

VOCABULARY BUILDING

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From Catherine Redmayne
Speech and language therapist

Here are some games which may be played with a purchased vocabulary book (such as *First 1000 Words* or similar):

1. **How many of the little pictures round the edge can be named without help?**
(Accept a good alternative name e.g. *cupboard* but point out that the book calls it a *wardrobe*.) If the names seem well-known, try a speed test against a second hand to see how quickly all the names can be recalled.
2. **Make a sentence for different words.**
Link this to the big picture. Say *tell me something about the bath*. You can give examples to fit the picture like *the bath is pink* or *the bath is under the window*. Then he must tell you something about it.
3. **Clues**
Give a clue for something he must find among the little pictures e.g. *these are things you wear/ this is something we stick all over the wall to make it look nice*.
4. **Cloze activity:**
This means the child finishes a sentence e.g. (adult) *mum is coming down the stairs with the ...* Make this harder by forcing the use of words which are not nouns e.g. *mum will say, 'your bedroom is very ...' dad put his slippers on because his feet were a bit .../ the duck is ...*
5. **Make up memory games:**
e.g. when you close the book, see how many things that were round the edge can be recalled. To make it easier, instruct your child to look at the little pictures down one side very carefully, and then see how many can be remembered.
6. **Group words:**
Ask for another thing which fits a category e.g. *things to read/ insects/ clothes/ things that give us light/ tools/ toys/ furniture* even though only one example may be in the picture. Say *can you think of something else Mummy reads?*
6. **Make up a little story about the family in the scene.**
Always try and get three things included:
setting the scene (*this is about ...*)/ telling the sequence (*one day they ...*)/ ending the story (even if it's *that's all* or *that's the end*).
7. **Encourage good description**
e.g. *tell me about the hall in their house*. If possible encourage comparison with another example e.g. *tell me what's different with their hall and our hall*. You can put this more simply: *have we got ... ?* If it helps, take the book and go and look!

8. Positive correction

When you hear him say a word a bit wrong, encourage him to listen to you say it a few times. Be careful not to change the normal stress or overdo the articulation unnaturally. Don't be discouraged if he doesn't remember the correct way - it is hard to change habits immediately.

10. Descriptions

You can use the big pictures to encourage him to make up conversation for the people in the picture. If necessary, describe a situation or draw attention to what is being shown.

11. 'Why' questions

Make sure he can study the pictures, and draw the same inference as you do (e.g. about why something happened, or what might happen next). You can ask direct questions, or make remarks like *I wonder why ... - do you know?*