



St. Michael's House

Services for people with intellectual disabilities

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Language Enrichment Home Programme

Speech and Language Therapy Department

St Michael's House

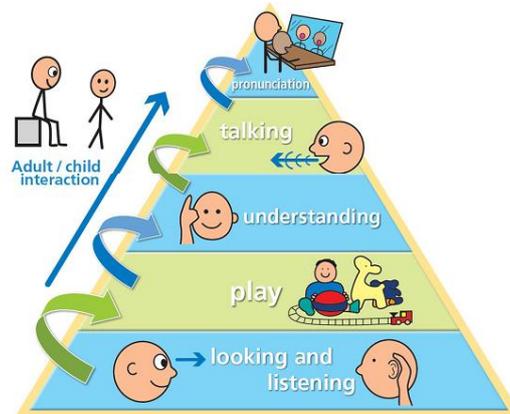
The activities in the programme will focus on language enrichment, and can be completed with you and your child together.

These tasks and games can help your child to gain important skills in:

- Extending their vocabulary
- Understanding and using words

Language Development Pyramid

Skills at the bottom have to be in place before the skills above them can be developed



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Here are some top tips to consider throughout any language enrichment task:

- ❖ Remember to keep it fun!
- ❖ Value all of your child's contributions, including non-verbal communication
- ❖ Give your child lots of praise throughout activities
- ❖ Try to emphasise and repeat key words throughout activities
- ❖ If your child is struggling to answer you, try giving them a choice of two options e.g. 'is it green or is it yellow?'
- ❖ If your child makes a mistake, try modelling the correct form for them rather than making them say it again correctly e.g. if your child says 'dog woof woof' you might say 'yes the dog's barking!'
- ❖ Build on your child's response by adding more information, such as colours, actions or sizes e.g. if your child says 'car', you could respond with 'yes, it's a red car'
- ❖ Try giving your child a chance to 'be the teacher', as this can be effective in building their confidence. Once you have modelled the activity, pass the lead over to the child and then continue to take turns. This may be a nice opportunity to include a sibling in the activity too.

Section 1: Vocabulary

Remember when you are working with vocabulary to try to use objects, pictures or symbols to represent the word. This is really important to prompt your child, and to help them to understand and remember the word. Included in this pack are picture cards to expand vocabulary relating to:

- ❖ The weather
- ❖ Animals
- ❖ Food and drink
- ❖ Action words

Before you start any vocabulary activity, go through each picture and name them, even if you



think your child already knows the words. Make sure you do this in a fun way. For example, rather than just picking each picture up in turn you could turn all the pictures face down and ask your child to choose one to turn over so that you can name it for them. Continue this until all the cards have been introduced.

Take one topic at a time, and remember to introduce the topic. For example, work with the weather cards and the animal cards separately. Separating vocabulary into topics when your child is learning can help with how they store these new words, making it easier to find the word later when they want to use it.

If you are looking for any additional images, the following websites can be useful for making resources:

- <https://www.speechandlanguagekids.com/verb-picture-cards/>
- <https://www.twinkl.co.uk/resource/t-s-2663-new-what-are-they-doing-verb-cards>

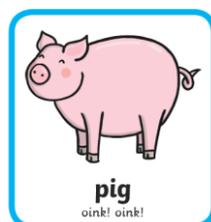
Activity 1: Fishing

Attach paperclips to pictures of animals/weather words and make a 'fishing rod' with a magnet on the end. You and your child can take turns to fish for pictures. When they catch one they then have to say what is in the picture.

You will need:

- Picture cards – these are provided in this activity pack
- Paper clips
- A 'fishing rod' – this can be made with a pencil, a piece of string, and a magnet to attach to the end

Step Up: When the child has experienced success with an activity, we introduce a 'step up' to make it a little bit more difficult. This makes sure the activity is challenging enough for the child to ensure that they are still learning from the task. To make this task a little more difficult for you child, you could try some of the less common animals which your child may be less familiar with.



Activity 2: Stepping Stones

Draw circles on some pieces of paper.

Spread the paper out on the floor to make a path and place a picture (animals/weather pictures) on each 'stepping stone'. To move to the next stepping stone your child must correctly name the picture. If they find this hard, give them a choice of two, e.g. 'sun or rain?'.

You will need:

- Some sheets of paper to draw circles on
- Picture cards – these are provided in this activity pack



Activity 3: Simon Says

Simon says is a great activity to focus on learning the action words or verbs.

Everybody stands up. You initially be Simon. Simon gives simple instructions like

Simon says jump. You can make this more difficult by adding instructions e.g.

'Simon says jump and sing'.

Here are some basics verbs to use during this activity:

- Jumping
- Walking
- Sitting
- Drinking
- Eating
- Washing
- Sleeping
- Running
- Dancing
- Skipping
- Washing
- Singing

Section 2: Understanding and Use of Spoken Language

Speech and language therapists often use the terms 'expressive and receptive language'. But what does this mean?

- Receptive language is a child's *understanding* of language.
- Expressive language is a child's *use* of language.

In order to use new words, we must first understand them. The following activities are designed to support your child's understanding of the words you use (receptive language), which then leads to their own use of these words (expressive language).

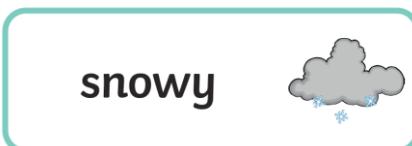
Activity 1: Posting

Construct a 'post box' by cutting a slit in a cardboard box. Start with two pictures (animals/weather pictures). Say the name of one of them, asking your child to post the word that you have said. Give repetitions where necessary. This activity can also be completed with action words, food, drink etc.

You will need:

- A cardboard box e.g. a shoe box
- Picture cards – these are provided in this activity pack

Step Up: Once your child can do this consistently you can increase the number of pictures presented to three. Make sure you finish this activity with an instruction that your child is likely to be able to follow to give them confidence.



Activity 2: Magic Bag

Find a box and a bag. Put some picture cards or objects into the bag e.g. picture cards of different animals or small toy animals. Take turns with your child taking items out of the bag and naming them, until the bag is empty.

You will need:

- A cardboard box
- A bag
- Picture cards – these are provided in this activity pack

Then give your child instructions e.g. 'Put the horse in the magic bag' or 'Put pig in the magic box'. Once again, your child can take turns being the teacher. If your child finds this tricky, break the instruction down into two parts e.g. 'Find the horse... now put it in the magic bag'

Step Up: If your child is experiencing success at this level, try adding three pieces of information to your request e.g. 'Put the horse and the pig in the magic bag'.

Activity 3: Shopping

This shopping activity is a perfect opportunity to target your child's understanding and use of vocabulary relating to food and drink. You can use real food items from home, pretend or toy foods, or pictures of foods.

Understanding: Begin by setting up a shop and ask your child to buy two or three items using a shopping bag e.g. buy some carrots and chips. Use vocabulary from the list below:

- Water
- Juice
- Soft drinks
- Fruit
- Vegetables
- Meats
- Chips
- Pasta
- Sweets
- Yogurts
- Milk
- Ice cream
- Cheese
- Tea
- Coffee
- Food tins

Using Language: 'Help me with the shopping': Fill a carrier bag with real or pretend food. Have a toy fridge, cupboard or table you could use big pictures. Take all the items out of the bag, naming each item and ensuring the child knows what they are. Say 'it's time to put the shopping away'.

Take turns with your child to tell someone else what to do e.g. 'put the apples in the bowl.

For children who can do this easily, add a third instruction e.g. 'put the cheese and the yoghurt in the fridge'.

Make sure you include some unpredictable instructions so that the child cannot guess where you want them to put the items e.g. put the milk and the eggs in the cupboard.

**

Stepping Up the Activities

When your child has experienced success with an activity, we introduce a 'step up' to make it a little bit more difficult. This makes sure the activity is challenging enough for the child to ensure that they are still learning from the task.

However, we acknowledge that everyone will experience success with these activities at their own pace, so make sure your child is given the opportunity to fully experience that success before the task increases in difficulty. Allowing your child this positive experience can have great benefits, such as increased motivation to engage in the task and increased confidence!

For each of the vocabulary categories included in this programme, the tasks can be made more challenging by *categorising* and *describing* the pictures.

For example:

Divide the action (verb) pictures into:

- Boys and girls e.g. 'the girl is dancing' or 'the boy is dancing'
- Moving and not moving e.g. 'the girl is sleeping' or 'the girl is dancing'
- Describe the pictures using pronouns e.g. 'he is eating' or 'she is eating' or 'they are eating'

With the food pictures, you can:

- Use pictures/toys/objects and sort into foods or drinks e.g. fruits and vegetables are foods and water and juice are drinks

- Describe all of what your child does during these tasks e.g. 'strawberries are fruits and fruits are food', 'you put your juice in the glass'.

With the animal pictures, try:

- Dividing the animals into farm animals and animals you would find in a zoo – farm and zoo scenes are available in the resource pack to help with this

With the weather pictures, try:

- Dividing the pictures into cold weather and warm weather – snow and beach scenes are available in the resource pack to help with this

The examples of topics of vocabulary used throughout this programme focus on animals and the weather, however, these tasks can be completed with any vocabulary category. Twinkl, an online resource website, is offering free accounts at the moment, with access to lots of useful resources, where additional picture cards for vocabulary categories can be found.

Remember to give your child lots of praise throughout the activities to reinforce their confidence!

Picture Cards for Vocabulary Activities

ANIMALS

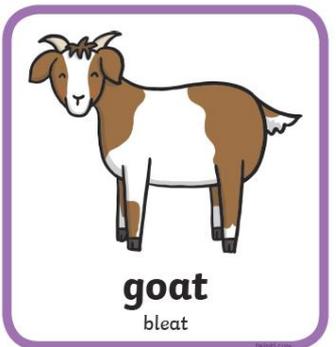
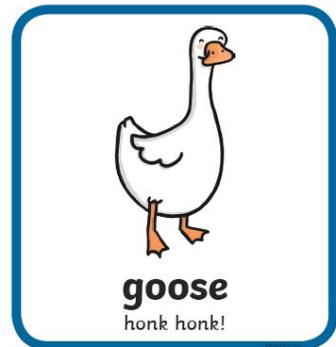
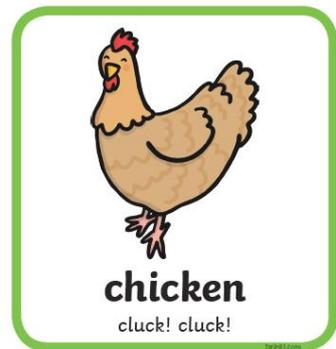
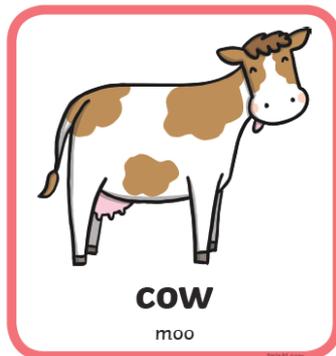
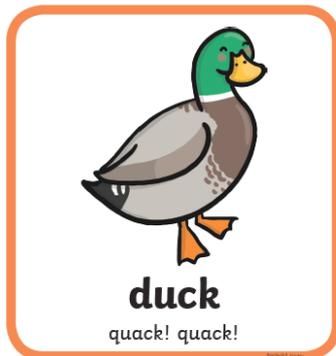
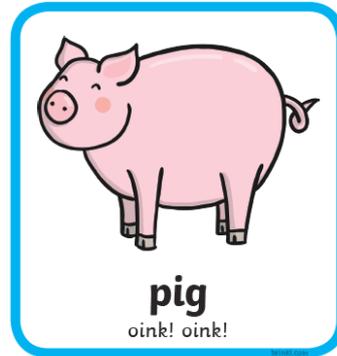
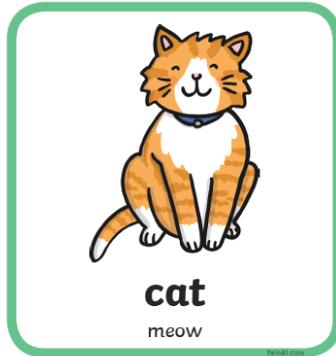


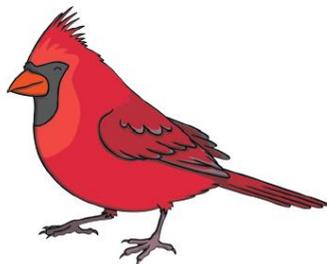
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badger



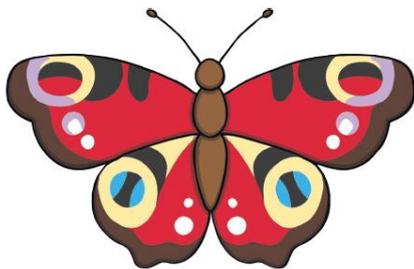
bear



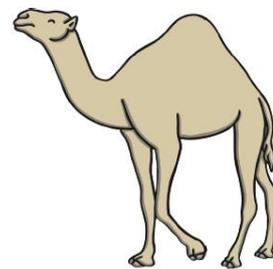
bird



bumblebee



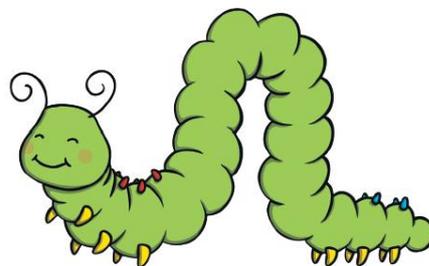
butterfly



camel

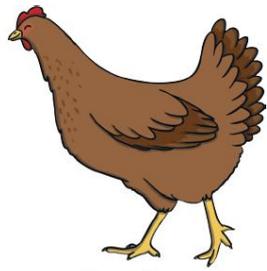


cat

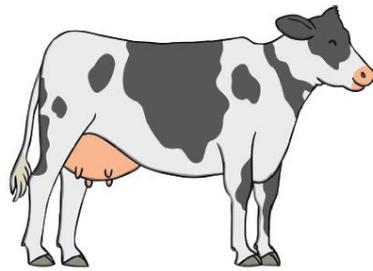


caterpillar

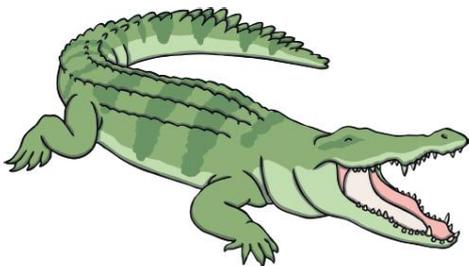
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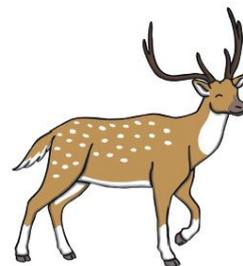
chicken



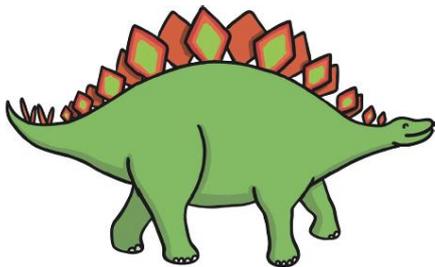
cow



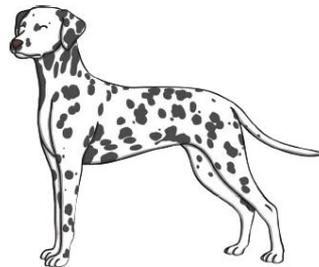
crocodile



deer



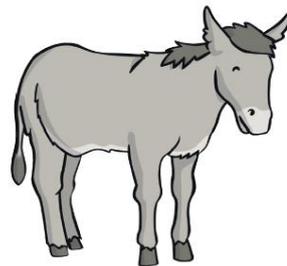
dinosaur



dog

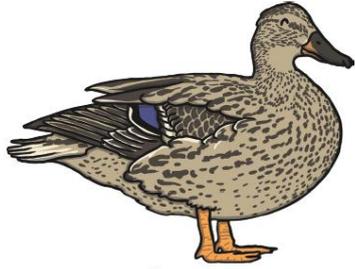


dolphin

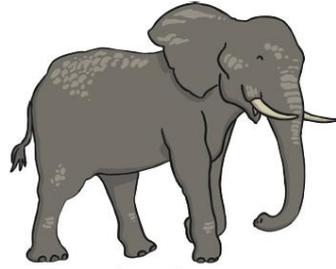


donkey

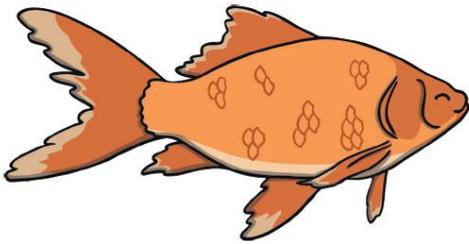
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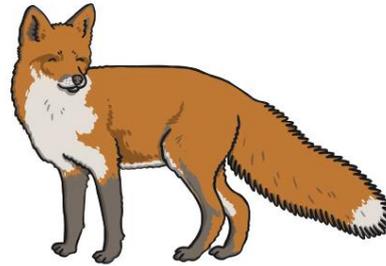
duck



elephant



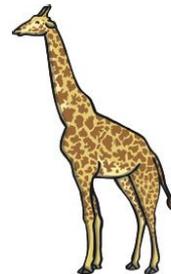
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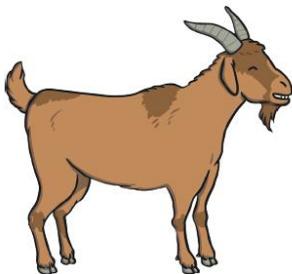
fox



frog



giraffe



goat



goose

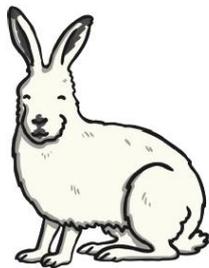
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guinea pig



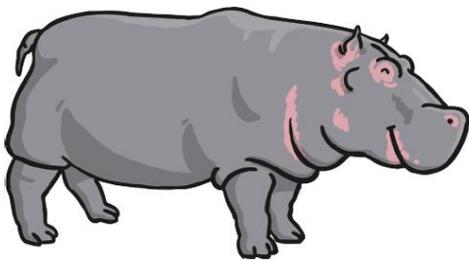
hamster



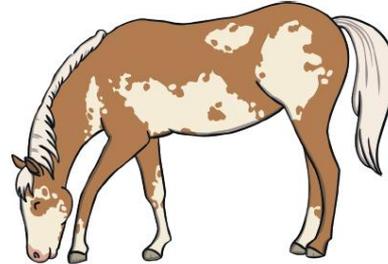
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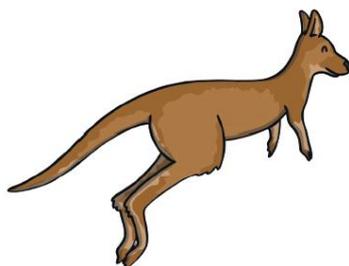
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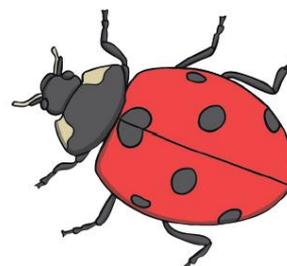
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horse

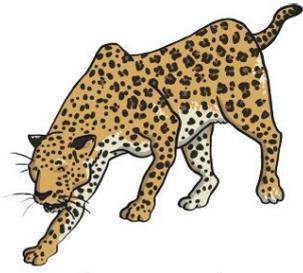


kangaroo

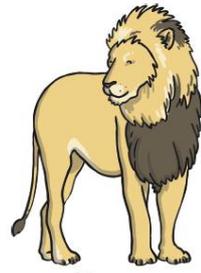


ladybird

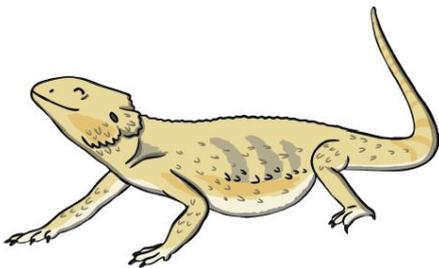
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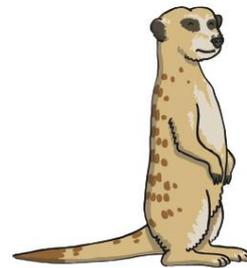
leopard



lion



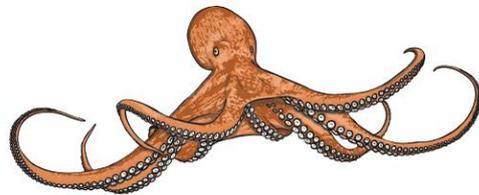
lizard



meerkat



mouse



octopus



ostrich



owl

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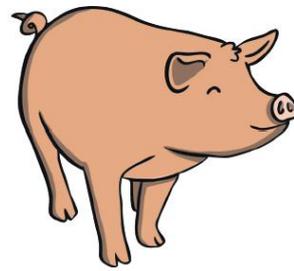
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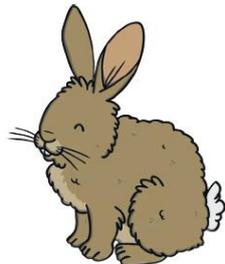
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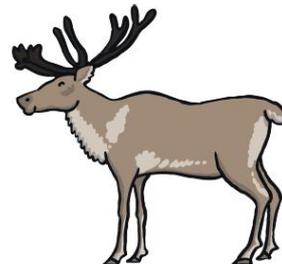
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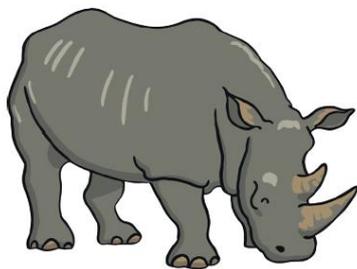
pig



rabbit



reindeer

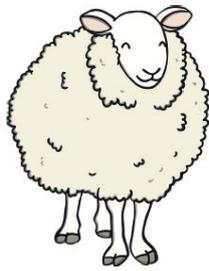


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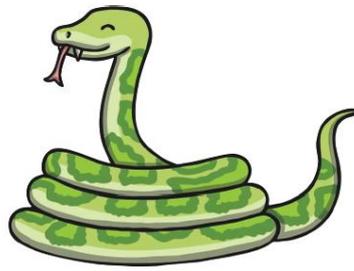


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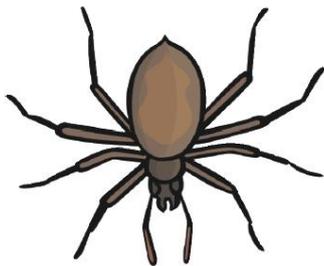
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sheep



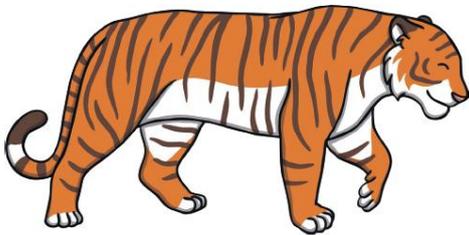
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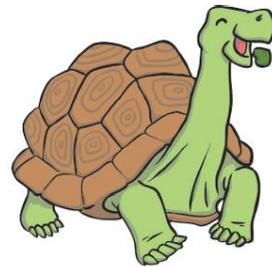
spider



swan



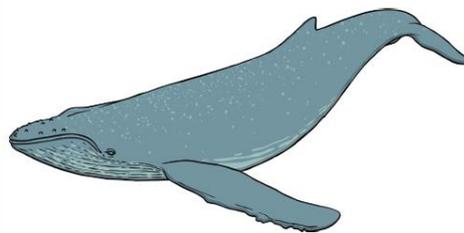
tiger



tortoise



turkey



whale

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FARM

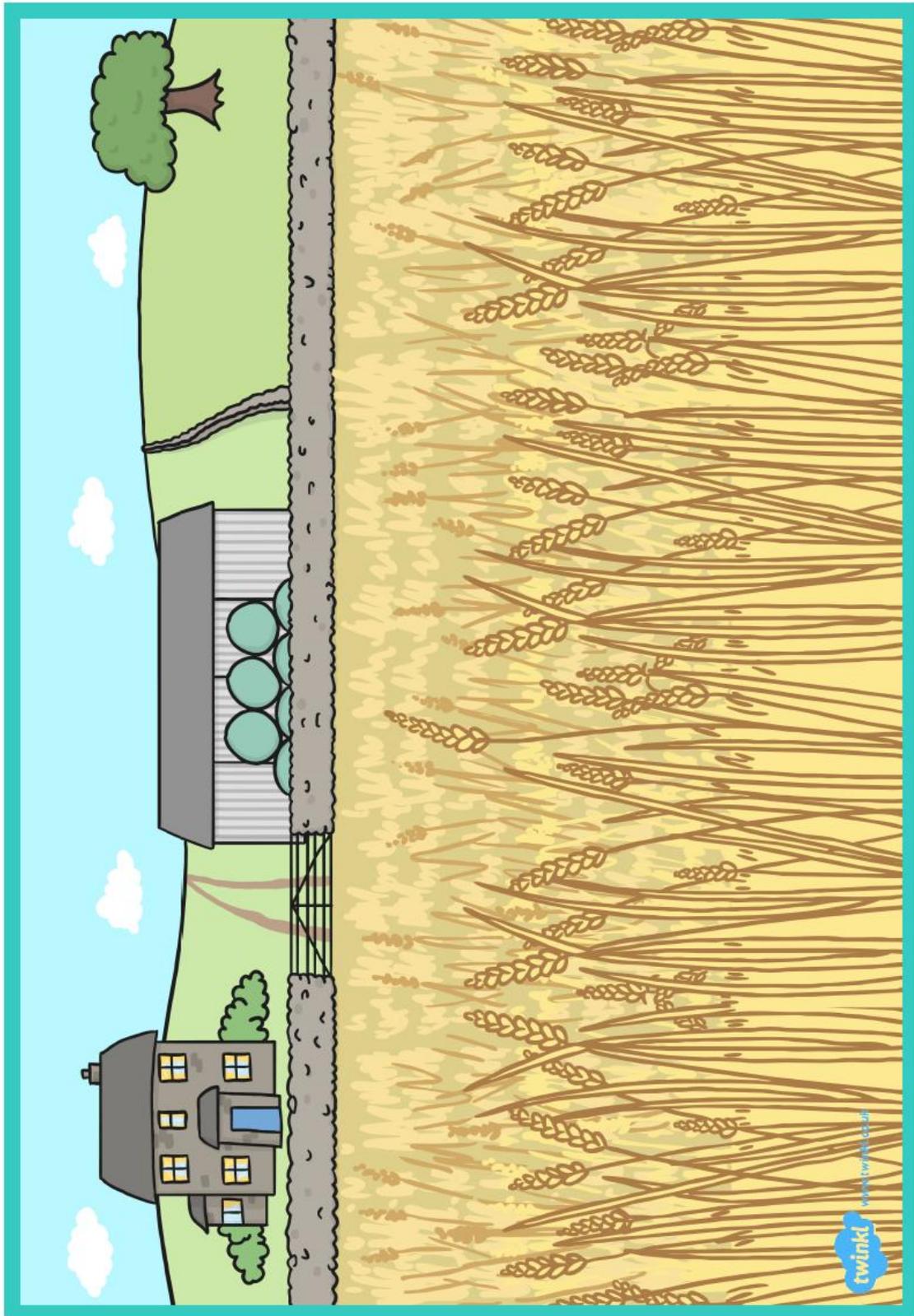


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ZOO



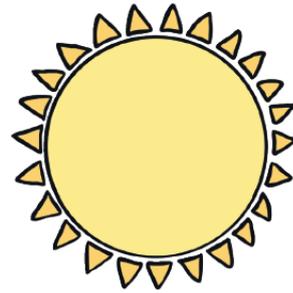
WEATHER

rainy



twinkl.com

sunny



twinkl.com

windy



twinkl.com

snowy



twinkl.com

stormy



twinkl.com

hot



twinkl.com

cold



twinkl.com

icy



twinkl.com

Image source: <https://www.twinkl.ie/>

foggy



twinkl.com

cloudy



twinkl.com

wet



twinkl.com

dry



twinkl.com

Image source: <https://www.twinkl.ie/>

dusty



twinkl.com

hail



twinkl.com

**sunny with
showers**



twinkl.com

rainbow



twinkl.com

Image source: <https://www.twinkl.ie/>

SNOW



BEACH

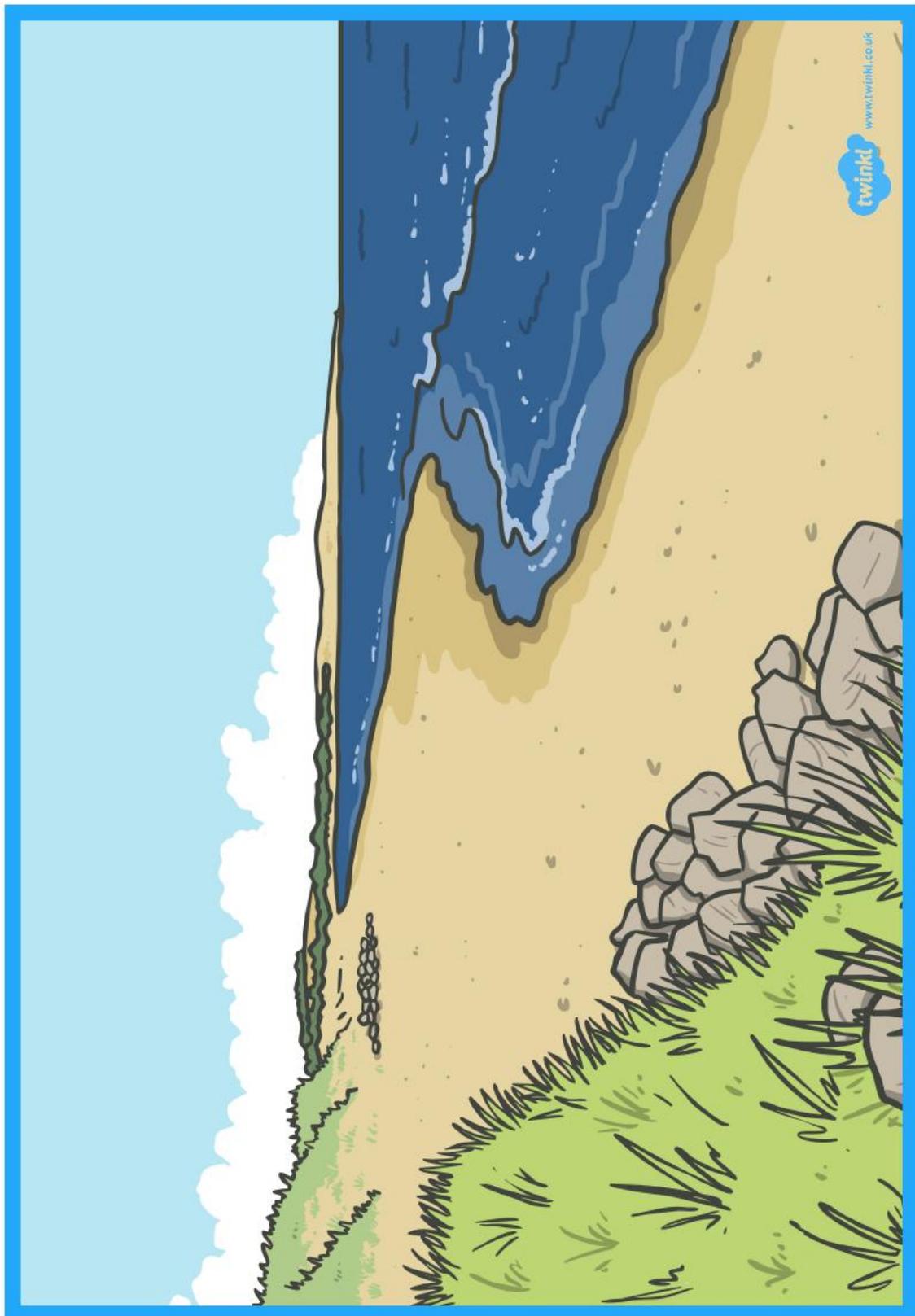


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ACTION WORDS/VERBS













FOOD AND DRINK





