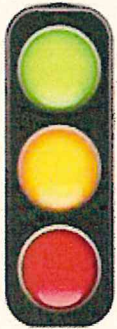


What is WellComm?

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.

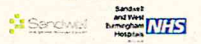
Children who are **amber** need extra support from you to help develop their language skills.

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.

Before considering a referral to the Speech and Language Therapy team there are lots of things that you can do to help.

Sandwell Keeps Talking



Section 4: (24-29 months)

4.1 Remembering two things at a time

Can the child remember two items correctly?

Why is this important?

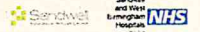
Understanding talking is a bit like remembering a list of items. Your child needs to be able to filter out the 'not so important words' and identify the key words to follow the instruction correctly.

This means they need to hear the word, remember the word, know what to do and then do it.

What you can do every day to help?

Practise giving your child two important (key) words e.g. 'Get your **coat** and **shoes**', 'Give **dolly** a **drink**'. You can do this in play and during everyday routines.

Play fun games with everyday items. When putting shopping away ask your child to give you two things at a time e.g. '**milk** and **bread**'. If your child finds this hard you can repeat the instruction .



Section 4: (24-29 months)

4.2 Understanding simple describing words (adjectives) in sentences

Can the child understand the word 'broken'?

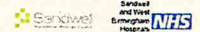
Why is this important?

Adjectives are describing words. Describing words give more information about the object (item) being talked about.

What you can do every day to help?

When talking to your child, you can help by describing what it is you are doing/what they are doing. This helps your child to learn more words. For example, instead of "washing hands" you could say "wash your **dirty** hands".

Reading books is a great way to develop vocabulary. Not only is it fun, but books use words we don't use in everyday language.



Section 4: (24-29 months)

4.3 Understanding that 'no' plus an object is an early negative

Can the child understand the negative 'no'?

Why is this important?

Before your child can use 'no' they need to understand it. When children begin to use 'no' they tend to describe an object that has gone. For example, when they finish their drink they may say, 'No juice'.

What you can do every day to help?

Draw a picture of objects with something missing like a house with no door or a dog with no tail. Ask, 'What is missing'?

You could also encourage the child to begin to use 'no' by talking about 'Who has no ...?' when looking at books, during play or meal times, e.g. 'no beans for Mummy.'



Quality Early Years & Childcare Team



Sandwell and West
Derbyshire
Healthcare NHS

Section 4: (24-29 months)

4.4 Learning to talk through play

Does the child engage in imaginative play?

Why is this important?

Play helps children to develop their language and understand the world around them. Imaginative play is a safe place for children to practise new skills.

What you can do every day to help?

Encourage your child to act out everyday activities and routines in play. For example, set up a tea party and show them; play with the tea set and pour out the tea. Talk about what your child is doing keeping your sentences short and just use the words you need.

Use objects from around the house and garden, You don't need expensive toys to have fun and use your imagination.



Section 4: (24-29 months)

4.5 Understanding more complex instructions

Can the child follow three-word instructions?

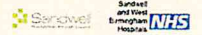
Why is this important?

It is important for a child to be able to listen to an instruction and understand the important parts of what is being said. This helps them to complete the task accurately.

As children grow older they need to learn to follow instructions that include more detail (key words) so that they are ready for school and other situations where they will be expected to do this.

What you can do every day to help?

During everyday routines, think of how you can ask your child to carry out a request that has 3 important words (key words). During play you could say, 'Wash teddy's feet', 'Brush doll's hair', 'Get your shoes, coat and bag'.



Section 4: (24-29 months)

4.6 Understanding and using 'doing' words (verbs) in simple sentences

Is the child putting two words together?

Why is this important?

This encourages your child to say/use sentences that include more detail, so that they can explain what is happening. It helps to widen your child's vocabulary and helps them to build on what they already know.

What you can do every day to help?

Encourage your child to use two important words in their talk. You could do this by modelling in everyday situations, e.g. 'baby sleeping.'

During play you can take it in turns to tell each other what the toys should do. You could ask your child to make a doll or teddy perform an action, e.g. 'Make teddy jump'.



Section 4: (24-29 months)

4.7 Using 'in' and 'on' at the simplest level

Does the child use the words 'in' and 'on'?

Why is this important?

This encourages your child to describe where something is and helps to widen your child's vocabulary so the person they are talking understands their message.

What you can do every day to help?

During play take turns to describe where objects are positioned. As the child finds an object, encourage them to tell you where it is, e.g. 'in' cup, 'on' bed.

Remember to model the words if your child isn't able to do this just yet.

When reading a book, talk about the pictures, tell your child where things are using words that describe their location. E.g. the bird is in the tree.'



4.8 Adding 'ing' to describe an action

Can the child use the word ending '-ing'?

Why is this important?

Adults use grammar to describe things more accurately, when children learn how to use grammar they stop sounding 'baby like'. At first children use action words to describe something that is happening in the here and now, for example, 'boy running,' 'girl hopping.'

What you can do every day to help?

Model grammar in your everyday talk e.g. 'Time to eat, yummy banana, your eating banana'. During play you can talk about what your child is doing. For example, if your child says 'sleep' you say 'yes, baby is sleeping'



Section 4: (24-29 months)

4.9 Understanding and using pronouns: 'I', 'you' and 'we'

Is the child using 'I' to refer to himself/herself?

Why is this important?

Using pronouns 'I', 'you' and 'we' replace the name of a person, e.g. instead of saying 'Daddy is making a cup of tea,' Daddy would say 'I am making a cup of tea.'

What you can do every day to help?

Set up a pretend tea party and gather cups, plates and food. Model how to use pronouns, e.g. 'I want some tea. Sunil, do **you** want some tea?'

Set up situations where you can model 'I' and 'you' and then ask a question, e.g. 'I put my coat on, what are you doing Sunil?'



Quality Early Years & Childcare Team



Sandwell and West Birmingham Hospital NHS

Section 4: (24-29 months)

4.10 Learning to use 'big' and 'little'

Does the child use the word 'big' to describe things?

Why is this important?

'Big' and 'little' are important opposites because they allow children to describe the world around them. They are some of the earliest describing words that children learn.

What you can do every day to help?

Put out a pair of items, e.g. two cups (one big and one little) Describe the items by talking using opposites e.g. tell the child to find the 'big' cup.

Throughout the day practise using these words, e.g. at mealtimes small pear, big apple, sorting shapes, puzzles, washing up etc.



Section 4: (24-29 months)