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Children's Speech and Language Therapy Team Understanding

What is Receptive Language?

Receptive language = understanding words & sentences so that we can follow what is being said us.
Understanding language and what words mean helps us to:

- *Understand information given to us
- *Follow instructions
- *Learn vocabulary
- *Helps us to participate in conversations
- *Learn about social rules
- *Put a name to our emotions

Top Tips to support your child's understanding of language

- Gain your child's attention before speaking so that they can focus on what you say.
- Use non-verbal communication e.g. gestures, facial expressions & eye contact.
- Use visual support such as objects; toys; photos / pictures; & sign alongside words to help your child link words to items.
- Pause to allow your child processing time.
- Model language that is relevant to what your child is doing & at the right level.
- 'Chunk' instructions in to short and manageable sections. e.g. Instead of "go get your coat and shoes on and get in the car," start with "get your coat." Once this is done, praise them and move to the next thing i.e. "get your shoes."
- Here and Now - talk about what is happening now rather than later. If you need to talk about what is happening later, using visual timetables can help.
- Expand on your child's understanding by adding one new word/concept at a time e.g. in play 'find the dog' 'find the brown dog' 'find the big dog.'
- Repeat an instruction if your child doesn't understand.
- Reduce the amount of questions that you ask.
- Try swapping 'Negatives' when asking a child not to do something as 'no' or 'not' (e.g. Don't run) are hard to understand. Swap it to a positive statement of what you want them to do e.g. "Walk please."
- Remember if a child is upset, their understanding of language can reduce significantly. Comfort them, then talk once they are calmer.



Simon Says -

Ask your child to follow short instructions e.g. Touch your nose, jump, sit down.

*Easier - show your child what to do by modelling the action and words.

*Harder - ask them to do 2 or 3 things at once e.g. 'Touch the chair then stand on one leg.'

What am I?

You need: 10 pictures/objects) - Put 2/3 pictures in front of your child & ask them to find the one you describe e.g. Find one you kick, find one you eat, find one that's red / big / soft.

*Easier - give them an extra clue.

*Harder - Place more options in front of your child.

Tidy Up Time!

When tidying up ask your child to listen and put certain items where you say.

*Easier - 'Put the book on the shelf' 'Put big teddy in the box' 'Put blue car in the big box'

*Harder - 'Put the car in the box and the pen on the table'

Story time

- When looking at books with your child ask them to find things you name e.g. 'Find....'

Easier: teddy / cat / car / house

Harder: teddy's nose / boy's feet / the man swimming / the big ball / the blue car / the train's wheels / the cat and the mouse.

Shopping -

(You will need: 10 items from around the house e.g. food, toys, clothes) Give your child a shopping bag & tell them you are going to the shops. Ask them to 'buy' 2 items.

*Easier - buy 1 item. *Harder - buy 3 items.

Picnic

- You will need - teddy and doll/favourite toy & play/real food.

Give your child instructions: 'Give the apple to dolly' 'Give the cake to teddy'

*Easier - use only one soft toy.

*Harder - ask your child to give two food items to each soft toy.

Useful websites

<https://www.cambscommunityservices.nhs.uk/what-we-do/children-young-people-health-services-cambridgeshire/specialist-services/childrens-speech-and-language-therapy/activities-ideas-and-info>

<https://swindonspeechandlanguagetherapy.wordpress.com/school-age-resources/>

<https://www.humber.nhs.uk/services/childrens-language-resources.htm>

<https://www.hacw.nhs.uk/childrens-speech-and-language-resources/>

<https://www.leedscommunityhealthcare.nhs.uk/our-services-a-z/speech-and-language-therapy2/speech-and-language-therapy-toolkit>

