Useful websites:

https://www.newcastle-hospitals.nhs.uk/services/speech-and-language-therapy/childrens-speech-and-language-therapy/activities-to-support-children/understanding-words-and-key-word-level-instructions/

https://www.shropscommunityhealth.nhs.uk/content/doclib/14001.pdf

Supportive resources/ activities:

- Garage and cars
- Small world dolls house
- Small world farm
- Building blocks and Lego

CADMUS INCLUSIVE

Thinking differently for a brighter tomorrow...
Cadmus inclusive is a neuro-affirming, dynamic, expert led service that provides person-centered and innovative approaches to meet the unique needs of all of their pupils.

Contact

www.cadmusinclusive.co.uk

INFORMATION CARRYING WORDS

A guide for parents

What are information carrying words?

nformation carrying words are words that carry key information within a phrase or sentence. If your child has received a target referring to use of or understanding of information carrying words it means that they need a little support in developing their understanding of spoken words

A Little More Information

Using the correct amount of information carrying words in a sentence can be challenging. Use the examples below to help you come up with your own sentences to use with your child. Make sure you consult their speech and language report to find out how many information carrying words your child is working on in their target.

1 information carrying word - with an open hand gesture say any object name e.g. "**pencil**"
2 information carrying words - "**give** me **teddy**"
3 information carrying words - "**give** me the **green car**"
4 information carrying words "**put** the **car on** the **table**"
5 information carrying words "**put** the **spoon next to** the **big plate"**

Ways to support at home

Children learn best through play. You don't need to buy additional resources or print off and make flash cards. The most powerful way of helping a child to learn a new skill is by using things that interest them in a playful way. Don't think of helping as a separate event that you have to sit down and "do the therapy" consider ways of building the targets into every day life.

Some examples:

Whilst playing alongside your child with the cars and garage "can you give me the red car?" "put the car in the garage" "make the blue car go down the slide".

Whilst playing with Lego add in instructions to play "give me the yellow brick" "put the wheel on"
When playing with the Playdoh "pass me the rolling pin" "give me the fish cutter" "put the lid on"

Whilst getting the table ready for dinner involve your child. "put the plates on the table" put the spoons next to the plate".

Involve your child in all processes within the house "put your sock on" "get your coat" put your bag in the car" "wash your face".

How often?

A minimum of 3 times a week practising a new skill will help towards achieving a target. However, if you are able to embed practise into every day routines your child's progress will sky rocket as they get the opportunity to over learn and practise the skill in many different contexts.