

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:

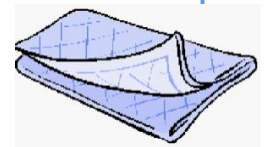
<https://www.strathmore.richmond.sch.uk/page/?title=Speech+and+Language&pid=152>

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

Starter activity.



In each variation the adult should be playing with the toy to encourage engagement.



What's under the blanket? Lyrics:

What's under the blanket?

What's under the blanket?

Let's see, Let's see what's under the blanket?

What's under the blanket?!

Have an item under the blanket that is exciting to your child e.g. bubbles or a favourite toy.

Sing the lyrics above once and play with the toy for up to 10-20 seconds and repeat.

Focus: engagement e.g. looking at the blanket and watching, anticipating the toy or motivating item and possibly reaching for the item or toy.



What's under the blanket?!

Have 2 items under the blanket that are exciting to your child e.g. bubbles and a toy.

Sing the lyrics above once and play with the toy for up to 10-20 seconds. Stop playing with the toy for up to 5-10 seconds to see if the child will request more or make a request. E.g. more bubbles or signing more (Makaton). Ask the child "More?" and wait for a response. Repeat.

Focus: Making a simple request and attending an activity with an adult.

Communication

What's under the blanket?!

Once your child is familiar with this game, you can put up to 4 items that are similar or can be categorised together under the blanket.

Focus: answering questions of where? Where does this go?
What weather would it be if I was wearing these clothes? What do these items have in common?



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>

Please refer to this video this is the same activity as above with the only change being 'What's in the bag?'

<https://www.youtube.com/watch?v=mvi1ECmlPUg&feature=youtu.be>

Communication

Blowing Bubbles

Requesting more bubbles and turn taking.

<https://www.bbcgoodfood.com/howto/guide/how-make-bubble-mixture>

Resources: Bubble mixture (To make your own, check link), Bubble wand (To make your own, check the link)

Focus: blow the bubbles as your child requests more. If your child can blow bubbles, then practice taking turns.

Massage to Music

Touch and communication through music.

<https://www.youtube.com/watch?v=D6KRRwG6wVM&list=PLdWDTLts4mVLc8oenD0wpUUzgtPOJQxgL&index=2>

Resources: Hands, music (Check link)

Focus: Engaging with the child through light tapping, stroking, drawing circles on arms, legs back. Keeping eye contact with child. Using relaxing music in a quiet spot in the house.

Music: Kids TV counting to 10

Singing along with and to your child.

<https://www.youtube.com/watch?v=DR-cfDsHCGA>

Tap the table or your lap sitting next to or behind your child, they may need hand-over-hand support. Encourage singing/tapping along.

Communication support/ words to use: Clap, fingers, hands, spin, dance.



Drawing numbers in flour or salt

Drawing numbers up to 10 using your index finger with flour or salt.

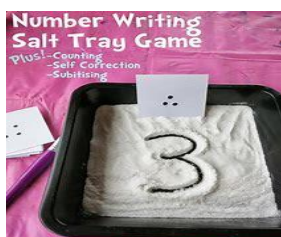
<https://www.youtube.com/watch?v=D0Ajq682yrA>

Resources: Table or space on the floor, container/tray, salt, flour

Communication support –

words and phrases to use: shake, table, finished.

Signs to use: go, more and what's next.



Match animal puzzle!

Turn taking and commenting.

How to make: Print or draw pictures of farm animals, glue them to a piece of paper or cardboard. Next cut the picture in half to make the matching puzzle. Your child can help you make the puzzle if appropriate.

Focus: Child matches the puzzles and comments on what they can see "I see....." and takes turns.



Cutting playdough

Requesting and taking turns.

<https://www.youtube.com/watch?v=roYa-L822ps>

Resources: scissors, playdough or home-made playdough in different colours

Focus: Fine motor skills



Communication

Dish washing up

Requesting and following simple instructions

Resources: Bowl with water, bowls, plates, cups, spoons, knives, washing up liquid, washing up brushes, sponges, tea towels and gloves.

Focus: Role play to wash and dry, bowls, plates, cups, spoons. Also practise how to take turns, to put gloves on and take them off, ask for help and follow simple instructions.



Gruffalo Story

Read along with Michelle Obama: The Gruffalo

<https://www.youtube.com/watch?v=WyhgubvRYF4>

Resources: The Gruffalo book (If you have the book)

Signs: More, go, stop and finish



Building using Lego

Focus: Requesting Lego blocks, commenting what is being built and practising taking turns.

Resources: Lego, Duplo any blocks!

Signs and key vocab: different colour, big/, small, I want, I don't want, I see, more, finished



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

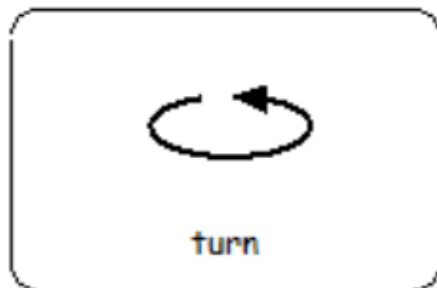
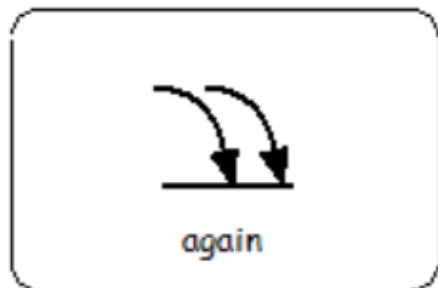
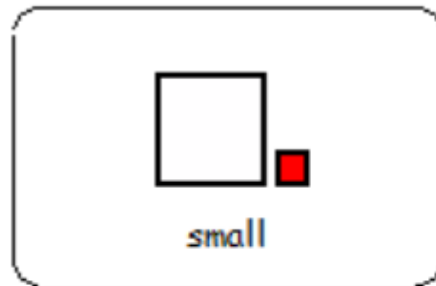
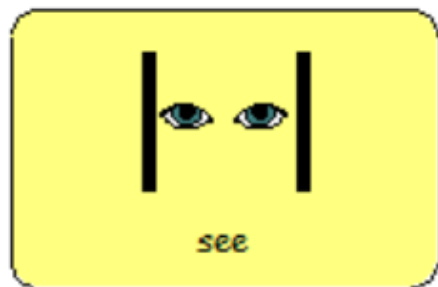
<http://www.brainparade.com/products/see-touch-learn-free/>

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

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

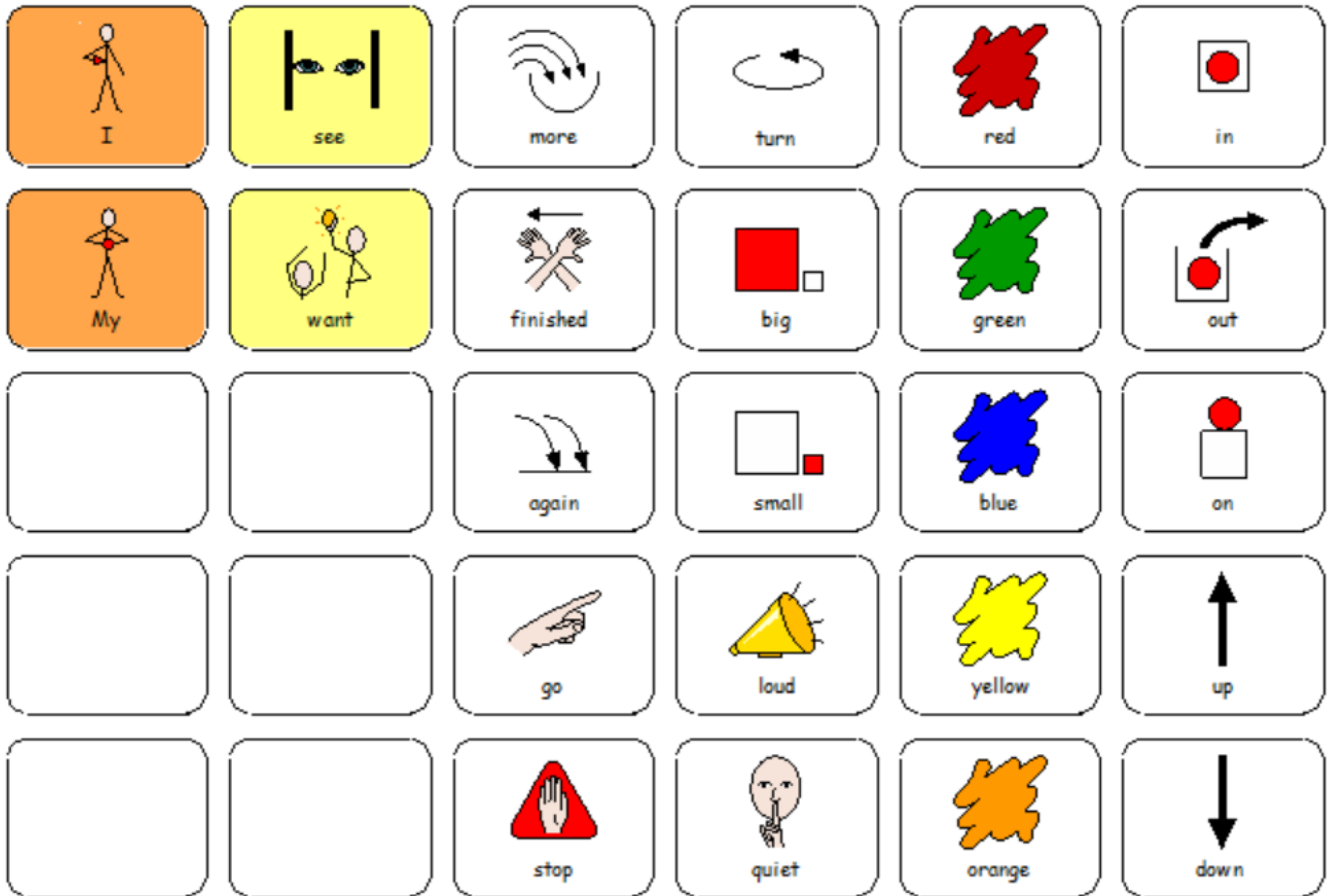
<https://www.visuals2go.com/>

Communication



Primary Home Education – Summer 1 weeks 3 and 4

Communication



Communication



I



see



More



I



want



finished



My



again

Communication



go



big



stop



small



turn