

Communication

Communication is a key skill for all 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. This means that activities need to be exciting, motivating and meaningful to 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 that best suit the needs and interests of your child.

Main activity – What can I see and what can I hear? This activity involves going for a walk. If this is not possible, open your window and look outside.

<https://www.oxfordshire.gov.uk/sites/default/files/file/information-childcare-providers/treasuretrove.pdf> (see p13-16 for more information and ideas)

<https://mynoise.net/NoiseMachines/springWalkSoundscapeGenerator.php> (visit this website to hear sounds that you might hear on a spring walk as an alternative to going for a walk)

Starter activities are based on adult modelling. The adult participates in the activity and comments during it to capture the child's attention and encourage communication.

What can I see?

When going for a walk with your child, comment on what you can see around you using simple and clear language. For example, pointing to a tree "Look, tree!" or pointing to a bird "Look, bird!"

Focus: attention and listening, experiencing vocabulary that pertains to the local environment.



What can I hear?

When going on a walk with your child listen to different sounds (see below for pictures and ALDs to support) and comment on what you can hear. Remember to model some sentences e.g. "I hear a car"

Extension: Use descriptors such as loud or quiet e.g. "I hear a loud car"

Focus: attention and listening as well as labelling sounds.

I Spy – on my walk!

Play the classic game 'I Spy' when on a walk with your child.

You can use letters e.g. "I spy with my little eye something that begins with A"

Or

You can use descriptors e.g. "I spy with my little eye something big and green!"

Focus: attention and listening, understanding language and applying knowledge to a game.



Communication

Favourite Toy!

Resources: one favourite toy.

Play with the toy and make it exciting! Hold the toy in front of your child to prompt communication.

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

This activity is the same as previous weeks as it is important to use familiar and motivating toys when promoting communication.

Ready, Steady, Go!

Use the following activities to encourage your child to wait for you to say "go" before performing an action. Gradually increase the time between "steady" and "go".

- Knocking down or building a tower
- Launching marbles down a tube or going down a slide
- Rolling a ball
- Putting toys in a box (at tidy up time)
- Releasing a pop-up toy

Focus: attention and listening.

Please see page 12 of the following document for additional notes:

<https://www.oxfordshire.gov.uk/sites/default/files/file/information-childcare-providers/treasuretrove.pdf>

Sound Cause and Effect App

<https://www.sensoryapphouse.com/speak-up>

Free app download for iPads or tablets.

Resources: iPad or tablet.

Focus: making vocalisations and sounds, cause and effect.



I Went to the ... !

Resources: Use pictures or objects (such as toys, food items or clothing) as prompts on a table.

The adult says "I went to the zoo and saw a..." Encourage your child to complete the sentence with something they have seen on the table. Try different places or scenarios e.g. "I went to the supermarket and I bought...", "I got up in the morning and I put on...", "I went to the farm and I saw..."

Focus: extending vocabulary and commenting using more complex sentences.

Please click on the link for additional notes (page 29):

<https://www.oxfordshire.gov.uk/sites/default/files/file/information-childcare-providers/treasuretrove.pdf>



Bottle Toy Activity

Make a bottle toy with your child. Instructions are provided below:

Plan:

<https://pecsusa.com/download/Bottle%20Toy%20Activity%20Plan.pdf>

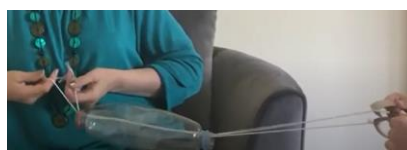
PECS – symbols:

<https://pecsusa.com/download/Bottle%20Toy%20Activity%20Pictures.pdf>

Video Explanation

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

Focus: making requests, attention and listening.



Get Dancing! Musical Statues

Resources: yourself and music!

Activity: dance to the music and every so often pause and say "stop". When the music begins say "go". You can include words such as fast and slow as well.

Focus: attention and listening, understanding concepts stop versus go, fast versus slow.



Communication

Mealtimes

<https://speechandlanguage.info/resources/perch/parents/mealtimesv5master.pdf>

Please refer to the PDF above.

Mealtimes are an important time to promote communication.

It is a time to ask questions e.g. "Would you like water or squash?"

Comment on what you are doing whilst you are cooking e.g. "I am going to put hot water into the pan".

Focus: commenting, learning new vocabulary and using more complex sentences.

**Shopping!**

Set up a shopping game with a selection of items to buy, money or tokens and a shopping bag.

Select items from your chosen target vocabulary that are familiar to your child.

Discuss with your child what the item is for. Take turns with your child to buy and sell items.

Please click on the link below for additional notes (page 35):

<https://www.oxfordshire.gov.uk/sites/default/files/file/information-childcare-providers/treasuretrove.pdf>

**Memory Game**

This is a matching game. Take several paper plates and markers. Write or draw some matching letters, words, pictures or shapes on the plates. You could introduce some new pictures or words to help build your child's vocabulary.

Communication and language areas for development: Turn-taking, social interaction, attention & listening.

What you need:

- A dozen paper plates (or sheets of paper!)
- Marker pens



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 these videos for information on the communication support apps Grid Player and GoTalk:

<https://www.youtube.com/watch?v=L2Zxpg5xqWk&feature=youtu.be>

https://www.youtube.com/watch?v=q6Ep_6uSagk&feature=youtu.be

Communication

Useful links

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

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

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

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

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

<https://www.oxfordshire.gov.uk/sites/default/files/file/information-childcare-providers/treasuretrove.pdf>

<https://chatterpack.net/>

<https://pecsusa.com/support-at-home/>

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

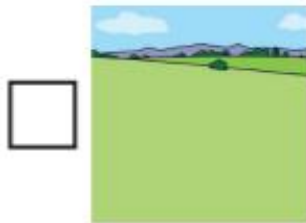
Please do not worry if you do not have a printer.

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.

Communication

Park Hunt Checklist



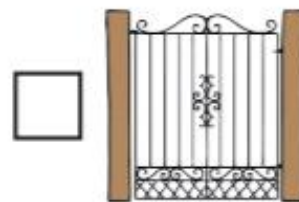
field



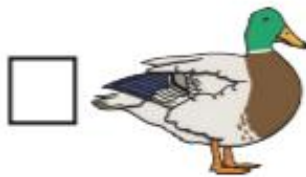
log



pond



gate



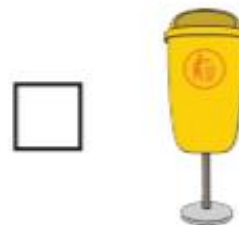
duck



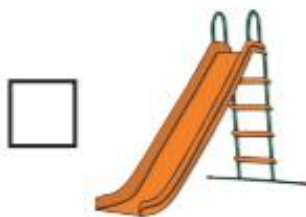
bicycle



swing



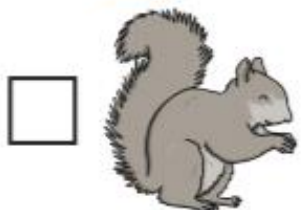
litter bin



slide



bench

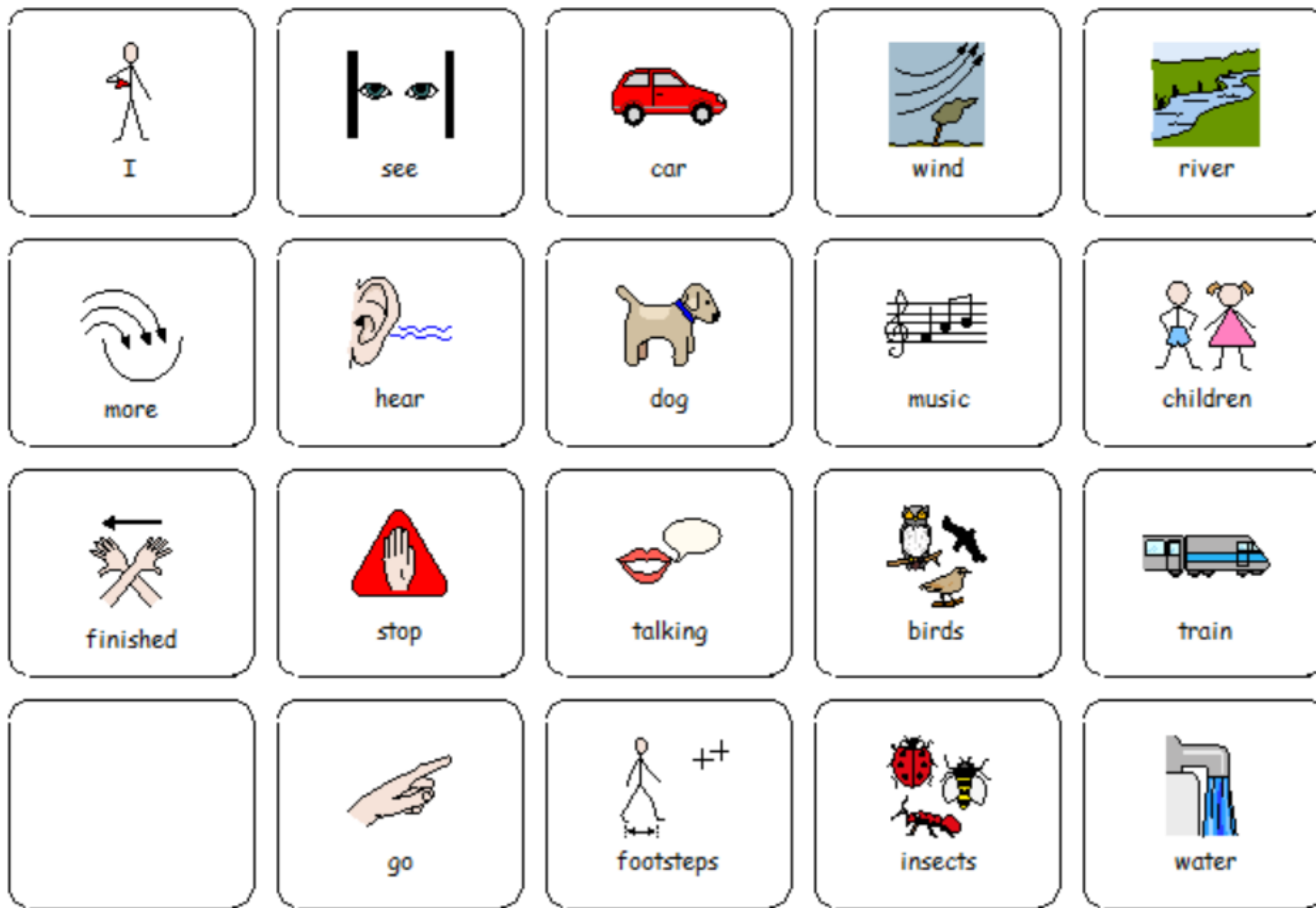


squirrel



flower

Communication



Communication

Eat and drink



want



biscuit



help



eat



stop



fruit



water



drink



more



open



yogurt



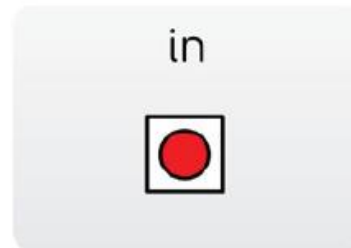
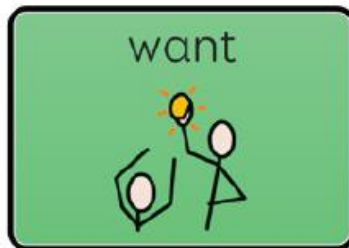
hungry




Communication























Cooking



Communication


 **Super Core Learning**

Eat and drink Grid

I 	want 	biscuit 	help 	eat 
you 	stop 	fruit 	water 	drink 
good 	like 	open 	yogurt 	hungry 
more 	not 	juice 	milk 	thirsty 





















thinksmartbox.com Smartbox

Communication

 **Super Core Learning**

Cooking

Grid

I 	want 	cut 	in 	hot 
you 	stop 	cook 	knife 	cold 
good 	like 	pour 	food 	stir 
more 	not 	peel 	saucepan 	oven 

thinksmartbox.com

Smartbox

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