

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 6: (36-41 months)

6.1 Understanding and using pronouns: 'he' and 'she'

Can the child understand the pronouns 'he' and 'she'?

Why is this important?

Pronouns are words that replace a noun or a person. E.g. the boy– **he**, the girl– **she**. Other pronouns include **they**, **I** and **you**. Using pronouns helps your child start to sound more grown up with their talking,

What you can do every day to help?

Find two character toys, one must be a girl and the other a boy, e.g. Spiderman and Elsa. Gather together several everyday objects, e.g. cup, brush, spoon. Demonstrate that the toys can do lots of different things, e.g. brush hair, wash face. Say, '**He's** washing,' '**She's** drinking.' When looking at pictures / photos together, you could point and wait, does your child describe what is happening using he or she. If they say Andrea laughing you could say yes 'she is laughing'.



Section 6: (36-41 months)

6.2 Understand 'behind' and 'in front'

Can the child understand the prepositions 'in front' and 'behind'?

Why is this important?

'Behind' and 'in front' are prepositions and are used to describe the placement of objects or people. Children need to understand what these mean so that they can follow a request with these in correctly e.g. in school they may be asked line up behind another child.

What you can do every day to help?

Play a games that include prepositions . Ask your child to put their favourite toy behind and in front of an object e.g. Ask the child to put Spiderman behind the curtain, put Elsa in front of the chair.

When drawing together you could ask you child to add detail and draw something behind/ in front of something. Focus on teaching one concept at a time.



Section 6: (36-41 months)

6.3 Understanding the negative form

Can the child understand the negative 'isn't'?

Why is this important?

Once children have learnt what 'no' and 'not' mean they move on to understanding other negatives words such as 'isn't', 'can't' and 'don't'.

What you can do every day to help?

Introduce some pictures of children doing various actions, e.g. climbing, running, jumping. Ask 'Who is not running?' If child responds correctly, say, 'Yes, he **isn't** running.'

When reading, talking and playing you can ask and point out who isn't, doing something.



Section 6: (36-41 months)

6.4 Understanding functions of body parts

Does the child know what we 'hear', 'see' and 'smell' with?

Why is this important?

Understanding the functions of body parts follows on from understanding the functions of objects. It gives children an awareness of their own behaviour and what they need to do, e.g. listen with their ears and look with their eyes.

What you can do every day to help?

Draw around your child either on a roll of old wallpaper or with chalk on the ground outside. Talk about body parts that the child can see and ask questions related to the functions of those body parts, e.g. 'What can we do with our hands?'



Section 6: (36-41 months)

6.5 Playing sociably and learning to share

Does the child share his/her toys in play?

Why is this important?

Social play allows children to develop and practise their communication skills. To be successful, children need to understand the rules of turn-taking and sharing. This forms the foundation of social skills for later life.

What you can do every day to help?

Provide opportunities for the child to engage in play activities with other children of similar ages. Try to involve the child in play groups, nursery school, parent and toddler groups or visiting places where children play together, e.g. the park.



Section 6: (36-41 months)

6.6 Developing expressive language

Is the child putting three to five words together?

Why is this important?

As language develops, children need to be able to use more words to make longer sentences. Children are ready for this when they have the vocabulary to be able to link three key words in a sentence.

What you can do every day to help?

When walking in the park, use the environment around you as a starting point for conversations between you and your child. Ask them what they can see and support them in extending their sentences, e.g. if your child says, 'Duck in water,' you could say, 'Yes, the duck is swimming in the pond.'

Continue the conversation by asking questions about what else they can see.



Section 6: (36-41 months)

6.7 Understanding and using verbs in the past tense

Can the child use the regular past tense (e.g. 'ed')?

Why is this important?

Learning how to use the past tense allows a child to talk about an event that has already happened.

What you can do every day to help?

After a trip, e.g. to the park or soft play centre, ask your child who they played with and what they did. This will encourage them to use the past tense. If your child finds this hard, praise them for trying and repeat their response correctly back to them.



Section 6: (36-41 months)

6.8 Generating ideas about the function of objects (semantic links)

Can the child answer 'what burns/flies'?

Why is this important?

Children need to learn that objects often have more than one function, e.g. you can throw, catch and kick a ball. Lots of objects perform the same action, e.g. helicopters, birds and planes can all fly.

What you can do every day to help?

Provide a group of everyday objects, e.g. clothing items, cutlery. Ask the child to collect all the things that you would wear. Send them on a hunt around the house to find items you can smell or read.



Section 6: (36-41 months)

6.9 Understanding 'why' questions

Can the child answer 'why' questions?

Why is this important?

'Why' questions help children to make sense of the world around them.

What you can do every day to help?

Look at picture books or read simple stories together and ask simple 'why' questions, e.g. 'Why was the dog barking?' The child might respond with, 'The cat stuck in the tree.' The child does not need to respond with 'because' as long as they understand that the question is looking for a reason.



Section 6: (36-41 months)

6.10 Learning to remember and then say the names of three things

Can the child repeat a three-word phrase back to you 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 three key word level instructions during play and everyday routine e.g. 'Get your **coat, hat and shoes**'.

Play fun games with everyday items. When putting shopping away ask your child to give you three things at a time e.g. '**milk, apples and bread**'.



Section 6: (36-41 months)