

Communication

Communication is a key skill for all of our pupils to develop and is supported in many ways, through for example; PECS, Makaton and Aided language Displays (ALD). It is important that communication is functional and meaningful which means activities need to be exciting, motivating and meaningful for your child. Let's get communicating! Please refer to the Speech and Language link for more information and where to find communication support:

<https://www.strathmore.richmond.sch.uk/page/?title=Speech+and+Language&pid=152>

Below you will find several suggested activities, please choose the ones which will best suit the needs and interests of your child.

Starter activity

Motivating Music!



This starter activity is around choosing, requesting and moving to music.

There are three variations but all you need is music on any device!



Motivating Music

Focus: request and find a favourite song when given a choice (e.g. songs displayed on an iPad). Your child needs to touch or reach for their favourite song.

Use Makaton to support this task with 'more' and 'finished'.



Motivating Music – Actions!

Focus: Requesting actions (stop, go, sit, etc.) using the ALD (below) or other preferred method of communication (eg. Makaton) when moving along to music.

Use Makaton to support this task with 'stop' and 'go' when dancing! You could play musical statues or musical chairs.

Motivating Music – 'Simon Says'!

Use Mummy/Daddy instead of Simon. When it is your child's turn remind them to use their name and an instruction e.g. "John says touch your feet!"

You should always have a turn first to model the activity e.g. 'Mummy/Daddy says wave your arms.'

Focus: comment on actions they are making e.g. "Wow! Great arm lift", "I can touch my head too!"

Extension: use positional language e.g. up, down, in, out, on and under.



Communication

Favourite Toy!

Resources: one favourite toy.

Play with the toy and make it exciting (use exaggerated sounds and actions, sing, move, have fun ☺)! Hold toy in front of your child to prompt communication.

Focus: attending activity, requesting more (reaching) or finished (pushing away) with preferred means of communication.



Sensory Balls at Home

Resources: ball, tin foil, paper, paint and boxes or buckets.

Explore a range of different textures and sounds by covering a ball in different materials with varying textures and throwing it into different boxes or buckets.

Focus: sensory exploration, requesting more and finished with preferred means of communication.



Songs: you can sing their favourite songs or use an iPad, speaker or radio.

Play the songs sitting next to your child, stop the song at different times. Dancing and clapping to favourite songs.

Focus: requesting more, reaching, pressing play (more) pressing stop (finished) with preferred means of communication.



Flour Play! Sensory Play requesting.

Resources: Flour, water, spoons, bowls, food colouring, sprinkles, anything!

Focus: making simple requests using ALD boards, Makaton signs or preferred method of communication e.g. 'more flour', 'more red', 'red in', 'more mix'.



Free Painting/Drawing

Using any art materials available, allow your child to freely express themselves on the paper. Encourage use of colour and space. Encourage your child to request what colour/ art material they would like to use next, using ALD boards.

Resources: Paper, crayons/paint/pencils

Focus: Requesting



String Phone

Using a plastic/paper cup or empty tin, join the two cups (by making a hole at the bottom) with a piece of string. Encourage your child to talk or make noises into the cup and you listen, take turns.

Resources: 2x plastic/ paper cups or empty tins, string.

Focus: Listening skills, turn-taking and communication, sound-making and communication.



Communication

Snack and Meal Times

Meal and snack times are an important part of your child's day.

This is a great time to promote communication through commenting and questioning e.g.

“What would you like in your sandwich?”

“Can you cut the tomato?”

“What do you need to cut the tomato?”

Focus: commenting, answering questions and requesting.



Treasure hunt!

Resources: have an object hide it in the room or house and give clues to where it could be! Let your child comment as they are looking.

Focus: Making relevant comments. Commenting on actions. E.g. 'is it in the sink?' 'Under the table?' 'Where is the toy?' 'In the big cupboard'.



I Spy with my little eye!

The classic game we all know and loved as children. Try to encourage the use of questions to find the answer, instead of using just one word. Follow the link for 10 variations of this game.

<https://teachingeveryday.com/2014/03/31/10-ways-to-play-i-spy/>

Focus: Vocabulary building.



It may take some time for your child to start making requests keep trying but if you feel they are not interested please change the toys or the activities.

Please refer to this video on adult modelling and using different communication supports:

<https://www.youtube.com/watch?v=Elipq0h5AJE&feature=youtu.be>



Below are some Aided Language Displays and Makaton signs to support you with the activities

Please do not worry if you do not have a printer

You can print screen the visual you need as a photo and use this with your child

Use Makaton signs to help you and any device or communication aid your child has e.g. PECS, ALD, iPad etc.

Please refer to the Speech and Language Section in home learning for more information.



Useful links

<http://www.brainparade.com/products/see-touch-learn-free/>

<https://www.helpkidzlearn.com/>

<https://www.sensoryappphouse.com/>

<https://www.visuals2go.com/>

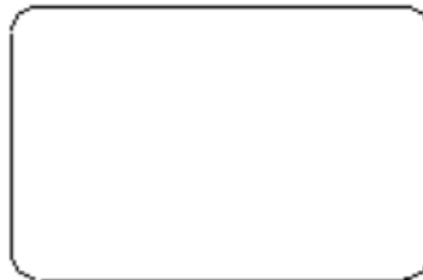
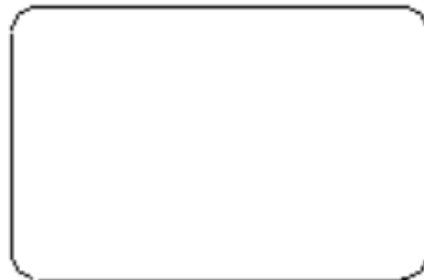
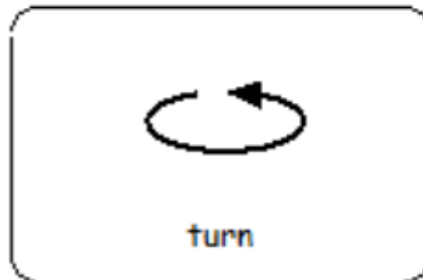
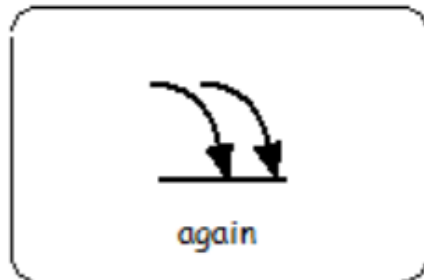
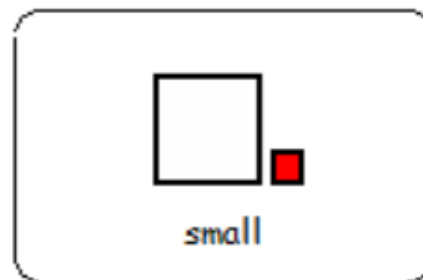
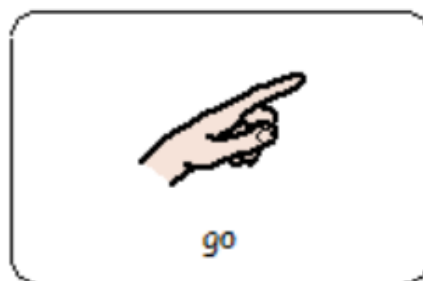
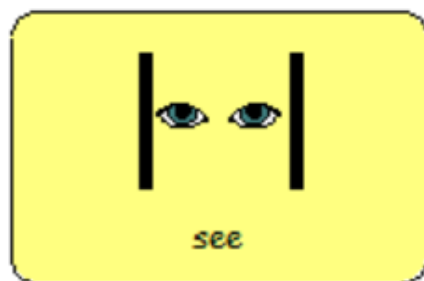
<https://speechandlanguage.info/parents/activities>

Primary Home Education – Summer 1 weeks 5 and Half Term

Communication


























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| | | | | | |
|---|---|--|--|---|---|
|  I |  see |  more |  turn |  red |  in |
|  My |  want |  finished |  big |  green |  out |
| |  mix |  again |  small |  blue |  on |
| | |  go |  loud |  yellow |  up |
| | |  stop |  quiet |  orange |  down |

Communication



I



see



More



I



want



finished



My



again

Communication



go



big



stop



small



turn