

Dear Parent / Carer,

We hope that you are keeping well and safe. The Speech, Language and Communication Team have created a 'Top Tips' handout to support parents and pupils across Swansea during these unprecedented times. Please find below useful strategies, links, activities and resources to support your child's Speech and Language development. We hope you stay safe and well!

Huw Beynon, Reina den Hollander, Sian Mitchell, Rachel Vallance and Claire Warlow.

## Strategies for developing understanding of language

- Encourage 'Good Looking'. Make sure your child is looking towards you when receiving an instruction.
- Call their name, and give your child clear, specific instructions.
- Simplify language, simplify length of your instructions.
- Demonstrate what you want him / her to do.
- Teach vocabulary – Talk about words:
  - What does it mean?
  - What group it belongs to? (category)
  - Where do you find it? (location)
  - How many parts does it have? (syllables)
  - What else sounds like it? (rhyme)
  - What do you do with it? (function)
  - What does it look like? (appearance)
  - What does it begin with? (beginning sounds)
- Question words – Ask 'Who is in the garden?' and reinforce 'Yes! The man is in the garden.'

## Strategies for developing use of language

- Modelling – model language throughout the day: talk about what you are doing. Label the equipment you are using and describe actions and events.
- Repeat, repeat, repeat – Repetition is important – children need to hear words lots of times before they are ready to use them.
- Use Choices – If your child is unable to answer an open question, provide a choice.
- Add language – Expand the child's utterances by adding words to what they have said.
- Questions – use open questions
  - 'You have done X, what do you think you do now?'
  - 'What does it do?'
  - 'What does it look like?'
  - 'How does it work?'
- Vocabulary – please refer to section in 'Strategies for developing understanding of language'.
- Word finding difficulties – If your child has difficulty with retrieving a word to name / describe something, cue him / her in by saying 'Think about ...':
  - 'What does it look like?'
  - 'What do you use it for?'
  - 'Show me.'
  - 'What sound does it begin with?'
  - 'Is it a long or a short word?'

## Website Link

[www.languageforlearning.co.uk](http://www.languageforlearning.co.uk)

<https://www.icommunicatetherapy.com/wp-content/uploads/2012/09/The-importance-of-play-and-speech-and-language-development.pdf>

<https://www.twinkl.co.uk/search?term=speech+and+language+activities>

<https://speechandlanguage.info/parents>

## **Strategies for developing attention and listening**

- Encourage eye contact.
- Help the child to finish a task.
- Show him/her how to take turns.
- Remind him/her to look and listen, “Look at this John”, “Watch me Sally”.
- When doing activities away from the table, make sure the child has a well-defined physical boundary e.g. on a mat/in a hoop during ‘carpet time’.
- Say the child’s name to ensure joint attention.
- Cut down on visual distraction e.g. cover up part of the book; do not have interesting toys and materials surrounding the area you are working on.
- Monitor your own language, keep instructions short and simple and provide repetition of key points.
- Use short tasks and change activity frequently to maintain success.
- Give instructions one at a time and check for understanding.
- Use visual prompts where possible, e.g. when reading a story use props and pictures to maintain attention.
- Aim to start and complete a short activity rather than abandon a longer activity halfway through.
- Make it fun.

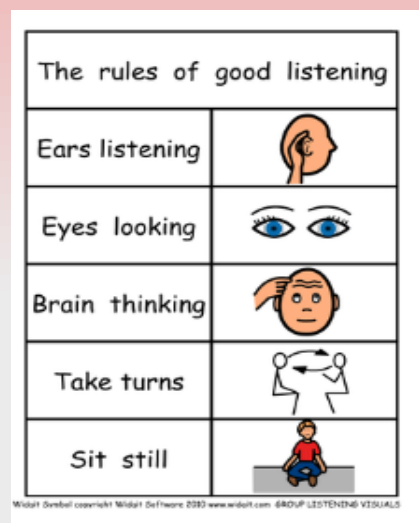
## Website Links:

<https://www.plymouth.gov.uk/sites/default/files/ActivitiesDevelopAttentionListeningSkills.pdf>

<https://www.humber.nhs.uk/Downloads/Services/Childrens%20therapies/SLT/Language/Pack%20for%20developing%20listening%20and%20attention%20skills%20at%20Key%20Stage%201.pdf>

<http://lucysanctuary.com/wp-content/uploads/2016/03/Programme-to-develop-looking-listening-and-attention-skills-ages-4-to-7.pdf>

<https://www.twinkl.co.uk/search?term=attention+and+listening>



# Activities to develop social communication



Games can be used for teaching turn taking skills, following rules and discussing feelings about winning and losing

## Stories and Books

A story can be used to encourage a child to evaluate a different perspective (which might be different to their own). They can be used to encourage the child to predict what might happen. Alternative scenarios (different endings to the story).

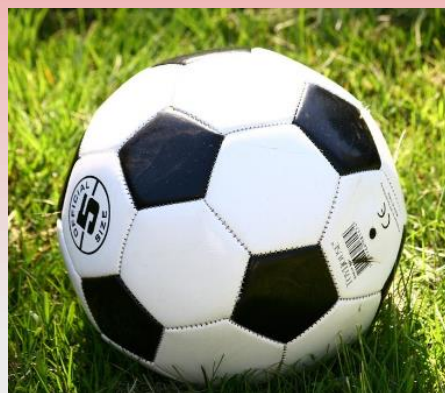


Games such as Follow the Leader, Simon Says and [Red Light](#), [Green Light](#) and [Barrier Games](#) teach children to listen and follow rules.



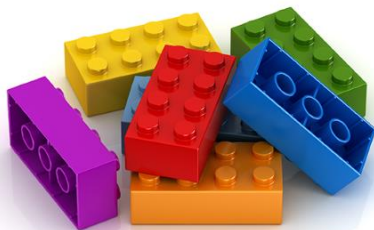
## Cooperative Ball Games

Ball passing games help children to successfully interact with each other.



## Lego or Duplo

Through using Lego children will develop a wide range of skills including following instructions, turn taking, sharing, and fine motor skills etc.



Remember to have fun and go with your child's interests.

# Links and resources for supporting children with ASD

## Website Link

<http://www.cardiffandvaleuhb.wales.nhs.uk/sitesplus/documents/1143/Supporting%20Children%20with%20LD%20&%20ASD%20with%20COVID%20Isolation.pdf>

[www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

[www.asdinfo.wales.co.uk](http://www.asdinfo.wales.co.uk)

[www.therapystreetforkids.com](http://www.therapystreetforkids.com) (Occupational therapy ideas)

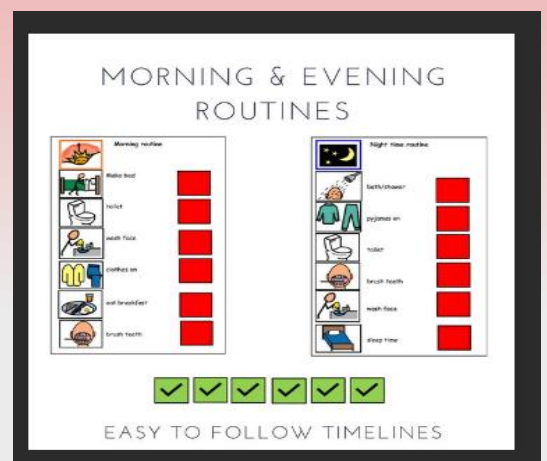
[www.abaresources.com/social-stories](http://www.abaresources.com/social-stories)

<https://widgitonline.com>

(Offer a 21 day trial if you need/want to make symbols)

<https://lisanallyspecialschool.co.uk/index.php/resources/general-resources/203-school-closure-toolkit-for-parents>

<https://www.autism.org.uk/>



# Other useful links:

## Website Links:

<https://www.twinkl.co.uk/>

<https://www.tes.com/teaching-resource/communication-cookbook-6063735#>

<https://www.afasic.org.uk/>

[www.ican.org.uk](http://www.ican.org.uk)

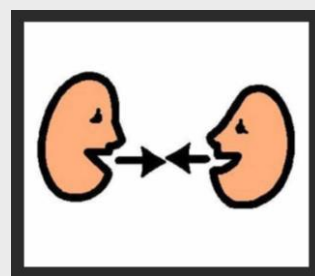
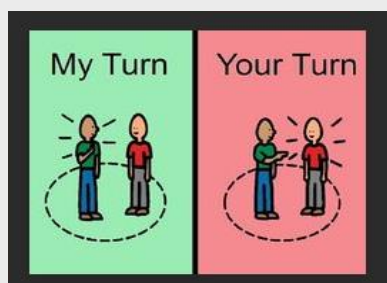
<http://www.thecommunicationtrust.org.uk/>

[www.afasic.org.uk](http://www.afasic.org.uk)

[www.hacw.nhs.uk/childrens-speech-and-language-resources](http://www.hacw.nhs.uk/childrens-speech-and-language-resources)

<https://chatterpack.net/blogs/blog/list-of-free-speech-language-communication-and-send-resources-for-schools-and-parent-carers>

[www.speechbloguk.com](http://www.speechbloguk.com)



# Useful Apps:

[https://www.callscotland.org.uk/Common-Assets/ckfinder/userfiles/files/Wheel\\_of\\_Apps\\_V1\\_o.pdf](https://www.callscotland.org.uk/Common-Assets/ckfinder/userfiles/files/Wheel_of_Apps_V1_o.pdf)

IPad Apps for Learners with Dyslexia / Reading and Writing Difficulties.

## **Apps List:**

Khan academy  
Timmy's learning (British council)  
Splingo  
BBC CBeebies  
Speech Blubs  
Helps me talk  
Montessori preschool  
DuoLingo

## iPad Apps for Learners with Dyslexia/ Reading and Writing Difficulties



[https://play.google.com/store/apps/details?id=com.vhq.sounds\\_for\\_kids](https://play.google.com/store/apps/details?id=com.vhq.sounds_for_kids)

Listening games for N/Rec

<https://play.google.com/store/apps/details?id=com.imagination.mita> early intervention language therapy for children with language delay and ASD

<https://play.google.com/store/apps/details?id=com.edokiacademy.mathsMonsters>

Makes early maths skills (addition and subtraction) visual

<https://play.google.com/store/apps/details?id=org.blubblub.app.speechblubs>

Speech therapy and language games

# Have Fun!