

## 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.

*(with thanks to National Literacy Trust for providing the images)*

**Section 5: (30-35 months)**



## 5.1 Understanding 'in', 'on' and 'under' at the simplest level

Can the child understand the prepositions 'in' and 'under'?

### Why is this important?

This helps children to understand and describe the position of an object. Children need to understand prepositions (e.g. in, on, under) as words on their own before they can understand them in a sentence.

### What you can do every day to help?

During play take turns to describe and hide objects. Encourage your child tell you where it was e.g. 'in' the cup, 'on' the bed. Remember children learn through modelling so take turns to tell each other where the object was.

When reading a book point to an object in the picture, can your child tell you where it is using a location word (preposition). If they need help describe it for them.



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**Section 5: (30-35 months)**

## 5.2 Learning to remember and then say the names of two things

Can the child repeat two words after you?

### 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?

When putting the shopping away you could make this into a game and ask your child for two things at a time e.g. eggs and beans. Tell your child in the game they have to repeat the instruction and then follow it by putting the items away. Praise them for the efforts and have fun.



**Section 5: (30-35 months)**

## 5.3 Learning to play with a friend

Is the child interacting with others in play?

### Why is this important?

Social play is an important part of children learning to play alongside others and develop friendships. Their confidence to communicate improves as they watch and play with others.

### What you can do every day to help?

Engage two children in the same play, e.g. Lego/Duplo bricks. Encourage them to build a tower together.

In the outdoors use equipment that requires two children to work together such as a see-saw or pushing each other in a car.



**Section 5: (30-35 months)**

## 5.4 Learning the names of colours

Can the child identify the colours 'green', 'red' and 'yellow'?

### Why is this important?

Another way of adding more detail to what we say is by describing things in terms of their colour. It's a way a child learns to use more sophisticated ways of talking. When children can match and sort objects according to their colour they are ready to learn colour names.

### What you can do every day to help?

Support your child to sort items by colour, focusing on **red**, **yellow** and **blue** to begin with. Can they group objects of the same colour? Reinforce colour names by talking about the groups, e.g. 'Those are all **yellow**.'



**Section 5: (30-35 months)**

## 5.5 Learning the meaning of 'where'

Can the child understand 'where' questions?

### Why is this important?

'Where' questions are an important part of everyday conversations and routines, e.g. 'Where is your coat?' . This questioning is more complex as it is not immediately in front of them (its abstract).

### What you can do every day to help?

Place some toys or objects around the room. Encourage your child to find one item at a time by asking, 'Where is the...?'



**Section 5: (30-35 months)**

## 5.6 Encouraging the use of three-word sentences

Is the child joining three 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.

As their language develops, children need to be able to use more words to make longer sentences.

### What you can do every day to help?

Share a book with lots of pictures of everyday scenes, e.g. children at the park.

Point to a character in the book and ask 'what are they doing'. If the child responds with a two-word sentence, add another word to increase it.

E.g. instead of just 'boy slide,' you could extend by saying, 'The boy is on the big slide.'



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**Section 5: (30-35 months)**

## 5.7 Using 'under' in a simple game

Can the child use the word 'under'?

### 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.

'Under' is one of the first preposition (word that describes the location) a child learns.

### What you can do every day to help?

Place some toys or objects under things around the room or in the garden. As the child finds something, ask them 'where is it'? This will encourage them to use the word 'under' to describe where they found it.

Ask your child to tuck their favourite teddy in with them at bed time, you can ask your child 'where is little bunnies feet?'. If they are unable to answer tell them 'under the blanket '.



Section 5: (30-35 months)



## 5.8 Beginning to use 'what' and 'where'

Is the child starting to use 'what' and 'where' questions?

### Why is this important?

Children need to ask questions to find out more about the world around them. 'Where' and 'What' are common questions we use to find out more information.

### What you can do every day to help?

At mealtimes, ask the child, 'What shall we have to eat?'

Sort the clean washing together. Put it into piles of pants, socks, trousers etc. Take it in turns to choose something from the basket and say, 'Where do the pants go?'



Section 5: (30-35 months)

## 5.9 Understanding what things are for

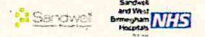
Can the child identify an object by its function?

### Why is this important?

In order for children to learn new words and be able use to them in their talking they need to organise how they store words. Children begin categorising objects by their function (what they are used for) as they start to build a more sophisticated language system.

### What you can do every day to help?

Play a game like odd one out, discuss why they have put 3 objects together in one group. For example, bed, pillow, teddy and aeroplane. Ask which one is the odd one out. You could use other objects using picture cards to sort out into categories.



Section 5: (30-35 months)

## 5.10 Using simple plurals/plural forms

Can the child use plurals (e.g. 'cats')?

### Why is this important?

As a child learns to describe things in more detail and more accurately a child need to understand and use the correct form of a single word. A child learns to add a descriptive end (suffix) to a base word (usually) to demonstrate more than one e.g. duck/ducks, house/houses.

### What you can do every day to help?

At mealtimes, start by giving your child one food item, e.g. a grape. Say, 'This is one grape.' Add more then say, 'Now there are lots of **grapes**.'



**Section 5: (30-35 months)**