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Children's Speech and Language Therapy Team Vocabulary Development

Top Tips

- Minimise distractions and reduce background noise
- Match your language to your child's focus of attention
- Use real objects where possible – it's easier to learn vocabulary using real objects.
- Name /label objects during the day that your child is interested in i.e. playing with / looking at when out for a walk / looking at a book etc.
- Repeat the new word several times in different situations e.g. 'wet' – 'your hair is wet', 'wet dog', 'it's wet outside'. A child needs to hear a word many times to be able to remember it.
- Multi-sensory –Allow opportunities for your child to hear the word, see the object, feel the texture, use the object, smell and taste it where possible.
- Make it practical – When teaching action words encourage your child to do the action as you name it e.g. 'simon says' game
- Syllable clapping – Encourage your child to clap out how many syllables are in the word. If they struggle provide a model and encourage them to copy you.
- Sorting /Categorising - Encourage your child to identify what you do with the object and what category it belongs to wherever possible e.g. Food, animals, toys.
- Make sure your child has plenty of opportunities to say the word and use the word / use the word in a phrase / sentence (older child).
- For an older child talk about the items appearance i.e. what does it look like / function i.e. what do we do with it / category i.e. what group does it belong to / association i.e. what does it go with? / where do you find it? What sound it begins with / how many syllables it has.

- **Fishing** - Find pictures for the specified set of vocabulary and ask the child to fish for these and name them.



- **Skittles** - Place the vocabulary items under/in front of skittles. Child to knock down and name an item.

- **Hide and seek** - Hide objects around the house/room and ask your child to find the one you say. E.g. "Find the monkey / keys / book."

- **What's in the bag / box?** Collect a bag of items. Take turns with your child and pull an item out of the bag and name. Talk about what you do with it, demonstrate how you use it.



- **What's teddy doing?** Ask your child to make teddy do different actions e.g. Sleep, walk, run etc. Take turns and encourage your child to tell you what to do with teddy or what teddy is doing.



- **Story time**- When looking at books with your child ask them to find things you name e.g. Find.... teddy / cat / car / house / dog / ball / swimming / flying / running. Take turns with your child and encourage them to ask you to find things in the book.

- **Charades** / Simon Says- Have a selection of verb (action) picture cards. Act out one of the pictures, child to guess the action



- **I went shopping and I bought** – requires your child to name and recall items in categories. Allows plenty of repetition of words. Make it easier by using a visual shopping list.

Useful Websites

Websites & Apps:

www.cambscommunityservices.nhs.uk

<https://swindonspeechandlanguagetherapy.wordpress.com/school-age-resources/>

<https://www.humber.nhs.uk/services/childrens-language-resources.htm>

My first words (early vocabulary)

Things that go together

- **First sound lists.** Pick a letter and see if the child can think of things from a set of categories for this letter, eg. "b", a fruit: "banana", transport "bus", job: "builder." Give the child clues if they cannot think of something by themselves.