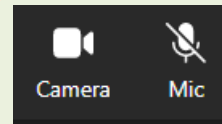


# Word Learning Parent Workshop

Speech and Language Therapy  
NHS Highland, Argyll & Bute



To make the most of the session:

- *Keep your **cameras on, microphones off** (unless speaking).*
- *Ask questions as we go and at the end.*

Please don't worry about attending to children during the call - do what you need to do!



# Aims



- What do we mean by vocabulary and words?
- How do we learn words?
- Difficulties with word learning and recall.
- Everyday strategies & activities to try.



# Meet some sea monsters




1 2 3 4 5

L → **Lariosaurus**


Rhymes with Mario!




Half the size of a turtle!



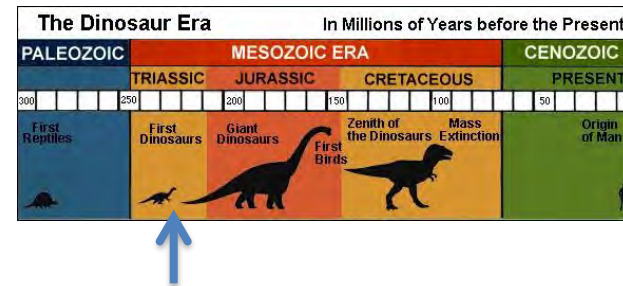
First found near Lake Como, Italy



Carnivorous – ate other animals & fish

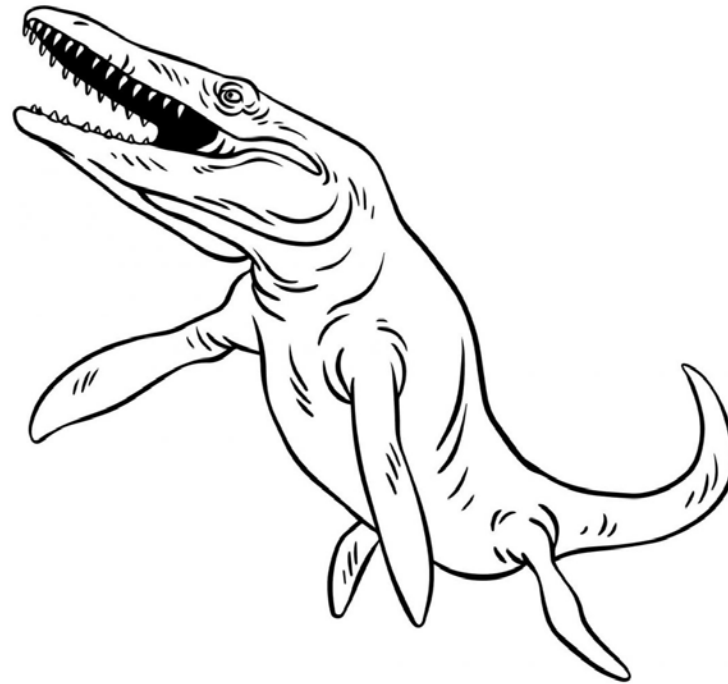


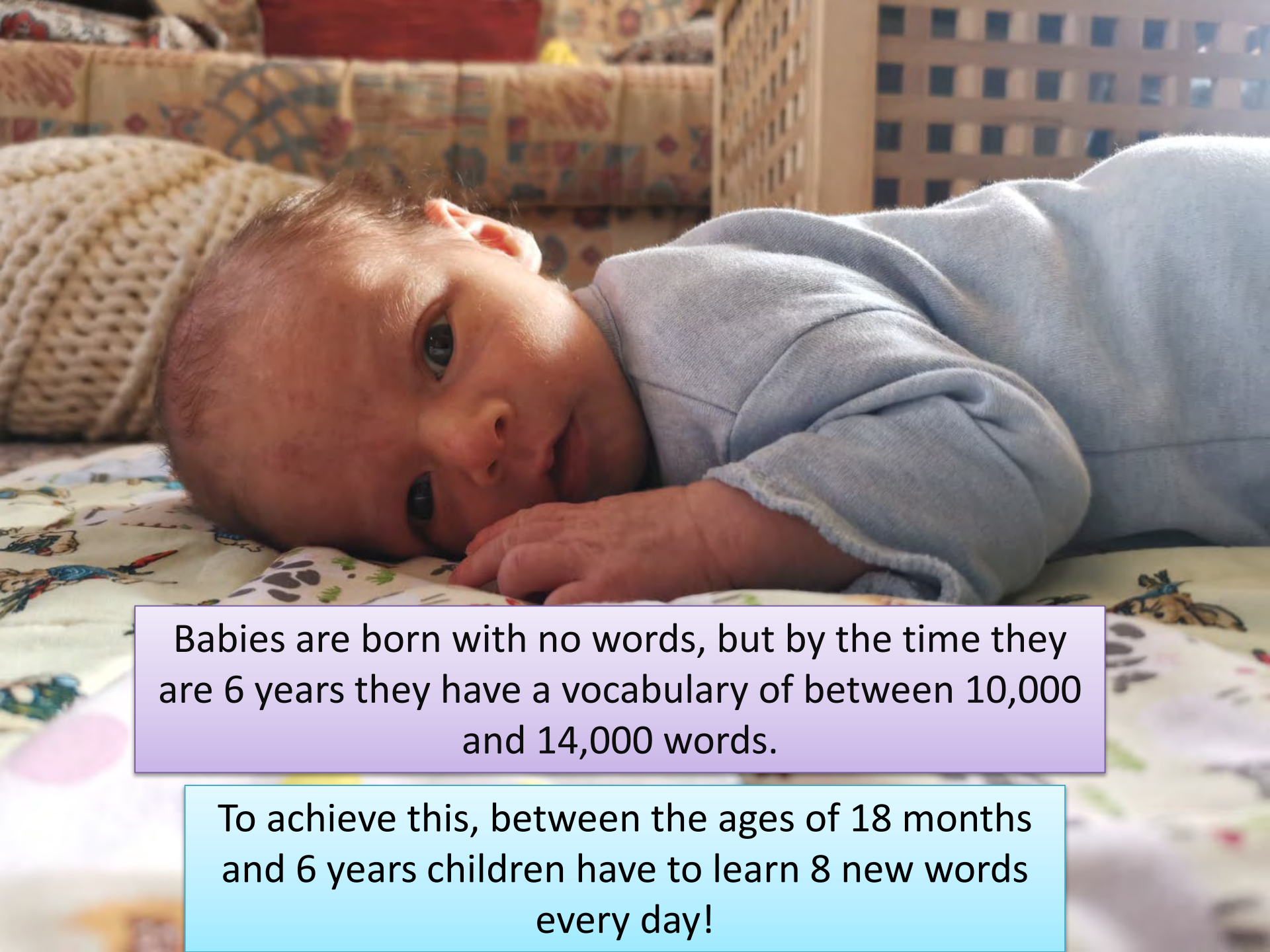

Habitat: shallow water and on land.





# Meet some sea monsters





Babies are born with no words, but by the time they are 6 years they have a vocabulary of between 10,000 and 14,000 words.

To achieve this, between the ages of 18 months and 6 years children have to learn 8 new words every day!



# What is vocabulary and why does it matter?



- Vocabulary refers to the words we understand (receptive) and use (expressive).
- Spoken vocabulary knowledge has an great impact on developing literacy skills (Lee, 2011, Baumann et al, 2003, Duff et al, 2015....).



# Storing & Remembering Words



- It's thought we store words in lots of different places in our brain.
- We use information about a words meaning and how it sounds to help remember a word.
- The more links and associations we have, the better, the easier it is to find and use words when we need them!



# Storing & Remembering Words



## Item label

- “It’s a chair”

## Category

- “It’s a kind of furniture”

## Function

- “It’s for sitting on”

## Major parts

- “It’s got a seat”

## Location

- “It’s in the house”

## Materials

- “It’s made of wood”

## Initial sound

- “It starts with ‘ch’”

## Rhyming

- “It sounds like ‘hair’”

## Spelling

- “c h a i r”



# Storing & Remembering Words



*An efficient word storage system.  
Words are organised and easy to find.*



*Child with word finding or  
vocabulary difficulties.*



# When help's needed



## Vocabulary difficulties

- A child has difficulties learning, remembering and using words (expressive vocab). They may also have difficulties understanding words (receptive vocab).

## Word finding difficulties

- A child knows a word, but has difficulties finding the word when they need it – that tip of the tongue sensation!



# What do word finding difficulties look like?



You often might have to clarify something the child says as the words they use are inappropriate.

Your child might describe items rather than name them.

Your child might use empty phrases containing no real information, e.g. “he’s doing that” instead of “the boy’s posting the letter”.

Your child might rely heavily on actions when they are trying to explain something to you.

Your child might use slightly incorrect words, for example, “Daddy’s sweeping the dog”.



# How to help when chatting



## Cueing

- If the child is struggling to think of a particular word, encourage them to give you clues, for example, “What do we do with it, what does it look like?”.
- If the word the child wants is obvious to you, try cueing them in with the first sound, an opposite (e.g. ‘it’s not big, it’s ...’, an obvious pair (e.g. ‘pencil and ...’, or a description of what it looks like or how it is used.

## Encouraging Independence

- As a child gets older, encourage them to self-cue by using the above ideas, becoming less dependant on adult prompts. Can they think of the first sound of a word? Can they tell you which category a word belongs to. Talk about how a child can help themselves using these strategies.



# How help learn new words



- Vocabulary and word finding difficulties are often long term. To learn new words we need to do three things:
  - Make links with words we already know that have related meanings (semantic links)
  - Discover the speech sound structure of the word (phonological patterns)
  - Practise ways of bringing the word to mind (word finding)

# How help learn new words

- Introduce a few new words at a time.
- Focus on words that will be useful and meaningful for the child.
- Parents can liaise with teachers in order to establish what topic vocabulary is currently being used in the classroom.
- Pre and post teach vocabulary before and after it is used in lessons using the strategies and tools described here.
- Use age appropriate definitions to explain the meaning of the word.



# How help learn new words



See it—use real objects and situations, photos and pictures



Hear it



Say it—say the word and use it in a sentence



Read it

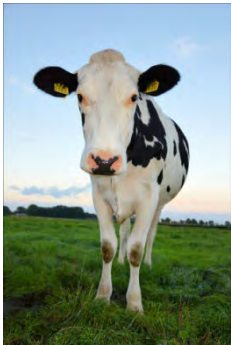


Write it—write the individual word, and again in a sentence.

# Category Sorting



Start broad – animals vs clothes, then move onto subcategories.



This works for older children too... Sorting metals into magnetic/non-magnetic, sports played with and without balls etc...

# Finding objects by function

Which one do we write  
with?

Which one do we  
drive?

For older children...  
'Which one do we  
light?' (Bunsen  
burner)'Which one do  
we put chemicals in?'  
(test tube)



# Finding objects by characteristic

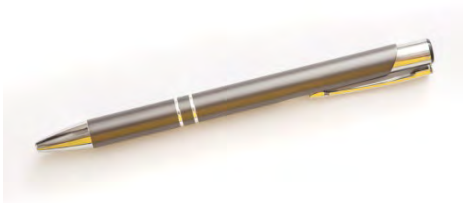


Which one has four wheels?

Which one is made of shiny metal?

You could find objects by category, where you find them etc.....

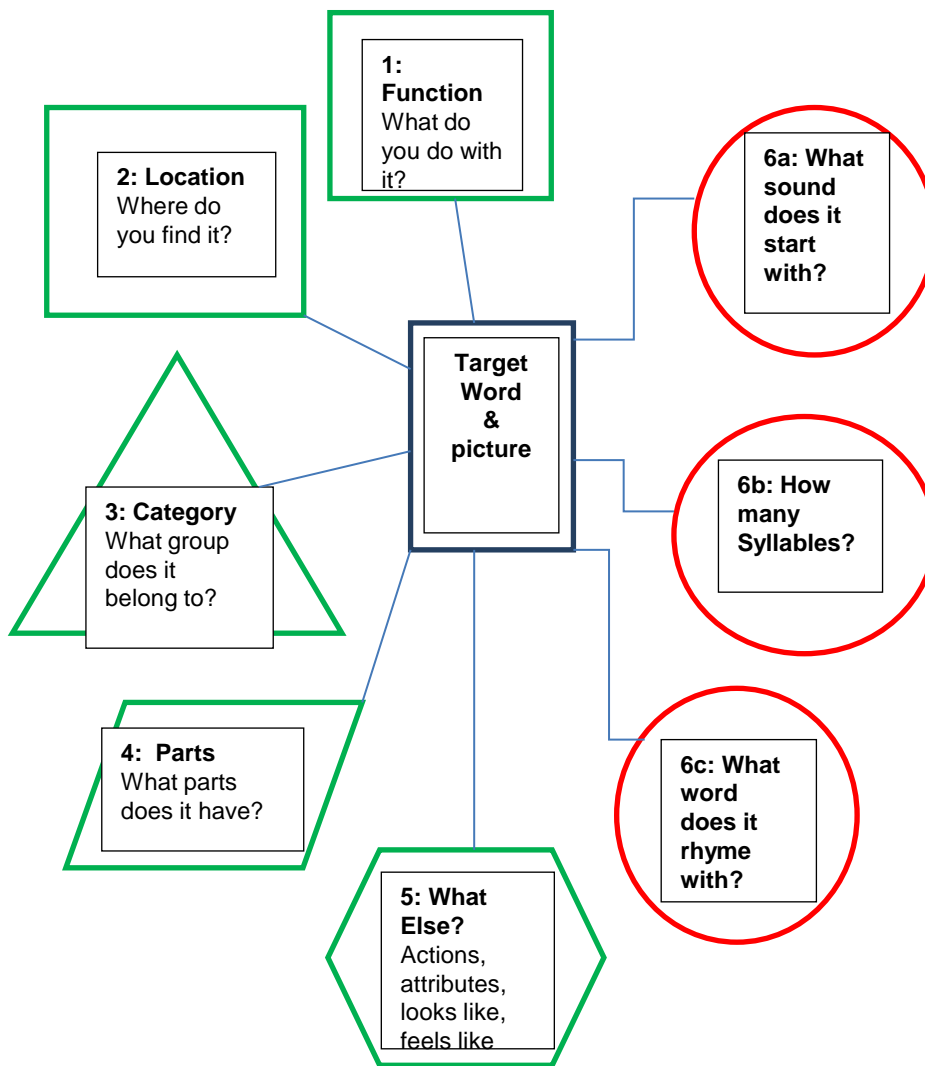
For older children...  
'Which cloud is thin and wispy?' (Cirrus)  
'Which cloud is dark and grey?' (Nimbostratus)  
(use photos)



# Word Maps



Information about the word's meaning (semantics)



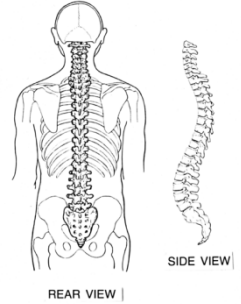
Information about how the word sounds (phonology)

**What do you do with it?**  
*Vertebrates have backbones—this gives strength to the skeleton*

**Where do you find it?**  
*In the animal kingdom*

**What sound does it start with?**

v



## Vertebrate



**How many Syllables?**

3

*Ver te brates*

**What group does it belong to?**  
*animals*



**What parts does it have?**  
*Legs, wings, skin, bones*



**What Else?**  
Actions, attributes, looks like, feels like

Mammals, fish, humans are all vertebrate.

**What word does it rhyme with?**

*Eight, late, mate*

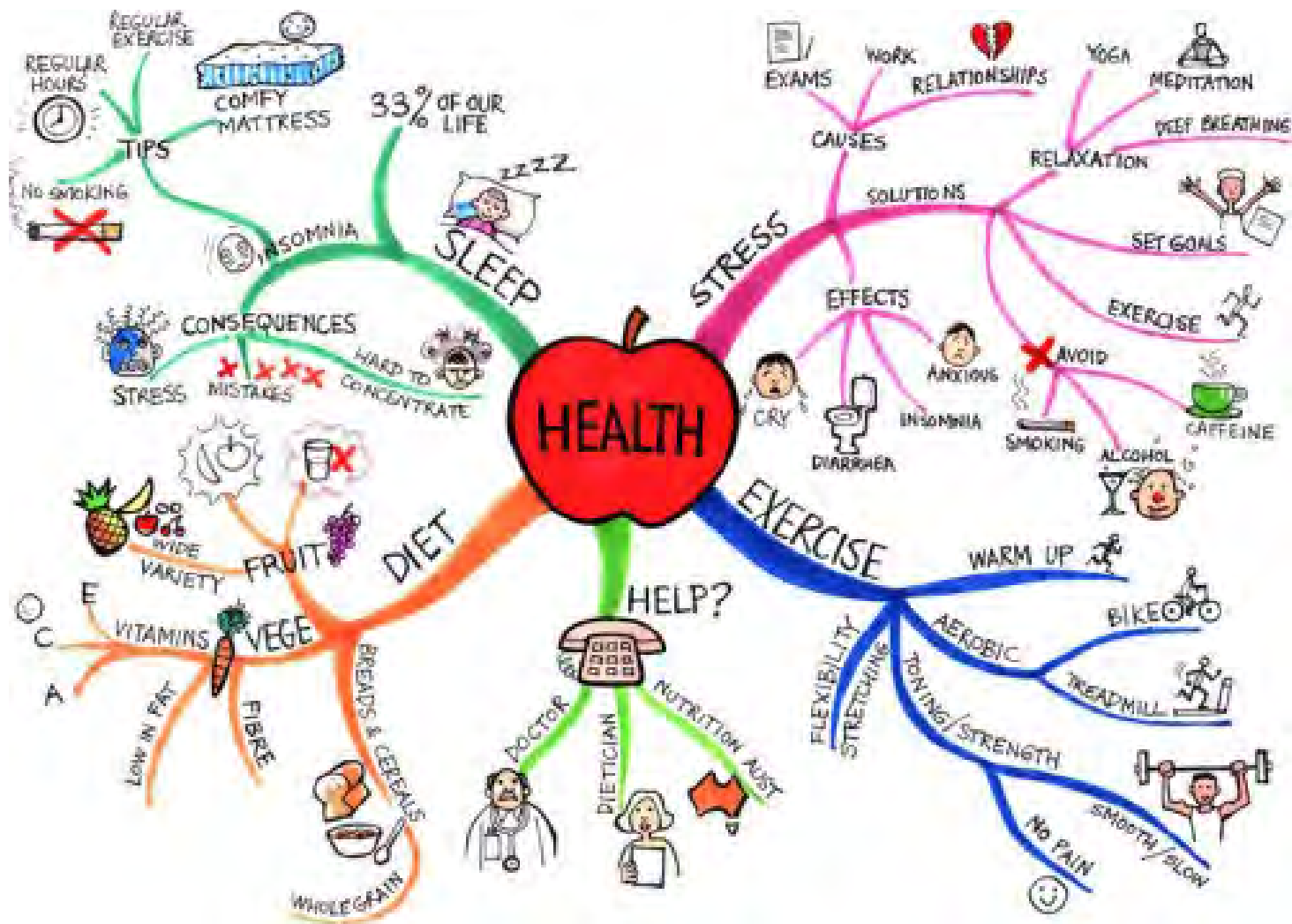




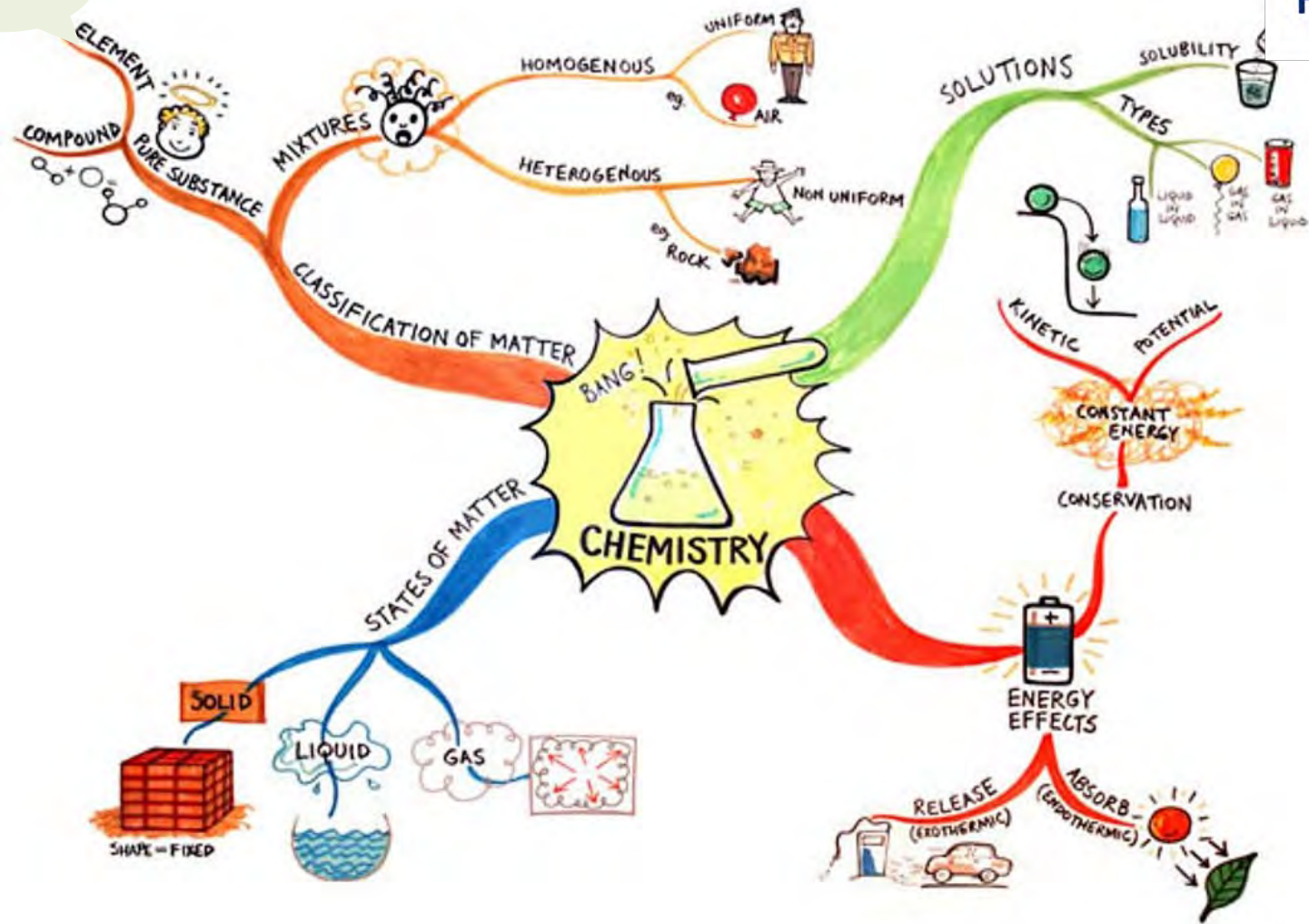
# Mind Maps



# Mind Maps



# Mind Maps

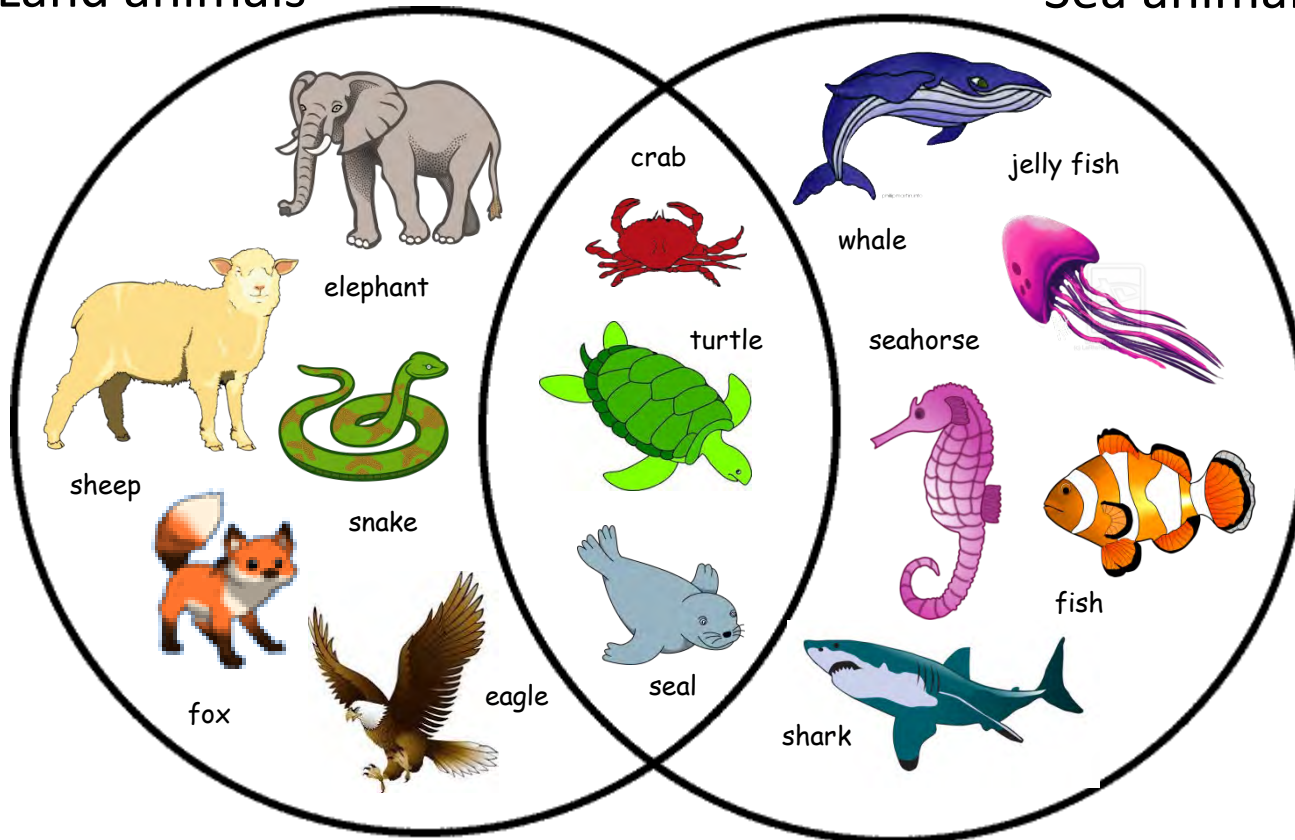




# Venn Diagrams

Land animals




Sea animals





# Attributes Tables




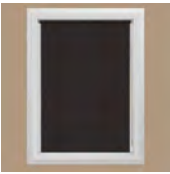
	Good conductor of electricity	Good conductor of heat	Attracted to magnets
			
gold	x		
steal			x
brass		x	
aluminium	x	x	
copper	x	x	
nickel			x





# Word Picture Definition Tasks



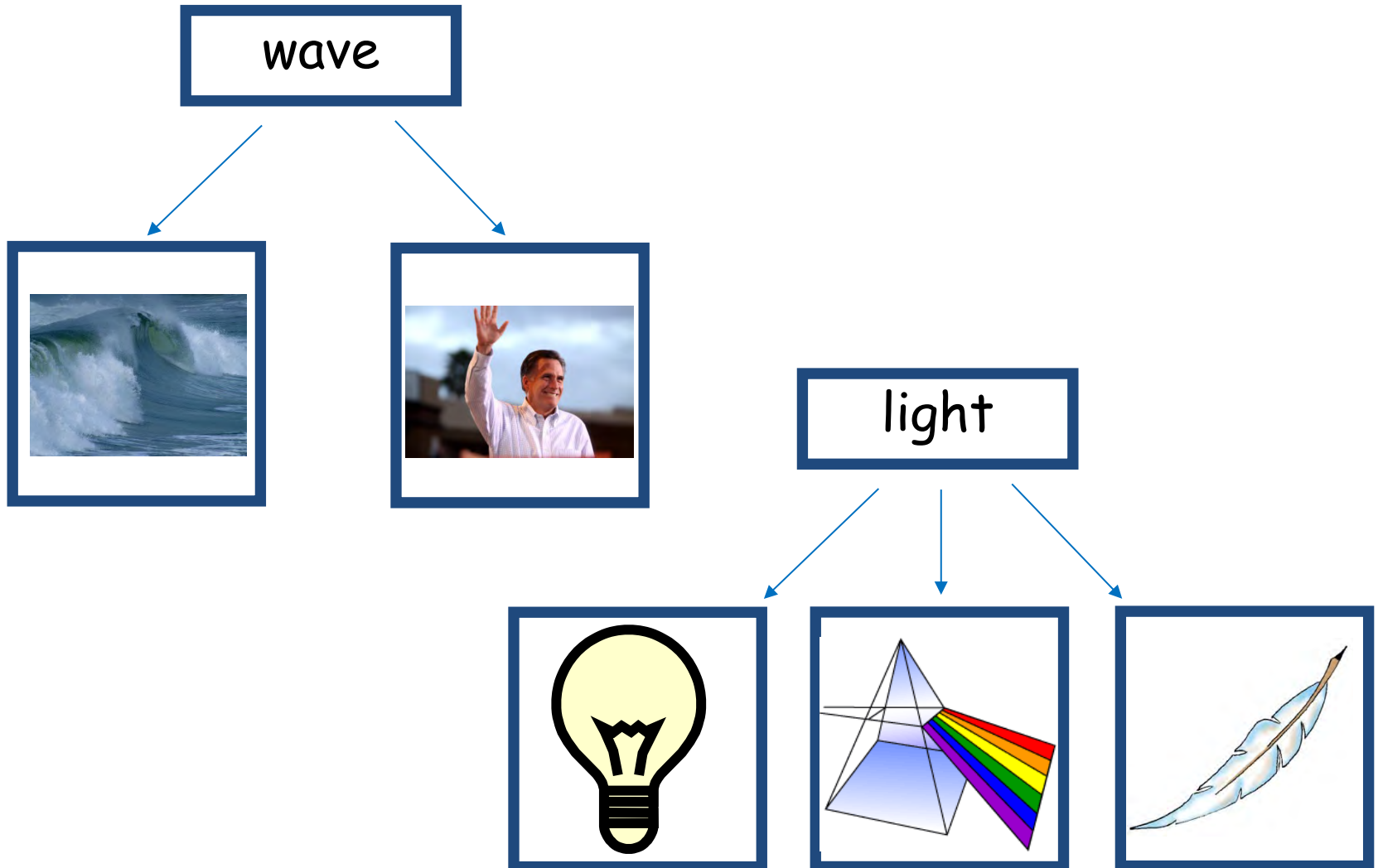
rationing		Controlling the supply of food, clothes, petrol and other things.
evacuation		Moving from a danger area to a place of safety.
air raid shelter		A building used to protect people from bombs.
blackout		.



War time ban of street lights and other lights at night



# Multiple Meaning Trees

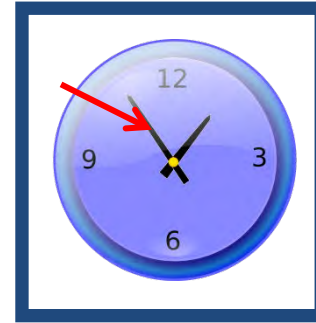
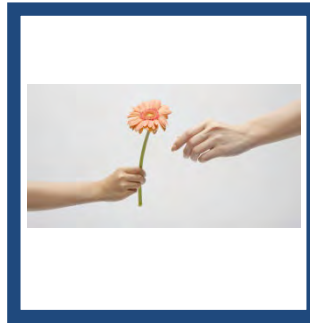




# Have a go yourself...

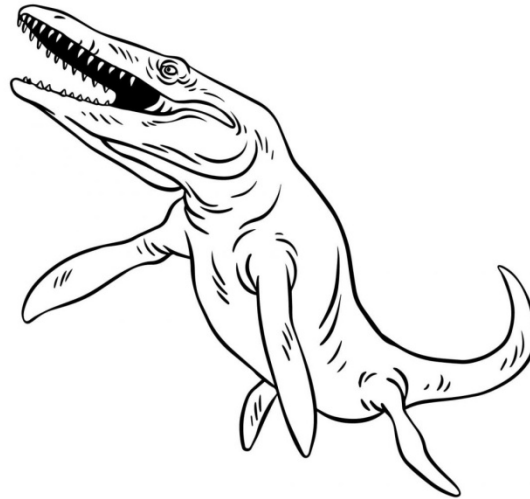


hand





# Remember the sea monsters?





# Top Tips Summary



- Chose words that will be useful for the child.
- Use a multi-sensory approach to learning new words wherever possible
- Talk about both semantic (word meaning) and phonological (speech sound) information about the word.
- Only introduce a few new words at a time.
- Pre and post teach topic vocabulary before and after it is used in lessons
- If the child is struggling to think of a particular word, encourage them to give you clues, for example, “What do we do with it, what does it look like?”.
- If the word the child wants is obvious to you, try cueing them in.



# And remember...



Share advice with  
other adults

Try not to compare

Look out for all the  
great things your  
child does  
everyday!

## Do you have a question about the development of a child or young person in Argyll and Bute?

Just Ask Argyll and Bute Children's Allied Health Professionals (AHP) Advice Line

Call us on: **01546 70 3333**, Tuesdays, 9:30am – 11:30am  
For children and young people aged 0–18 years

*Speak to a friendly therapist for advice on:*

- Movement, physical development and play
- Eating, feeding and nutrition
- Talking, communication and understanding
- Everyday routines and building independence
- How your child responds to sensory input (e.g. sound, touch, movement)



This is NOT an emergency service. If you are worried about your child's health, please contact your GP.

Any Questions?

Please let us know how we did!

