

# 100 ideas to support speech, language and communication at home

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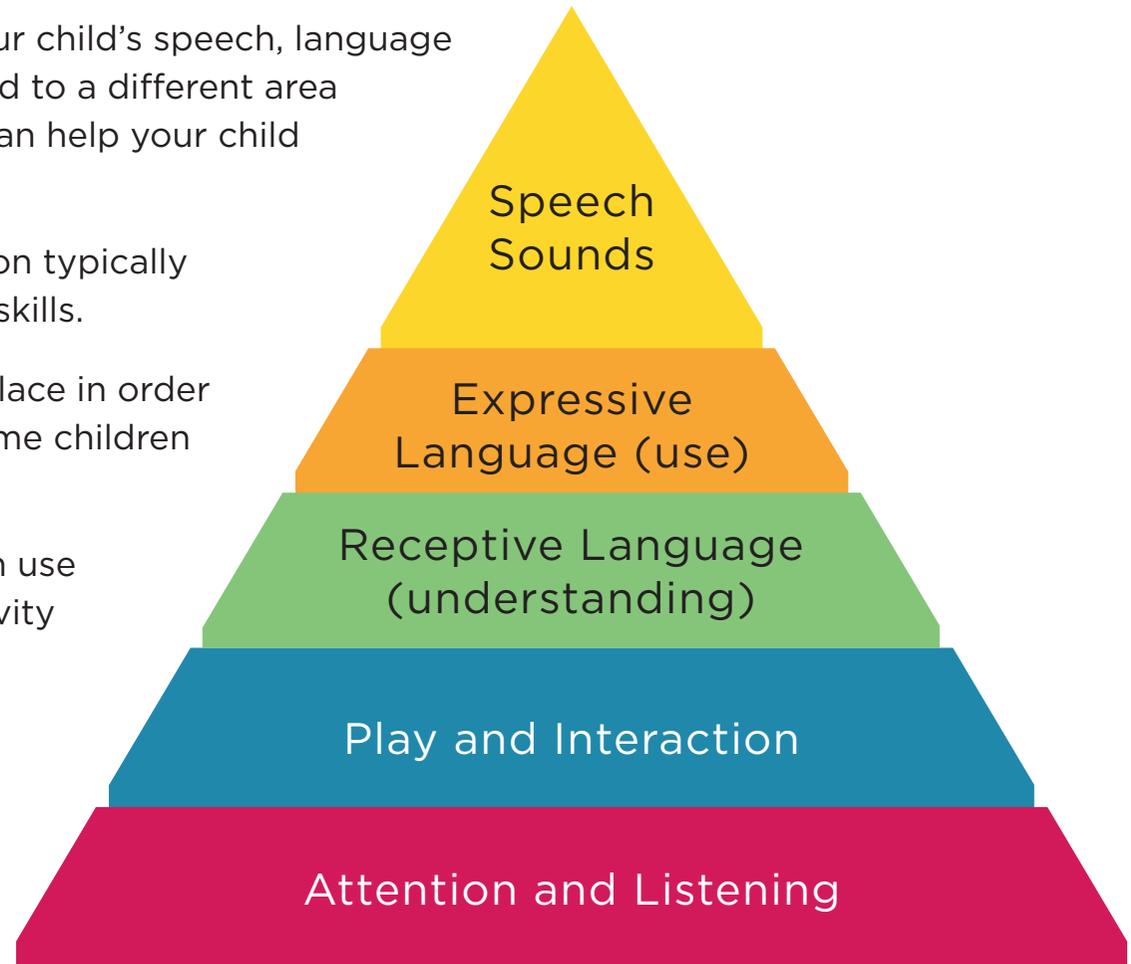
Here are 100 ideas to help you continue to support your child's speech, language and communication at home. Each idea has been linked to a different area of speech, language and communication so that you can help your child practice a number of skills.

The communication pyramid shows how communication typically develops, based on good attention, listening and play skills.

The skills at the bottom come first and need to be in place in order to support the development of the skills higher up. Some children may need support with more than one area.

If your child is working on more than one area, you can use the colour-coding system to help them choose an activity (e.g. "do you want to practice your sounds (**speech sounds**) or playing with others (**play and interaction**) today?").

You could draw a cross through activities that you have completed or draw a circle around activities that you would like to do again.



Clap out syllables in words or names.	Play a board game.	Hide a noisy object and ask your child to find it.	Look at books with your child. Use the Blank Level bookmark to ask questions.	Sort pictures or objects by their initial and final sounds.	Play Musical Bumps.	Sing a familiar nursery rhyme but leave off a word or two from the end of each verse for your child to complete.	Make an animal noise and ask your child to show you the correct picture/toy.	Work together to build a model.	Ask your child to listen to the words that rhyme and pick the 2 words that rhyme from a choice of 3.
Complete a puzzle together.	Ask your child to judge whether or not a word or sentence has been said correctly (e.g. a sock b) dock – which word was said best?).	Ask your child to point to the objects/pictures you say. Start with a small number to choose from and then increase the number.	Challenge your child to race the clock and see how quickly they can pass a bean bag to someone else as they race back- and-forth between activity cones or spot markers.	Name items together when completing tasks, such as looking at a book, in the car, looking outside, while playing or when shopping.	Say what you are doing while you and your child are carrying out the action.	Ask your child to choose an object by naming it (e.g. flannel, toothbrush, parts of the body).	Play hide and seek with your picture cards – name what's on the card or say a short sentence (e.g. I found ___).	Play Simon Says to practice following instructions. Reinforce body parts and verbs (e.g. jump, shake) when playing.	Blow bubbles. Wait for “ready steady go” to pop them.
Hide pictures or toys around the room. Name the pictures as you find them.	Ask your child to clap every time they hear you read a particular word.	Encourage your child to engage in sand play with a sibling or adult.	Stick cards on skittles – knock them down and name what's on the card or say a short sentence (e.g. I knocked down ___).	Make objects using playdough.	Ask your child to point to pictures as you say them. Encourage them to name some too.	Encourage your child to engage in water play with a sibling or adult.	Name toys or pictures as you post them into a cardboard box.	Sing songs with actions, e.g. ‘Wheels on the Bus’, ‘Here we go round the Mulberry Bush’.	Point out what people are doing in real life and in books.
Build a tower. Wait for “ready steady go” to knock it down.	Follow instructions with 2 key words (e.g. put the <u>spoon</u> on the <u>plate</u> , let's <u>wash teddy</u> , touch <u>mummy's hair</u> ).	Name what's on a card or say a short sentence (e.g. “I am posting ___) before posting it in a post box or toy's mouth.	Pull toys slowly out of a bag one at a time and encourage your child to name them.	Encourage your child to name their toys as they tidy up.	Say a word or sentence and then place a piece of the puzzle.	Make a favourite toy do different actions and talk about what they're doing (e.g. he's jumping).	Follow instructions with 3 key words (e.g. put the <u>crisp</u> on <u>teddy's plate</u> , colour the <u>girl's top blue</u> ).	Make patterns with shapes or beads to be copied.	Encourage your child to dress up using clothes and props such as toy doctor's kits, and let their imaginations run wild.
Play matching pairs – name the items on the cards as you turn them over.	Give your child a small amount of food or drink so they need to ask for “more”.	Pull objects out of a box one at a time. Talk about them and play with them.	Follow instructions with 4 key words (e.g. put the <u>book</u> in the <u>bag</u> and the <u>pen</u> in the <u>box</u> ).	Draw pictures of target words (e.g. shoe, shell). Tell the other person what you have drawn.	Encourage your child to talk about what they did during the day. They could draw/act out what happened.	Pass your child puzzle pieces or blocks one at a time. Encourage them to ask for “more”.	Sing and sign along to songs - CBeebies YouTube channel.	Play Pictionary with target words. Can you guess what the other person is drawing?	Ask your child to point to the objects/pictures you say. Start with a small number to choose from and then increase the number.

Blow bubbles and encourage your child to say "more bubbles".	Use mini-figures and dolls to encourage your child to develop their social play.	Play 'I spy...' with objects that start with your target sound.	Go on a listening walk - talk about the sounds you can hear.	Put together an obstacle course and turns following and giving instructions.	Talk about who things belong to (e.g. "Daddy's sock", "Mummy's bag").	Do bucket time.	Make puppets from toy or socks and ask your child to feed the puppet a single item.	Sort toys into boys and girl and use 'he' and 'she' to describe what they are doing.	Encourage your child to copy you in everyday activities.
Do some drawing or painting to encourage your child to think about colours, mixing, and tidying up.	Play shops. Place 3-5 objects on the table. Ask your child to collect an item.	Watch a News-round video. Talk about the main idea and specific details (e.g. who, where, when?).	Follow a dance routine together.	Go on a treasure hunt to find objects that start with your target sound.	Go outside and engage in nature play.	Talk about where things are (e.g. "the car's on the floor").	Cooking, and pretend cooking, serving, and shops, are great play scenarios for kids.	Read a book together and then retell the story.	Make up silly sentences with your target words.
Play 'I went to the shops are I bought...' with your target words.	Have a mixture of big and little objects. Ask your child to give you the "big spoon." See if they can tell you what they have given you.	Give your child different items of clothing and say "if you have dolly's top/sock/dress put it on the line".	Point out what people are doing in books, photographs, on the TV or in real life.	Take photographs of your child carrying out an activity and then using them to retell the sequence of what they did.	Give pieces of information about an object/picture for your child to guess what you are talking about (e.g. it's crunchy, it's orange").	Explore sensory play with a plate of jelly, aqua beads, ice, rainbow rice, or even small world tubs.	Draw pictures of your target words on sticky notes. Pick a sticky note for the other person and stick it on their head. Can they ask questions to guess the word.	During play, talk about what is happening (e.g. 'teddy's running').	Take turns greeting or asking a familiar question to someone in your family. Every time someone successfully greets another family member, cheer for that person.
Pause a TV show, film or book and think about what may happen next.	Take on the role of a character in a story and think about how they might be feeling and what they might be thinking.	Encourage your child to use a Subject - Verb - sentence (e.g. "the boy is washing his hair").	Pass the sound - clap a rhythm and pass it onto the next person.	Make some 'Friend Files' to help you think about how you could have a conversation with some of your family and friends.	Use Shape Coding shapes to make sentences about pictures or books using the basic sentence patterns.	Make a collage using pictures that start with your target sound.	Take turns tossing a bean bag onto a floor target. Each ring on the target could represent a certain number of points. Work together to reach 100 points.	Create a Word Wall to record new/unfamiliar words.	Read a short paragraph to your child. Encourage them to answer questions by inferring information from the information (e.g. where was Tom?).
Place objects on a tray and name them. Cover them and take one away. Ask your child to guess what's missing.	Look in your reading book for words or pictures that start with your target sound.	Pick a joke to tell people in your family.	Take it in turns to think of 1 or 2 sentences of a story using your target words.	Play the head-band game, asking questions to help you work out what the word is (e.g. Where do you find it? What does it look like?).	Play matching pairs.	Explore non-literal language (e.g. butterflies in my tummy means I feel nervous) - draw a picture of what it sounds like vs what it really means.	Play charades with action words (e.g. jump, swim). Take it in turns to say what the other person did (e.g. you jumped, you swam).	Put in all the pieces of a puzzle. Hide a piece and ask your child what is missing.	Complete a speech programme provided by your speech and language therapist.