

### Using Everyday Activities to Support Speech and Language Development

There are lots of opportunities to support your child's speech and language development during everyday activities. You don't always need to make extra time, or have extra toys to do this.

#### **Learn new words**

Everyday activities are great for learning new words. Make sure your child can see what you are naming so that they can link the word to the object.  
Children need to hear new words repeated lots of times before they will use them themselves so everyday routines are good for lots of repetition of words!

#### **Talk about doing words and describing words**

It is important to teach children to understand and use doing words as well as naming words. They also need to learn about describing words such as *red*, *crunchy*, *hard*, *wet*.  
Everyday opportunities give us lots of opportunities for this.

#### **Following instructions**

Everyday activities give us lots of opportunities to support children to follow instructions.  
It could be by finding one or more objects by name, finding something by description, or following a set of instructions.

#### **Attention and Listening**

There are lots of opportunities to develop attention and listening skills in everyday activities.

#### **Play with sounds**

It is important for children to learn that sounds make up words. Everyday activities provide lots of opportunities for rhyming, clapping out syllables and thinking of what sound things begin with.  
There are lots of songs that go alongside everyday activities to make language fun!

## Children's Speech and Language Therapy

### Going for a walk

#### Listening walks

- Listen out for different sounds you hear outside. *Can you hear cars? Can you hear birds? What's that sound?*
- Before you go out draw a list of things you might hear and cross them off as you do!

#### Treasure Hunt

- Before you leave draw a list of things to find – this could be things like a leaf, a stone, a flower.
- You could also find things by description, for example, something that is green, something that is spikey – it would be good to accompany these with pictures on your list.

#### Play around with sounds

- Talk about the sound that things begin with – *'I can see a dog, that begins with a d sound'.*
- Have fun with clapping out the syllables, for example, *'listen to how many claps are in butterfly –bu-tter-fly, that's 3 claps!'*
- Think of rhyming words (real or made-up words) for things you see!

#### I spy...

- For older children you can play this the traditional way by asking them to find something that begins with a certain sound. Use sounds, not letters – something beginning with 'sss', not 'ess'.
- For younger children use descriptions, for example, 'I spy with my little eye something that is red' or 'I spy with my little eye something that you could play on'.

#### Simon Says!

A fun game for following instructions and promoting attention and listening. You can use this in so many different ways, for example, Simon Says;

- ...find a leaf (vocabulary)
- ...find a ball and a put it on your head (following more than one bit of information)
- ...jump (action)
- ...run fast (action and description)
- ...find something green (finding things by description)

## Children's Speech and Language Therapy

### Vocabulary for going for a walk

#### Vehicles and sounds

- Car
- Bus
- Motorbike
- Bike
- Lorry
- Plane
- Brum, beep!

#### Where things are

- *In* the garden
- *On* the path
- *Under* the tree
- *Behind* the wall

#### Things you might see...

- Tree,
- Flower
- Garden
- House
- Sky
- Sun
- Clouds
- Stone
- Park
- Tree
- Wall
- Water
- Path.

#### Doing words

- Walking
- Running
- Jumping
- Skipping
- Hopping
- Finding
- Smelling
- Hearing
- Sliding
- Swinging

#### Animal sounds and names

- Bird – tweet
- Duck – quack
- Sheep – baa baa

#### Describing words

- Colours
- Spikey
- Round
- Soft
- Hard
- Long
- Short
- Noisy
- Quiet

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## Children's Speech and Language Therapy

### Shopping

#### Listening Skills

- Listen out for different sounds. *Can you hear the noise the box of cereal makes when you shake it?*
- Talk about what sounds we hear in the supermarket.

#### Following instructions

- Ask your child to find things that you name – e.g. *'can you find the bananas?'*
- If this is too hard then show them a picture of the thing you want them to find. Make sure you name it out loud too!
- If it's too easy then ask them to find 2 or 3 things!
- You could also ask them to find things by description, for example, *'can you find something red/round/big?'*

#### Learning new words

- Name things as you put them unpack them or write your shopping list.
- Talk about how things look and feel – colour, texture, weight.

#### Talk about what category things belong to

- When you are unpacking the shopping talk about where things belong - *'should we put the milk in the fridge or in the cupboard?'*, *'I'm going to put the oranges in the fruit bowl with the other fruit – apples and bananas'*.
- You could intentionally put things in the wrong place – children love it when grown-ups are silly!

#### Play around with sounds

- Talk about the sound that things begin with – *'I bought some biscuits, that begins with a b sound'*.
- Have fun with clapping out the syllables in food names, for example, *'listen to how many claps are in banana –ba-na-na, that's 3 claps!'*.
- Think of rhyming words (real or made-up words) for things that you unpack from your shopping bags!

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## Children's Speech and Language Therapy

### Vocabulary for helping with the shopping

#### Things you see

- Bag
- Money
- Receipt
- Packet
- Tin
- Box
- Bottle

#### Doing words

- Shopping
- Buying
- Picking up
- Putting
- Paying
- Lifting
- Carrying
- Unpacking

#### Describing words

- *Colours* – red, blue, green, bright
- *Temperature* - hot, cold, warm
- *Size* - big, small, long, short,
- *Texture* - smooth, rough, spikey, furry
- *Shape* - round, square

#### Naming things you buy

- Apple
- Banana
- Orange
- Yoghurt
- Milk
- Biscuits
- Pasta

#### Where things are

- *In* the bag
- *On* the shelf
- *Under* the packet
- *Behind* the pasta
- *Next to* the bread

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## Children's Speech and Language Therapy

### Bath time

#### **Bubbles!**

- Play ready, steady, go games – pause before you say 'go' and wait for your child to look at you before you say it, or let them say it. You could have bubbles on your hand to blow, or splash the water!
- Pop the bubbles and repeat '*pop-pop-pop*'.
- Talk about if the bubbles are big or small.
- Talk about where the bubbles are – *on* your head, *in* the boat etc.

#### **Learning doing words**

- There are lots of doing words you can use during bath time – *splashing, pouring, washing, blowing, floating, sinking*. Remember to say them as you demonstrate the action and repeat them over and over.
- Comment on what your child is doing – '*you're splashing in the water, splash, splash, splash!*'

#### **Learn body parts!**

A perfect time to learn the names of body parts!

#### **Singing!**

Bath time is perfect singing time! Ideas for songs are;

- Down in the jungle (it's about animals washing their clothes).
- Five little ducks went swimming one day (would be great if you have some rubber ducks!).
- Five little speckled frogs
- 1, 2, 3, 4, 5 once I caught a fish alive!
- Miss out some words and see if your child can put them in! Sing the wrong words sometimes!

#### **Bath time play**

There are lots of opportunities for playing!

- Use containers and bath toys to explore how they fit together and how you can pour water to and from them.
- Create some anticipation by making toys fall into the bath – pause before you push them and accompany this with lots of sounds!
- Older children can use bath toys to play imaginatively.

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## Children's Speech and Language Therapy

### Vocabulary for bath time

#### Things you see in the bath

- Toys
- Bubbles
- Shampoo
- Brush
- Towel
- Tap
- Water

#### Doing words

- Washing
- Brushing
- Splashing
- Swimming
- Playing
- Singing
- Floating
- Sinking

#### Body Parts

- Head
- Tummy
- Arm
- Leg
- Hand
- Foot
- Fingers
- Toes
- Mouth
- Nose
- Eyes
- Ears
- Ankle
- Wrist
- Neck
- Elbow
- Knee

#### Where things are

- *In* the boat
- *On* the shelf
- *Under* the water
- *Behind* the duck
- *Next to* the tap

#### Describing words

- *Colours* – red, blue, green.
- *Temperature* - hot, cold, warm
- *Size* - big, small, long, short,
- *Texture* - smooth, rough, spikey, hard, soft
- *Shape* - round, square

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## Children's Speech and Language Therapy

### Doing the Laundry

#### Following instructions

- Ask your child to find things that you name – e.g. *'can you find a t-shirt?'.*
- If this is too hard then show them a picture of the thing you want them to find. Make sure you name it out loud too!
- If it's too easy then ask them to find 2 or 3 things!
- You could also ask them to find things by description, for example, *'can you find something red/something stripey/spotty?'*

#### Learning Describing words

A perfect time to teach your child about concepts, for example;

- Wet/dry
- Clean/dirty
- You could also talk about things being the same or different. Hold up a piece of clothing and ask your child to find something that's the same/different.

#### Talk about where clothes go

- Name the clothes as you take them out of the washing machine and tell your child where they go – *'I've found a sock, that goes on our foot!'*.
- Ask your child to tell you where clothes go – tell or show them if they're not sure.
- Be silly and say the wrong thing and see if your child can correct you – *'trousers go on my head!'*.
- This is also an opportunity to help your child to learn body parts.

#### Who does it belong to?

- Hold up pieces of clothing and help your child to decide who it belongs to.

#### Learning new words

This is a great opportunity to use lots of words, for example;

- Name the clothes as you put them into the machine
- Use the words *'in'* and *'out'* (accompanied by the action)
- Talk about the colour of clothes

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## Children's Speech and Language Therapy

### Vocabulary for doing the laundry

#### Doing words

- Folding
- Opening
- Closing
- Putting in
- Taking out
- Pegging
- Hanging up

#### Where things are

- *In* the washing machine
- *On* the washing line
- *Under* the trousers
- *Behind* the basket
- *Next to* the socks

#### Things you can see

- Washing machine
- Door
- Basket
- Names of clothing

#### Describing words

- Red
- Blue
- Green
- Spotty
- Stripy
- Big
- Small
- Long
- Short
- Smooth
- Rough
- Hard
- Soft
- Wet
- Dry
- Round
- Square
- Full
- Empty

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## Children's Speech and Language Therapy

### Meal times

#### Categories

- Pick something on your plate and name the category, for example, '*peas are vegetables*'.
- See if your child can find another vegetable. If they can do this then ask them to think of some more things from that category.

#### Following instructions

- Ask your child to find things that you name – e.g. '*show me the fork*'.
- If this is too hard then pick up your own fork and ask them to find one that's the same.
- If it's too easy then ask them to find 2 or 3 things in order!
- You could also ask them to find things by description, for example, '*can you find something green/crunchy/round?*'

#### Learning new words

There are lots of opportunities to learn new words at meal times.

- Name the food and things on the table such as plates, knife, fork.
- Don't forget the doing words, for example, *eating, cutting, chopping, sitting*.
- Talk about describing words such as colours, tastes, sizes and shapes.

#### Offer choices

- Offer your child choices (e.g. what they want to drink, which plate they want to use, or if there is a choice of what they would like to eat) – '*milk or juice?*', '*red plate or blue plate?*'
- Show them what you are offering at the same time you name them.
- Accept them looking or pointing as them making a choice as well as using words.

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## Children's Speech and Language Therapy

### Vocabulary for meal times

#### Things you can see

- Plate
- Cup
- Knife
- Fork
- Spoon
- Names of the food on your plates

#### Doing words

- Eating
- Drinking
- Cutting
- Chopping
- Chewing
- Cooking
- Stirring
- Mixing

#### Where things are

- *In* the cup
- *On* the plate
- *Under* the table
- *Behind* the chair
- *Next to* the fork

#### Describing words

- Full/empty
- Big/small
- Clean/dirty
- One/some/all

#### More describing words

- *Colours* – red, blue, green.
- *Temperature* - hot, cold
- *Size* - big, small, long, short,
- *Texture* - smooth, rough, hard, soft
- *Shape* - round, square

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