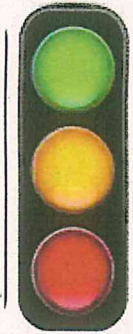


What is WellComm?

WellComm is a screening tool used by professionals. It helps identify children who might have a language difficulty.

Using the WellComm tool children are given a traffic light score of **green**, **amber**, **red**.

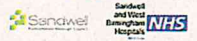


Children who are **green** are not considered in need of any extra help.

Children who are **amber** need extra support from you to help develop their language skills.

Children who are **red** need extra help from you to develop their language skills and may require help from a specialist referral.

Please do not panic if your child doesn't score green.



Section 9: (60-72 months)

Why is it important?

For most children, how much language they hear impacts on how much language they learn. In turn this affects their talking. Talking to your child can make a world of difference.

Research tells us that:

- ... 4-year olds who are spoken to frequently have experience of **45 million words**. Whereas, 4-year olds who are only spoken to when they are being told to do something have experience of less than **13 million words**. **This is a massive difference of 32 million words!**
- ... How quickly children learn to talk by the time they are 2½ years old is affected by how much time adults speak to them.

What can you do everyday to help your child with their talking?

Did you know talking to your child will help them to increase their vocabulary? Talking to your child during shared activities such as joint book reading, play or shared household chores can help.

Use these *WellComm cards* to help to give simple ideas on how you can support your child's language.

If your child does need a little bit of extra support from a professional there's lots of help in Sandwell for them and for you.



Section 9: (60-72 months)

9.1 Understanding which day comes next

Can the child show understanding of days of the week?

Why is this important?

Knowing the days of the week helps children to learn routines. It also helps to prepare them for change when something different happens.

What can you do every day to help?

Make a chart together. Put the days of the week across the top. It may be helpful to do Saturday and Sunday in a different colour. Encourage your child to draw a picture of something he or she does each day, e.g. swimming, PE, visit Nanny. Each morning take your child to the chart and talk about the day and what day it will be tomorrow.

Sing a 'Days of the Week' song to help your child become familiar with the order of the days in the week. There are a range of these songs on YouTube.



Section 9: (60-72 months)

What did you do to support language development?



Section 9: (60-72 months)

9.2 Understanding passive sentences

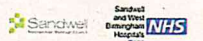
Can the child understand passive sentences?

Why is this important?

As a child's language develops, they learn a range of different types of sentences. They begin to understand how the grammar and sentence structure used changes the meaning of what is being said. A passive sentence is one where something is done to a person or object. For example, 'At dinner, three fish fingers were **eaten** by **Alfie**'. 'Eaten' is the action word and 'Alfie' is the person.

What can you do every day to help?

Gather together some toys and everyday objects, e.g. two favourite figures or dolls such as Batman or Barbie. Ask the child to listen to an instruction and then do the action, e.g. 'Batman is fed an apple by Barbie.' Say the sentence as you show the child what is happening. Repeat using different instructions.



Section 9: (60-72 months)

What did you do to support language development?



Section 9: (60-72 months)

9.3 Identifying an increasing range of emotions and feelings in ourselves and others

Can the child recognise a range of emotions from facial expressions, gestures etc?

Why is this important?

Facial expressions display a range of emotions and as children's language develops, they begin to understand how to recognise how a person is feeling by looking at their face. This is an important part of social development.

What can you do every day to help?

Share books with your child. Look at the pictures and work out the feelings of the characters, e.g. a messy bedroom is discovered by Mum. 'Look at her face, how does she feel?' 'How do you know?'

Encourage children to work out feelings from gestures, tone of voice, body language and facial expression.



Section 9: (60-72 months)

What did you do to support language development?



Section 9: (60-72 months)

9.4 Beginning to understand idioms

Can the child understand non-literal phrases?

Why is this important?

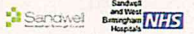
An idiom is a saying that has a non-literal meaning attached to it. For example, the phrase 'hitting the nail on the head' means you have got something exactly right, and does not relate to actual hammers and nails.

What can you do every day to help?

Use some idioms in everyday conversations with your child to demonstrate how they are used and what they mean. Some examples might include;

- ... 'It is raining cats and dogs'
- ... 'That was a piece of cake'
- ... 'Get your skates on'

If you hear someone using an idiom, comment on it and explain what it means.



Section 9: (60-72 months)

What did you do to support language development?



Section 9: (60-72 months)

9.5 Predicting what might happen next

Can the child talk about what they think is going to happen next in a story or situation?

Why is this important?

Children need to learn to predict in order to problem-solve and decide what is going to happen next.

What can you do every day to help?

Read a story together. Read the first few pages to become familiar with the characters and setting, then stop and ask the child to say what they think is going to happen next.

Predicting can also be a real-life skill. For example, at bath-time, ask your child which items might float and which ones might sink.

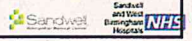


Section 9: (60-72 months)

What did you do to support language development?



Section 9: (60-72 months)



9.6 Understanding periods of time

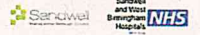
Can the child show understanding of days of the week, months of the year and seasons etc?

Why is this important?

Understanding periods of time, such as days of the week, months of the year and seasons, provides children with structure and routines and supports them with their understanding of the world.

What can you do every day to help?

Discuss periods of time in everyday conversations. This might include talking about the changing seasons, looking for special events and celebrations on the calendar, or which day of the week we go swimming.



Section 9: (60-72 months)

What did you do to support language development?



Sandwell Keeps Talking



Section 9: (60-72 months)

9.7 Remembering more and more information

Can the child remember several pieces of information?

Why is this important?

Children need to be able to remember increasingly longer and more complicated information so that they can carry out real life tasks successfully, both at home and school. They need to be able to understand the words and have the ability to remember and recall what to do.

What can you do every day to help?

Play a shopping game, e.g. 'I went to the shops and bought...' As each person has a turn, they need to add an item to the list and remember what has come before. You could also play different versions of this, e.g. 'I went to the zoo and I saw...'

Start giving your child longer instructions in daily routines, e.g. before you brush your teeth and get in the bath, put your clothes in the laundry basket.



Section 9: (60-72 months)

What did you do to support language development?



Section 9: (60-72 months)

9.8 Using category names and explaining the difference between things in the same category/finding the odd one out

Can the child identify similarities and differences between objects?

Why is this important?

As language develops, children learn to identify and explain small differences between things using more sophisticated language. Having the language to do this helps children share their rationale behind decision making.

What can you do every day to help?

Gather together some objects from a variety of categories, e.g. clothes, food, toys, animals. Choose three objects from the same category, e.g. three animals.

Two of the objects must have something in common and one must be different, e.g. lion, tiger, fish. Talk about what the objects are and see if the child can identify the 'odd one out'.



Section 9: (60-72 months)

What did you do to support language development?



Section 9: (60-72 months)

9.9 Making inferences using idioms

Can the child work out what is really meant by an idiom?

Why is this important?

Being able to find information from, for example, a picture or phrase, is a crucial skill for a child's understanding. When children are able to understand and take information from idioms, or non-literal phrases, they are able to access a much wider level of meaning and demonstrate a level of social understanding.

What can you do every day to help?

When talking to your child, include the use of some idioms, for example, 'I have a frog in my throat today'. Then ask your child, 'Do I really have a frog in my throat?' Ask what this could mean. 'When I say I have a frog in my throat, it really means that I have a croaky voice. Frogs make a croaking sound, so it sounds a bit like I have a frog in my throat.'



Section 9: (60-72 months)

What did you do to support language development?



Section 9: (60-72 months)

9.10 Talking about things that are going to happen (the future tense)

Can the child use the correct words to explain something that is going to happen in the future?

Why is this important?

Children need to be able to explain routines and events that they know will happen, either soon or over a longer timescale. Using the correct words to describe what will happen in the future promotes your child's language development.

What can you do every day to help?

Gather together some food items and play a shopping game together. Give the child a shopping list (with pictures drawn to represent each item). Ask them, 'What are you going to buy from the shop?' Encourage them to use the phrase, 'I am going to buy...' Repeat for each item and praise them when they use the correct phrase. When they do not use the phrase, say it again yourself, to help them.



What did you do to support language development?



Section 9: (60-72 months)