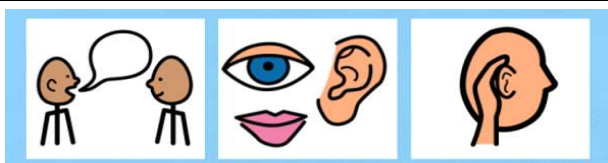


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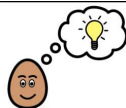
Subject: Communication

Completed by: Isobel Davies and Beth Thorne



Top Website Links

Link	Brief Description
https://singinghands.co.uk	Songs and stories with signing.
https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/	Range of resources some aimed directly at Parents including resources for Ra Ra the Lion
https://do2learn.com/	Range of printable visual resources



Suggested Activities

Activity

Aim - For children to start an interaction and take turns

Use a motivating toy or activity

Try: rolling a ball to each other, pushing cars to and from, playing with bubbles or hand massage.

- Show the activity or toy.
- Encourage the child to wait and indicate they want to play with the toy or to do the activity.
- Say "ready, steady....go!"
- Do the activity for a short time or take one turn then stop and wait for a signal that the child wants to continue or to have another go.
- Repeat.

Use simple repetitive language e.g. "Angela's turn", "Jack's turn"

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Aim - For children to enjoy interacting with an adult

Tickle Game

- Create excitement and tickle child briefly
- Wait with your hands in tickle position before tickling child again
- Give time for the child to look at you or smile or make a gesture
- Then repeat the tickle!

Tickle and chase

- As above but this time chase the child!
- Use the words "ready steady" and wait.
- After a pause, say "GO!!!" and tickle and chase!

Jumping game

- Jump with the child when they do so. Say "jump!"
- Stop, pause and repeat!
- Say "jump"

Aim - To help the child play and communicate with other children

Practice simple turn-taking activities with an adult in lots of different situations.

Use the same simple, repetitive language (e.g. "Angela's turn", "Jack's turn")

Then encourage the child to take turns with other children.

- Start off with the same activities as the child shares with an adult.
- Model the language to use e.g. "Jack's turn", "Maria's turn". A sand timer may also help.
- Use simple repetitive phrases e.g. "who's turn next?", "good turn taking"
- Remember to warn when the game is "nearly done" using the yellow visual.
- Use red visual and simple language when the game has finished.

Try games with rules - E.g. Hide and seek or Simon Says

Aim - For children to use a sound or action to show you what they want

- Play with the child in a way they really like e.g. tickling, peek-a-boo, clapping, jumping
- STOP the activity, ideally in the middle of an exciting bit.
- WAIT for the child to make a signal that they want more (e.g. looking, a sound or a gesture)

Say and sign "More?" and continue enthusiastically

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Paying attention to the same thing as another person (joint attention)



"Ali never seems interested in the things I show him and always wants to do his own thing"

It's easier for children to learn language when they can focus on one thing and hear the word at the same time.

Things you can do to help:

- Gently touch him when you say his name to help gain his attention.
- Bend down so that you are on his level when talking to him or playing with him.
- Make sure you are both face to face so he can see what you're looking at.
- Talk about what he's playing with or looking at using simple language i.e. one or two key words at a time.
- Try to focus his attention by limiting the number of activities.
- Play games like 'Ready Steady... Go!' building up the anticipation and try to get him to wait for the 'Go!'

Imitation of sounds and actions



"Nadia seems to be more interested when I copy the noises she makes"

Things you can do to help:

- Copy the sounds and actions that she does (excluding behaviours you don't want to encourage!). This can change into a turn-taking game where you copy her and she copies you.
- Join in with her play. Copy what she does and add a little more e.g. playing with bricks - choose a brick the same colour as the one she is focused on and start building a tower.
- Play games with 2 of everything e.g. musical instruments, where you can copy whatever she does.

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Having a reason to communicate



"Adam doesn't tell me what he wants, he just climbs up and tries to get it"

Children may need support in understanding the purpose of communication. If he doesn't understand why, then he won't be motivated to try in the first place.

Things you can do to help:

- Give him choices e.g. if he is hungry don't just get him something he likes. Offer him 2 different items of food and encourage him to choose by pointing, reaching or vocalising. When you give him the chosen item say the word clearly.
- If your child doesn't use pointing, teach him to do so by putting his favourite toy in a place that's difficult to reach. When he reaches for it shape his hand to make a pointing gesture towards the object.
- Having taught Adam to point in order to choose you need to show him other types of pointing especially 'Look _____!'. Whenever you can, show him things using exaggerated pointing e.g. pictures in a book moving towards objects that are further away e.g. a plane in the sky.

Simplifying Language

Children need to understand language before they can use it.

Try to reduce your language for your child e.g. instead of saying:

"which one would you like, would you like an orange or an apple for your lunch?"

say:

"orange or apple?"

Try to use just one or two key words at a time

e.g. mummy's juice, Sam bedtime, Doggy!

Identify the object

Gather a range of objects. The adult is then blindfolded and pupil is to describe one of the objects to the adult so that they can guess what it is.

Think about - shape, colours, size, feel

Emotional charades

Make cards and write different emotions on them - happy, sad, angry, bored, scared, unhappy, and nervous, etc. Pick a card and express the feeling without saying anything.

Can pupils copy the emotion, name the emotion etc.

Emotion cards on Twinkl - <https://www.twinkl.co.uk/resource/T-CR-27503-feelings-faces>