

Key Stage 1 Speech and Language Therapy Activities



ATTENTION

Your child should be able to attend to adult directed activities, before beginning these activities. Children need to have adequate attention and listening skills to learn language or they miss out on the opportunities to learn. Once your child can no longer attend to adult directed activities, have a break and attempt some further activities later.

PRONOUNS

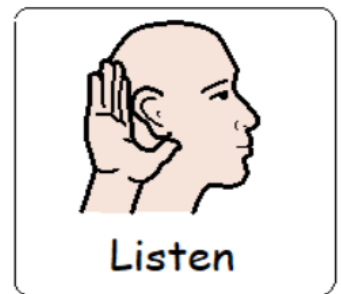
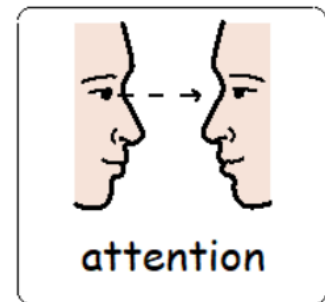
Get a picture of a boy and a girl and begin by explaining that we use 'he' for a boy and 'she' for a girl. Start by sorting pictures of boys and girls into 'he' and 'she' and gradually build them into phrases. Then begin 'his' and 'her'. Explain when something belongs to someone we use 'his' and 'her'. Get your child to give object to pictures of boys and girls and label as 'his apple' or 'her pear'.

KEY WORDS

Keywords are also known as information carrying words. A child should be able to understand a key word for every year of life. For every key word there must be choice. For example, "Give the apple to teddy" contains two key words. There must be a choice of fruit and a choice of person such as dolly or teddy. Gradually increase the number of key words depending on your child's age. You can include nouns, verbs and concepts (under, big, colours). A six key word instruction may be "Put the purple spoon and the apple under the yellow plate". With a choice of a purple spoon, yellow spoon, purple fork, yellow fork, apple, orange, under, on and yellow plate, blue plate, yellow cup and blue cup.

PHONOLOGICAL AWARENESS

Support your child to hear the differences in sounds and listen to sounds. You can work on clapping syllables, identifying and suggesting rhyming words, identifying the first and last sound in words and sorting sounds into loud and quiet, blending sounds to make words and segmenting words into sounds.



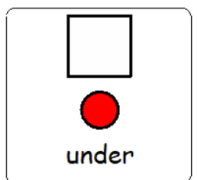
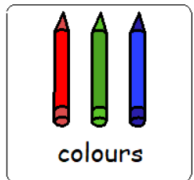
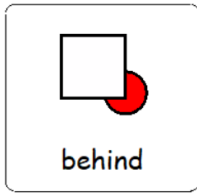
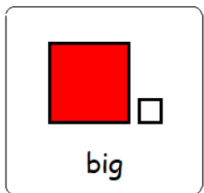
SPEECH SOUNDS

If your child has difficulty with speech sounds, always model back the word to them when they may make an error. Do not make them correct themselves. First check if your child can say different sounds on their own. If your child has work from the Speech Therapist, work on this daily at the level informed by the speech and language therapist. You only need to complete activities for five to ten minutes. If you have concerns about speech sounds and have not seen a speech and language therapist, this is the first step to identify the best ways to support your child.

CONCEPTS

Ensure your child knows different concepts such as prepositions (on, under, behind, above), colours, time concepts (before, after, early, late). You should teach concepts individually and not teach the concept at the same time.

You can check that your child understands the concept by doing drawings of things above on another then say a sentence such as "The apple is above the orange" and ask your child if that's true or false or asking questions such as "I eat my tea at five but I'm going to eat it early today. What time could I eat it".



CATEGORY NAMING

You can play category naming games where you compete against your child to try and think of as many items in different categories as you can.

You can talk about clothes, stationery, animals, pets, colours, sports, drinks, hobbies, things you take on holiday, things you find in the kitchen, furniture and electricals.

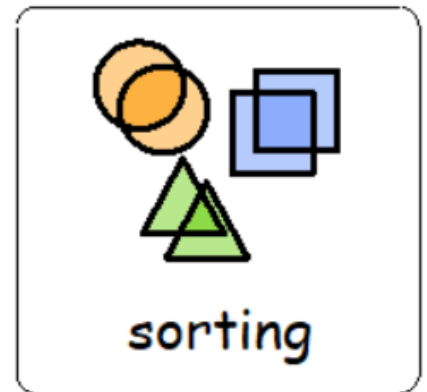
DESCRIBING ITEMS

Ask your child to either think of an item or look for an item and not tell or show it to you. They have to describe the item without using the items name. They should be able to tell you about its function, appearance, how it feels and potentially how it tastes or smells. For example, a pencil is long, thin, you write with it, you use it at school, it has a grey pointy end.



AUDITORY DISCRIMINATION

If your child has difficulty with speech sounds, then first check they can hear the difference between sounds. For example, if they use 't' instead of 'k'. Lay out the letters and model the sounds they make. Ask the child to point to the sound you say, don't let them say it as it may confuse them. Then do the same with rhyming words (minimal pairs) such as key and tea.



SEMANTIC SORTING

Either using pictures of everyday objects or with everyday objects, ask your child to sort them into categories. For example, grouping fruits or farm animals versus jungle animals, grouping items into clothes, sports, furniture or stationery.

CONFIDENCE BUILDING

Some children may be shy or be selectively mute (where they speak in one situation but not another). This does not mean they have any difficulties with language. Give them lots of praise and encouragement. Do not ever force them to speak in a situation they are not comfortable with and accept whatever form of communication they use. Do not try and trick them into speaking.

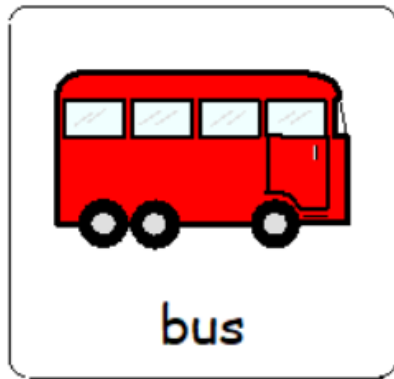
Gradually build a positive relationship with them until they feel they can trust you.

SVO/SVOP

Support your child to extend their sentences by creating SVO (The boy is eating the ice-cream) and SVOP (The girl is kicking the ball in the garden). A visual prompt supports them to do this and ensure that they use all of the words in the sentence. I would recommend using shape coding symbols. Get some pictures or use pictures in a book and ask your child to tell you what's happening and encourage them to use the desired sentence structure by modelling some examples.

PAST TENSE

First check to see if your child understands the meaning of past. Explain its things that have already happened such as eating their breakfast this morning or going for a walk yesterday. Support them to talk about the past by beginning with 'yesterday'. First support them to use 'was' to create sentences in the past, then move onto adding -ed such as jumped. Don't worry about irregular verbs for now. Shape coding may support you to teach this.



SEQUENCING

Either look online or at TWINKL resources for some sequencing pictures. Once you have some, lay them out and ask your child to put them into the right order and explain what happened in the story. Emphasise key vocabulary such as 'next' to show that they understand the sequence.

CONJUNCTIONS

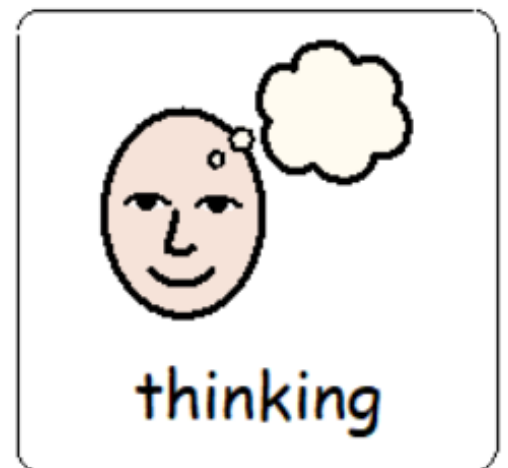
First check your child understands the meaning of conjunction - they join two sentences together. Then ask them to think of some different conjunctions such as and, but, because, so, if, however and as. Then support them to use these conjunctions to talk about things that have happened to them or from their own imagination as well as describing pictures. They may need support to understand the context of the conjunctions such as when using 'but' we need to say something positive and then negative or vice versa.

FLUENCY

Give your child plenty of time to speak and do not react when they stammer. Encourage people to take turns so that your child has opportunity to speak and model a slow rate of speech when talking to your child. You can also use bus talking. Explain that bus talking (slow rate) is better than race car talking (talking as fast as you can) as people understand you easily. Encourage your child to slow down and pause at the bus stops. You don't want the bus to get a speeding ticket or to make people angry by not stopping.

LANGUAGE FOR THINKING

These are similar to blank levels and supports your child to answer questions such as 'who', 'what' and 'where' before building to more complex questions such as answering 'why' questions, making predictions, interpreting how people feel, answering same and different questions. These questions are asked about a range of scenarios such as crossing the road, at the beach, running out of money or at the park. You can do this using TWINKL or finding a picture and asking questions similar to the examples, which have links in the extra information section.



FOR MORE INFORMATION

These are just information pages that seem to provide accurate information about the strategies discussed and not a form of advertisement.

Key Words/ Information Carrying Words

<https://speechbloguk.com/understanding-key-words-2/>

Shape Coding

<https://www.moorhouse.surrey.sch.uk/attachments/download.asp?file=17&type=pdf>

<https://www.moorhouse.surrey.sch.uk/shape-coding>

Language for thinking/ Blanks Levels

<https://swindonspeechandlanguagetherapy.files.wordpress.com/2016/07/blanks-levels-of-questions-whare-are-they.pdf>

Fluency

<https://stamma.org/about-stammering/talking-someone-who-stammers>

TWINKL

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

Created by: Gemma Bamford, Independent Speech and Language Therapist, Chatterboxes Ltd.

25.03.2020