



Chorlton C of E Primary School  
Ways to help your children at home



**SLCN**

<b>What is SLCN?</b>	<b>SLCN stands for Speech, language and communication needs.</b>
Children with SLCN may have difficulties with:	Have unclear or muddled speech that is difficult for others to understand
	Only use a limited number of words
	Struggle to learn and remember new words
	Need to be told several times or shown before they understand what you mean
	Find it difficult to retell events that have happened to them
	Not reply to questions or may repeat back part of what is said to them because they don't understand
	Not want to take part in activities that involve talking or they might really want to join in games but not know how to
	Get angry or show frustration when they don't understand or can't communicate
	Find reading, spelling or maths difficult
Struggle when routines change	

How can you help your child?	As a parent or carer for a child with a Speech, Language or Communication need you want to provide the best possible support for them. Spending time playing games and enjoying activities together is an excellent way to develop your child's speech and language skills. Your child will learn from watching other children and adults interacting together.	
Some strategies you can use at home:	Talking	<ul style="list-style-type: none"> <li>• Talk with your child about the day's events or favourite activities.</li> <li>• A good way to do this is by asking "Can you think of three good things you did today?" Rather than asking "How was your day?" or "Tell me about your day."</li> <li>• Share with your child a good thing about your own day to encourage conversation</li> </ul>
	Games	Play simple communicative games such as a riddle or I spy
	Talking prompts	<p>When you are talking together, it will help if you:</p> <ul style="list-style-type: none"> <li>• Speak a little more slowly than you usually do</li> <li>• Use short sentences and simple language</li> <li>• Allow time after asking a question for them to listen, think and work out what has been said</li> <li>• Use gestures or pictures to help with understanding</li> <li>• Check they understand your instructions by asking them to repeat what they think they have to do</li> <li>• Comment on events rather than ask questions, for example "You have painted a picture of a flower" rather than "What have you painted?"</li> </ul>



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	<ul style="list-style-type: none"> <li>• Give them words and phrases they need to deal with a particular situation, for example, when a child wants to join a game “You can say ‘can I join in?’”</li> <li>• Model good language in your replies, for example, if they say “car blue school” you could reply “So you saw a blue car on the way to school”</li> <li>• Help them build bigger sentences. For example if they say “Daddy’s going shopping” you could say “Yes, Daddy’s going shopping to buy some bread.”</li> </ul>
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<b>Activities to do at home:</b>	
<p>There are lots of fun activities you can do at home to support the development of your child’s speech, language and communication needs. A lot of the activities also involve your child taking turns, listening to others and developing their vocabulary. Sharing everyday activities together gives you many opportunities to model good language and communication effectively what you are all doing together.</p>	
<u>Younger children:</u>	Read and chat about a book together, predicting what might happen in the story
	Watch a TV programme together and talk about it afterwards
	Play games where you need to take turns. You can take turns to add a brick to a tower, play a simple board game or playing active sport games
	Encourage your child to make up their own stories about their toys or an interesting picture to inspire ideas. You can help add to the story, adding extra ideas.
	Learn some rhymes together. Then recite them with a mistake in for your child to spot, for example “Incy Wincy spider climbed up a tree”
	Set up a pretend shop using items like toys or tinned food from the kitchen. Invite your child to buy different items whilst you play the part of the shop keeper
	Use a puppet to give simple instructions for your child to follow e.g. Go an touch the chair, jump up and down or touch your head
	Play a game where you have to think of words beginning with the same letter e.g. “I went to the shop and I bought an apple.” “I went to the shop and I bought an avocado.” Keep going until you run out of ideas or someone makes a mistake. Then change the letter.
<u>Older Children:</u>	Create some sentences together. One of you begins a sentence and the other person finishes it. One person might say, “Chicken is my favourite...” and the other person might add, “flower.” Then decide whether it’s a silly or sensible sentence.
	Similarly say a sentence with a mistake in which the other person has to spot. An example might be “Sheep lay eggs” or “I love eating coal and chips.”
	Give your child a list of objects to guess the odd one out. An example could be: apple, orange, grapes and cat.



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Tell riddles and see if your child can guess the answer, for example, “It’s an animal, it has stripes, it’s black and white.”

Take it in turns to think of a sentence to describe an everyday object but replace the name of the object or action with “jabber jabber”. The other person has to guess the object or action. So if the word was “swim”, you might say, “My friend Joe can jabber jabber like a fish.”

Use rhyming words in sentences to help your child guess an object. So you could say, “It’s a part of your body, it rhymes with bed.” Head would be the answer.

Play charades with your child. Collect together the names of a selection of films, book characters or everyday items that your child is familiar with, for example, the film The Lion King; the book character Harry Potter or a tiger. Write each one on a separate piece of paper. Take it in turns to choose a piece of paper, act out the item and guess the charade.

Create a story together, taking it in turns to tell the next part so you build a story together. You could use these sentence starters

- There once was a...
- Who lived...
- He decided to...
- He met a...
- They went to...
- Then something amazing happened...
- So then they...
- In the end...