



# Building Vocabulary Skills



**Laura Pugh / Katy Lockwood /  
Caroline Clifford**



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**09.30: Start**

**10.30: Break**

**10.45: Start**

**12.00: Lunch**

**12.30: Start**

**1.30: Break**

**1.45: Start**

**Finish no later than 3.00**

With **all of us** in mind.

# Key Information

- 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



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# What makes it easier?

Location or context

Making links – meaning and 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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# 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.**



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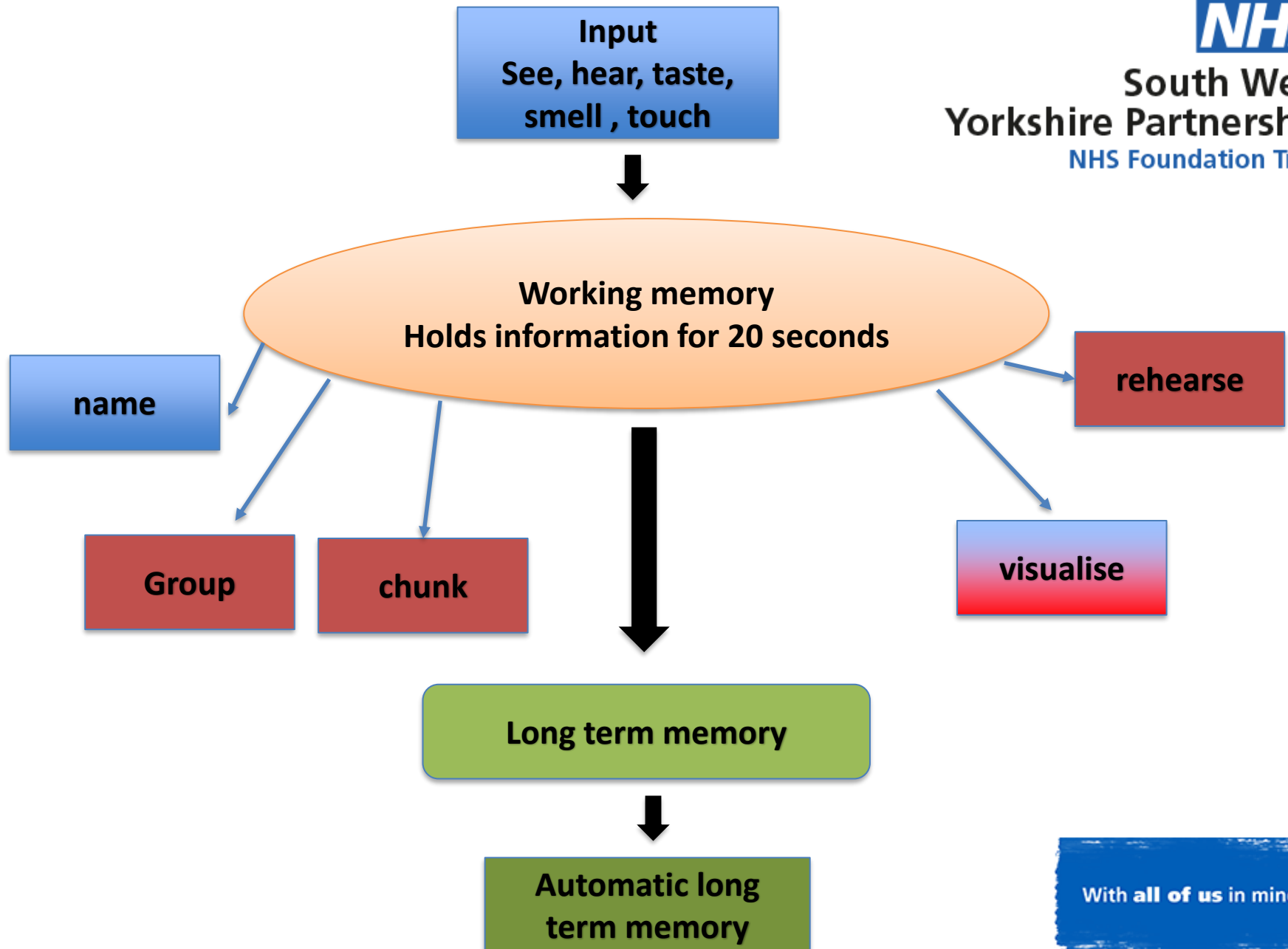


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# Summary

- 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

[Redacted]

William

[Redacted]

Ollie

[Redacted]

Gadolinium

[Redacted] mind.

# 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

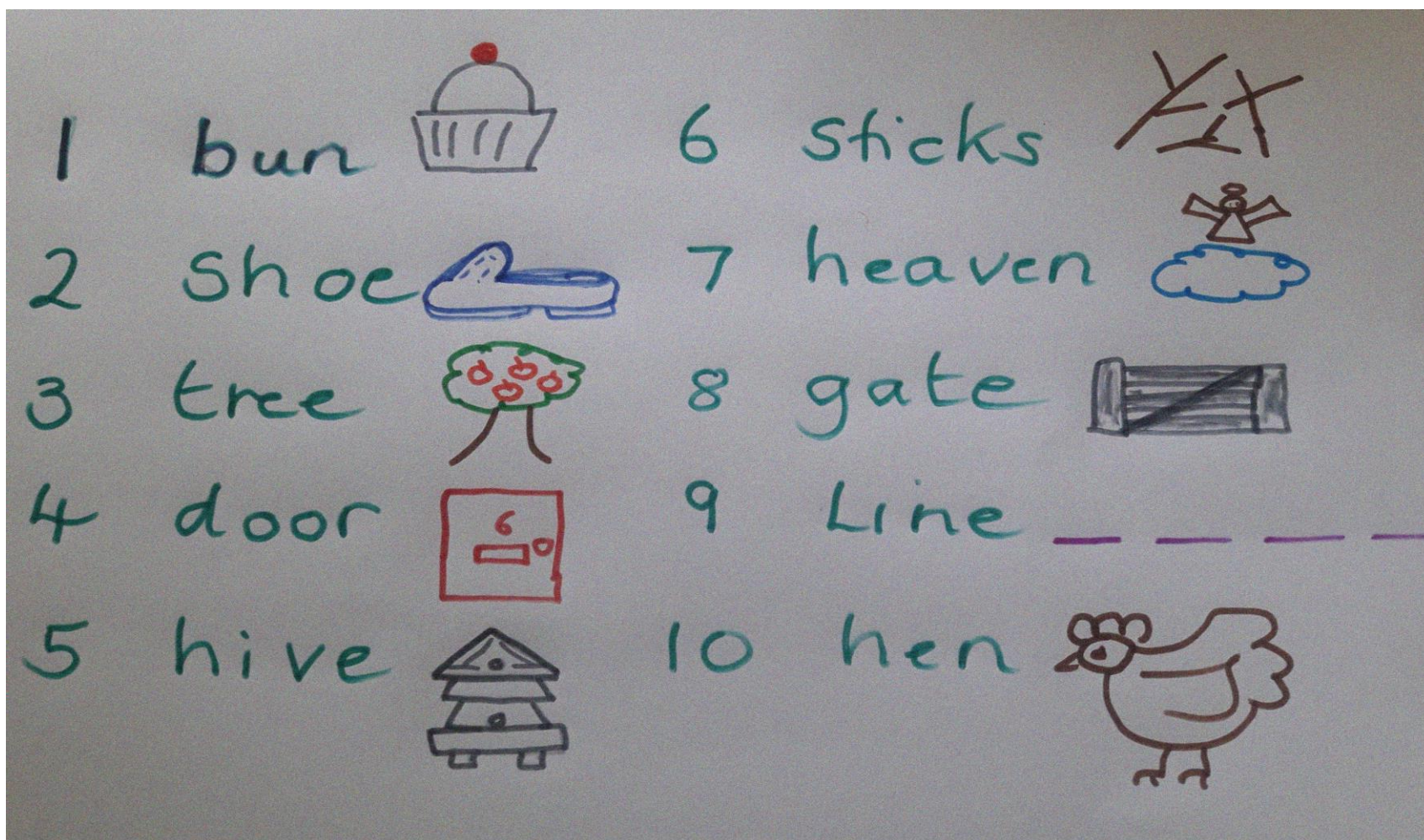
# Normal Vocabulary Development

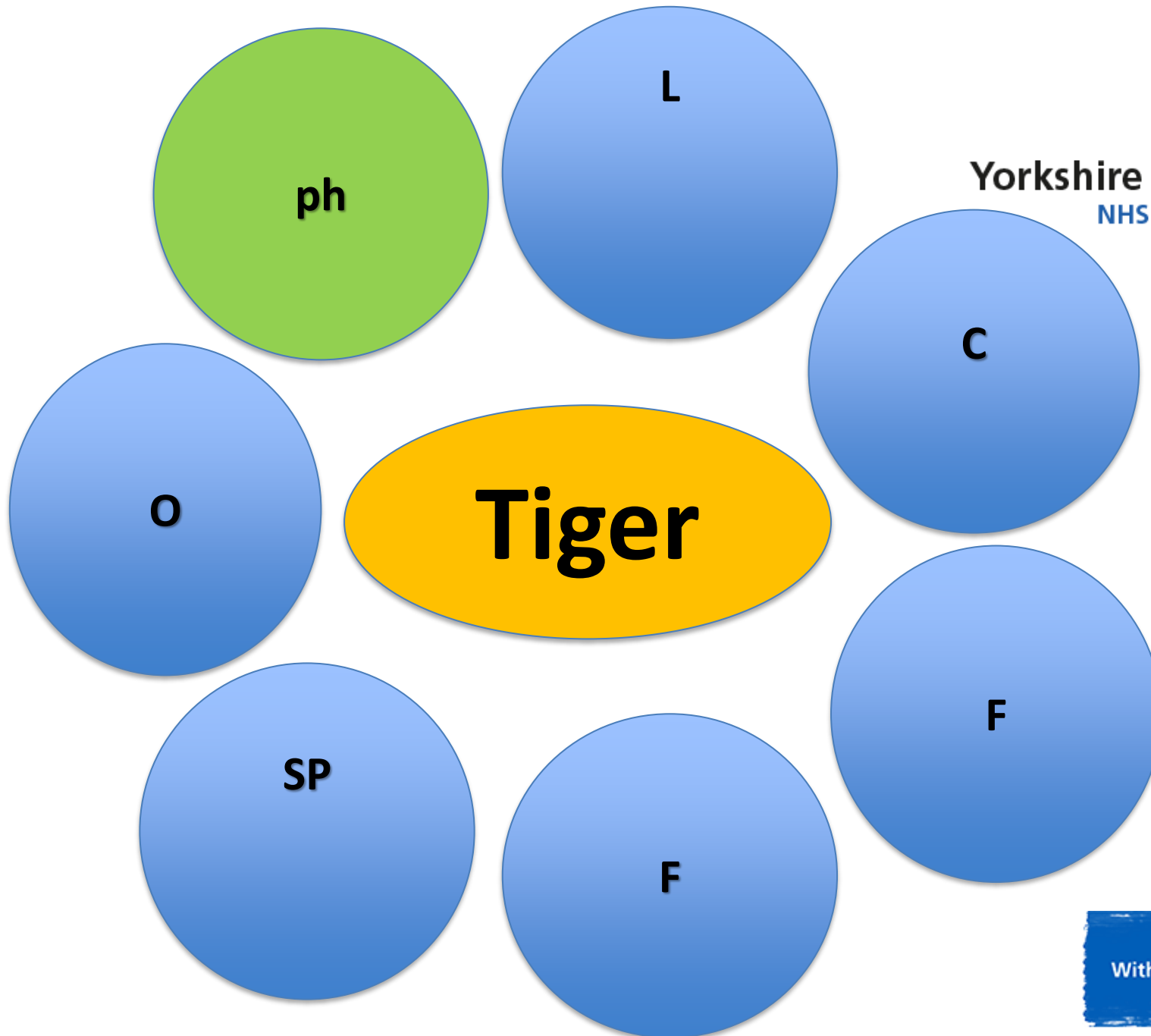
- **Based on experience:**
  - **Environment**
  - **Motor skills**
  - **Sensory skills**
  - **Opportunity**
  - **Presence of specific learning or language difficulty**

# 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**

# Tapping into Visual Imagination







# Tiger

## Phonology

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

## Location Where you find it

Safari Park  
Asia  
India, Nepal,  
Russia, China

## Category What kind of thing?

Wild animal  
Mammal  
Endangered Animal  
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  
tan colour  
Sharp teeth  
Black stripes  
Sharp claws

## Function What you do with it

Protection  
conservation  
Poaching  
Worshipping

## Function What it does

Eat meat  
Hunt alone  
Stalk prey  
Swim

**Phonology**  
Sounds  
Rhyme  
syllables

**Location**  
Where  
you find it

**Category**  
What  
kind of  
thing?

**Other**

**train**

**Function**  
What it  
does

**Special  
Parts**  
What's  
unique

**Function**  
What you  
do with it

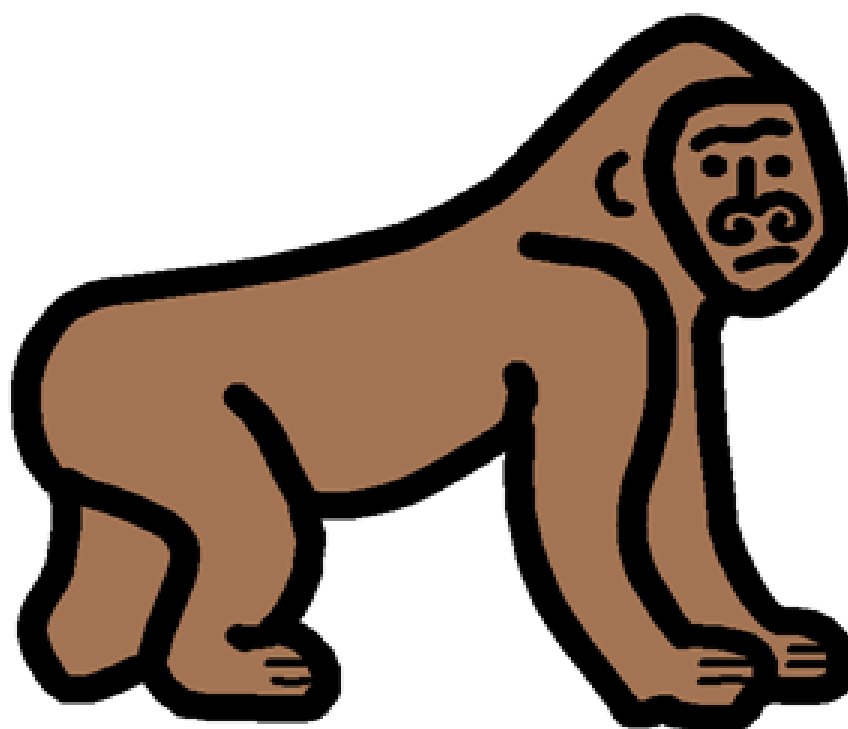
# What's the best way to anchor a word?

**Guess the word I am thinking of.**

**Write down a guess after each clue I give you.**



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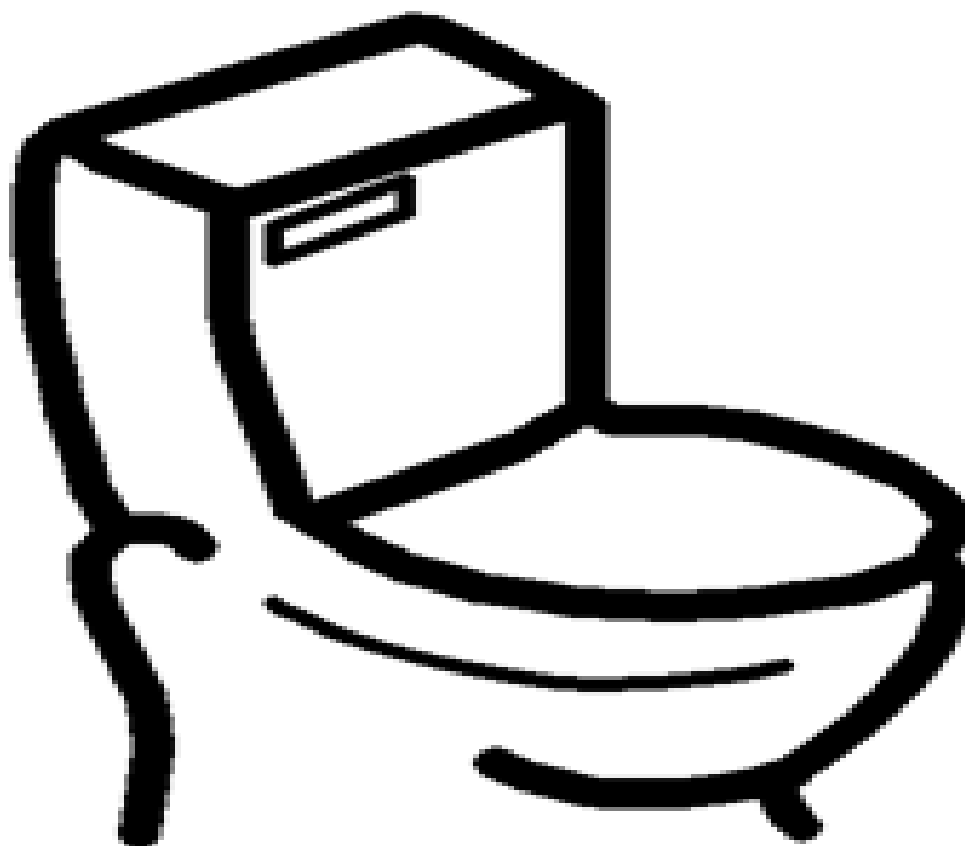
# What's the best way to anchor a word

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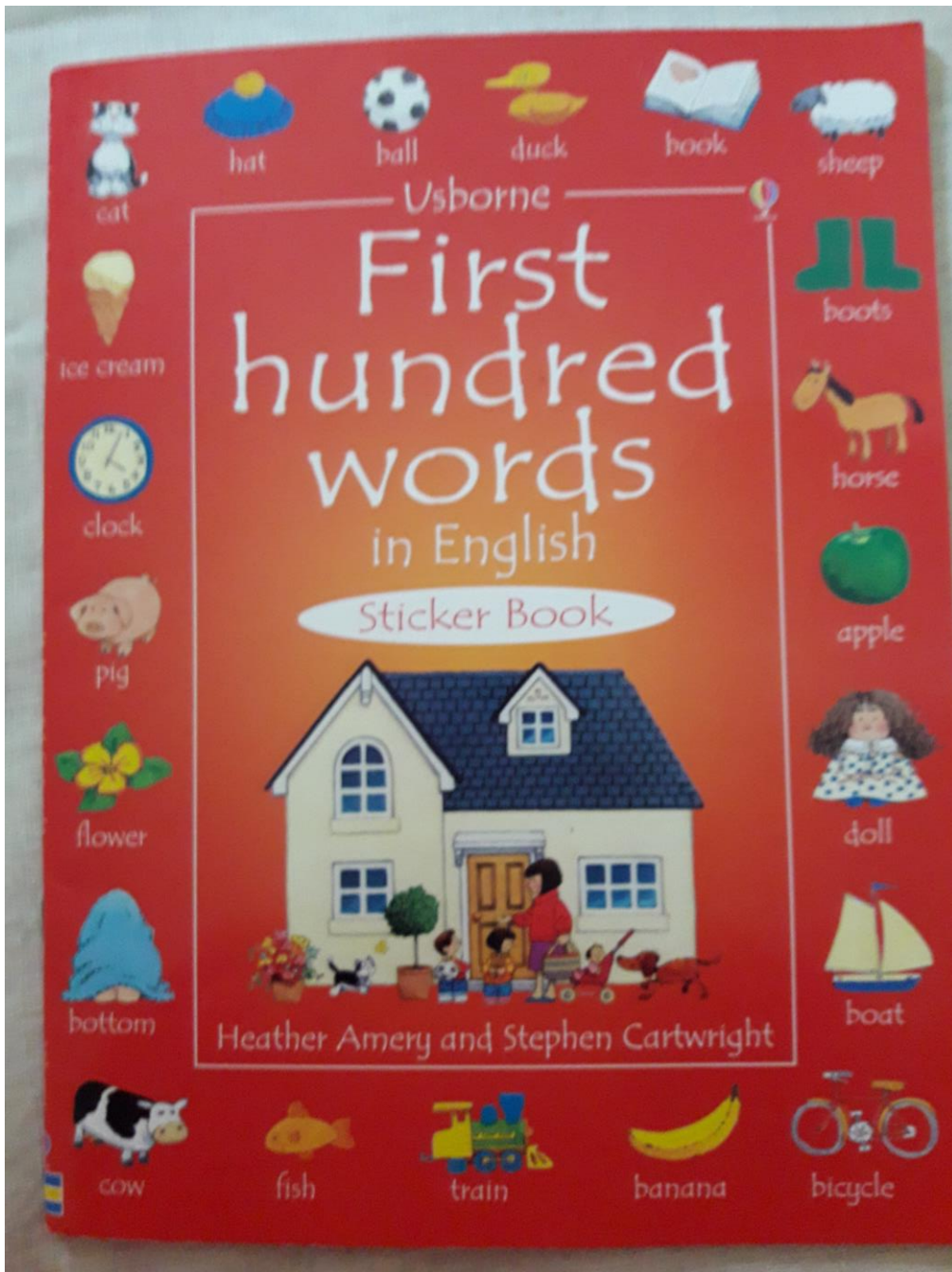
Write down a guess after each clue I give you.



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# First 100 Words - Usborne



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First 1000 Words  
Usborne

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# Games Ideas Using Usborne books

[How to use Usborne First 100 words book in  
speech therapy sessions - YouTube](#)

# Wolves – on velcro



# Tiger

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

1 special part  
of a banana  
Clap out  
banana

One special  
part of an  
apple  
Rhyme apple

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

One fruit that  
has a stalk  
Clap it out

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

One fruit that  
has pith  
Clap it out

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



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# Pass the Bomb

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# Pass the Bomb

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# Pairs

6

8

4

7

3

2

10

9

1

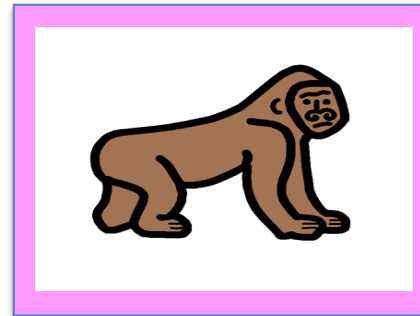
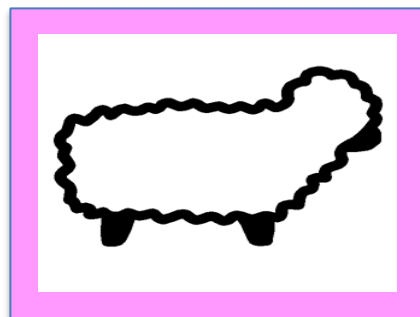
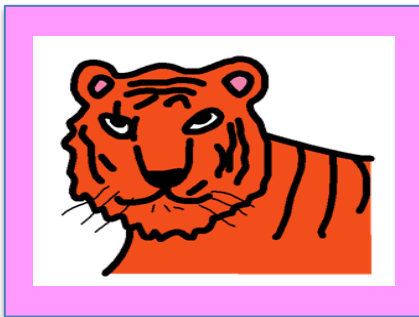
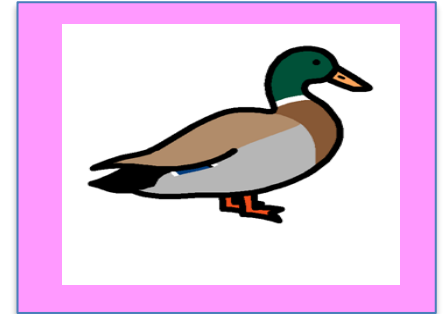
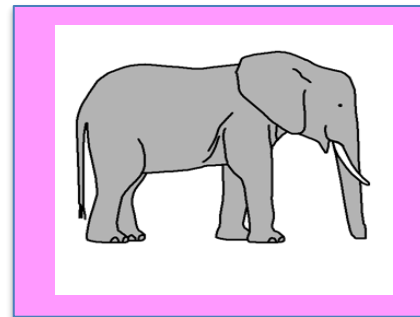
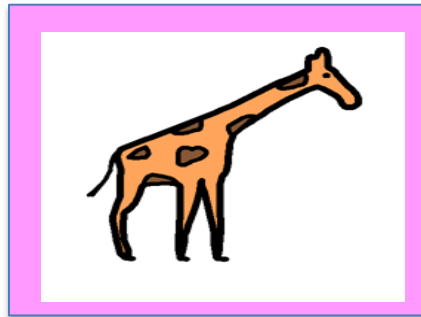
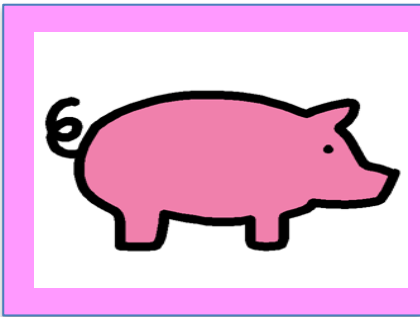
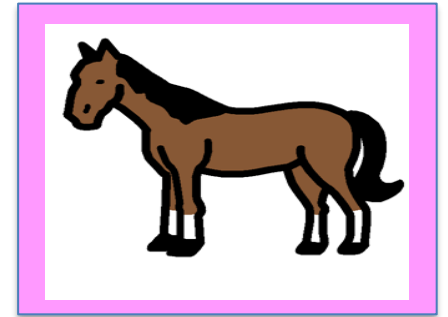
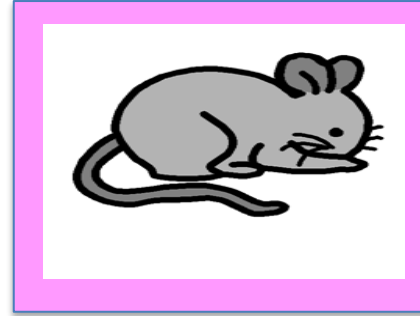
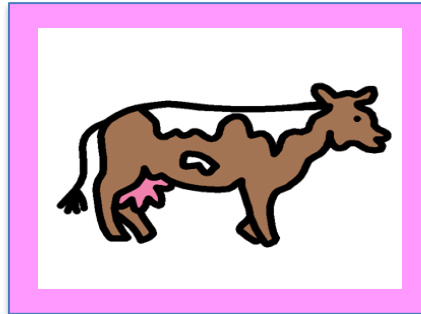
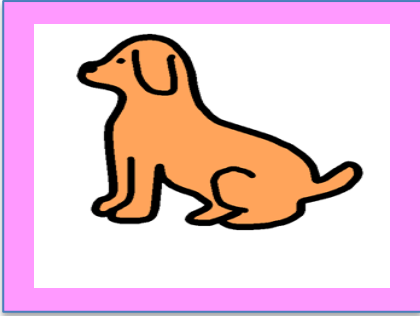
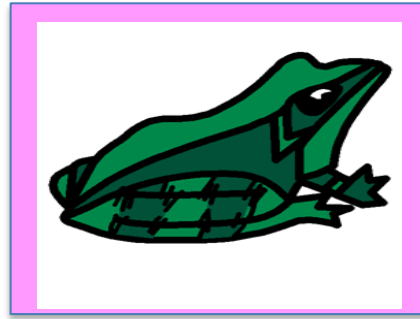
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# Games Ideas

# Tigers in a Pile

<https://www.youtube.com/watch?v=qiv4Yg30c1w&list=PL4X0DrAHPaTHJoduYStvvS5oknZyl62Rk>



## Shopping List

Go to the supermarket and buy:

2 things that rhyme with boat

2 things that are 2 beats

2 things that begin with the sound s

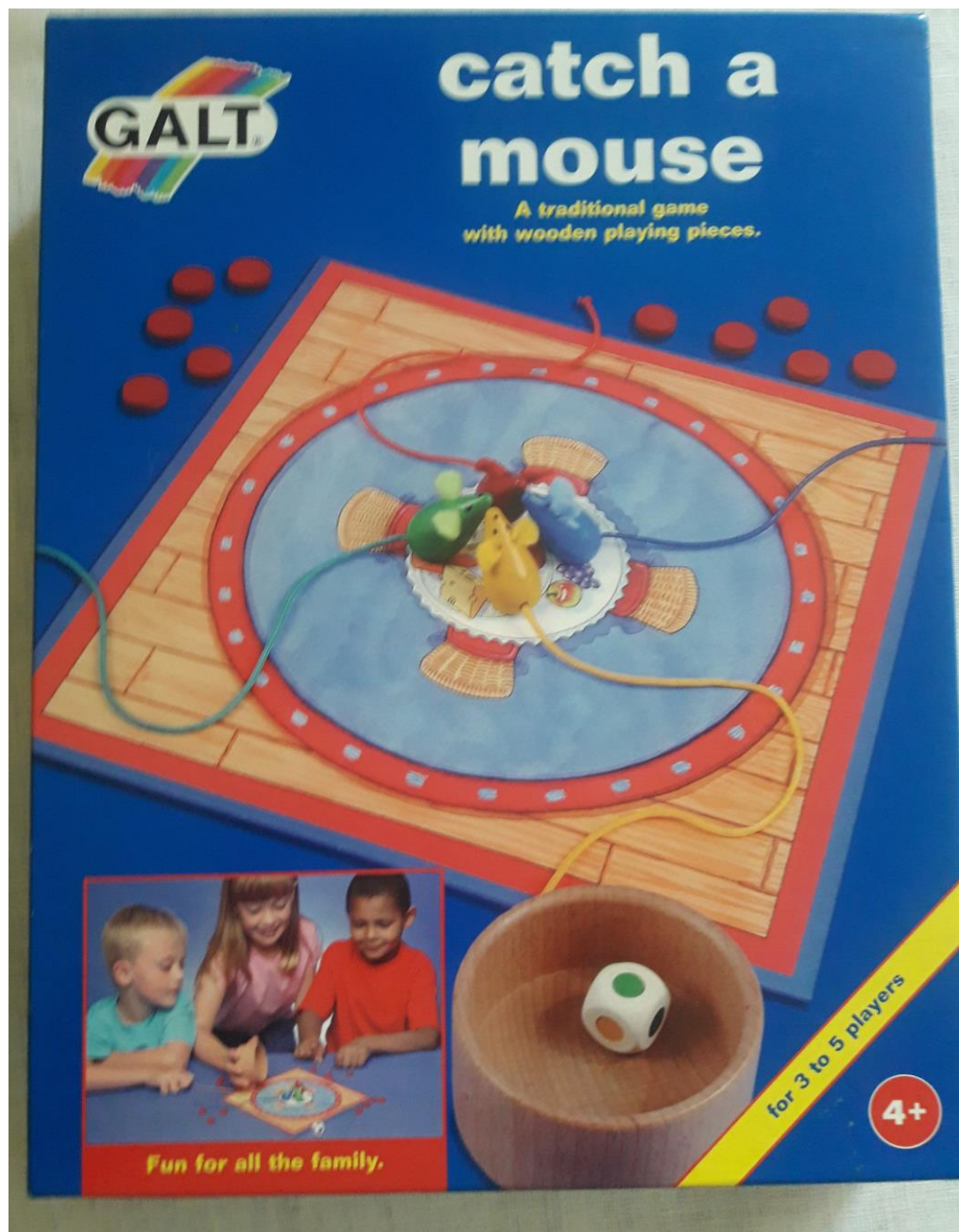


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## Catch a Mouse

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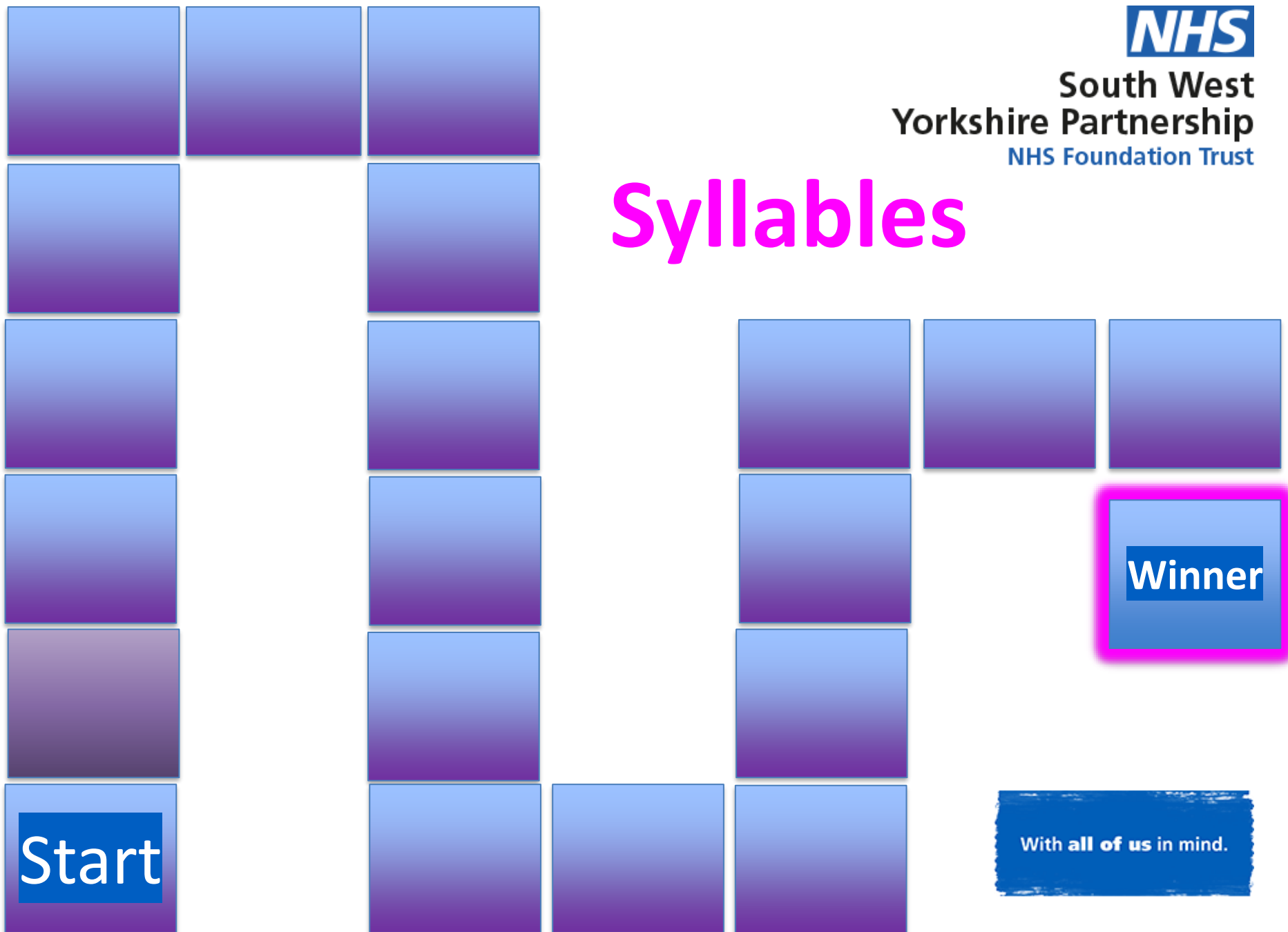
[www.duttonsforbuttons.co.uk](http://www.duttonsforbuttons.co.uk)

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# Games Ideas Three in a Family

<https://www.youtube.com/watch?v=qiv4Yg30c1w&list=PL4X0DrAHPaTHJoduYStvvS5oknZyl62Rk>

# Syllables



Start

Winner

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# Working with an older child

<https://www.youtube.com/watch?v=qiv4Yg30c1w&list=PL4X0DrAHPaTHJoduYStvvS5oknZyl62Rk>

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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)



Where  
animals  
live

in water





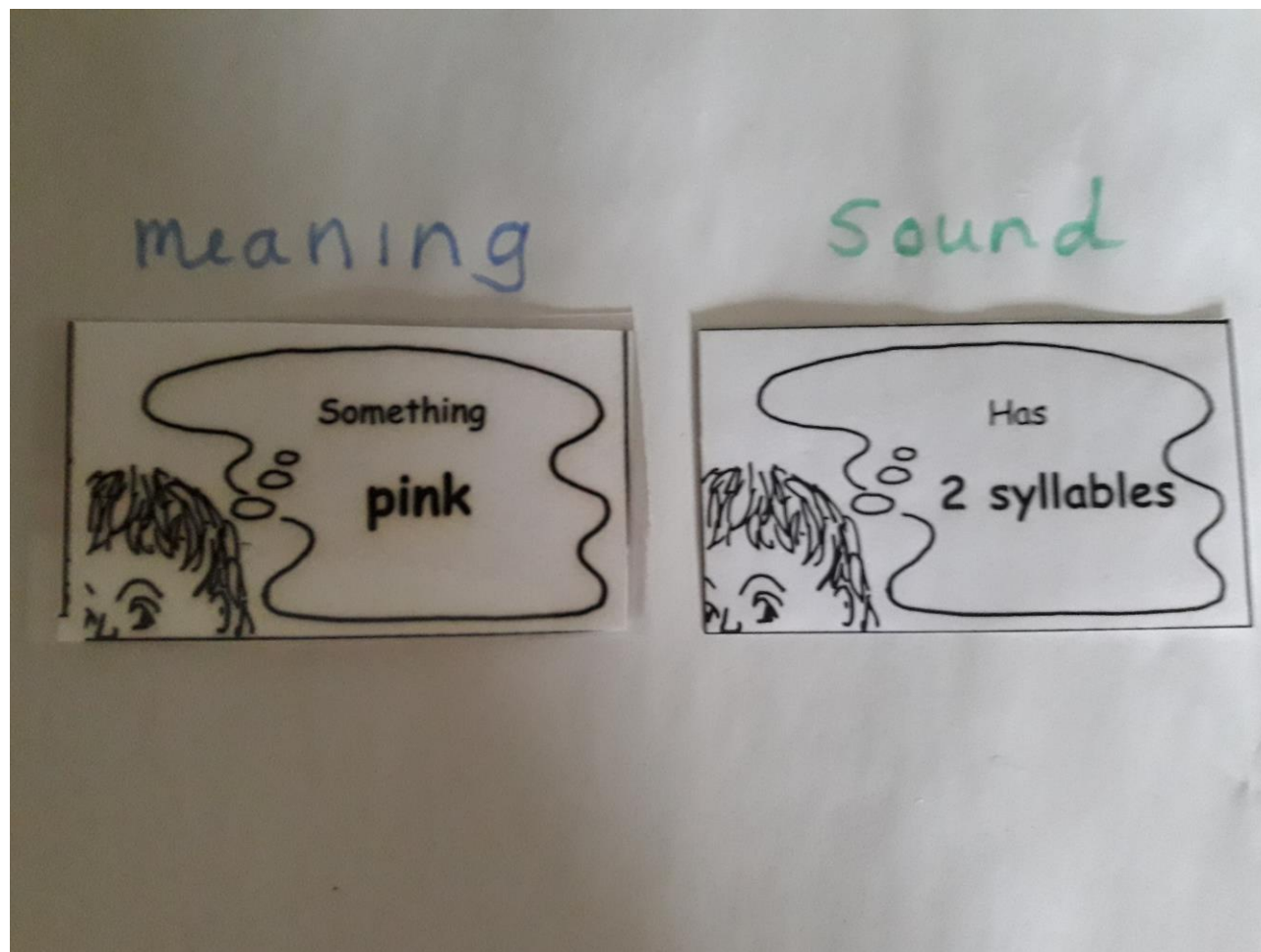




# Word Sums

Think of 3 answers for each

- Animal + f =
- Food + 2 syllables =
- Yellow + 1 syllable =
- Round + 2 syllables =

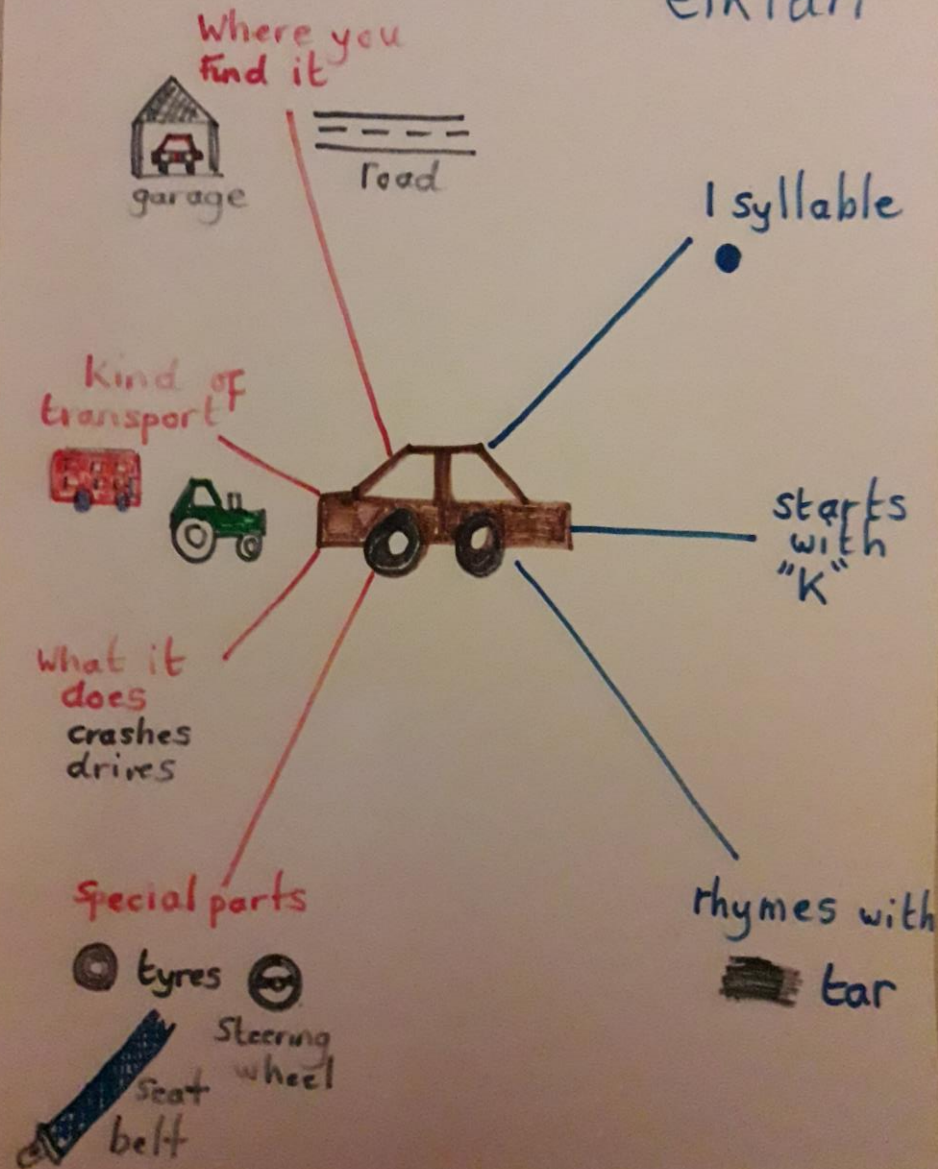


**DICE**



# Word Maps

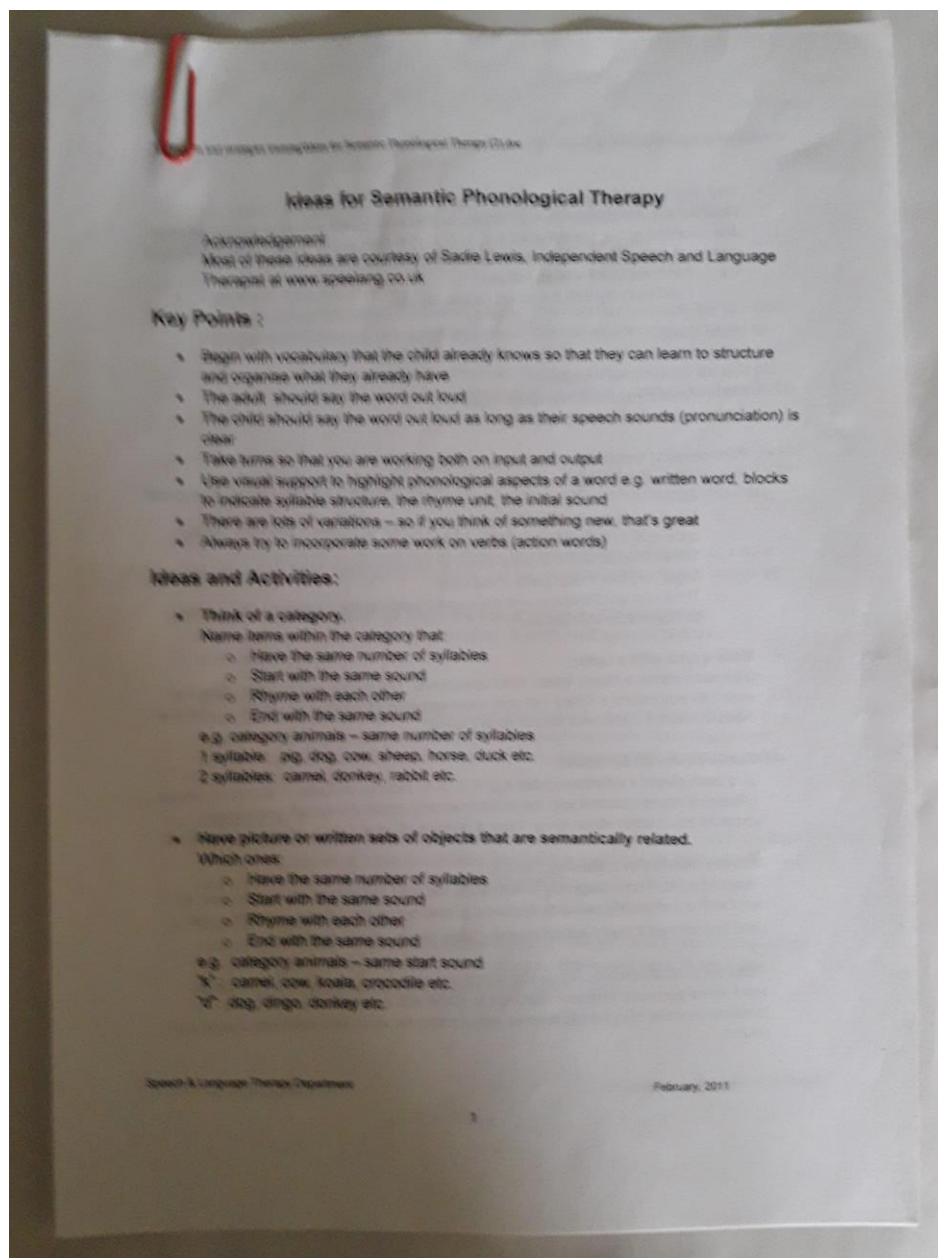
Elklan



# Word Maps

# Word Wise Whizz (Elklan)

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



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### Ideas for Semantic Phonological Therapy

#### Acknowledgements

Most of these ideas are courtesy of Sadie Lewis, Independent Speech and Language Therapist at [www.speelang.co.uk](http://www.speelang.co.uk)

#### Key Points :

- Begin with vocabulary that the child already knows so that they can learn to structure and organise what they already have
- The adult should say the word out loud
- The child should say the word out loud as long as their speech sounds (pronunciation) is clear
- Take time so that you are working both on input and output
- Use visual support to highlight phonological aspects of a word e.g. written word, blocks to indicate syllable structure, the rhyme unit, the initial sound
- There are lots of variations – so if you think of something new, that's great
- Always try to incorporate some work on verbs (action words)

#### Ideas and Activities:

- Think of a category.

Name items within the category that:

- Have the same number of syllables
- Start with the same sound
- Rhyme with each other
- End with the same sound

e.g. category animals – same number of syllables

1 syllable: pig, dog, cow, sheep, horse, duck etc.

2 syllables: camel, donkey, rabbit etc.

- Have picture or written sets of objects that are semantically related.

Which ones:

- Have the same number of syllables
- Start with the same sound
- Rhyme with each other
- End with the same sound

e.g. category animals – same start sound

'k': camel, cow, koala, crocodile etc.

'd': dog, dingo, donkey etc.

# Resources

# Resources

Children learn and remember new naming vocabulary best if they have talked about:

- ❖ Where they can see the object?
- ❖ What kind of thing the object is
- ❖ What special features the object has
- ❖ What the object does
- ❖ What they can do with the object.

If your child was learning the word "rabbit", you could say something like this:



Look here's a rabbit. He's a kind of animal. You can see rabbits in the fields. Here's his fur and here are his long ears. He's got a tiny, tiny tail. He hops around and nibbles grass. Let's pretend to stroke him.

This tells your child:

- ❖ Where you find rabbits
- ❖ What kind of thing rabbits are
- ❖ What special features rabbits have
- ❖ What rabbits do
- ❖ What you can do with a rabbit

By practising any new vocabulary in this way, you are making it more likely that your child will learn and remember the new word.



## Shoot for the SSTaRS!

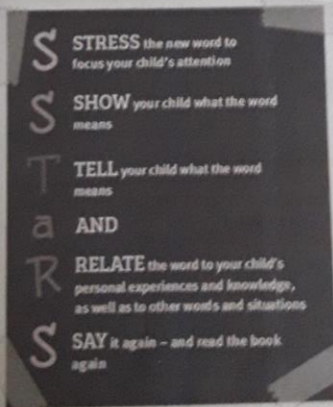
To be ready for success in school, young children need to have a strong foundation of early literacy skills – the skills required before a child starts to read or write. Studies have shown that children who start school with higher levels of these skills go on to have greater academic success.

Building your child's early literacy skills can be both easy and fun when you know what to do. With a few simple strategies, you can make literacy-learning a natural and enjoyable part of the everyday routines and activities you're already doing with your child.

### Vocabulary – A Key Building Block of Literacy

One of the important early literacy skills your child needs to be prepared for school is vocabulary. The larger a child's vocabulary in preschool, the easier it will be for her to read and understand stories later on.

But it isn't just about how many words your child knows. How well she understands those words is important as well. To build your child's understanding of new words, you'll need to "Shoot for the SSTaRS".



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# Resources

With **all of us** in mind.

# Resources



# Resources



# Conclusion

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





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# FEEDBACK

<http://ratenhs.uk/z33v9D>

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Dad

.....

Cake

likes

hates

buys

bakes

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