

4 Word Level Pack



This pack should only be used under the guidance of a Speech and Language Therapist

Original Concepts by Speech and Language Therapists in Hull and East Yorkshire
Updated by Rona Gaffney 2015

© Speech and Language Therapy, Humber NHS Foundation Trust



D.O.B:

Name:

School:

Overall aim(s)	Where am I now?	What will I achieve?	Outcome	Actual Outcome
To help the child improve their expressive and receptive language skills to their full potential	The child is able to understand and use 3 information carrying word level instructions	<p>The child will follow instructions containing 4 information carrying words with 80% success within structured activities.</p> <p>The child will use instructions containing 4 information carrying words with 80% success within structured activities</p>		
Therapy package: Targets will be reviewed as agreed with the speech and language therapist	Timescale: As agreed with the speech and language therapist	Factors contributing to outcome: Commitment from adults working with the child and regularity of practice.		

Please work through the following activities. If you have any questions or feel that the targets have been achieved, please contact the speech and language therapist.





Introduction to Comprehension Activities



The following activities are designed to develop the child's understanding of language. Each activity has instructions which contain "key words". These words are underlined and represent the number of vocabulary a child must understand in order to follow the instruction correctly.

NB. For a "key" word to be valid there must be a contrast item.

Example

The child is presented a tall and a short man and lady and a selection of big and little objects and instructed "Give a big hat to the tall lady." They need to understand the 4 key words underlined, i.e. that it is hat and not another object, and that it is big rather than small, that it is the lady rather than the man and that she tall rather short.

Role Reversal

You may also want to develop the child's understanding of expressive language. This can be done by taking it in turns to give instructions. Initially the child may need a lot of prompting and explanation that he/she is now the "teacher" and must tell you what to do.

If he/she finds it difficult, you could begin by splitting it up into easier stages.

E.g. **A:** "Who shall we have – the lady or the man?"

C: "The man"

A: "Is the man tall or short?"

C: "Tall"



A: “What does the tall man want?”

C: “Big umbrella”

A: “So the tall man wants the big umbrella. Can you tell me
now?”

C “The tall man wants the big umbrella”

General points

1. Demonstrate each activity first to the child.
2. Don't split up the instructions as this reduces the level of understanding.



Activity 1 – Food Game



Storyline

Pretend you are working in a cafe and have to put the correct food in the correct place. Some people are going to go on a picnic and need the food in a basket and some people are going to eat in the café and need their food on a plate.

Directions on carrying out the 4 key word instructions:

Place the red plate, the blue plate, the red basket and the blue basket in front of the child. Place some of the food items in front of the child (as many as you feel they are able to cope with). As the child improves in the activity, you can increase the number of food pictures.

Instructions containing 4 key words

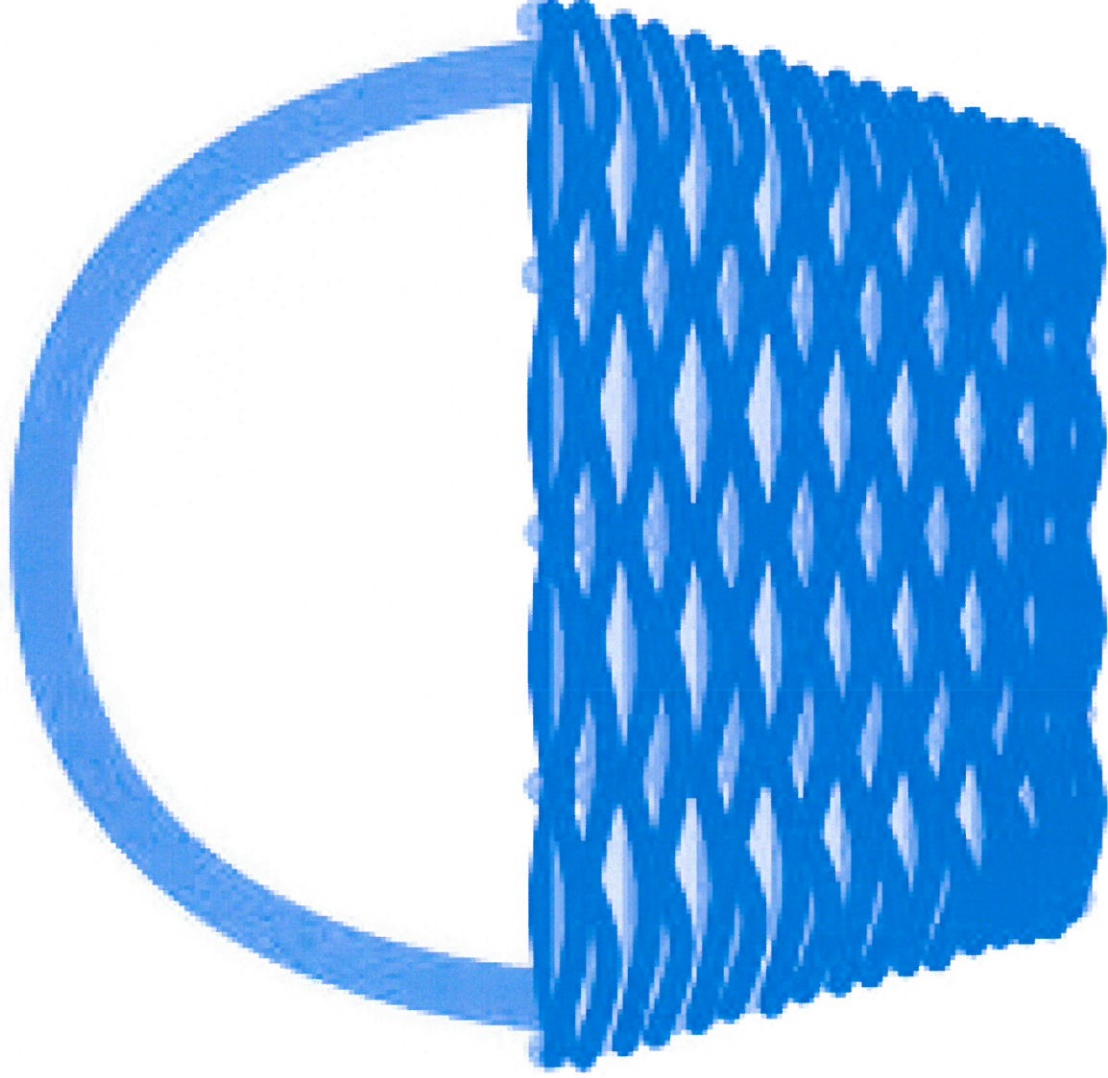
Can you put a strawberry and an orange on the red plate.

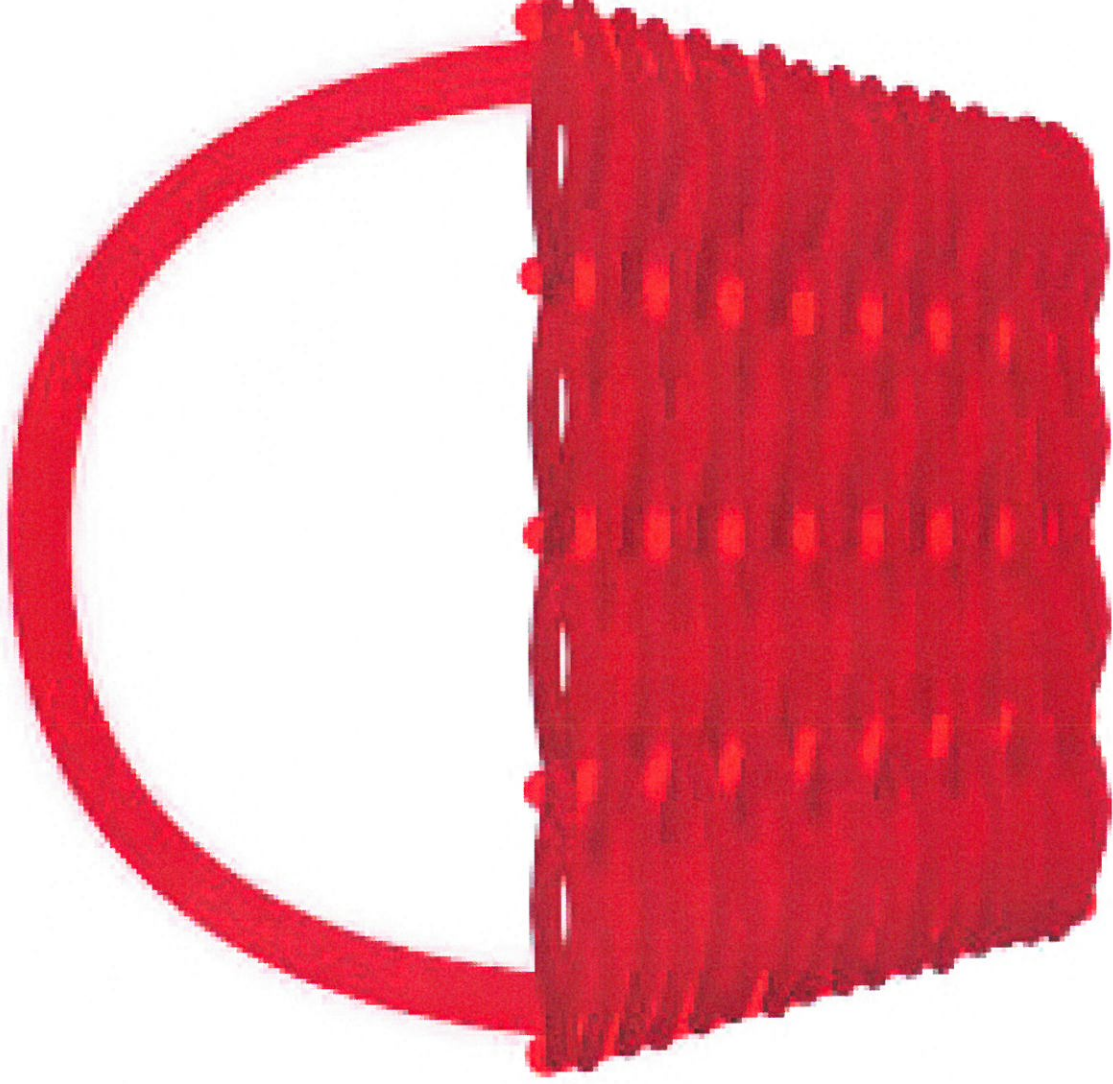
I want a doughnut and a pizza in my blue basket

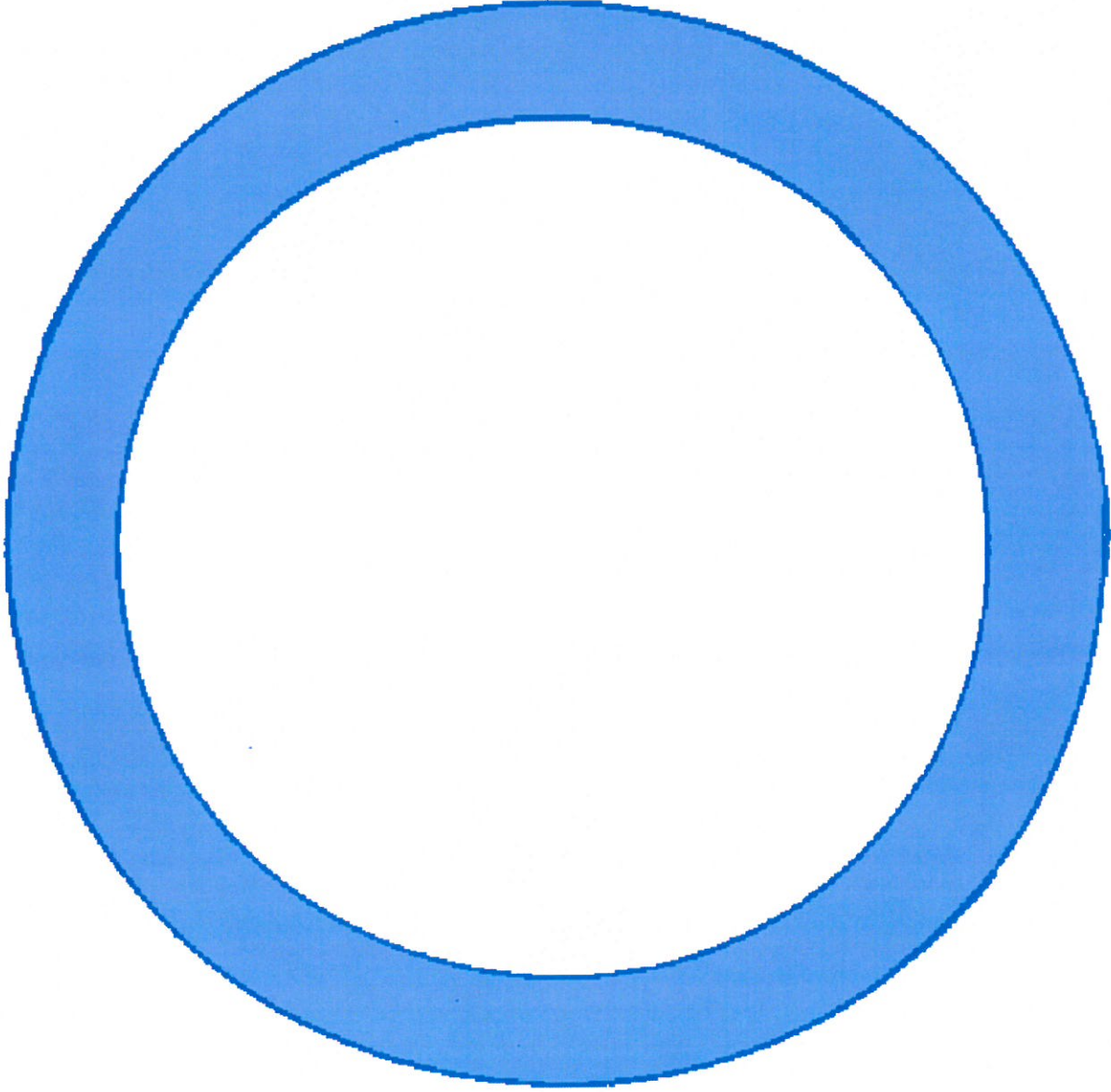
Mary needs some bread and a sausage on her blue plate.

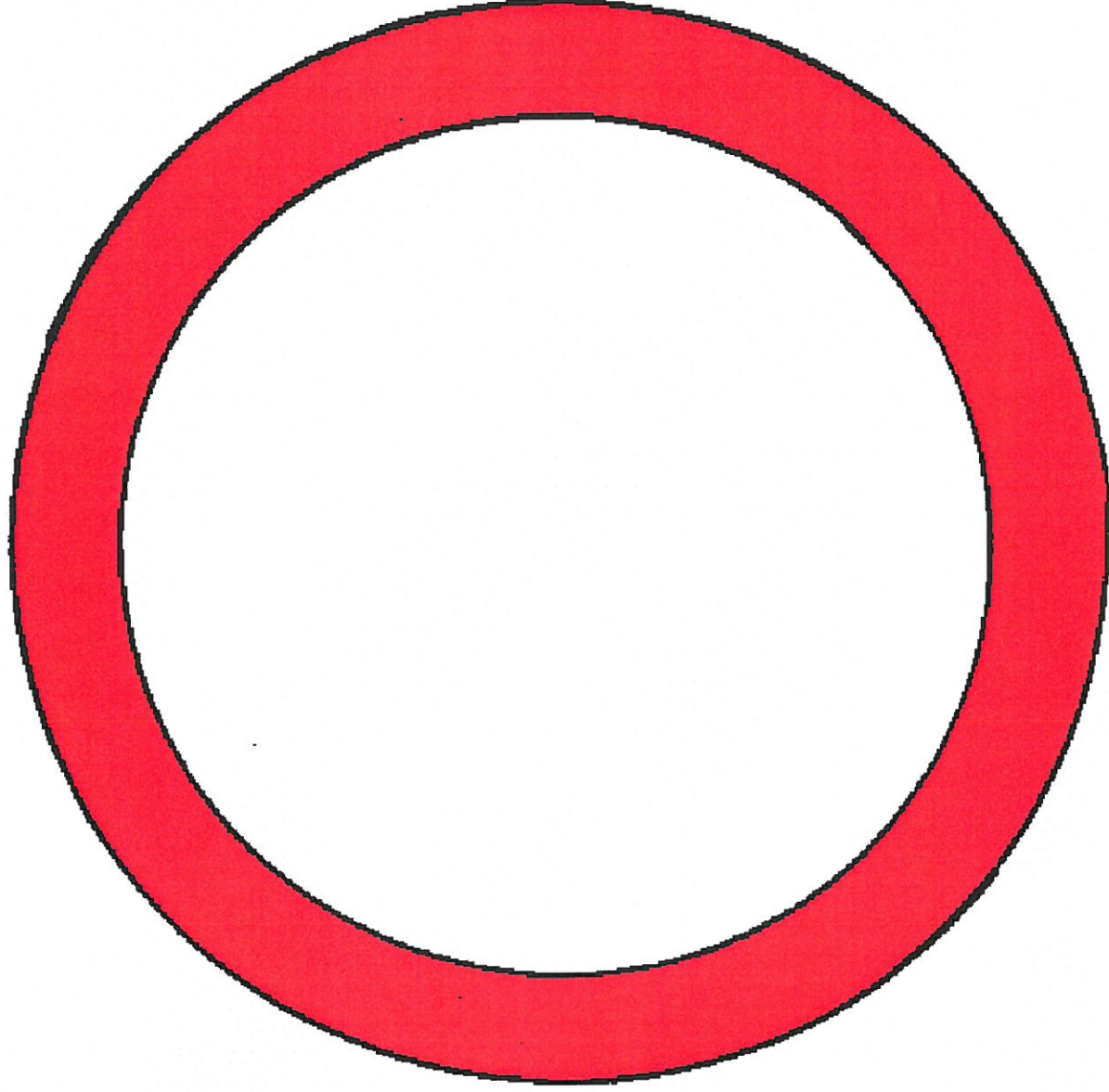
Continue until all the items are used up.

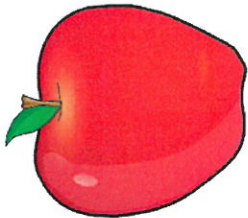

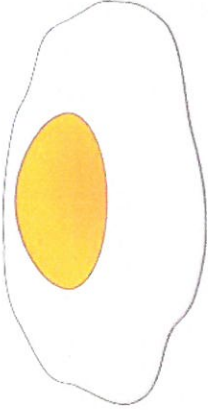



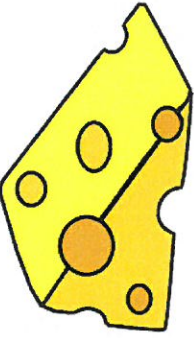


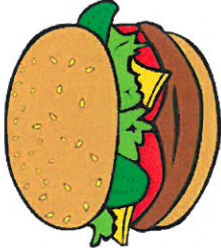


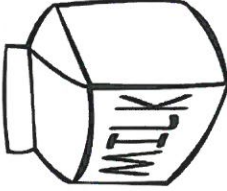
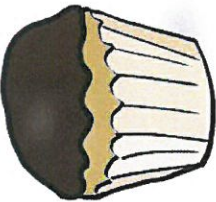







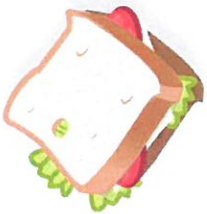

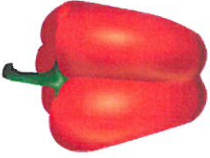
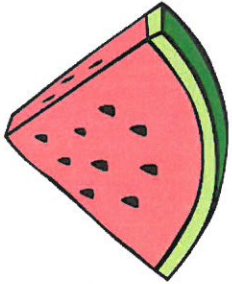
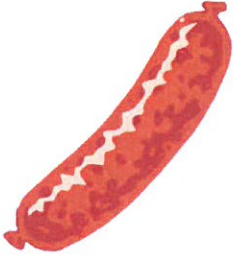
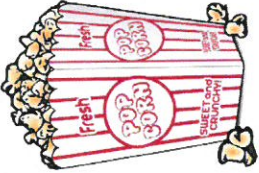

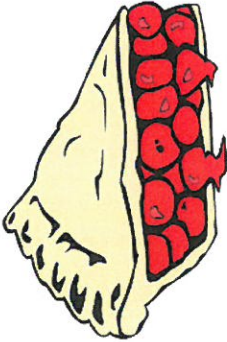
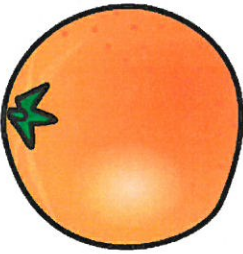
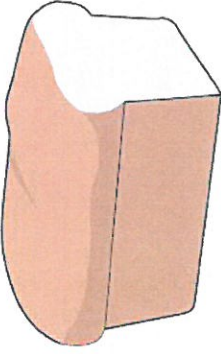


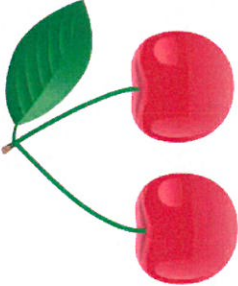
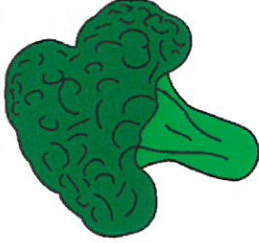
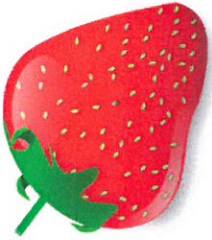










Activity 2 – Garden Game



Storyline

The boy and girl don't like their gardens and want to add lots of animals to brighten them up. Can you help them?

Directions on carrying out the 4 key word instructions:

Place the pictures of the animals, boy in his garden and girl in her gardens in front of the child.

Instructions containing 4 key words

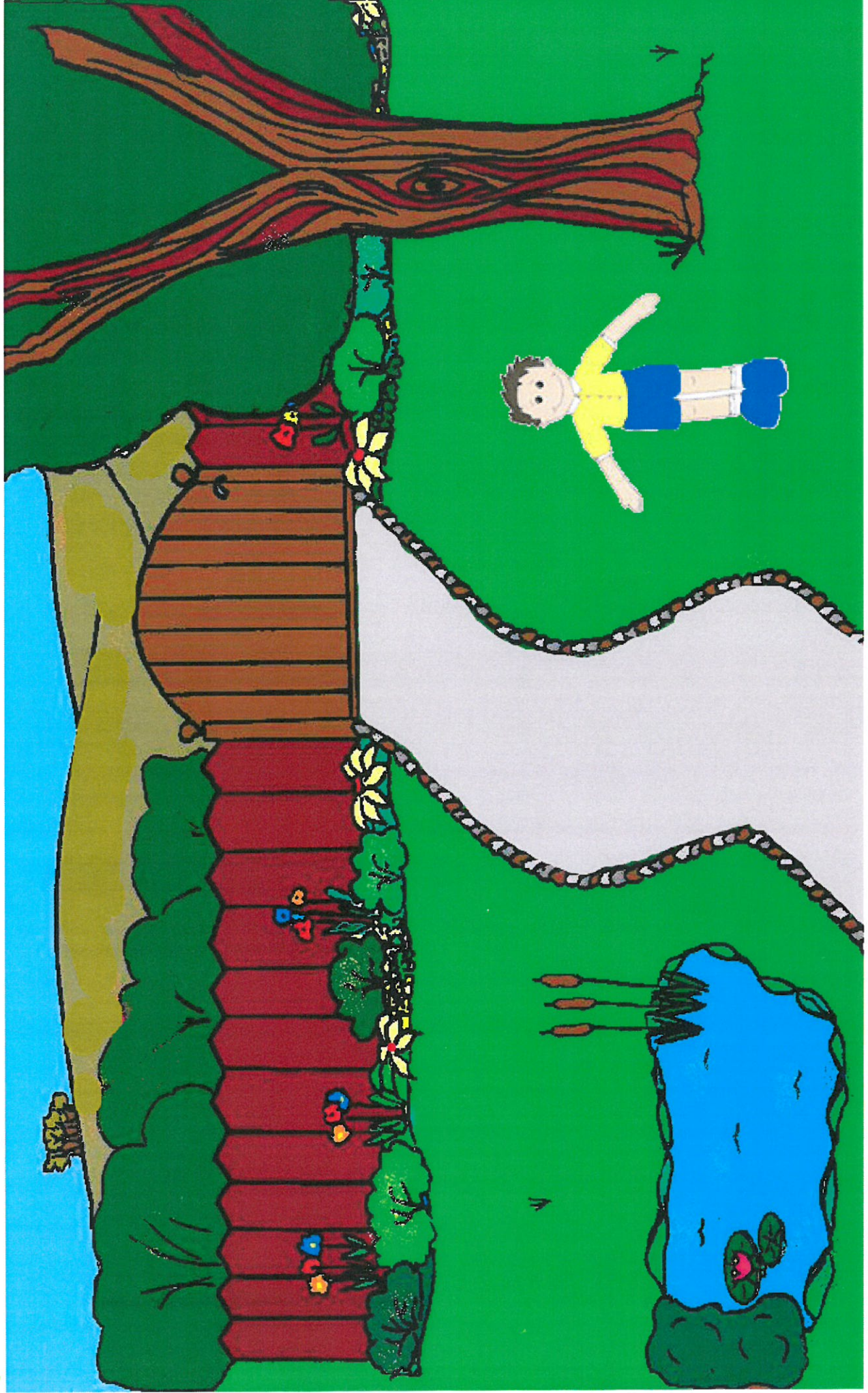
Put a yellow butterfly in the boy's tree.

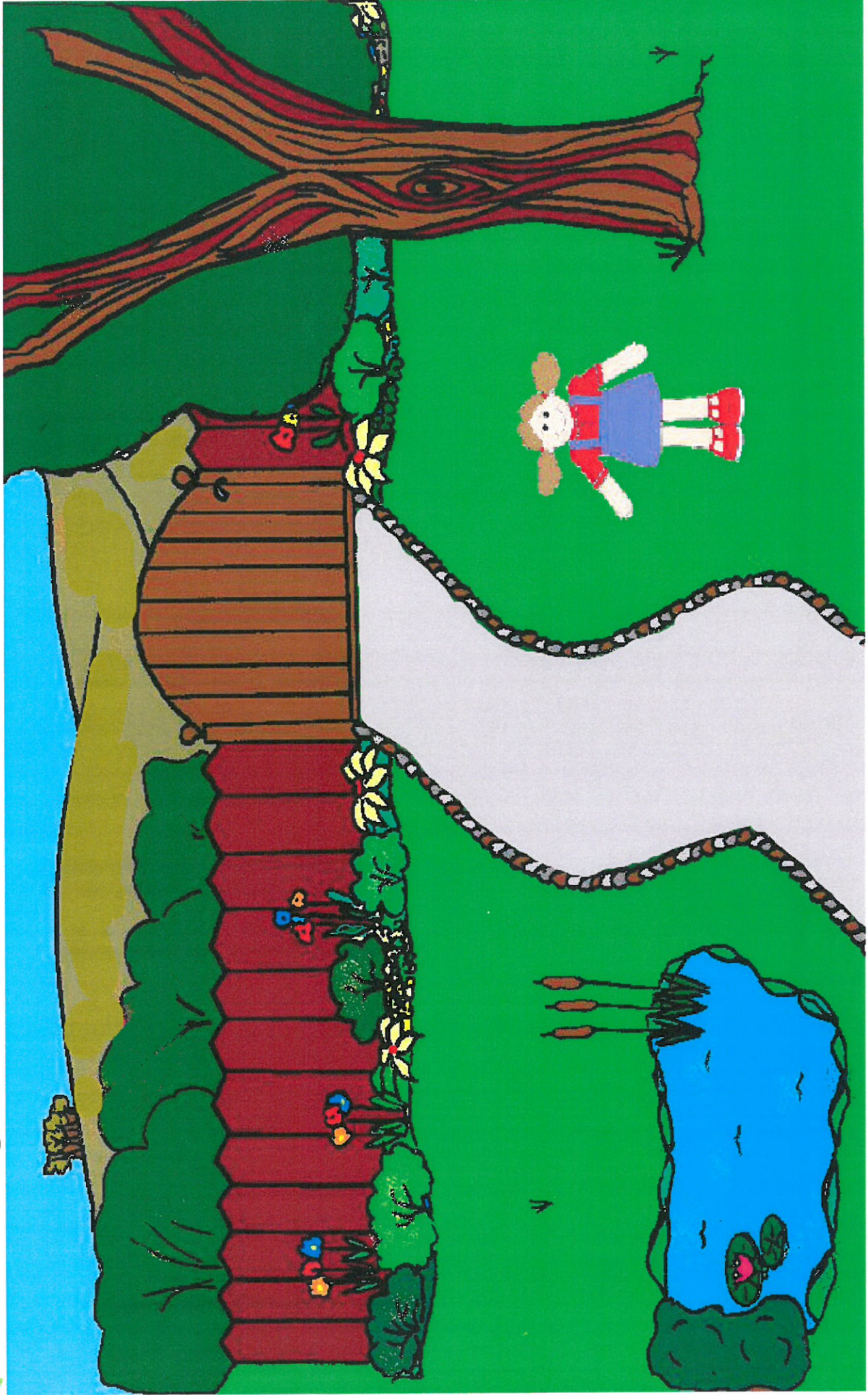
Put a blue fish in the girl's pond.

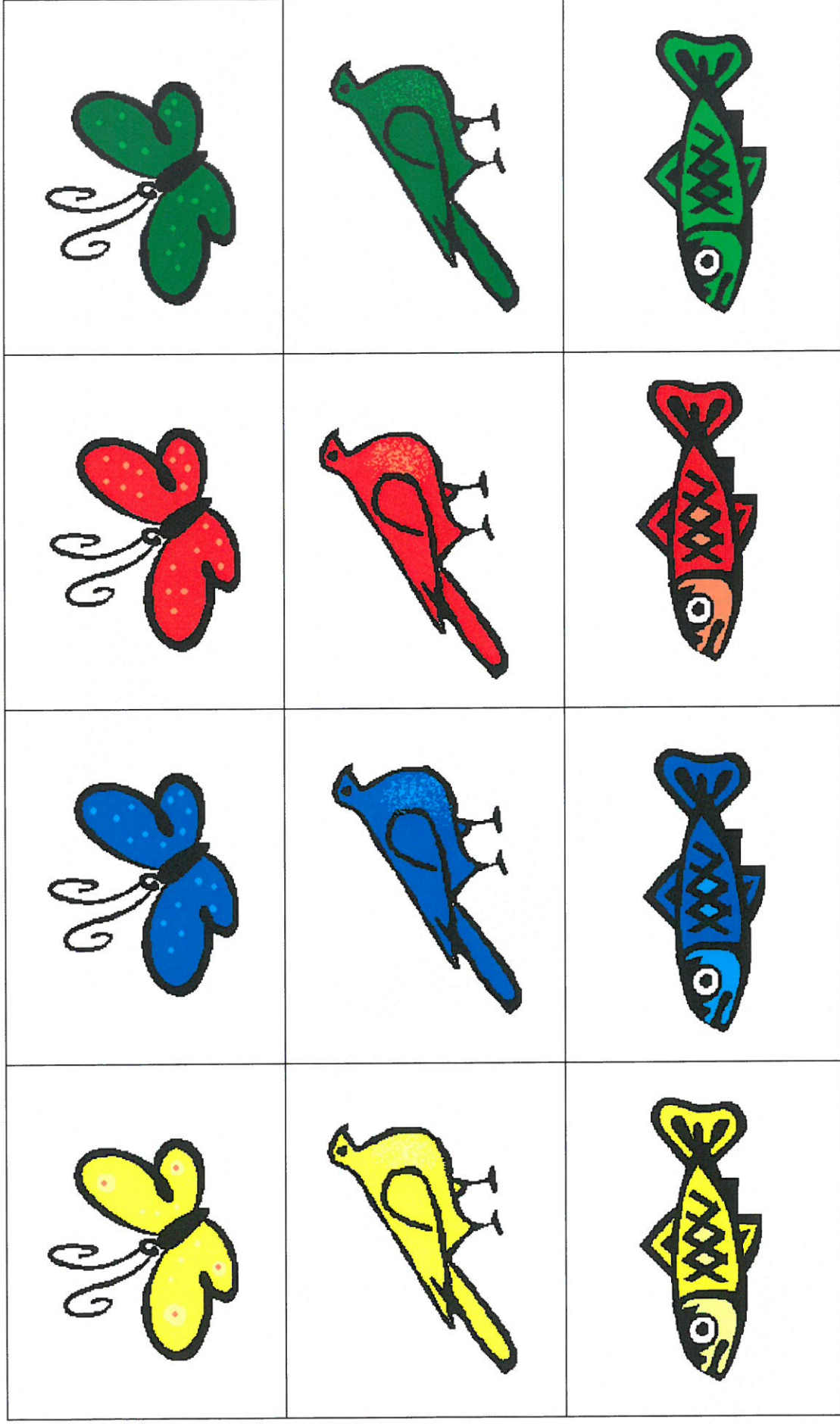
The girl wants a red bird on her grass.

Continue until all the items are used up.



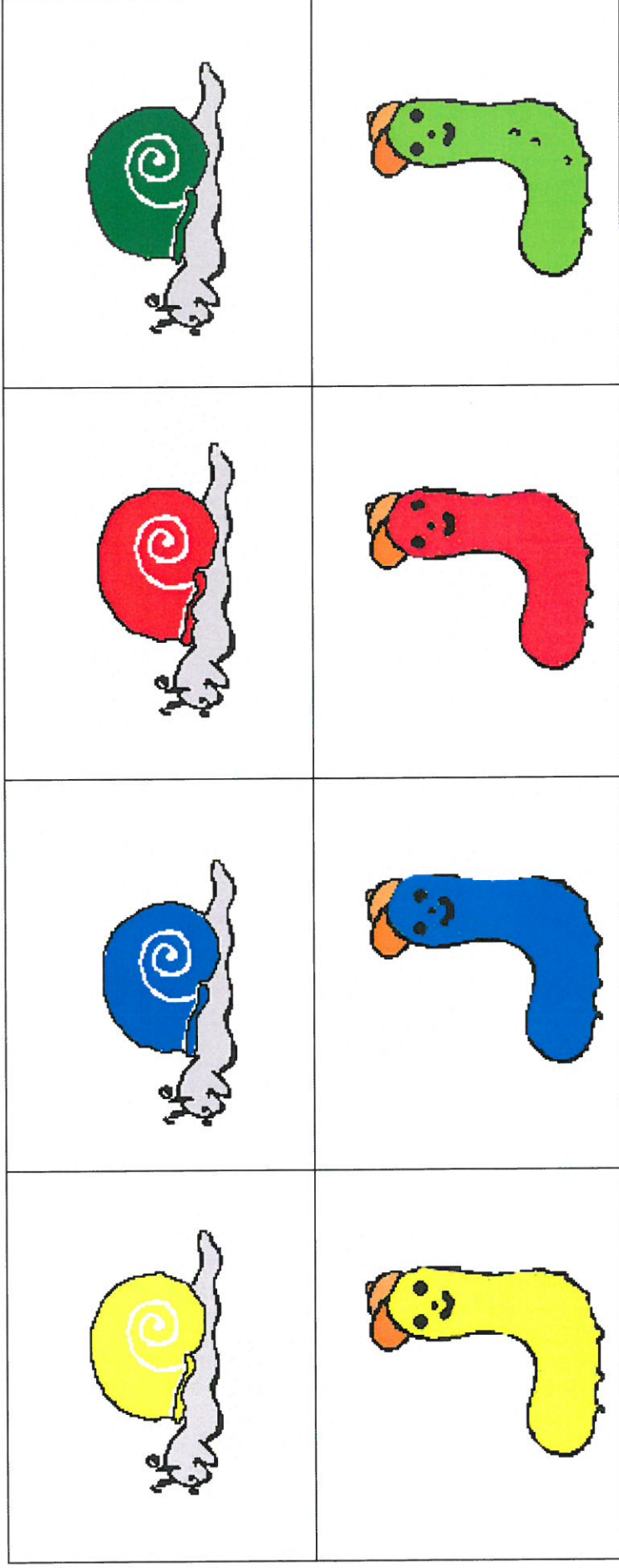






Original concept by Karen Stockman and Helen Jones
Updated by Rona Gaffney 2015





Activity 3 – Holiday Game



Storyline

It's time to go on holiday. Things need to be sorted out into the correct bags and cases. Can you help the family get ready for their holiday.

Directions on carrying out the 4 key word instructions:

Place the pictures of the cases, bags and holiday items in front of the child. Start off with a few holiday pictures and then as the child becomes more confident, increase the number of holiday items.

Instructions containing 4 key words

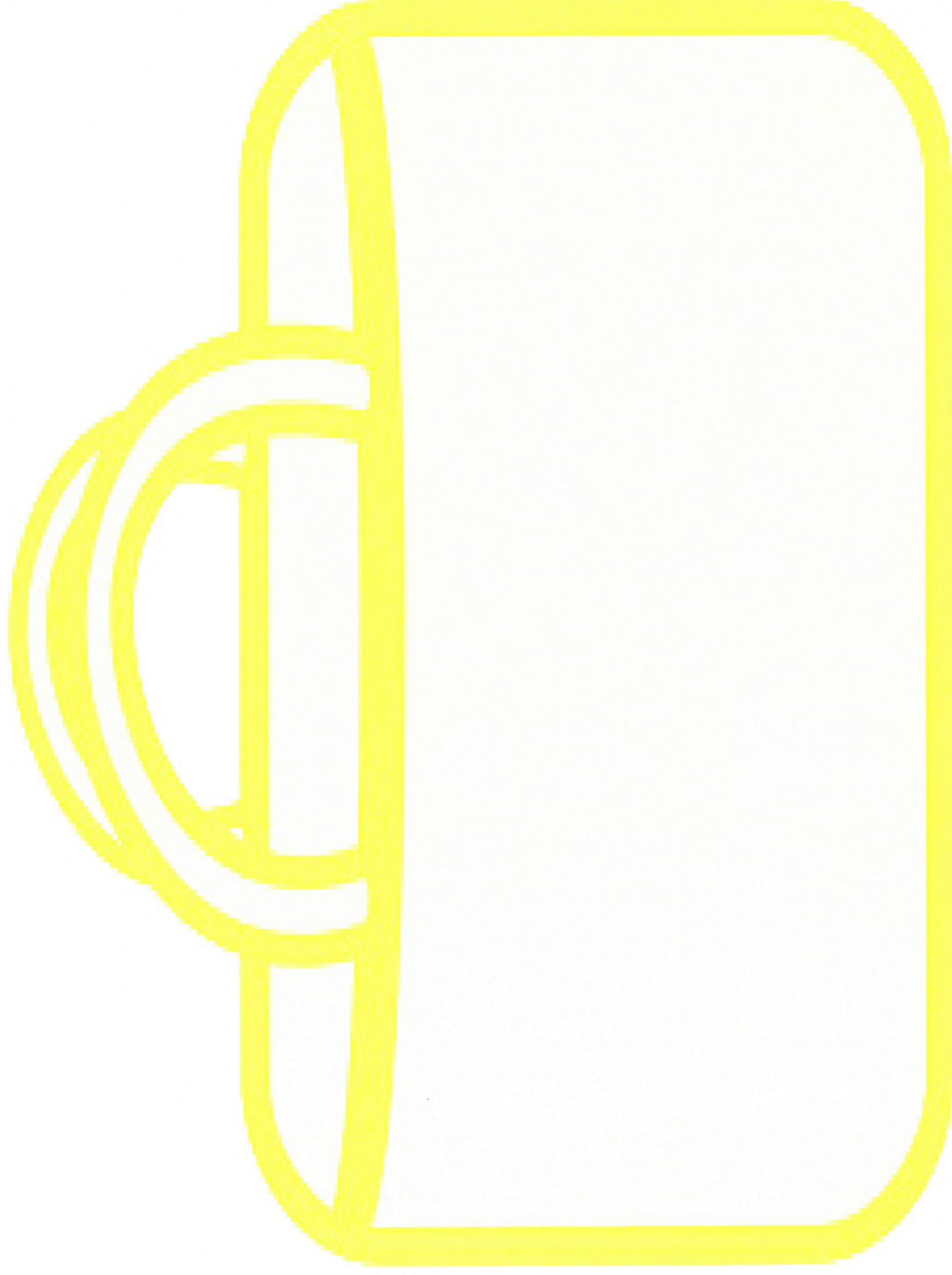
Put the suncream and the flippers in the yellow bag.

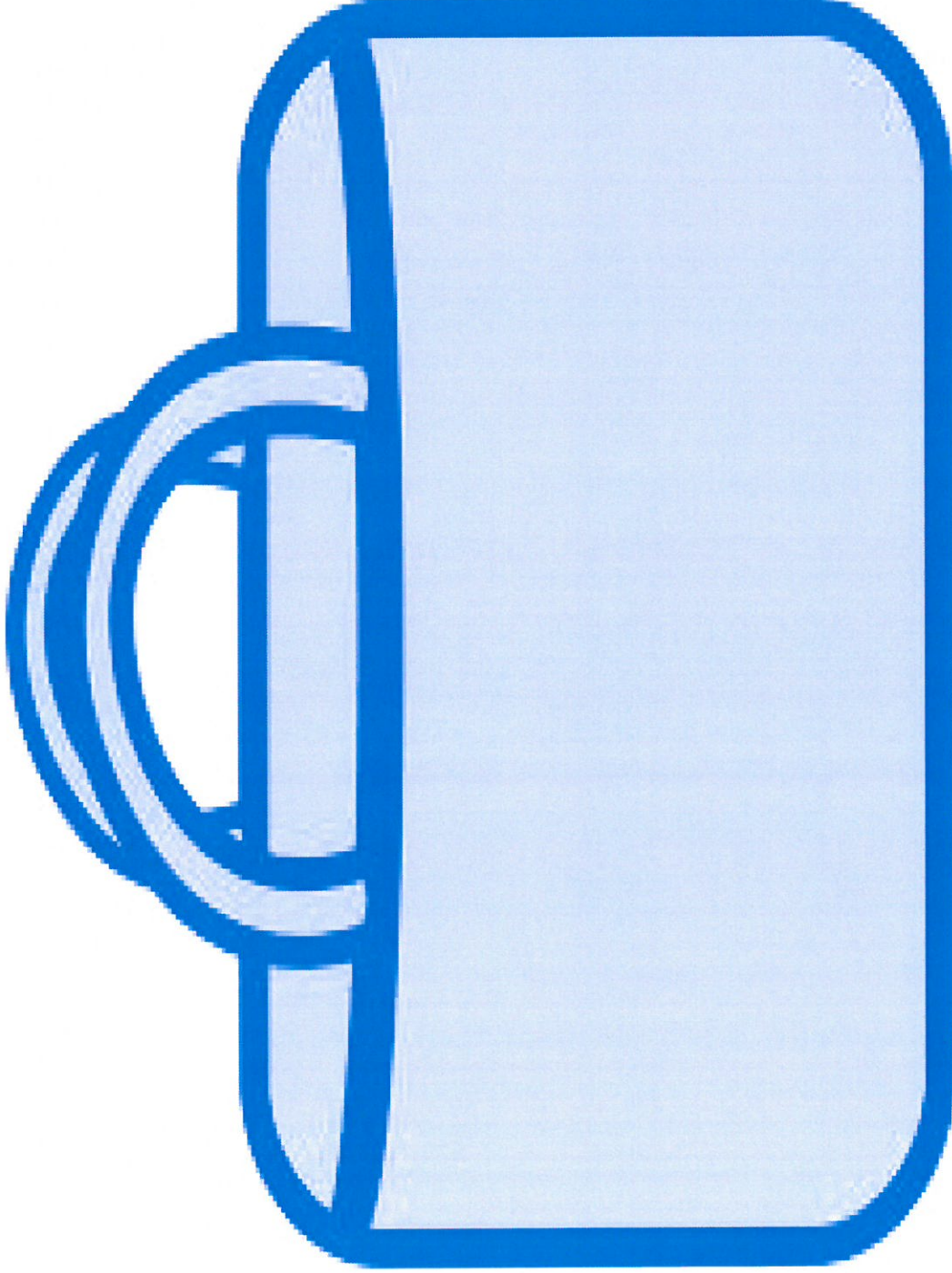
The ticket and the passport go in the blue case.

Can you put the money and the sunglasses in the yellow case.

Continue until all the items are used up.



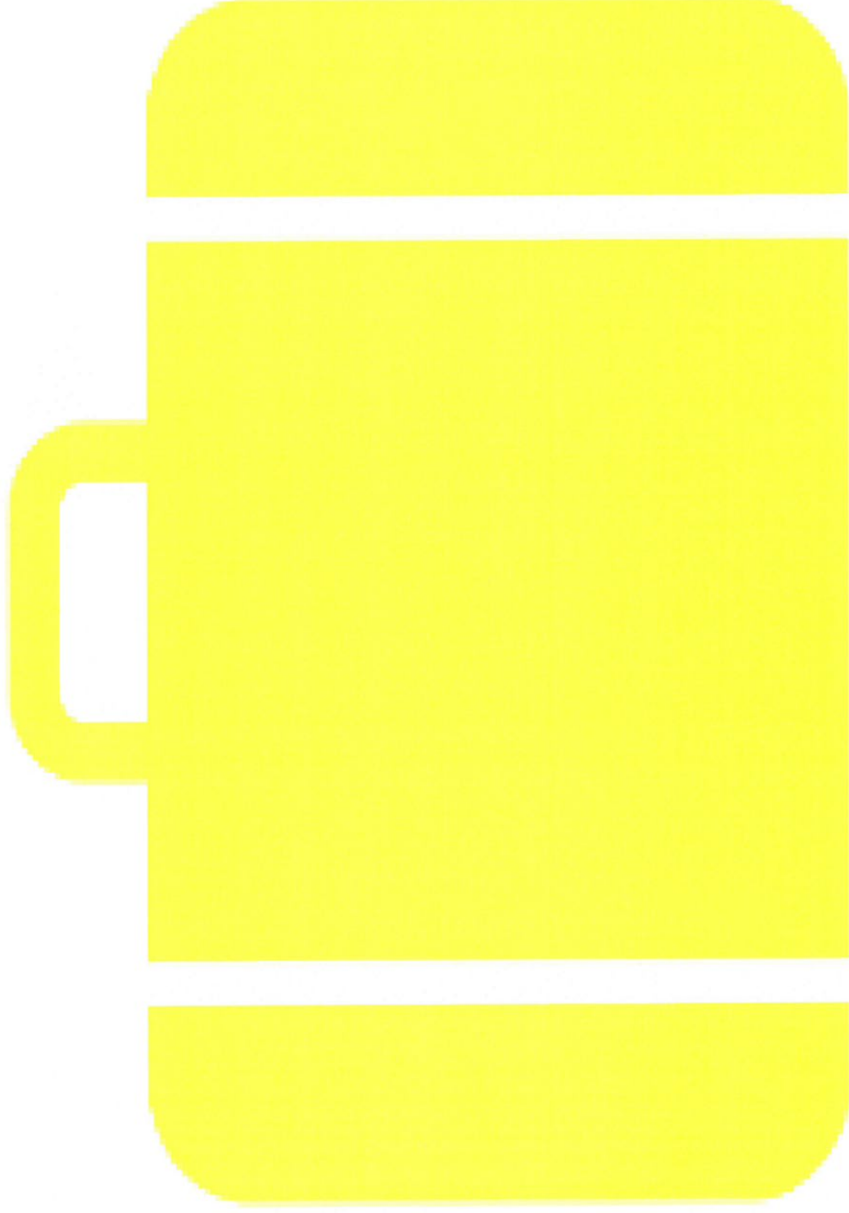


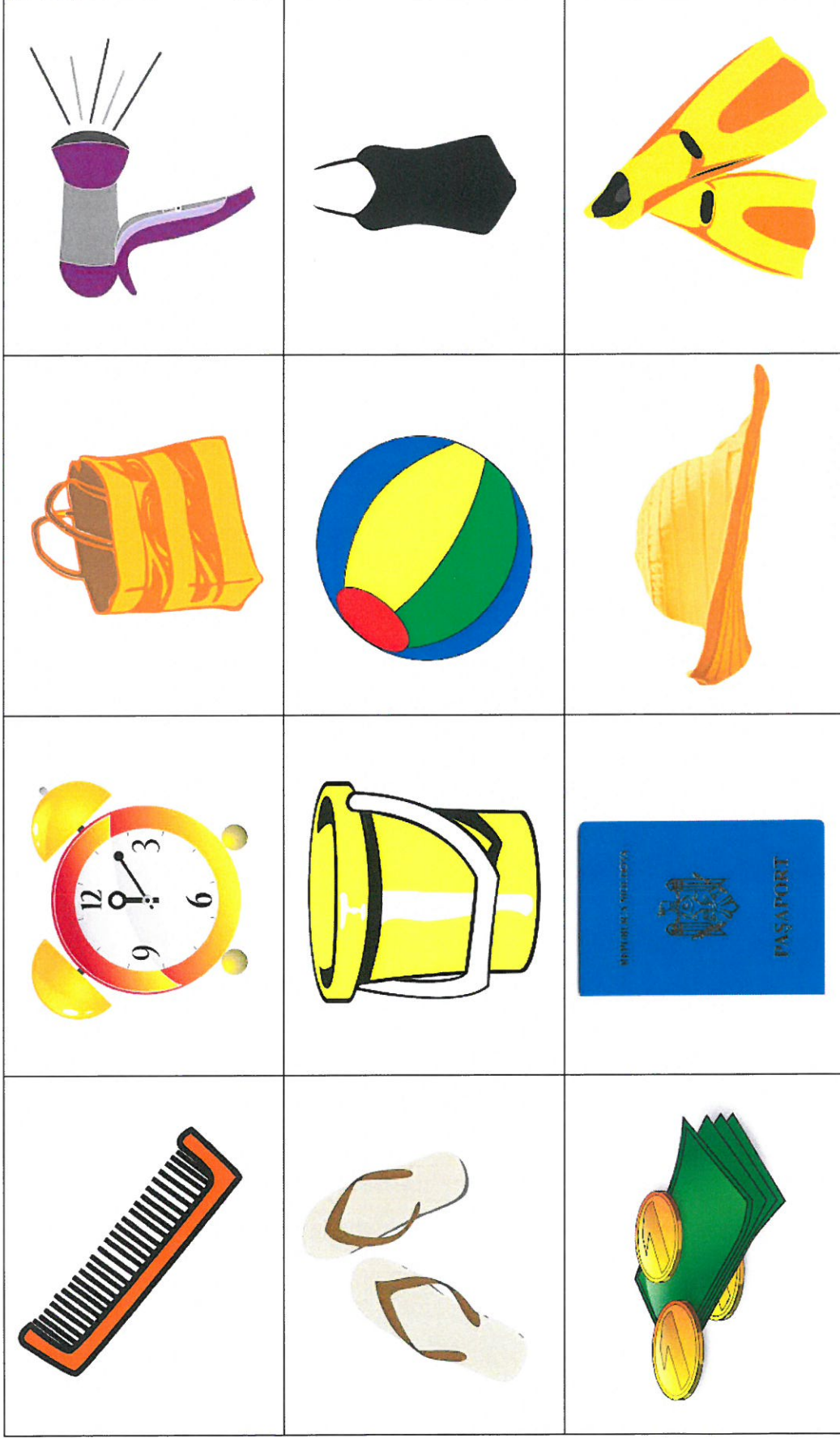



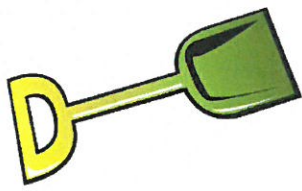
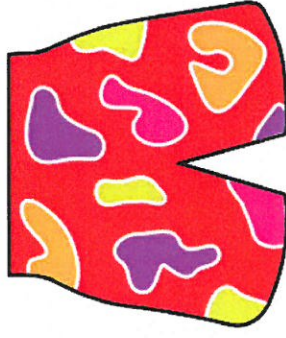


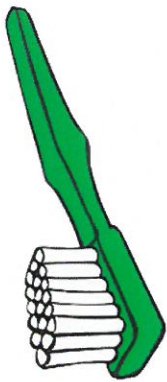





Original concept by Karen Stockman and Helen Jones
Updated by Rona Gaffney 2015



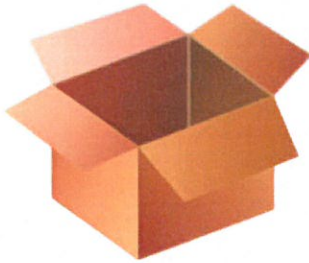






Activity 4 – Tidying the Kitchen Game



Storyline

The kitchen has become very messy and needs to be tidied up. Can you help put the things in the correct place.

Directions on carrying out the 4 key word instructions:

Place the pictures of the shelves, cupboards and food items in front of the child and then give them the instructions. Once they are able to correctly follow the instructions 80% of the time, you can reverse roles with the child and they can give you the instructions.

Instructions containing 4 key words

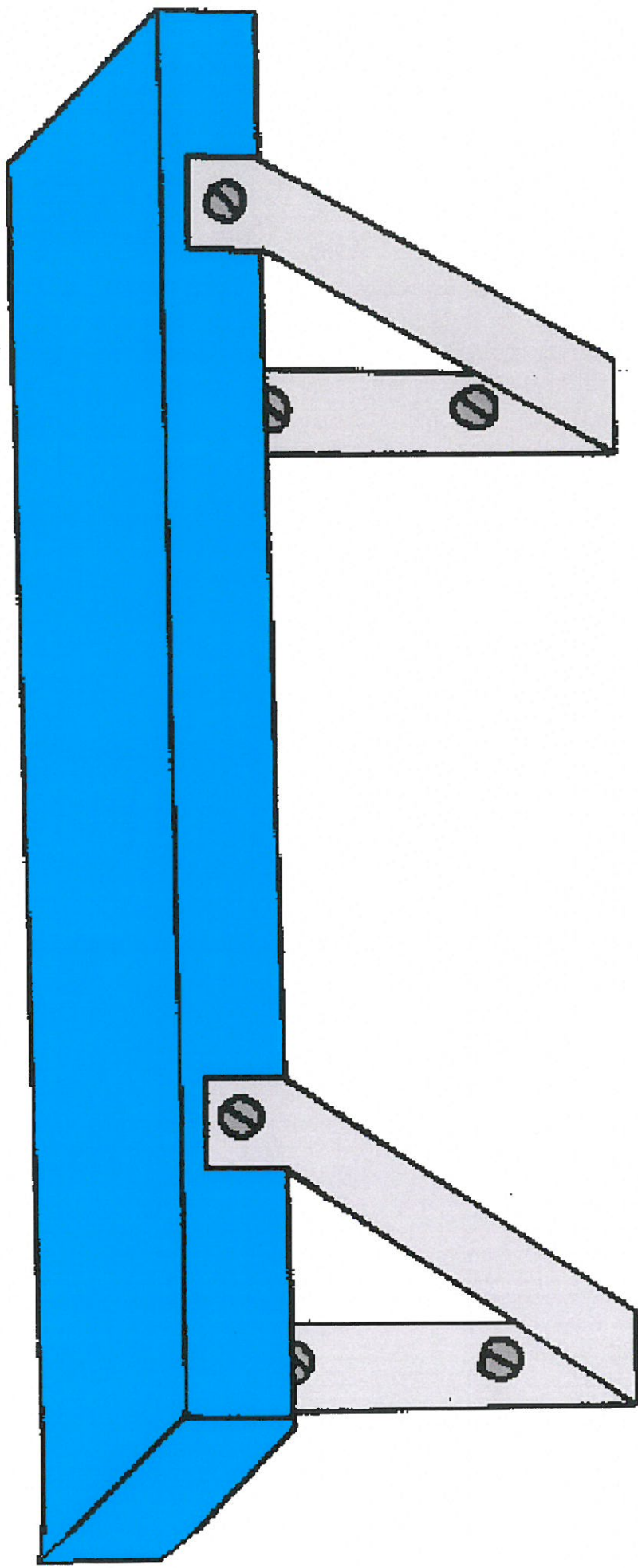
Put the full bottle on the blue shelf.

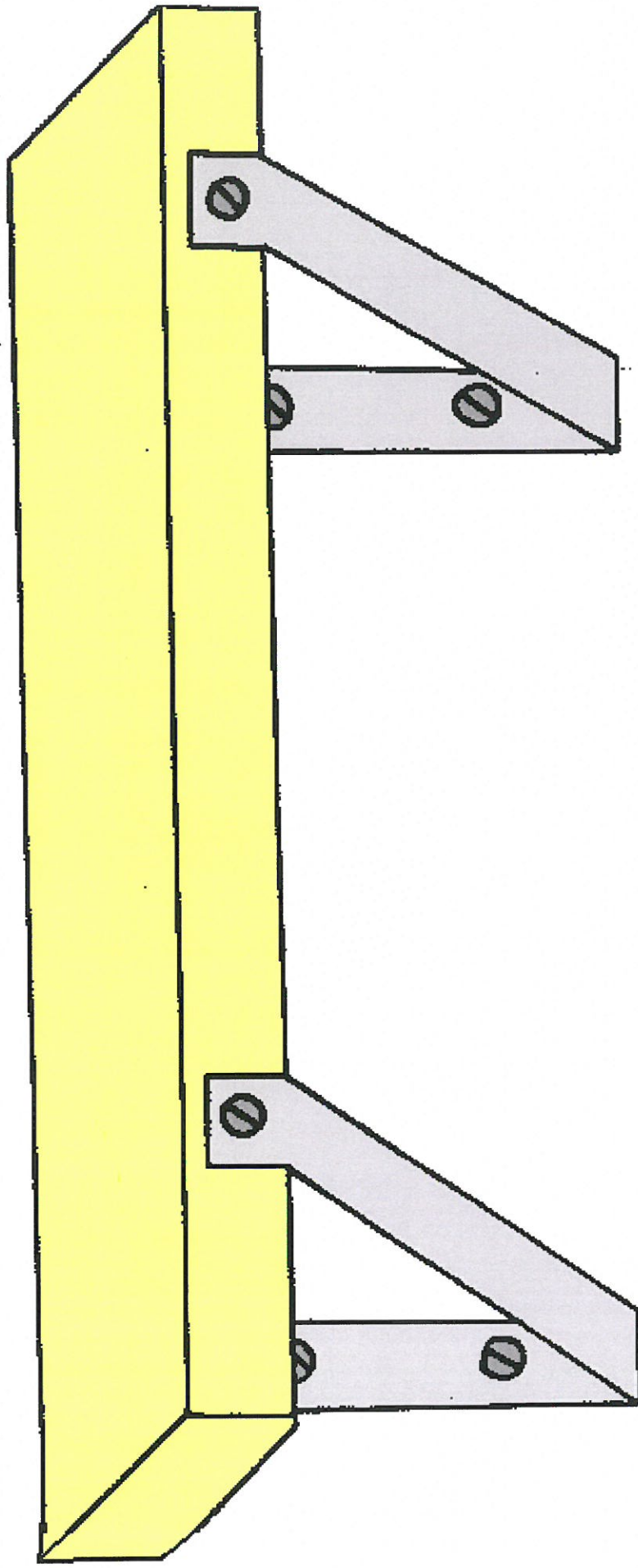
Put the empty jar in the red cupboard.

The empty carton needs to go on the red shelf.

Continue until all the items are used up.

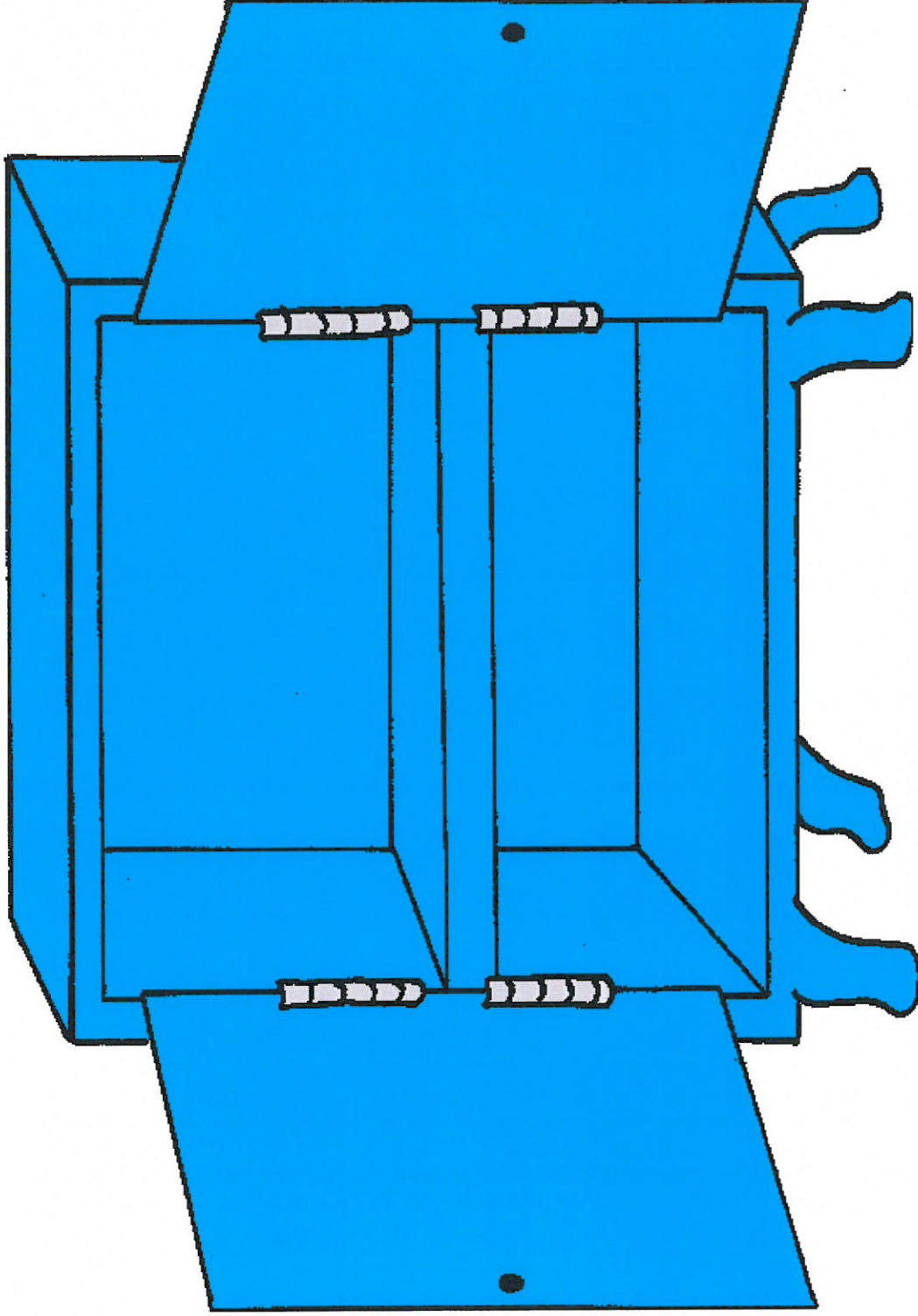


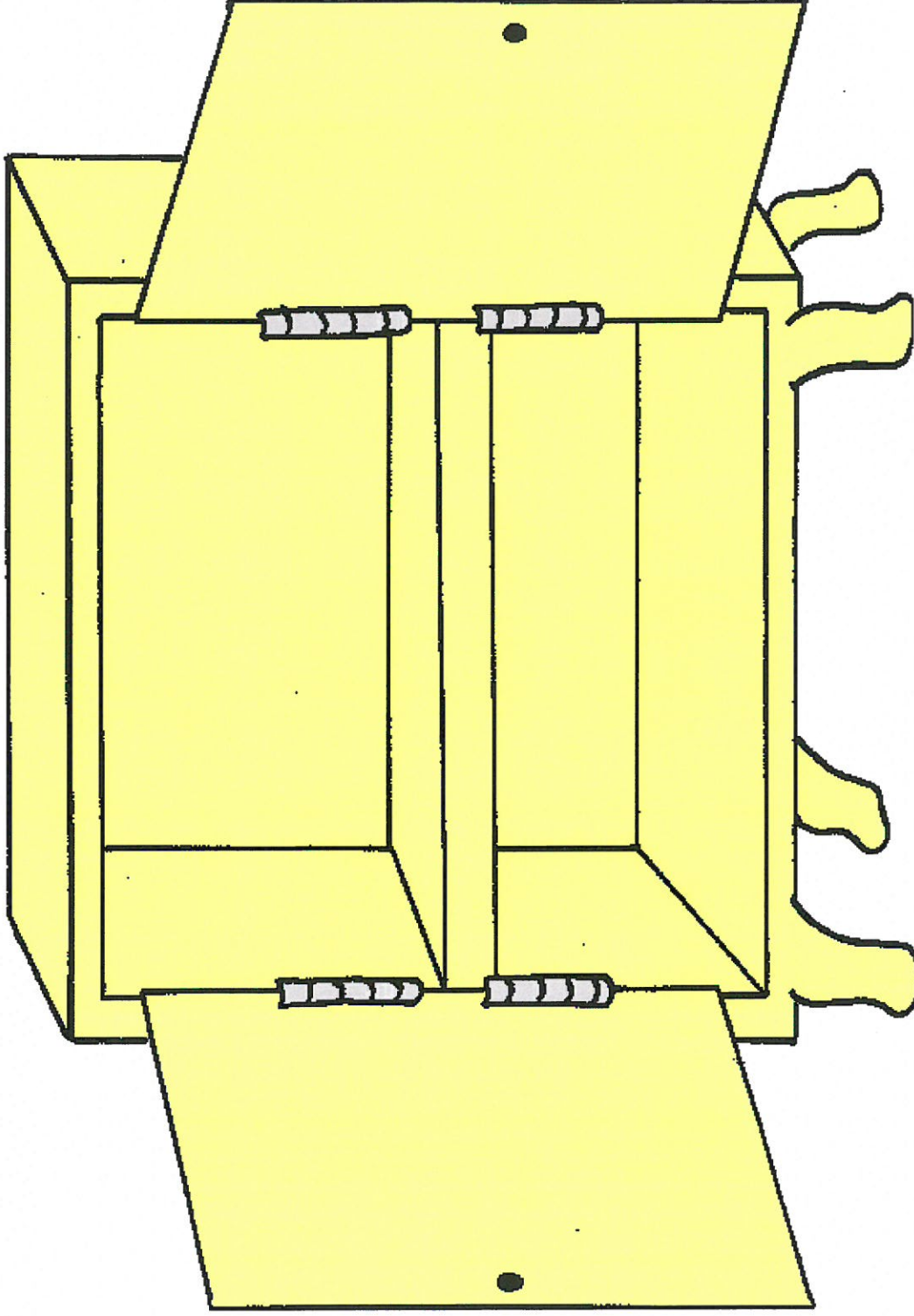




Original Concept by Karen Stockman and Helen Jones
Updated by Rona Gaffney 2015






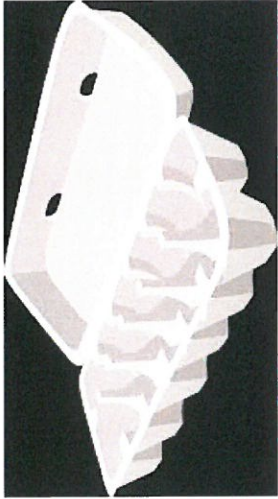


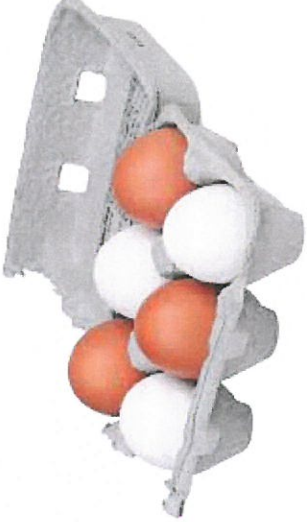

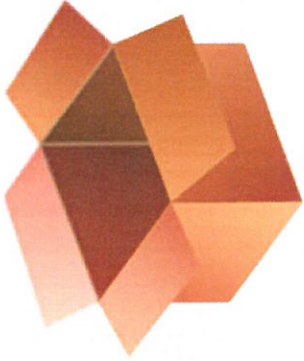
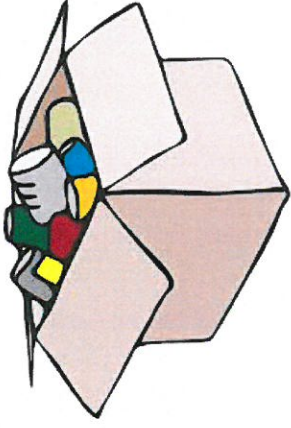





Improving Health
and Wellbeing



Humber
NHS Foundation Trust

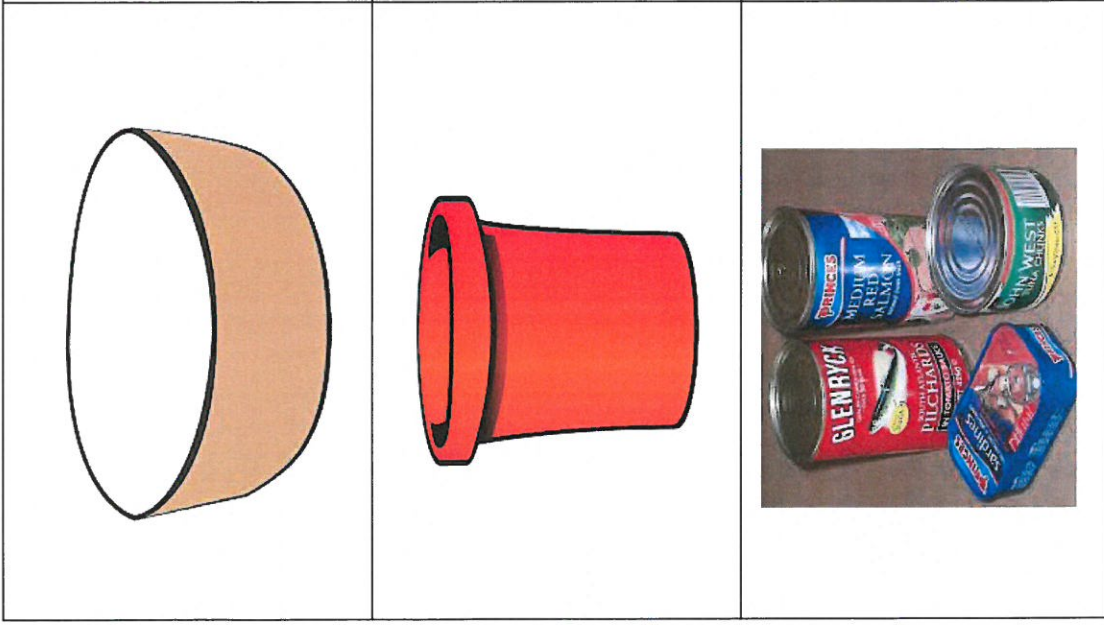
		
		
		

Original Concept by Karen Stockman and Helen Jones
Updated by Rona Gaffney 2015

www.humber.nhs.uk

© Speech & Language Therapy, Humber NHS Foundation Trust





Activity 5 – Muddled Up Things



Storyline

The people have muddled all their things up. Who wants what? Some of them want their own things back, some want to borrow someone else's. Can you help them?

Directions on carrying out the 4 key word instructions:

Place the pictures of the tall boy, the short boy, the tall girl, the short girl and the big and small item pictures in front of the child. Give them the instructions. Once they are able to correctly follow the instructions 80% of the time, you can reverse roles with the child and they can give you the instructions.

Instructions containing 4 key words

Give a big hat to the tall girl.

Put a little tie on the tall man.

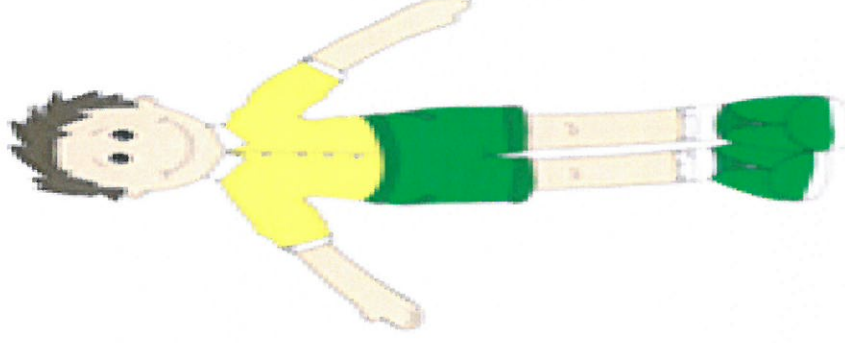
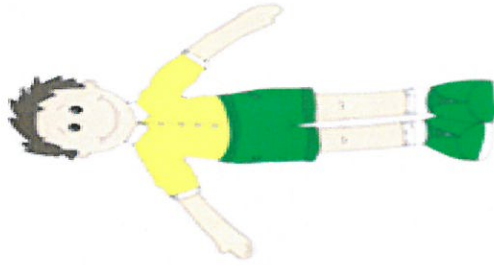
The short man wants the big umbrella.

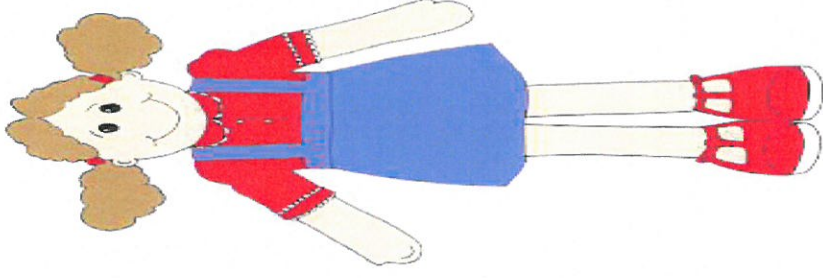
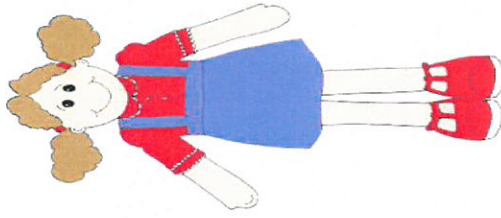
Continue until all the items are used up.

Original concept by Karen Stockman and Helen Jones
Updated by Rona Gaffney 2015

© Speech & Language Therapy, Humber NHS Foundation Trust









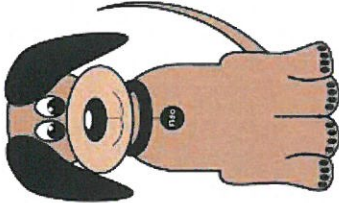
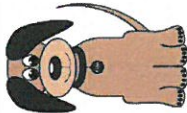
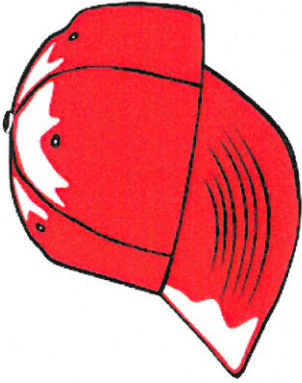
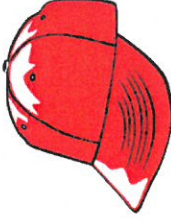








Improving Health
and Wellbeing

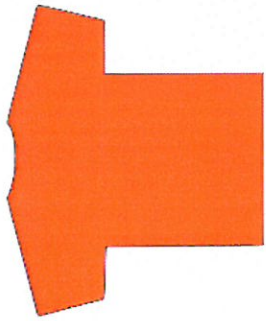



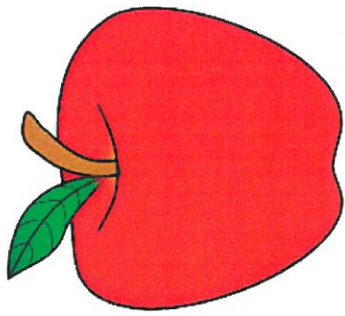
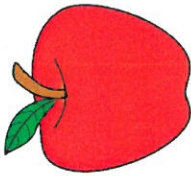


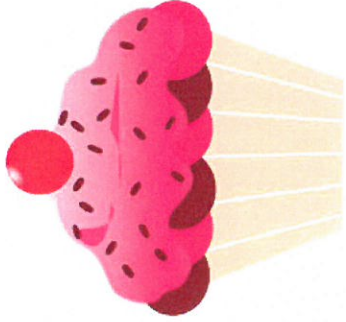
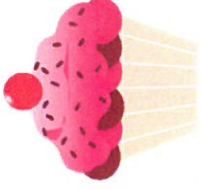




Humber
NHS Foundation Trust

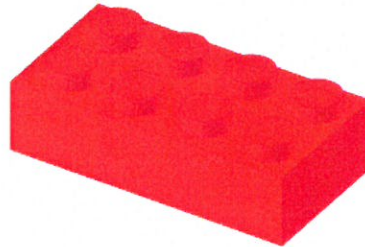
Original Concept by Karen Stockman and Helen Jones
Updated by Rona Gaffney 2015





Activity 6 – Number, Colours and Places Game



Storyline

Can you put the right item in the right place or give the correct item to the right person. (The game can be played by either giving items to other children or putting them around the room.)

Directions on carrying out the 4 key word instructions:

Place the pictures in front of the child. Give them the instructions. Once they are able to correctly follow the instructions 80% of the time, you can reverse roles with the child and they can give you the instructions.

Instructions containing 4 key words

Give three yellow bricks to Sarah.

Put two blue pencils on the chair.

Put one green button on the floor.

Continue until all the items are used up.



