridge, back of a door).

Use as many tubes as you want as long as the ball can go from one to another!

Model your turn with your child using the ball run. At the end of your turn, pick up the ball and wait for your child to respond.

When they return your serve with a cue for their turn be sure to respond again. Give them the ball and praise 'yes, Charlie's turn!'

Use balls from home or make them by scrunching up paper.

Give them the chance to respond by waiting. You might want to pick up the ball and hold it as a cue for them.

## Make a ball run!



## Activity

Use bubbles to play different games with your child. These could be blowing big bubbles or little, taking turns to pop, choosing them high or low or dancing under 'bubble rain'

Start by opening the bubbles and blowing them for your child. Then wait to see what they do and respond to them. If they need more time or help that's ok- you can always blow more bubbles to keep it going and wait for them to respond. Use simple social phrases like 'ready, steady, blow!'



### REMEMBER!:

Your child's 'serve' may be:

- A sound
- A look
- A smile
- A gesture e.g. reaching to you or covering their own eyes)
- A movement
- Single word
- 1-2 words
- A smile/laugh

## Bubble games!

## Activity

Use your own pots and pans, wooden spoons and other utensils at home to have some fun with sound! Give an item to your child or see if they help themselves from the objects you lay out. If not then model for them by taking items and making noise

If your child needs ideas to get them going then model a sound for them. Give them time to respond to you and when they do, take your turn. Change the pace and volume too!



### REMEMBER!:

Be creative and loud with sounds. Children will follow your lead

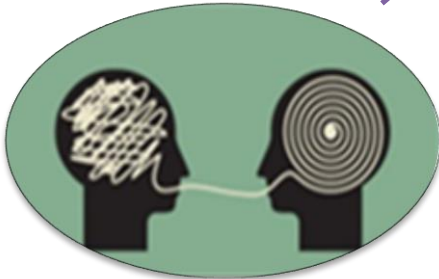
If your child doesn't like a certain sound or shows upset when hearing it then start softly and build it up over time.

Music play provides lots of benefits such as building rhythm, opportunities for turn taking, attention and listening skills and sharing enjoyment with others.

## Kitchen instruments!

## Use beginnings and endings

Beginnings and endings will help children understand when activities finish and enable them to move on to something new.



Following their lead will make more serve and return interactions possible.

If your child does not want to play anymore then remember this is ok- we all have moments when we want to do something else!.

Bringing you another toy or playing with something new



Crying, turning or looking away



### How might your child tell you they have finished?

Pushing toys or items away you give or show them

Walking or running away

Using social phrases such as 'bye bye' or 'no thank you' or 'finished'



## Tip 2: Add gestures to your words



**We can support children's language development by adding gestures to our words. Gestures are movements which communicate a meaning or idea to others.**

### Did you know?

- Some children may start to use gestures when they are as young as 8 months old!
- Using simple gestures as you talk during routine activities across the day helps to build your child's skills in communication.
- Helping your child to gesture early on supports them to learn words and build their vocabulary.
- Gestures give your child a way to communicate with you before they can use words.



Use 'iconic gestures' with your child. This means using gestures that show the meaning of a word. For example, holding your hands in the shape of a cup whilst you say cup or pretending to drink whilst saying the same thing.

Use gestures at the same time you talk. This will help your child learn the meaning of a word.

When your child uses a gesture, make sure you acknowledge it by saying the word it matches and copying it. At the start of your child learning gestures they might not be the same as ours but you can model for them!

## Tips for using gestures

Point and hold up objects so that your child is able to see them. Do this in your everyday routines.

Activities to use gesture tips:

- What's in the bag
- Singing with or without objects
- Play
- Everyday routines (see tip 4 for more information on these)

### Tip 3: Develop your child's understanding



**As a parent/carer you are best placed to develop your child's understanding of what is happening around them. This will build a solid structure for them to add to, developing their use of words later on.**

#### **Did you know?**

- Babies are able to understand before they can talk, even though they are not ready to say words until they are older.
- Children develop languages through their experiences such as feeling, hearing, seeing and tasting.
- When children are just 6 months old they will understand words which are used in their home environment and everyday life.

#### **Follow your child's lead**

As adults and parents we take on different roles to help our children. Sometimes it is helpful to let your child be in control and take the lead!



#### **Repeating**

Children need to hear words many times before they are able to understand them. After understanding words they will use them in their talking.

### **How can I help my child to understand?**

#### **Use different types of words**

Children learn naming words first as we know, but they quickly learn different types of words and what these mean when put together

#### **Keep it simple!**

-Don't say too many words  
Keep a list of the words your child knows (see resources section)



**Look** at what your child chooses and what they do. It is encouraging for your child to know that you are interested in what they have chosen and that they are 'the boss' in play!

**Talk about** what you see and what your child is doing. If your child is interested in a toy they will be motivated to listen and remember the words related to that toy and they will be more likely to play with it for longer.

**Reduce commands or instructions.** Remember there is no right or wrong way to play e.g. if you are pretending to have a picnic with teddy and your child puts a bowl on the teddy's head, follow this idea.

**Activity: play time!**  
Allow your child to choose a toy or an activity to play with you/the family.

**Respond** to your child's communication. They may communicate by looking, reaching, saying words or using facial expressions. You can respond to them by:

1. **Copying/mirroring** their actions with a toy or object e.g. using bricks to build a tower.
2. **Nonverbally** respond to them with exaggerated facial expressions, exploring the tones and volumes of your voice and using gestures e.g. waving, clapping or thumbs up.
3. **Talking** about what they are doing (like a running commentary) e.g. 'you're rolling the ball!'

**Don't be in a hurry** to do things for your child. By sitting back and waiting, you are giving them a chance to explore and use their imagination.



Use key words during lots of different activities so your child hears a word modelled in different types of phrases

Think about the word 'wash'  
We might use this to talk about washing in the bath, washing food items or a cup before we use it and during play time e.g. 'washing teddy'.

## Repeating



Your child will learn many meanings for one word

Naming words:  
bubbles, bath, mummy, daddy, dog, sister, soap, towel, teddy, cup, tablet, dolly, chair, bed, bath,

Action words  
e.g. pop, swim, brush, splash, slide, run, drink, pray, play, clap.

## Use different types of words

Position words  
e.g. in, above, on, under, next to, behind, off.

Describing words  
e.g. hot, cold, wet, dry, warm, big, little, tall, short, dirty, clean, high, low.






This is important as your child will hear words that fit together.

Using the right grammar helps your child to recognise the rules of your language.

Use the right grammar

Sometimes adults  out some words to make language simpler for children e.g. saying 'want biscuit?' instead of 'do you want a biscuit?' This can make it harder for children to understand how words fit together.



Your child may feel under pressure if you ask them to say something and chose to be silent if they are worried.

Children who have difficulties with their language learning rely on hearing patterns in people's talking

Be mindful not to ask your child to repeat back

These tips can help your child learn about language in a more relaxed way.



## **REMEMBER!**

The most important way to communicate with your child, develop their understanding and help them to use words is through every day routines in familiar environments. Here you will find examples of when you could use the strategies we have suggested. You will also find key words to use for names and actions and descriptions. You can use the same position words for many different routines e.g. on, off, under, next to, behind.

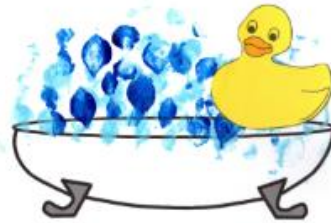
### **Out and about**

Use opportunities outside the home such as:

At the park, at church, in the shops, visiting family and friends, on the bus or train, at the swimming pool

#### **Words to use:**

Sliding, climbing, running, jumping, swinging, hopping, laughing, praying, pushing, paying, packing, visiting, driving, singing, travelling, riding, wiping, big, small, high, low, heavy, light, shops, church. dirty clean.



**Use your tips  
together in  
everyday routines**



### **Use bath time to play**

Whichever way you and your child wash at home it brings an opportunity to use and model language strategies.

#### **Words to use:**

Splash, wash, pour, bubbles, tap, bath, water, running, plug, toys, scrub, clap, scrub, play, float, swim, wave, soap, cold, hot, wet, dry, towel.

### **Doing housework**

Opportunities during the day such as hoovering, washing up, setting the table, tidying toys or washing clothes are great activities to support your child's language development. Get your child to help you put clothes into the washing machine 1 by 1- talk about the dirty clothes going in, or ask them to pass you an item from a choice of 2/3 as you put them in the wardrobe.





### Mealtime/snack time

Meal times give us the chance to talk about what we are doing and what others are doing too. We can use lots of modelling, repetition and actions alongside our talking to support children's understanding of action words.

**Words to use:** eating, drinking, stirring, cup, spoon, bowl, clean, dirty, finished, hungry, thirsty, cutting, more.

### Story time

Follow your child's lead within the story. You may not read a book fully but that's ok, your child is listening to you when you talk about what they are focused on.

If your child points or looks to something, talk about what they are interested in, don't worry if they are interested in the same page- this gives you the opportunity to support their language and them the chance to learn!

Talk about what is happening on the page they are interested in e.g. "oh wow, you see the bear... the big bear... the bear is running".



**Use your tips  
together in  
everyday routines**



### At bedtime:

Bedtime gives us lots of opportunities to use the same language during a familiar routine and then build on this with new words as our child becomes more confident.

**Words to use:** sleeping, brushing, lying, closing, cuddling, rocking, dreaming, tickles, kisses, teddy, bed, pillow, pyjamas, cold, hot, dark, light.

#### Tip 4: learn through actions



Verbs are very important for language development. Using verbs helps children to build longer phrases. It is important to show children the meaning of an action word because unlike naming words they are brief. This means children need to see actions and hear the words for them together lots of times to understand and use them.

#### Dice game

Use a big dice or fold up a piece of paper or card into a cube shape. Draw on actions yourself or stick on pictures at the end of this pack. Take turns with your child to throw the dice. Talk and act out the action it lands on.

#### Simon Says

Support your child to listen to instructions before carrying out actions such as jumping or clapping. Help your child take a turn to give an instruction by choosing a picture. If they use an action instead of choosing or saying a word from the pictures then show them you understand by copying them and saying 'oh Simon says...jump!' or 'Simon says drive the car!'



### Play action games



#### Teddy Bears' Picnic

Help your child to develop their play skills by setting up a teddy bears' picnic. Use any items you have at home- real or toys, it doesn't matter! Set out a cup, plate, cutlery and food items for teddy or your child's favourite

At the start they might need a prompt to feed teddy or give him a drink. Make sure you wait and see what they do before using some simple modelling to show them actions such as drinking, eating, cleaning, playing. Use teddy or their favourite toy as the focus for your play. You could use the phrase 'what is teddy going to do now?'

Remember you can give them a choice if they need it: e.g. 'is teddy going to eat or sleep?'

### Activity

### Puzzle game:

You will need:  
Wooden inset jigsaw puzzle



Name all jigsaw pieces before you start the game (e.g. if it is an animal jigsaw, name all the animals. If it is a transport jigsaw, name all the vehicles, such as car, lorry, bike).

## Help your child follow instructions

Ask your child to find pieces e.g. 'find the house' or 'find the ball' or 'find the duck'

If your child picks the wrong puzzle piece or doesn't respond then give them some more time. You can always point to the correct piece to help them and say 'here's the duck!' Then they can pick it up.



At first be sure not to give your child extra clues such as pointing, looking or moving the named object.

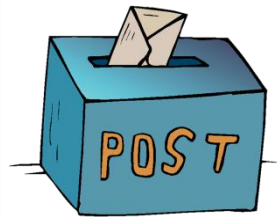
Give your child time to find the object you have asked for. You can always repeat it.

### Activity

### Posting game

You will need:  
A selection of objects and toys e.g. a car, ball, cup, spoon, doll etc.

A big box e.g. a shoe box, large plastic box, crate or basket. You can also use a bag, shopping bag or pillow case.



Name all of the objects before you start. You can hold them up and show them to your child. Lay them out so your child can see them

## Help your child follow instructions

Ask your child to find an object e.g. the spoon and let them put the item in the bag/box with the phrase 'spoon gone', 'duck gone'.

### Activity

Make sure you don't give your child extra clues. Be sure not to point, look or move the objects you have named. If your child is not sure you could take away one or the of the objects to help them

## References:

- ❑ The Hanen Centre, 2016.
- ❑ Alberta Family Wellness Initiative
- ❑ Harvard University

## 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)
- ❑ **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)
- ❑ **Serve and Return/Brain building information:**  
<https://www.youtube.com/watch?v=TzMxrMJBZdQ>  
[https://www.youtube.com/watch?v=m\\_5u8-QSh6A](https://www.youtube.com/watch?v=m_5u8-QSh6A)
- ❑ **Alberta Family Wellness Initiative**  
<https://www.albertafamilywellness.org/brain-story-toolkit>
- ❑ **BBC's 'Tiny Happy People'**  
<https://www.bbc.co.uk/tiny-happy-people>

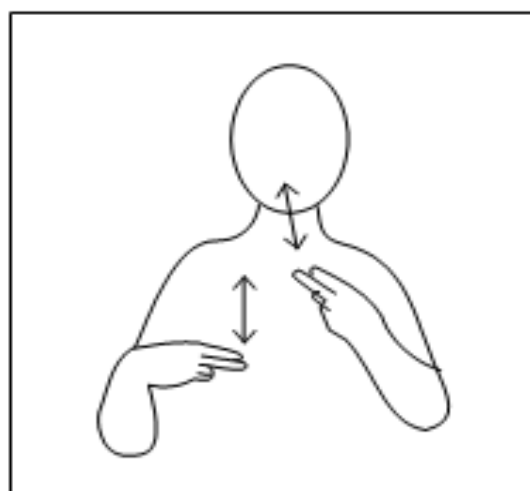
**CLCH NHS Trust** The speech and language therapy service is provided by Central London Community Healthcare NHS Trust. For more information visit [www.clch.nhs.uk](http://www.clch.nhs.uk) or call us on **0207 266 8777**



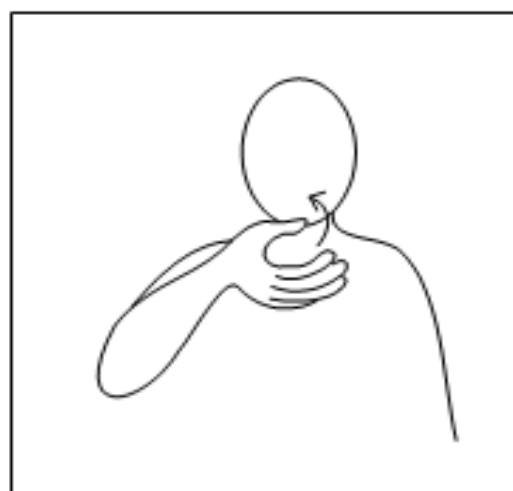
## **RESOURCES**

**The following resources have been included for you to use alongside the activities in this pack.**

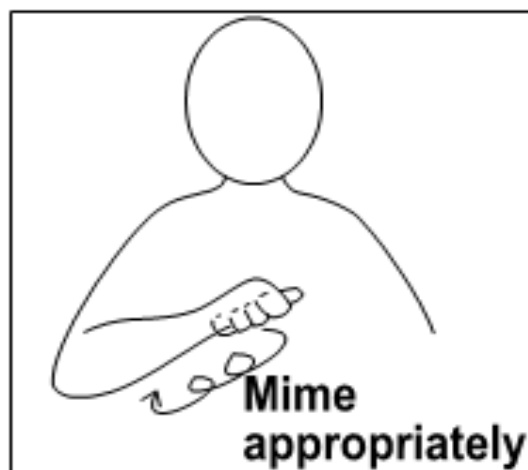
## Makaton Signs



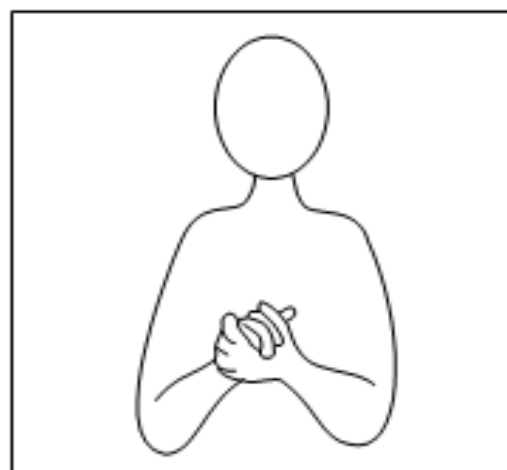
to eat



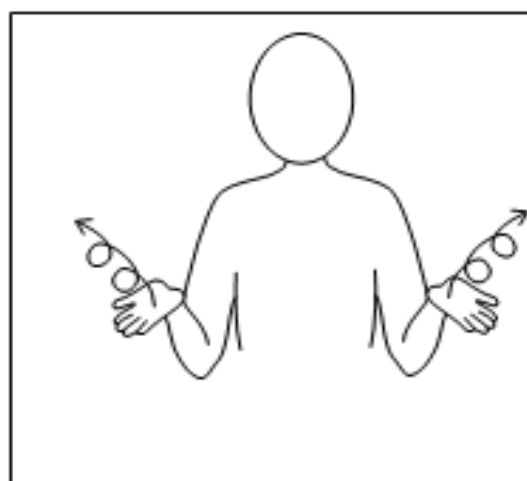
to drink



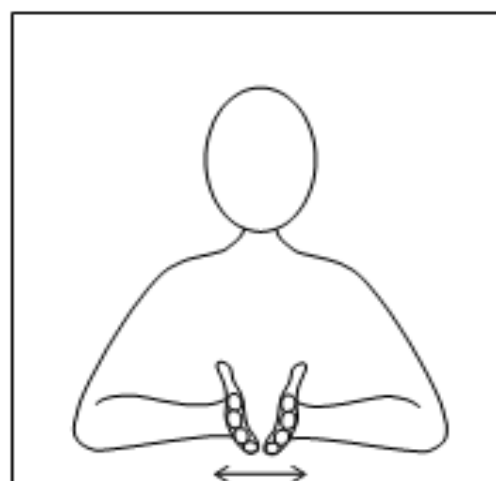
to wash (1)



to wash (2)

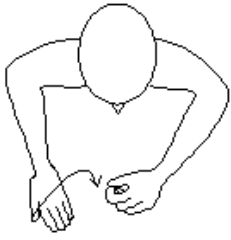


to play



to read

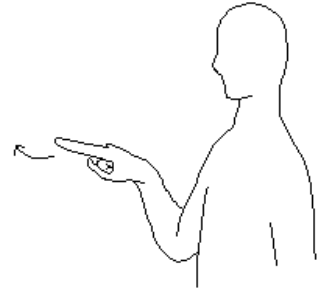
## Makaton Signs



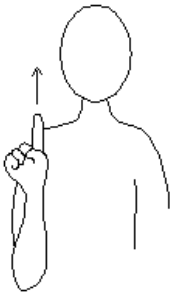
More



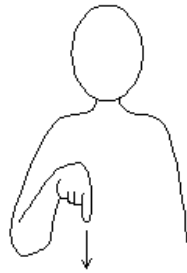
Stop



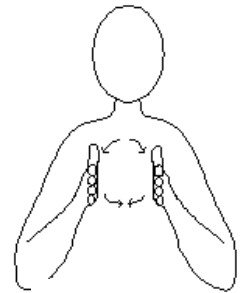
Go



Up



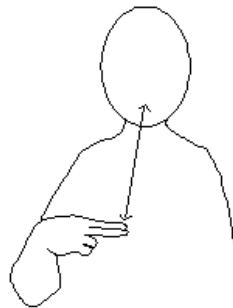
Down



Ball



Drink



Eat



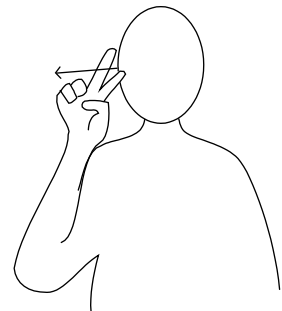
Bed/sleep



Singing

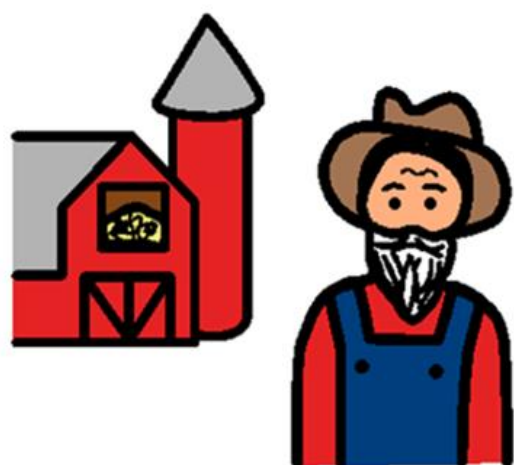


Dancing



Look

### Old Macdonald

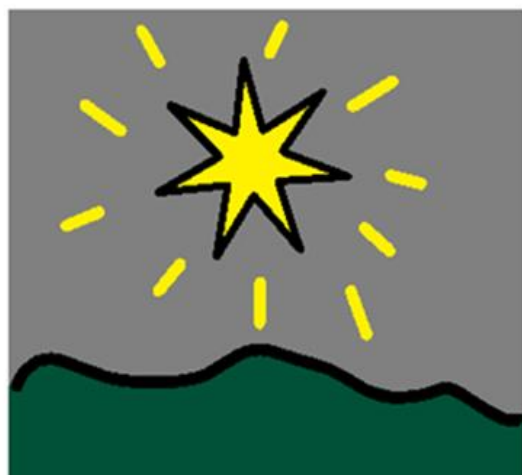


Old Macdonald had a farm E-I-E-I-O,  
And on that farm he had a **cow** E-I-E-I-O.



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.



sheep

chicken

pig

dog



Up above the world so high,

~~take~~ a **diamond** in the **sky**.



### Wheels on the Bus



The wheels on the **bus**

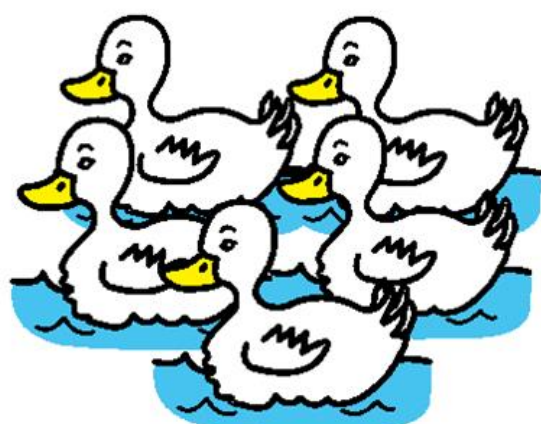
Go round and round, round and round,  
round and round

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

All day long

Repeat with other phrases e.g.

### Five Little Ducks



duck

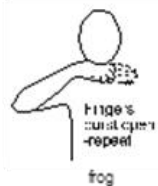


swim

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



frog

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.

# Parent Roles



**Parents are central to  
children's lives and  
development**

- A parent's role influences how they will be interacting with their child
- All roles play a part in being a parent
- The role you have as a parent will give different opportunities to your child to support their language learning
- Evidence shows that children make the most gains in their communication when their parents are involved in the therapy process.

**Which role do you take on as a  
parent?**





## Roles:

1. **Entertainer** – does whatever it takes to keep child amused, tends to take the lead, doing most of the talking and playing. May not give child opportunity to interact, to learn language child needs to be actively involved
2. **Tester** – asking lots of questions, seeing what the child knows has learnt. Children learn best when having fun and others are interested in what they're interested in
3. **Watcher** – sitting back and watching from afar. Children need time to learn and explore on their own but need interaction to learn language
4. **Director** – telling child what to do and how to do it. Important part of a parents role at certain times but children learn best when they lead the interaction
5. **Mover** – keeping on schedule “hurry up, quick quick we're going to be late”
6. **Helper** – doing everything for a child and not expecting much communication. When we are too quick to help we don't give them a chance to communicate or find out what they are interested in
7. **Tuned-in** – tuned into interests, needs and abilities. Allows child chance to start interaction and responds to their interests. CAN'T do this all the time but being aware of different roles can help us to be tuned in more often








**As a parent, you are likely to take on all of these roles at some time of the day!**

**We want to support you to be a 'tuned in parent' when you are able.**

**This will support your child's communication and allow you to reflect on your interactions with them.**

## STARTER EARLY VOCABULARY WORD LISTS (extended from Ann Locke's)

Please tick indicating whether your child understands and/or uses these words: If there are other, more relevant words that your child uses then use the spaces to write them in the chart.

Transport			Clothes			Animals			Kitchen Equipment		
											
Understands			Understands			Understands			Understands		
Uses			Uses			Uses			Uses		
car			Bag			Duck			Plate		
Bus			Coat			Bird			Spoon		
Plane			Dress			Cat			Cup		
Pram			Hat			Dog			Knife		
Tractor			Shoes			Pig			Fork		
Drive			Socks			Cow			On		
Push			Trousers			Jump			In		
Fly			Put(on)			Give			Cut		
Give			Give			Find			Drink		
Up			Wear			Fly			Eat		
Down			Find			Eat			Give		
Transport noises						Drink			Put		
						Run					
						Animal noises:					
Food			People			Body			Toys/Activities		
											
Understands			Understands			Understands			Understands		
Uses			Uses			Uses			Uses		
Apple			Baby			Eyes			Ball		
Biscuit			Daddy			Feet			Bricks		

Blue= Nouns

Red= Action Words

Green= Concepts

Banana			Mummy			Hair			Doll		
Dinner			Man			Hands			Teddy/bear		
Drink			Cry			Mouth			Book		
Milk			Cuddle			Nose			Wash		
Water			Wave			Toes			Kick		
Eat			Love			Tummy			Build		
Drink			Wash			Wash			Run		
Cut			Feed			Dry			Stand		
Put			Love			Find			Give		
Cook			Wash			Tickle			Read		
Give			Feed			Touch			Play		
Pour			Baby Noises			Clap			Under		
Gone						Jump					
More						Wave					
Eating/Drinking Noises						Wet					
						Dirty					
<b>Outside</b> 	Understands	Uses	<b>Furniture</b> 	Understands	Uses	<b>Personal Care</b> 	Understands	Uses	<b>Social &amp; Other</b> 	Understands	Uses
Flower			Bed			Brush			Hi		
Tree			Chair			Towel			Bye Bye		
Swing			House			Soap			No		
Give			Table			Brush			Yes		
Smell			Bath			Wash & Dry			More		
Swing			Give			Clean			Gone		
Run			Sit			Give			Big		

Jump			Sleep			Wet			Little		
Up			Wash			Dry					
Down			Noises: e.g. Swishhhh (water)			Dirty					

Blue= Nouns

Red= Action Words

Green= Concepts

Please write below any words which you would particularly like your child to be able to understand or say:

For more instrument making ideas visit:

<https://redtri.com/homemade-instruments/slide/8>

<https://artscraftsymom.com/diy-musical-instruments-for-kids-to-make-and-play/>

## Action Pictures







