

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



Supporting your child's talking at home
Sentence Builder level

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.

This pack focuses on supporting your child to build longer and more complex sentences.

How-to-use this pack

1. Take a look at the **top tip**
2. Each top tip has an **activity** 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!**

Tip 1: Support your child to categorise items

Why?

- Being able to **categorise** items is an important skill for children especially when it comes to learning language
- Being able to categorise items helps children to **store and retrieve** words in their brain

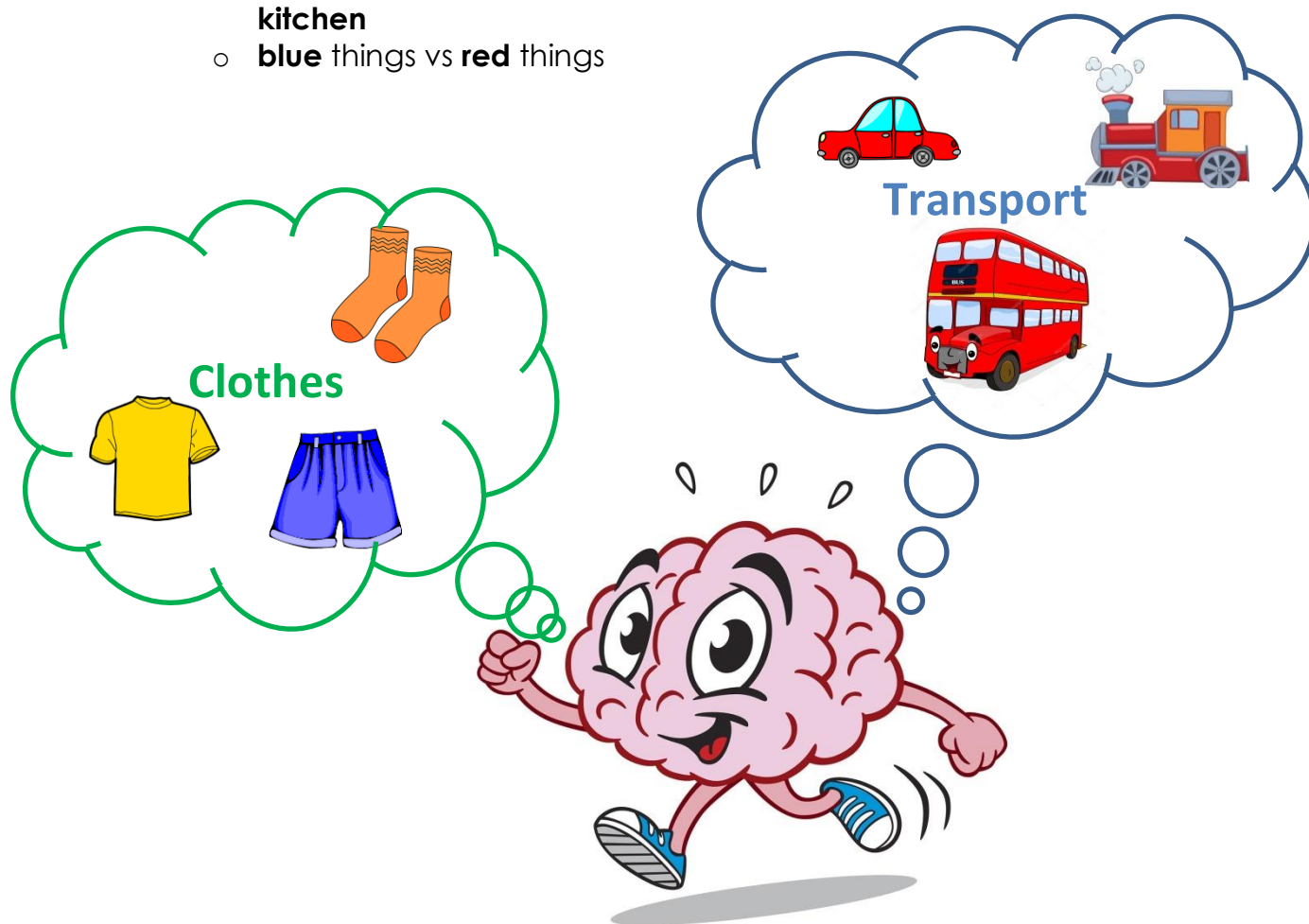
Activity 1: Sorting games

You will need:

- everyday items
- toys
- pictures

What to do:

- have a selection of different **items** available for your child
- **sort** the items into their categories in two piles or two containers
e.g.
 - o things you **eat** vs things you do **not eat**
 - o **transport** items vs **clothes**
 - o things you find in the **bedroom** vs things you find in the **kitchen**
 - o **blue** things vs **red** things



Tip 2: Talk about what is happening in pictures

Why?

- To develop **story telling** skills with the support of familiar pictures and activities
- To support their understanding of the different parts of a **sentence** e.g. the subject, the action word etc.


Activity 2: Show and tell time


You will need:

- **Symbols** to support sentence structure (in resources in this pack)
- a phone or **camera** that can take pictures

What to do:

- Take pictures of your family doing different everyday **actions** e.g. playing, eating, cooking etc.
- Talk with your child about '**telling a story**'...when we tell others about what has happened, we need to include certain information:

 **Who** was there

 **What** happened

 **Where** the event happened

- Talk about **what's happening** in the picture's with your child
- You can ask them specific **questions**.
 - o '**who** is in the picture?'
 - o '**what** is mummy **doing**?'
 - o '**what** is mummy cooking?'
 - o '**where** is mummy cooking?'
- If your child finds it hard to answer a question, give them a **choice** between two e.g. 'is mummy *dancing* or *cooking*?'



You could also try this tip with....

- Pictures from a **magazine or book**. Cut out the pictures and talk about each one in turn
- **Action pictures** attached to this pack in 'resources'

Tip 3: Support your child's understanding of longer instructions

Why?

- Children will need to be able to understand and follow longer and more complex **instructions** as they get older

Activity 3: Simon Says

You will need:

- You can play this game **without any objects** or, if you want, you can include **specific items** to support your child's understanding of vocabulary

What to do:

- Take it in **turns** with your child to give each other instructions
- If you say '**Simon Says**' then the other person needs to follow the instruction. If you don't say 'Simon Says' then the other person needs to stand still.
- Start with easy **one-part instructions** such as 'Simon says touch your toes' or 'Simon Says jump'
- If your child can follow these easily, make the instructions **longer** e.g. 'Simon says touch your toes and then your nose' or 'Simon Says jump and then clap'



You could also try this activity with specific items or during specific routines...

- At **bath time**, you could tell your child two body parts to wash e.g. 'Simon Says wash your hands and your leg'
- When getting **dressed**, you could tell your child two actions to do e.g. 'Simon Says sit down and brush your hair'
- Practice different **action words** e.g. 'Simon Says dance and then stamp'

Tip 4: Build your child's vocabulary

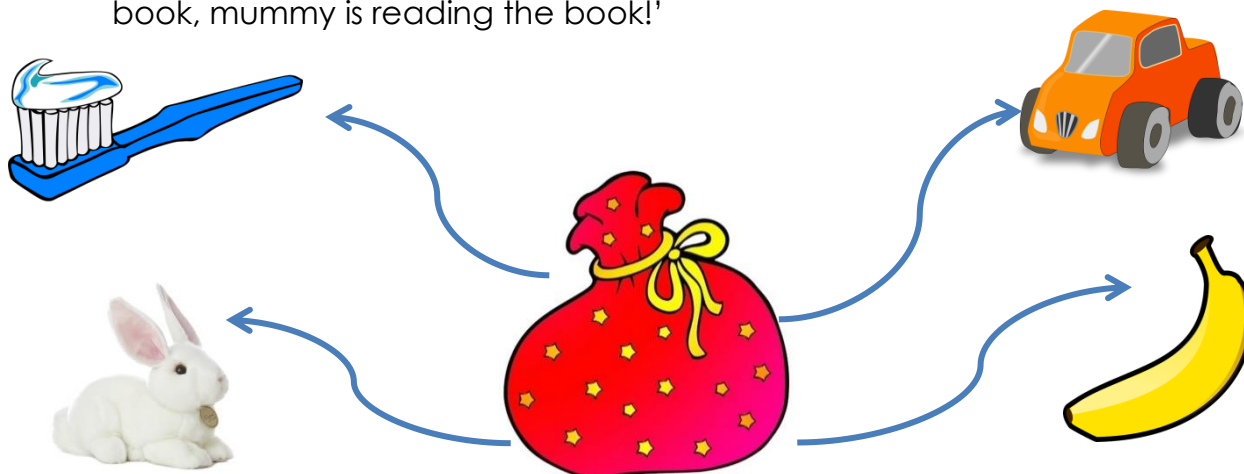
Activity 4: What's in the bag?

You will need:

- a **container** e.g. a box, bag, basket, pillow case etc. that you cannot see through
- props/**items** to put in the container

What to do:

- take it in **turns** to take something out of the bag
- you could **sing** a song before each turn e.g. 'what's in the bag?, what's in the bag? Let's see, let's see, what's in the bag?' and build up the **suspense** before your child takes out an item
- if your child doesn't know the word for the item, **label** it and **repeat** the word a few times e.g. 'ooh a pencil, it's a pencil, pencil!'
- if your child knows the word, you could talk about what **colour** the item is, what it **feels** or **looks** like, **what you do with it** etc. e.g. 'ooh it's a rabbit! the rabbit is blue! Soft rabbit' or 'a book! We read the book, mummy is reading the book!'



You could also try...

- choose **vocabulary** that would be helpful for your child to learn e.g. vocabulary associated with **bath time**. You could put in a towel, a tooth brush, the soap etc.
- if you are working on your child using more **action words**, you could take out the item and **use it in the wrong way** e.g. putting a cup on your head and asking your child 'is this what we do with the cup?'
- if you are working on **descriptive words**, you could use items that **feel and look** different e.g. a soft teddy, a hard block, a bumpy Lego piece, a squishy ball etc.
- if you don't have the items at home, you could put in **pictures** of things e.g. a picture of the bus, a picture of nursery etc.

Tip 5: Practice thinking about who, what doing, what and where

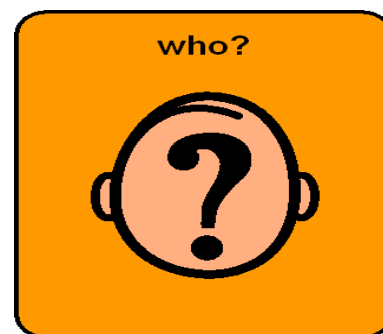
Activity 5a: Who?

You will need:

- **pictures** of different people, animals, characters
- pencils and paper to **draw** your own!

What to do:

- place the pictures **face down** and take it in **turns** to turn them over and say **who** it is
- take it in turns to **post** the pictures into a box and say **who** it is
- make **animal sounds** and ask your child **who** makes this noise?



You could also try:

- **draw pictures** with your child of different people, animals and characters and talk about **who** it is
- look through **books** and talk about **who** you can see in the pictures
- talk about **who** is in your **family**. Your child could draw the different people in their family

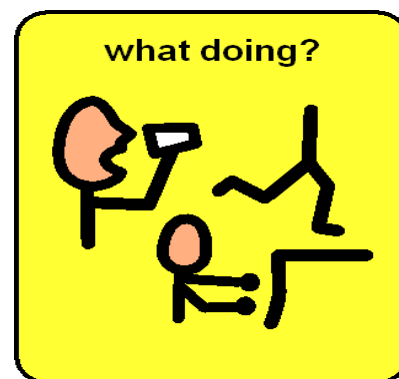
Activity 5b: What doing?

You will need:

- everyday **items** and toys
- **action pictures** in 'resources' section of this pack

What to do:

- place pictures **face down** and take it in turns to turn them over and talk about **what the person is doing**
- use toys to carry out **actions** e.g. teddy is eating, dolly is sleeping and talk about **what they are doing**



You could also try:

- play **ball games** with your child, give them the choice to roll, kick, bounce, throw the ball

Activity 5c: What?

You will need:

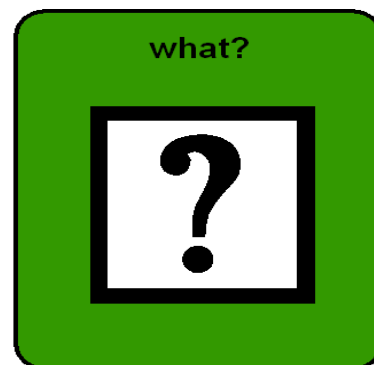
- teddy, dolly or other **soft toy**
- everyday **items** e.g. plate, brush, banana etc.

What to do:

- set out a teddy's **picnic**
- take it in **turns** to give each other **instructions** on **what** to give the teddy e.g. 'give the teddy a banana' or 'give the teddy a plate'
- you can make the instructions more difficult by asking your child to give them **two items** e.g. 'give the teddy a plate and a banana'

You could also try:

- play the '**what's in the bag?**' game in activity 4
- take a '**listening walk**' – whilst out and about, ask your child **what** they can hear e.g. a dog, a baby, a police car etc. You could find sounds on **YouTube** and play them in the house.



Activity 5d Where?

You will need:

- some of your child's **favourite toys**

What to do:

- **Hide** some of your child's toys around the room, e.g. under a blanket, behind a chair, in a box.
- Ask your child to tell you **where** their toys are hidden

You could also try:

- Talk about **where** you are when out and about or in different **rooms** in the house e.g. kitchen, bathroom, park etc.
- put everyday items into a **bag** e.g. toothbrush, spoon, pillow etc. Take it in turns to take out an item and ask your child **where** the item lives
- when looking through **books**, ask your child **where** the characters live



Tip 6: Singing!

Why?

- The **repetition** and familiarity of songs help children learn words
- Singing keeps language learning **fun and interactive**

Activity 6: Sing about what your child is doing throughout the day

You will need:

- Everyday routine **items!**

What to do:

- **Make up songs** about what you and your child are doing throughout the day e.g. 'this is the way we brush our teeth' and 'peel, peel, peel banana'
- You can use the tunes of familiar nursery rhymes e.g. 'here we go round the mulberry bush' or 'wind the bobbin up' and change the words or make up your own tunes! You can find some ideas in the resources section of this pack
- When your child is **familiar** with the songs, **leave gaps** to let them fill in the missing word/phrase



You could also try:

- Play a game where you take it in **turns** to choose what **action** you are going to do in the song e.g. shall we jump or shall we run? You can mime other actions e.g. cooking, reading, swimming.
- You can use the **action pictures** to support your child to choose an action e.g. show them the picture of dancing and sleeping and ask which they want to do and sing about.
- Sing '**if you're happy and you know it**' but change the **actions** e.g. 'if you're happy and you know it ...have a hug...jump up and down...splash in the bath' etc.

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
- ❑ **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
 - Full of Life (RBKC) www.fulloflifekc.com
 - Make it Happen (Westminster) www.wppg.org.uk
- ❑ **The Communication Trust:** for what to expect at different ages www.thecommunicationtrust.org.uk
- ❑ **ICAN:** a children's communication charity www.ican.org.uk

CLCH NHS Trust

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

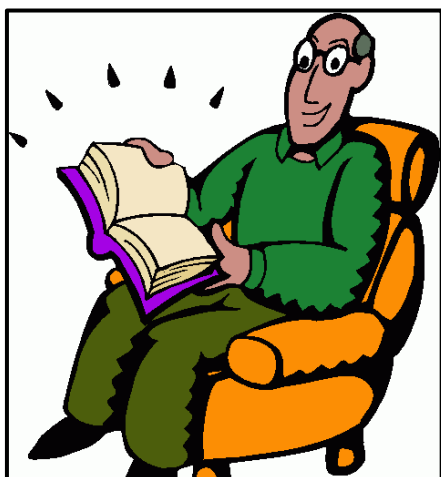
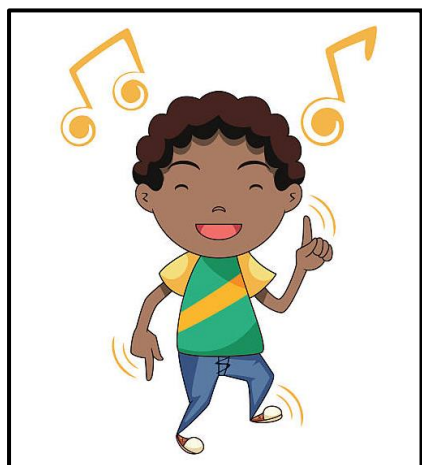
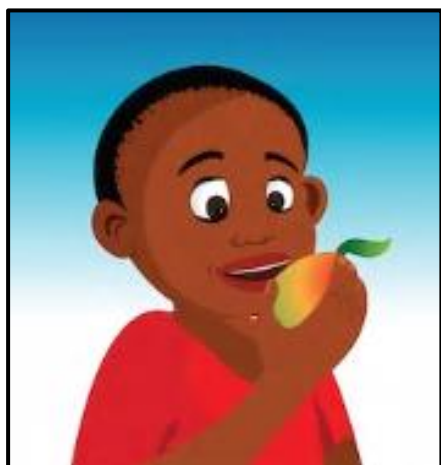
For more information visit www.clch.nhs.uk or call us on **020 8102 3575**

RESOURCES:

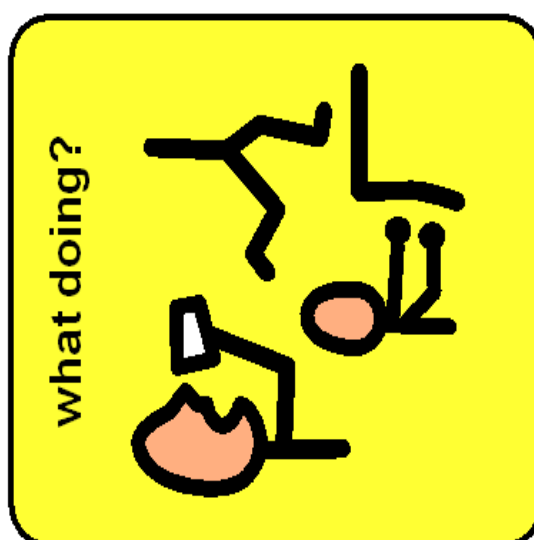
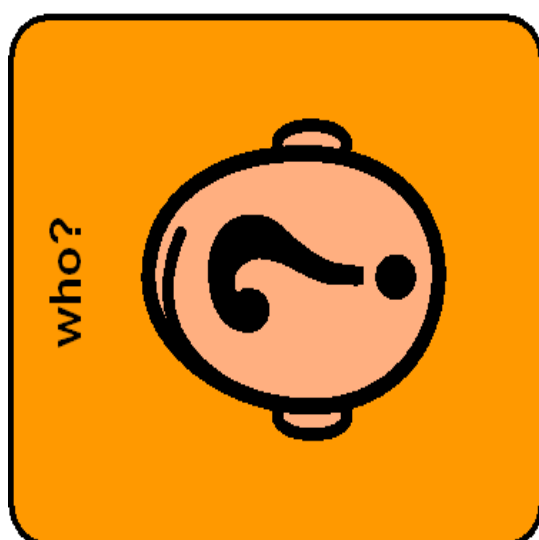
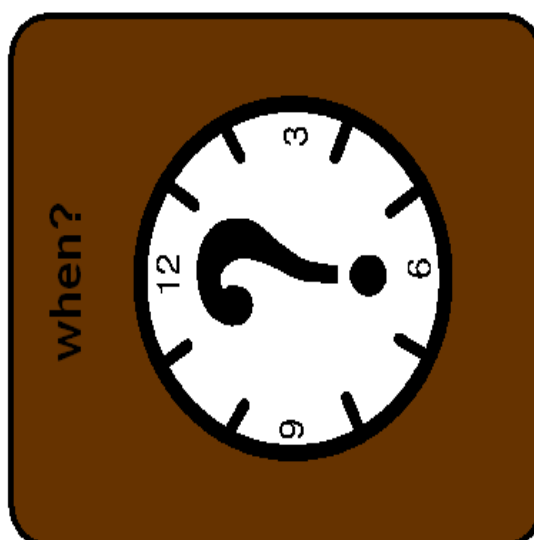
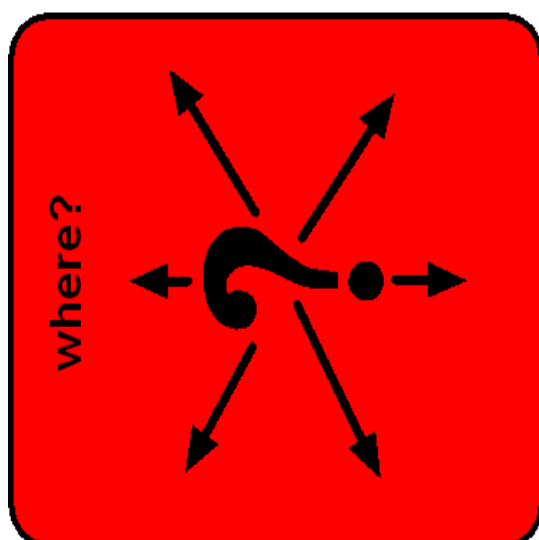
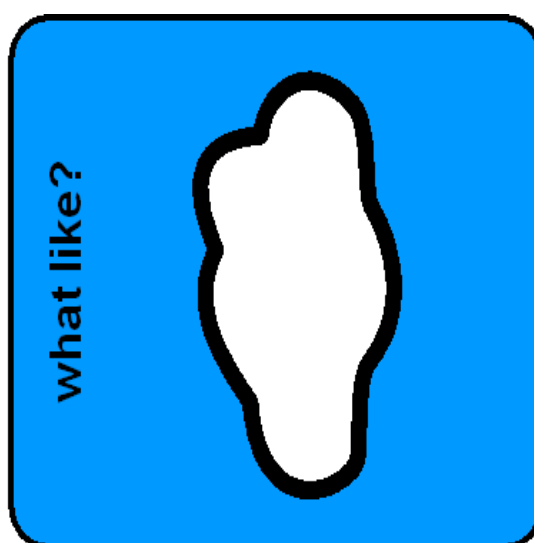
Here you will find visuals and additional information to support the tips and activities in this pack

1. Action Pictures set
2. Symbols to support sentence structure
3. Song ideas

1. Action Picture set



2. Symbols to support sentence structure



3. Song ideas

This is the way we...

(to the tune of here we go around the mulberry bush)

This is the way we wash our face
wash our face, wash our face,
This is the way we wash our face
so early in the morning

This is the way we eat our breakfast...

This is the way we drink our juice...

This is the way we go to sleep...

This is the way we brush our hair...

This is the way we kick the ball...

This is the way we jump up and down...

Video link to example: <https://www.youtube.com/watch?v=JCJDMltiNDI> (first song)

Go Bananas!

Peel bananas, peel-peel bananas, Peel bananas, peel-peel bananas,
Chop bananas, Chop-chop bananas! Chop bananas, Chop-chop bananas!

Smash bananas, Smash-smash bananas! Smash bananas, Smash-smash
bananas!

Go bananas, go-go bananas, go bananas, go-go bananas!

OR...

Wash your face, wash-wash your face

Kick the back, kick-kick the ball

Eat the cookie, eat-eat the cookie

Video link to example: <https://www.youtube.com/watch?v=o6gHL1LJ-HQ>