**SPEECH AND LANGUAGE THERAPY ACTIVITY IDEAS FOR SCHOOLS**

**Introduction:**

When trying to assess a child’s understanding, it can be difficult to keep them motivated for a long period of time.

The following pack will contain games and activities that you can carry out with a child that will be fun and motivating for them.

If you have any queries regarding the pack please contact your named therapist (your SENCO will be able to tell you who this is if you are not sure).

**Top tips to follow during these activities:**

* Make sure the child is not distracted by noises or other things going on and start by calling their name to get their attention.
* Encourage the child to keep looking at you while you are talking and wait for you to finish before starting.
* If he/she gets part but not all of it right, you must repeat the whole sentence again otherwise you are making it too easy.
* Remember not to give away clues with your hands or through looking at the right one.
* Once they are familiar with an activity encourage them to give you the instructions to allow them to practise to use the matching sentence.

In order to assess a child’s understanding, we need to find out how many *information carrying words* they are able to understand.

**What are Information carrying words?**

An instruction can contain a lot of words, but a child only needs to understand the **important** words in order to follow that instruction. These ‘important’ words are called **Information carrying words**

*Example:*

**Equipment:** Dolly

**Instruction:** Where’s dolly?

This instruction has **0 information carrying words** because the child doesn’t need to understand anything and could reach for dolly due to their experience / simply wanting to play with dolly.

In order to make this instruction contain **1 information carrying word**, you would need to add another object for the child to choose from:

**Equipment:** Dolly, teddy

**Instruction:** Where’s **dolly**?

Now, the child would need to understand what dolly is in order to distinguish between the two objects and carry out your instruction correctly.

By adding more objects, you can make an instruction with **2 information carrying words**

**Equipment :** teddy, dolly, brush, sponge

**Instruction:** **wash teddy**

**brush** **dolly**

The child needs to understand what all the objects are in order to carry out your instruction.

To make an instruction with **3 information carrying words**, you would need to make the instruction more complicated by adding more objects/concepts

**Equipment:** teddy, dolly, brush, sponge

**Instruction**: **wash** **teddy’s** **foot**

**brush** **dolly’s** **hair**

Finally, to make an instruction with **4 information carrying words**, you would need to add further concepts

**Equipment:** big teddy, little teddy, big dolly, little dolly, brush, sponge

**Instruction**: **wash** **big** **teddy’s** **foot**

**brush** **little** **dolly’s** **ear**

In this pack, you will find a selection of activities that use the information carrying word approach.

Activity 1: pretend play

**1 ICW level**:

Example 1

**You will need**: cup, pretend food items (e.g. cake, banana, apple, chocolate)

*Place the objects infront of child:*

* Can you find the apple? ( repeat this instruction with any other food items you have available)
* Can you find the cup?

Example 2

**You will need:** teddy

*Place teddy infront of child*

* Where’s teddy’s arm?
* Where’s teddy’s foot?
* Where’s teddy’s eyes?(repeat this instruction with other body parts)

Example 3

**You will need**: teddy, cup, food items

*Place the objects infront of child:*

* Make teddy eat
* Make teddy drink
* Make teddy jump
* Make teddy sleep

**2 ICW level**

Example 1

**You will need**: teddy, dolly

*Place teddy and dolly infront of child*

* Where’s dolly’s feet?
* Where’s teddy’s tummy?
* Where’s dolly’s eyes?
* Where’s teddy’s nose?

Example 2

**You will need**: teddy, dolly, brush, sponge

*Place all items infront of child*

* Brush teddy
* Wash dolly
* Brush dolly
* Wash teddy

**3 ICW level:**

**You will need**: teddy, dolly, toy bed, toy chair

*Place all items infront of child and demonstrate ‘on’ and ‘under’ to the child by using teddy*

* Show me dolly on bed
* Show me teddy under bed
* Show me dolly under chair
* Show me teddy on chair

Example 2:

**You will need** teddy, dolly, brush, sponge

* Brush teddy’s hair
* Brush dolly’s ear
* Wash teddy’s foot
* Wash dolly’s arm

Example 3:

**You will need**: teddy, dolly, bed, chair

* Make teddy jump on chair
* Make dolly sleep on bed
* Make teddy sleep on chair
* Make dolly jump on bed

**4 ICW level**

Example 1

**You will need**: big teddy, small teddy, big doll, small doll, chair, bed

* Put big teddy on bed
* Put small teddy under chair
* Put big doll under bed
* Put small doll on chair

Activity 2: shopping game

**You will need:** a basket, shopping bag, a range of pretend food items e.g. chocolate, apple, banana

**1 ICW**

*Place food items infront of child*

* Can you find banana?
* Can you find apple?
* Can you find cake? (repeat all food items)

**2 ICW**

*Place food items, bag and box infront of child*

* Can you find the apple and banana
* Can you find chocolate and sausage
* Can you put egg in box
* Can you put cake in bag

**3 ICW**

* Can you put apple in box
* Can you put banana under box
* Can you put chocolate in bag
* Can you put chocolate under bag

**4 ICW**

* Can you put the apple and banana under the box
* Can you put the cake and egg in the bag

Activity 3: farm

**You will need**: pictures of big/small farm animals, pictures of big/small tractor, and pictures of small/big house

**1CW**

*Place pictures of all big farm animals, big house and big tractor infront of child*

* Find the pig
* Find the cow
* Find the horse
* Find the tractor
* Find the house

**2ICW**

* Put pig on house
* Put horse on tractor
* Put cow on house
* Put pig on tractor

**3ICW**

*place pictures of little/big pig, little/big cow, house and tractor infront of child*

* Put little pig on tractor
* Put big cow on house
* Put little cow on tractor
* Put big pig on house

**4ICW**

*place pictures of little/big pig, little/big cow, little/big house and little/big tractor infront of child*

* Put little pig on big house
* Put big cow on little tractor
* Put big pig on big tractor
* Put little cow on little house

Activity 4: colouring

**You will need**: at least 2 colouring pictures of a boy and a girl (may be useful to have extra copies), primary colour crayons (e.g. red, blue)

**1 ICW**

* Where’s the girl?
* Where’s the boy?

**2 ICW**

* Colour the boy’s hair
* Colour the girl’s foot
* Colour the boy’s arm
* Colour the girl’s tummy

**3 ICW**

* Colour the girl’s hair blue
* Colour the boy’s nose pink
* Colour the girl’s dress yellow
* Colour the boy’s trousers red

**4 ICW**

* Colour the boy’s eyes and the girl’s leg
* Colour the girl’s hand and the boy’s shoe

Activity 5: tea party

**You will need**: plate and cup, teddy, dolly food items on a plate/box

Ensure all toys/people are positioned around a table with a cup/plate each and food items are placed in a plate/box in the centre of the table.

**1 ICW**

* Where’s the cup?
* Where’s the plate?
* Where’s teddy?
* Where’s banana?

**2 ICW**

* Put banana in cup
* Give teddy cake
* Give me apple
* Put cake on plate

**3 ICW**

* Put banana on teddy’s plate
* Put apple in your cup
* Give teddy banana and cake
* Put cake on dolly’s plate

**4 ICW**

* Give teddy cake and dolly apple
* Give me banana and dolly apple
* Put banana and apple on teddy’s plate

Activity 6: space

**You will need**: pictures of big/small rocket, big/small sun, big/small astronaut/person, big/small alien

**1 ICW**

*Place pictures of alien, astronaut, rocket and sun infront of child*

* Where’s the alien
* Where’s the boy/astronaut
* Where’s the rocket?
* Where’s the sun

**2 ICW**

* Put alien on sun
* Put astronaut on rocket
* Put astronaut on sun
* Put alien on rocket

**3 ICW**

*Place little alien / big alien, little astronaut/ big astronaut and sun and rocket infront of child*

* Put little alien on sun
* Put big alien on rocket
* Put big astronaut on rocket
* Put little astronaut on sun

**4 ICW**

*Place little alien / big alien, little astronaut/ big astronaut and little/big sun and little/big rocket infront of child*

* Put little alien on big sun
* Put big astronaut on little rocket
* Put big alien on little sun
* Put little astronaut on big sun

Activity 7: Action game

**You will need**: teddy, other soft toy e.g. lion toy. Bed, chair, food items, cup

**1 ICW**

*Place teddy and lion infront of child*

* Where’s teddy?
* Show me lion

**2 ICW**

*Place teddy, lion and 1-2 food items infront of child*

* Make teddy eat
* Make lion jump
* Make lion eat
* Make teddy sleep

**3 ICW**

*Place teddy, lion, chair and bed infront of child*

* Make teddy jump on chair
* Make lion sleep on bed
* Make teddy jump on bed
* Make lion sleep on chair

**4 ICW**

*Place teddy, lion, food items, cup and bed infront of child*

* make teddy drink and lion sleep
* make lion eat and teddy jump
* make lion sleep and teddy eat

Activity 8: prepositions

**You will need**: box, doll, teddy and car

**1 ICW**

*Place all items infront of child*

* where’s the doll?
* where’s teddy?
* show me box
* find the car

**2 ICW**

* put teddy on car
* put dolly on box
* put dolly on car
* put teddy on box

**3 ICW**

* put teddy under car
* put dolly in car
* put teddy under box
* put dolly in box
* put teddy behind box
* put dolly behind car

**4 ICW**

* put big teddy under car
* put big dolly in box
* put small dolly in car
* put small dolly under box