

Building Vocabulary Skills

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Introduction

Building Vocabulary Resources



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Toolkit



YouTube

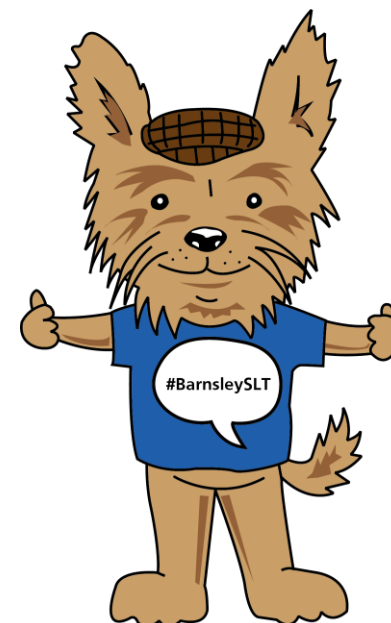


Take a look at our YouTube Channel and online toolkit for helpful advice, resources, and activities!

With **all of us** in mind.

What we will cover

- How we learn vocabulary
 - What makes it easier
 - What makes it harder
- A model for memory
- Normal Vocabulary Development
- Why some children have difficulties
- Semantic phonological therapy
 - Basic model
 - Adaptation of basic model into games and activities



Learning New Words Activity 1

- You will now be taught 8 new words

Rules:

- You will see a picture and listen to me say each word once
- You are not allowed to write anything down



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What makes it easier

- Context
- Making links – meaning & sound
- Making it visual
- Rhyme
- Repetition
- Fewer words at once
- Fewer distractions
- Making it multi-sensory – lots of blu-tac
- Knowing what you do with it
- Saying it yourself
- Using it yourself



What makes it harder

- No repetition
- Prior knowledge
- Distractions
- Too many words
- Stress
- Motivation



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Learning New Words Activity 2

- You will now be taught 6 new words

Rules:

- You will see a picture and listen to me say and talk about the words
- You are not allowed to write anything down



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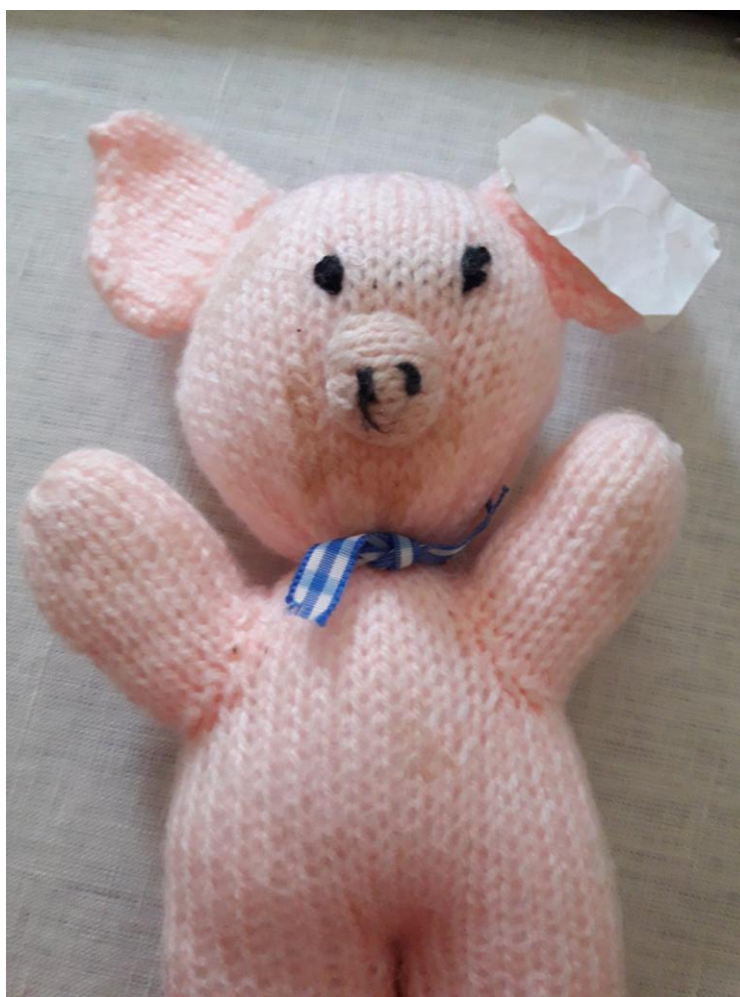


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Here are the words:

- Fom (knife)
- Dag (spoon)
- Fangle (string, parcel tape)
- Sant (plastic bag)
- Tuff (peg or bulldog clip)
- Hig (sticker)



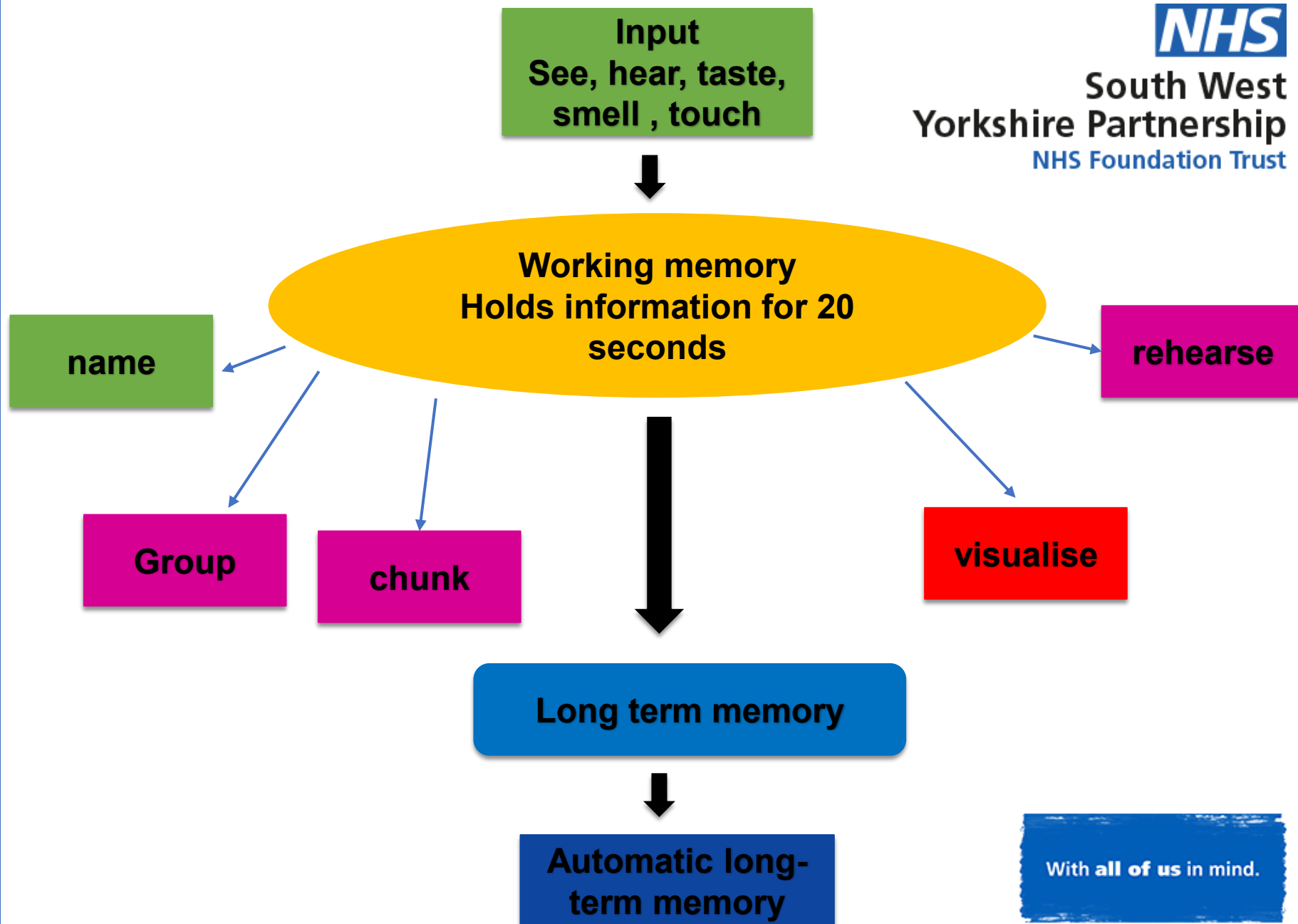
Draw them, write them, rhyme them.



Turn over your piece of paper, count backwards from 20, write down the words you can remember.

Summary

- Adults and children learn vocabulary in similar ways
- Things that make it harder for you, make it harder for children
 - Do less of the things that make it harder
- Things that make it easier for you, make it easier for children
 - Do more of the things that make it easier
- Repetition is essential but it is not effective on its own
 - Create as many memory hooks as possible using different senses



Refreshing – moving things into ALTM

- 5 minutes
- Same day
- Within a week
- Within a month
- Three monthly
- Six monthly
- Annually



Refreshing – Everyday Life and normal slips and lapses

Say It

sock

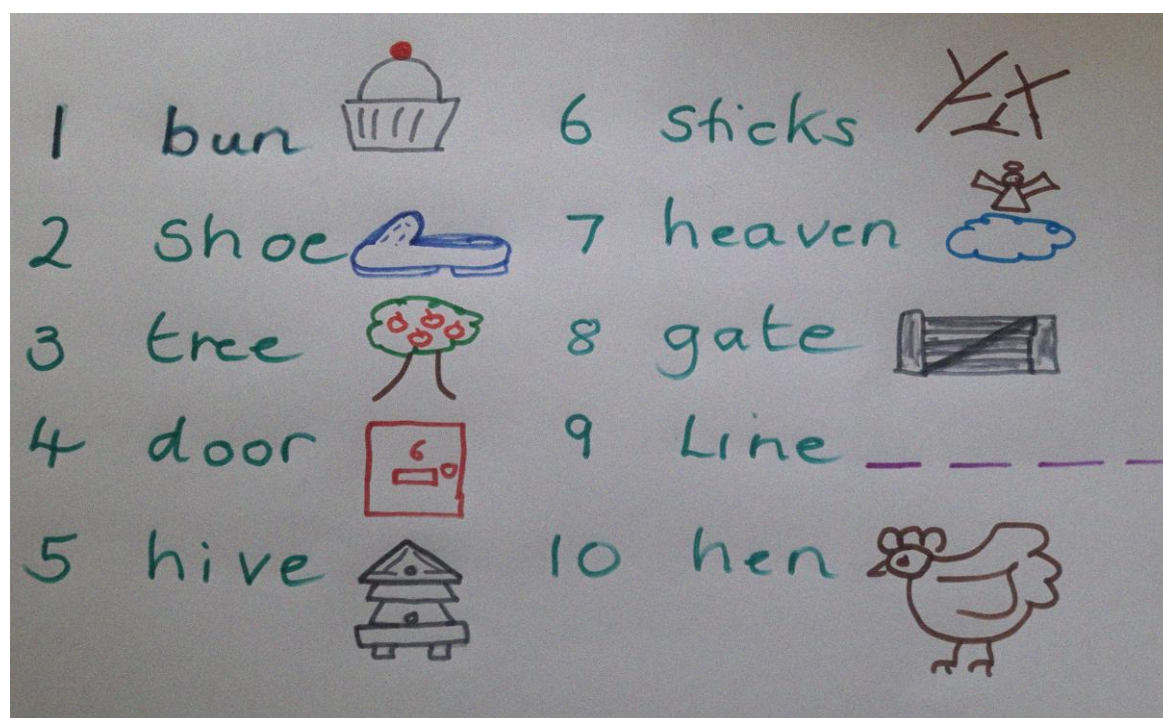
William

Ollie

Gadolinium

in mind.

Tapping into Visual Imagination



Memory – What's Important

- Information comes in from all senses
- Information has to be processed otherwise it's lost
- Processing could be:
 - Repeating
 - Making grouping links / chunking
 - Visualising
- Information has to be periodically refreshed to keep it accessible



Normal Vocabulary Development

Based on experience:

- Environment
- Motor skills
- Sensory skills
- Opportunity
- Presence of specific learning or language difficulty

Why some children have difficulties

- Sensory problems
- Physical problems
- Limited environment or opportunity
- Attention difficulties
- Comprehension difficulties
- Expressive language difficulties
- Phonological difficulties
- Word finding difficulties
- Literacy difficulties





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Tiger

Phonology

Sounds:
Starts with "T"
Rhyme: Liger
Syllables: 2

Location Where you find it

Zoo
Safari Park
Country - Asia
India

Category What kind of thing?

Animal
Mammal
Big Cat
Carnivore
Sub species e.g.
Bengal Tiger

Other

Favourite
book: The
Tiger who
came to tea

Special Parts What's unique

Bright orange
colour
Sharp teeth
Black stripes
Sharp claws

Function What you do with it

Look at it in
the zoo

Function What it does

Growl
Eat meat
Hunt
Stalk prey
Sleep

What's the best way to anchor a word?

Guess the word I am thinking of.

Write down a guess after each clue I give you.

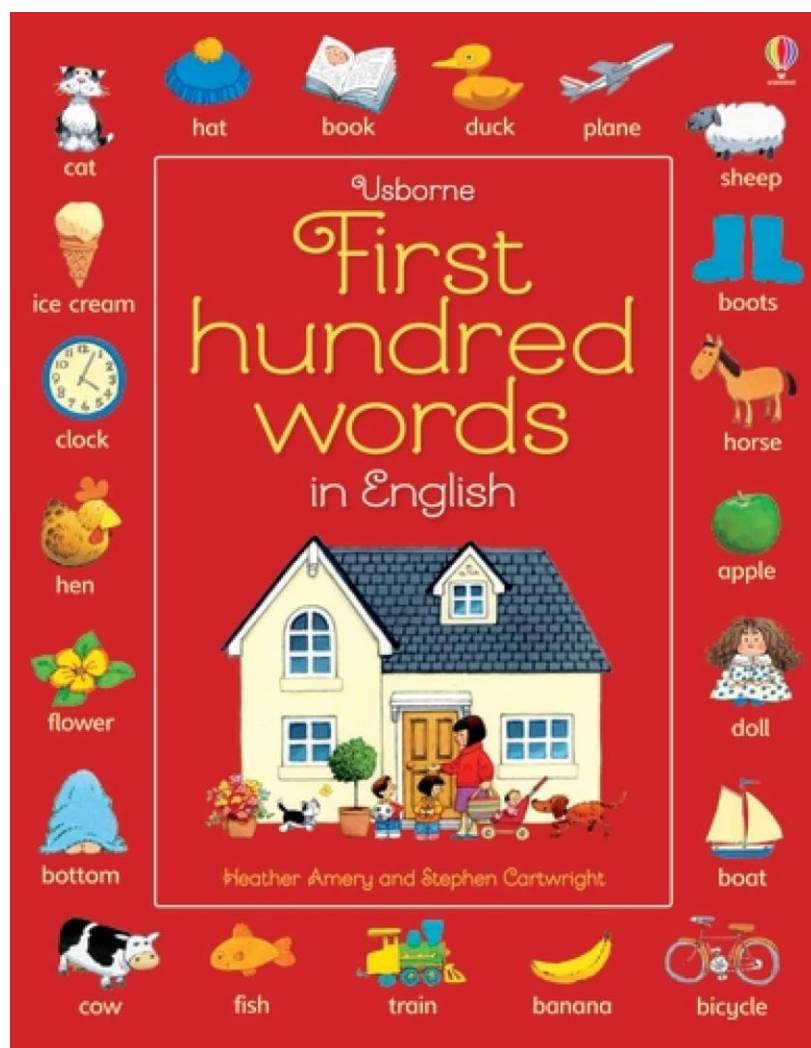


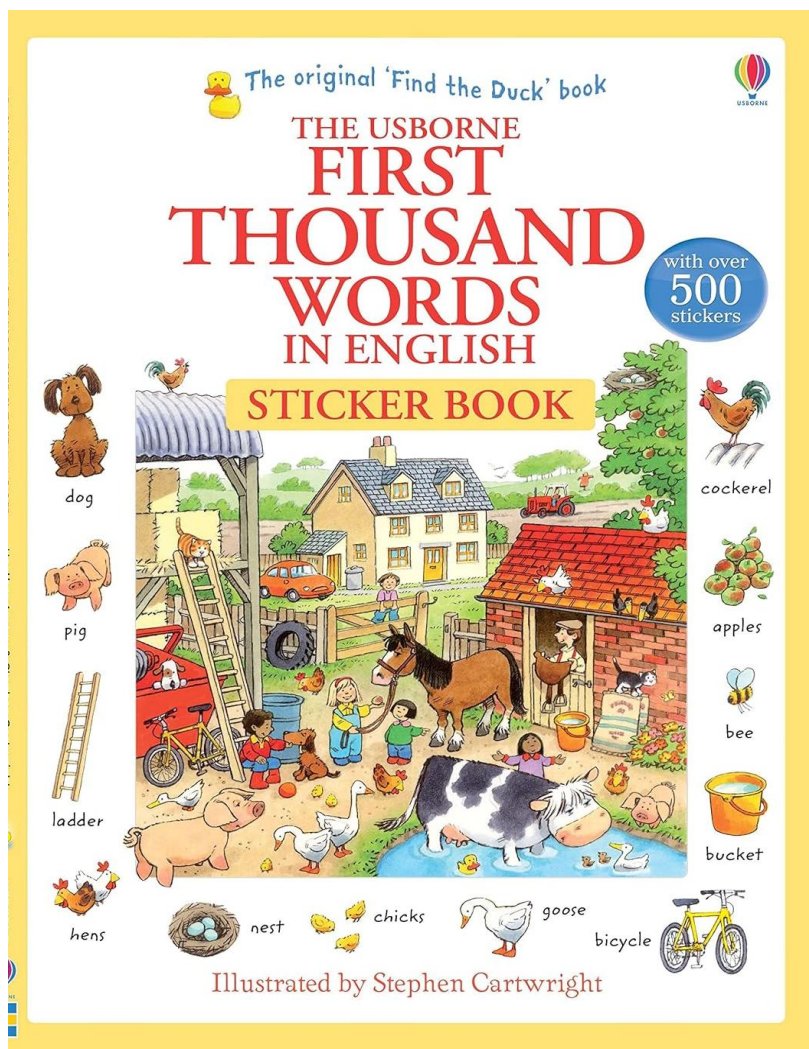


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First 100 Words - Usborne

The living room



Daddy



Mummy



boy



girl



baby



dog

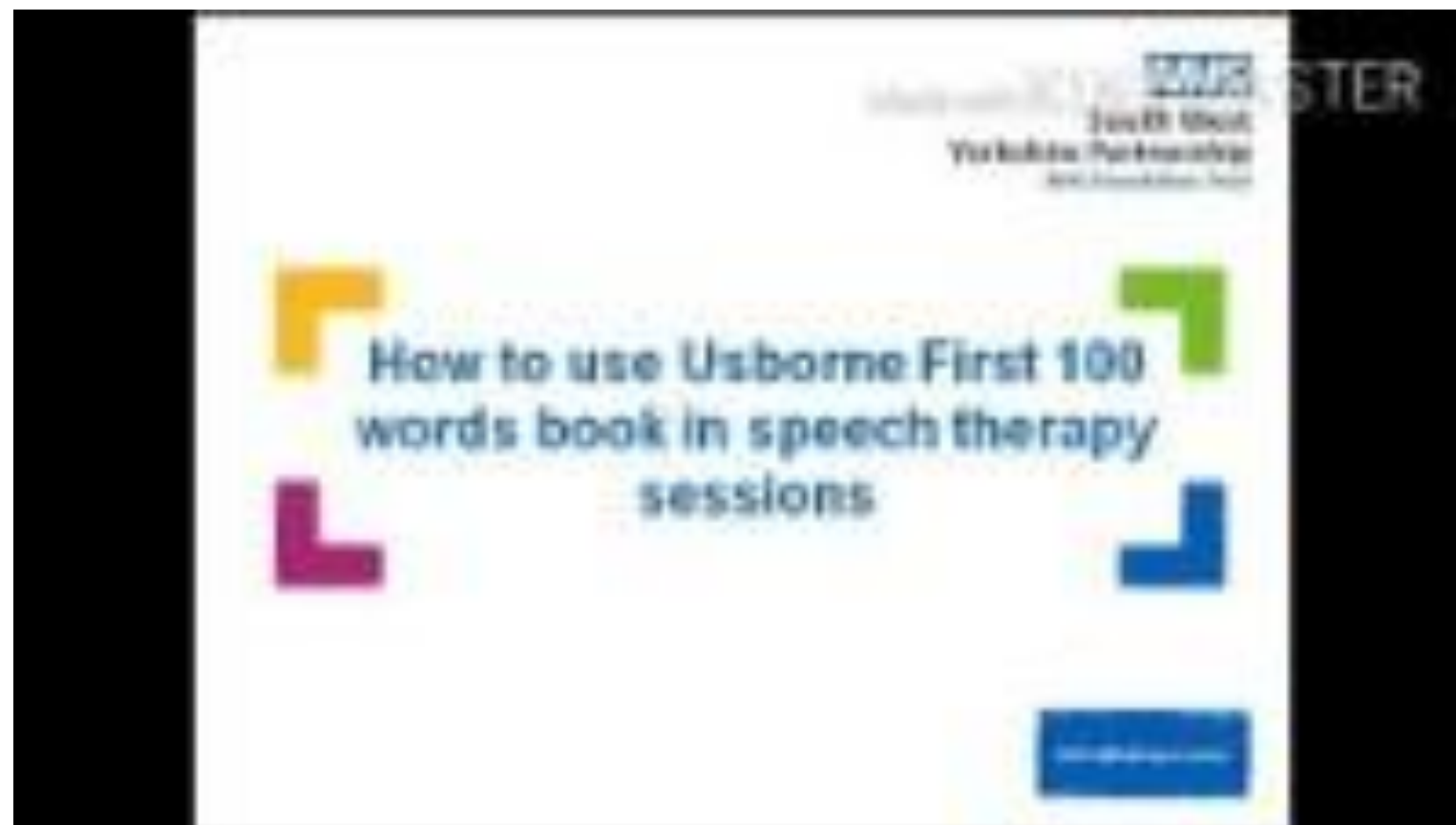


cat





First 1000 words - Usborne



Tiger

Two fruits
that have a
stone
What do they
rhyme with?

One special
part of a
banana
Clap out
banana

One special
part of an
apple
Rhyme it

Name one
fruit that has
pips
Rhyme it

Two fruits
that are
yellow
Clap them
out

Two fruits
that you can
cook with
Clap them
out

Name one
fruit that
grows on a
bush
Clap it out

Name one
fruit that has
a stalk
Clap it out

One fruit that
you can peel
What sound
does it start
with?

One fruit that
has pith
Clap it out

Two fruits that
grow on trees
What sound
do they start
with?

Pass the bomb



Picture cards ask you to name as many items as you can in a certain category e.g. things you find at the beach. You take it in turns to name something until the bomb goes off!

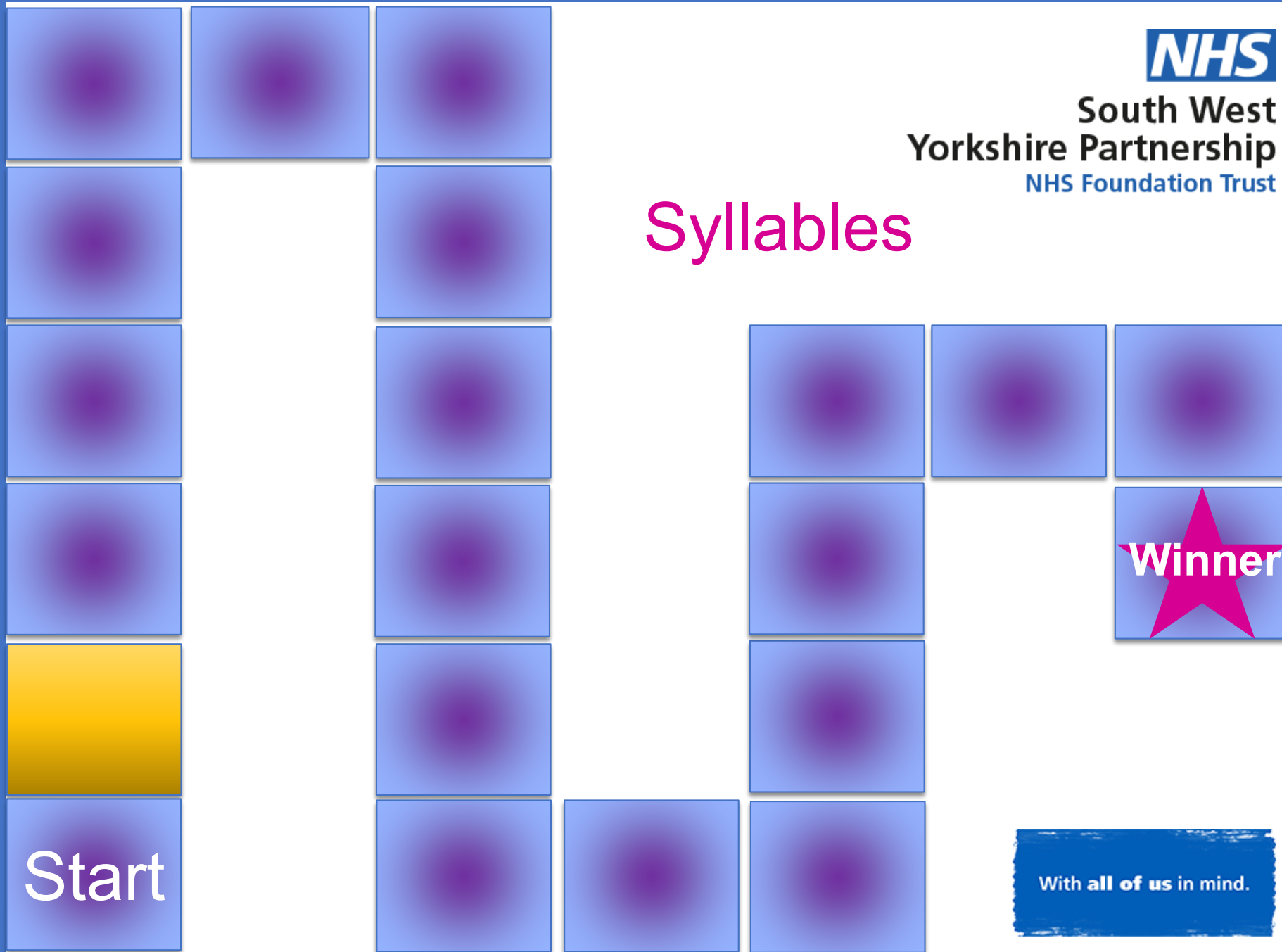


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Syllables



Every-day activities to use at home:

- Find x2 things on their dinner plate that start with “p”
- Rhyming I-spy – I spy with my little eye something that rhymes with “cat”
- Find something else you can eat / play with
- When driving in the car, “I can see a car, that’s a vehicle, can we think of any other types of vehicle?”
- Clap out into syllables family names / character names when playing or reading books



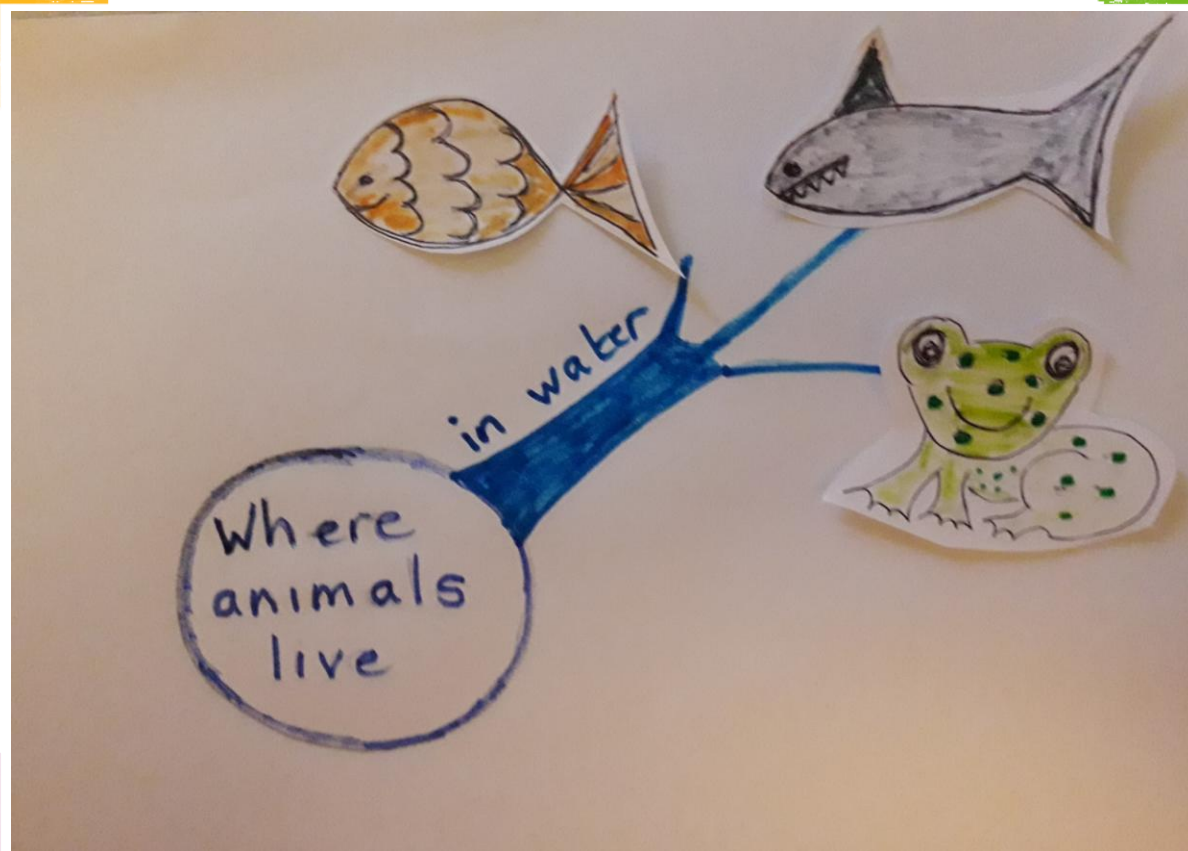


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Mind Maps

- **Created by Tony Buzan**
- **Have rules:**
 - Branches are different colours
 - Pictures or objects at the end of branches are multi-coloured
- **Aim to aid learning by activation visual memory**
 - Visual order (branches)
 - Visual difference (multi-coloured picture or objects)









Word Sums

Think of 3 answers for each:

Animal + f =

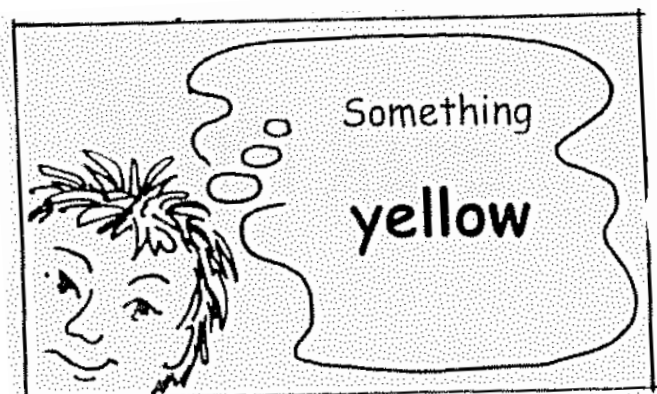
Food + 2 syllables =

Yellow + 1 syllable =

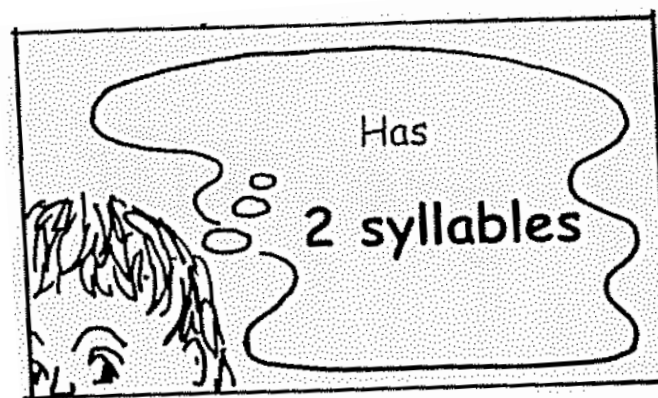
Round + 2 syllables =

Semantic Steps

Meaning



Sound

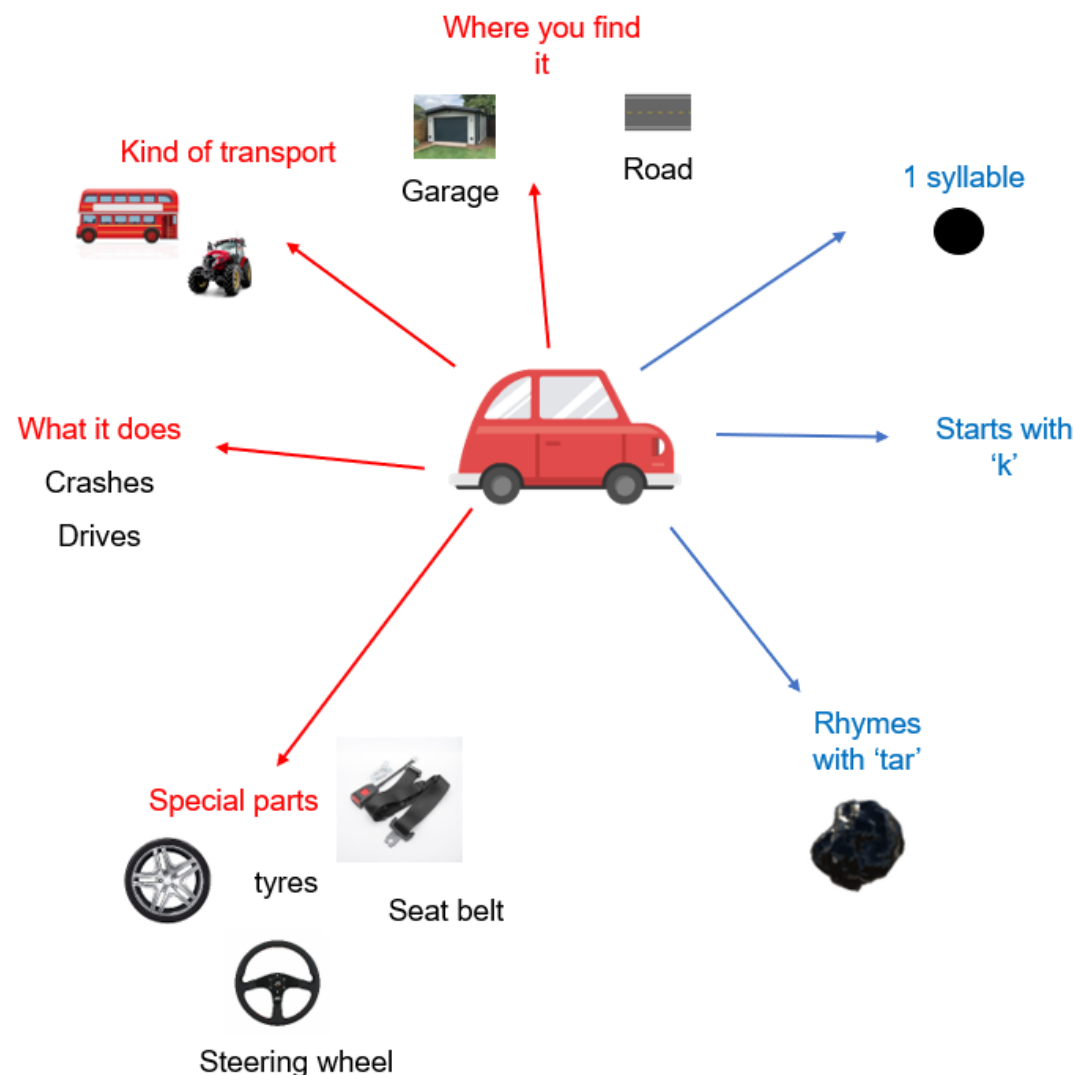


https://www.elklan.co.uk/Shop/Semantic_Steps



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Word maps - Elklan



Word maps

Word Wise Whizz (Elklan)

- Think of a sound
- Think of a meaning
- Put it in a sentence



Resources



Name 3 things
with 2 syllables
in a bathroom

Name 1 thing you
use for brushing
How many
syllables does it
have?

Name 1 thing that
flushes
How many
syllables does it
have?

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Resources

tractor



lorry



car



race car



bus



train



plane



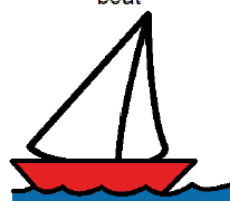
helicopter



ship



boat



police car



bin lorry



fire engine



ambulance



bicycle



motorcycle





Learning Words – revisited

Write down any of the words you remember from the earlier activity ...what helped you?



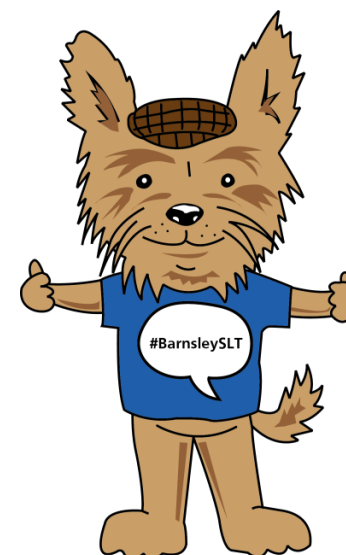
Conclusion

- Make visual links
- Interactive / multisensory word learning
- Combine meaning with sound links
- Repeat / refresh
- Say the word
- Start with words they know

Please can we have your feedback?

Type this link into your browser:

<http://ratenhs.uk/z33v9D>



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