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2 Word Level Pack

Speech and Language Therapy Services

This pack should only be used under the guidance of a Speech and Language Therapist

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Pack updated by Cleo Teasdale, Rachel Higson, and Jess Blakey, 2023.

Caring, Learning & Growing Together

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Introduction to Word Level Activities

Knowing what to work on

Your Speech and Language Therapist should have recommended specific activities in this pack. You should demonstrate each recommended activity to the child when introducing them. Please contact your Speech and Language Therapist if you are unsure.

Supporting a child's understanding

The following activities are designed to develop the child's understanding of language. Each activity has instructions which contain "key words". These words are underlined and represent how many words a child must know to follow the instruction correctly.

Top tip

All the words in a sentence **do not** have to be understood by the child for them to correctly follow an instruction.

Key words must have a contrasting item that the child could choose instead. Take a look at our example…

Example

The child is presented with dolly, teddy, plate, and spoon and instructed to "give **teddy** the **plate**". They would only need to understand the two underlined words (i.e., that they must move the plate rather than the spoon and give it to teddy rather than dolly).

It is important that the child knows the vocabulary or concepts used in each of the activities at single word level. If they don't know the vocabulary, this will impact on their ability to follow the instruction correctly. *You can use our vocabulary mind map at the end of this pack to pre-teach unfamiliar words.*

It is important that you say the full instruction to the child before they begin acting on it. Avoid breaking instructions into smaller chunks to make sure your instructions are at the right word level. For example, in the instruction "give the apple to the monkey",

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if the child selects ‘apple’ before being given the full instruction, this has been broken down into two, one key word level instructions.

Supporting a child’s use of language

The activities in this pack can also be used to support a child’s use of language (i.e., how much they say) by using role-reversal. This can be done by explaining to the child that they are now the “teacher” and it’s their turn to tell you what to do. Initially, the child may need a lot of prompting and support to provide an instruction. As they become familiar with the language and activity this can be gradually reduced. You may want to take it in turns to give instructions to allow the child to hear frequent models of what they’re expected to say.

Top tip

If the child is finding it difficult to give you an instruction, you can begin by splitting the instruction into two stages. This support should gradually be reduced. Take a look at our example…

Example

Adult: What shall we choose – spoon or plate?

Child: spoon

Adult: And who shall we give the spoon to – dolly or teddy?

Child: teddy

Adult: Ok I will give the spoon to teddy (whilst moving the objects and emphasising the key words)

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Using Objects

To begin with, using pictures can be a difficult concept for a child to understand so we can use objects in place of pictures to carry out the same type of activities. Below are some examples of ways in which you can work on the targets using objects.

Target	Equipment needed (examples)	Example instructions
Moving objects to a place	- Basket - Box - Bag - Ball - Doll - Train	“Put the train in the bag.” “Put the doll in the basket.” “Put the ball in the box.”
Giving objects to a person	- Teddy - Doll - Dog - Book - Car - Jigsaw piece	“Give the jigsaw to Dolly.” “Teddy wants a book.” “Give Dog the car.”
Person doing an action	- Doll - Teddy - Brush - Cloth or sponge	“Teddy is sitting.” “Dolly is washing.” “Teddy is brushing.”
Action to a place	- Table - Chair - Box - Jump - Walk - Hop - Roll	“Jump to the table.” “Hop to the box.” “Roll to the chair."
Action to an object	- Ball - Balloon - Cloth/sponge	“Hit the balloon.” “Kick the ball.” “Wash the ball.” “Throw the cloth.”
Negatives	- Adults to model language	“You have no hat!” “You have no shoes.” “You’re not running.”
Possessives	- Doll - Teddy - Brush - Ball - Car - Book	“The brush is Dolly’s.” “The ball is teddy’s”

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Moving objects to a place

Activity 1: Tidy-up Time

Storyline

It's tidy-up time at home and the toys need putting away! Can you help to tidy away the toys?

Directions

- Lay the pictures out in two rows.
- The first row should contain the toy pictures and the second row should contain the places the toys can go. For some children, it may be better to use fewer toys to start with (i.e., 3 toys).
- Use the small picture cards as a reference for providing an instruction or checking that the child has given an instruction relating to the card. You can make a cut so that the cupboard and box are 'open' if you wish.

Example instructions

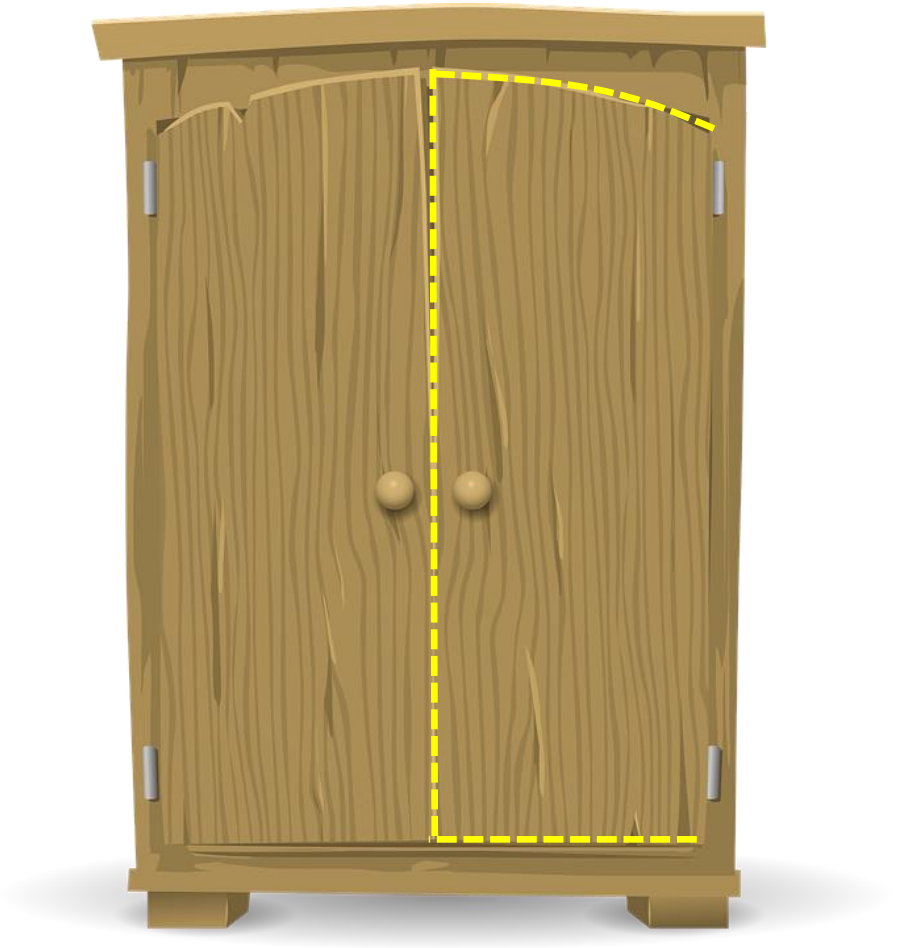
- Put the **train** in the **cupboard**.
- Can you put the **kite** on the **shelf**?
- The **ball** goes in the **toy box**.

Try it in the classroom…

When you are tidying your classroom, ask the child to place an item (from a choice of 3 - e.g., pencil, rubber, scissors) in a certain place (e.g., drawer, box, or peg.

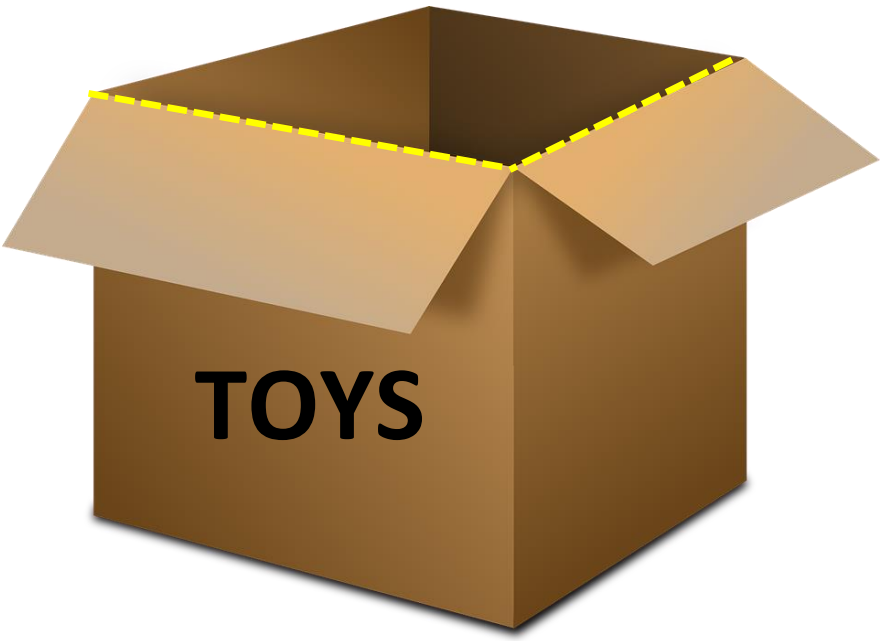
Top tip Put the item in a place it does not normally live to ensure they are following instructions and not routine!

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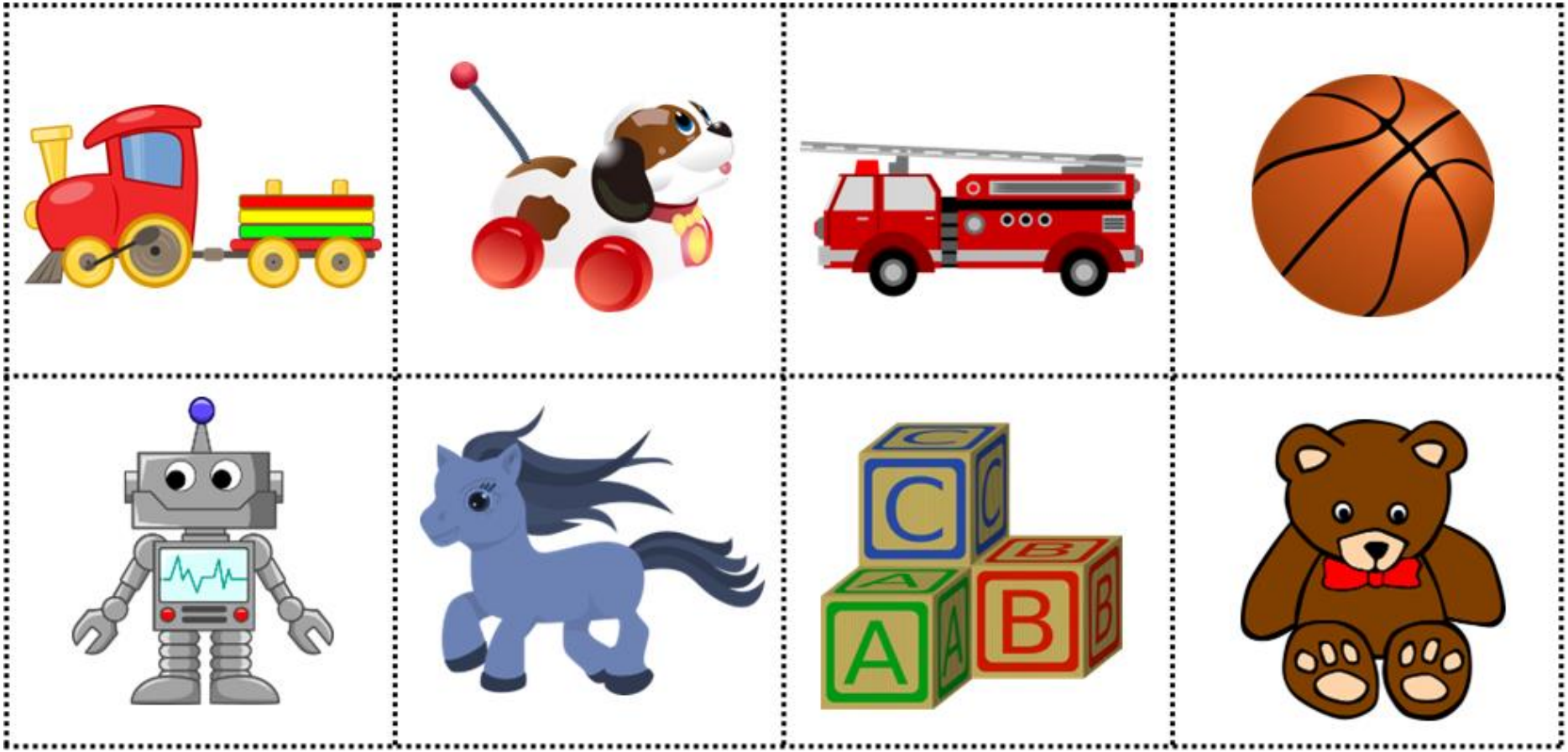
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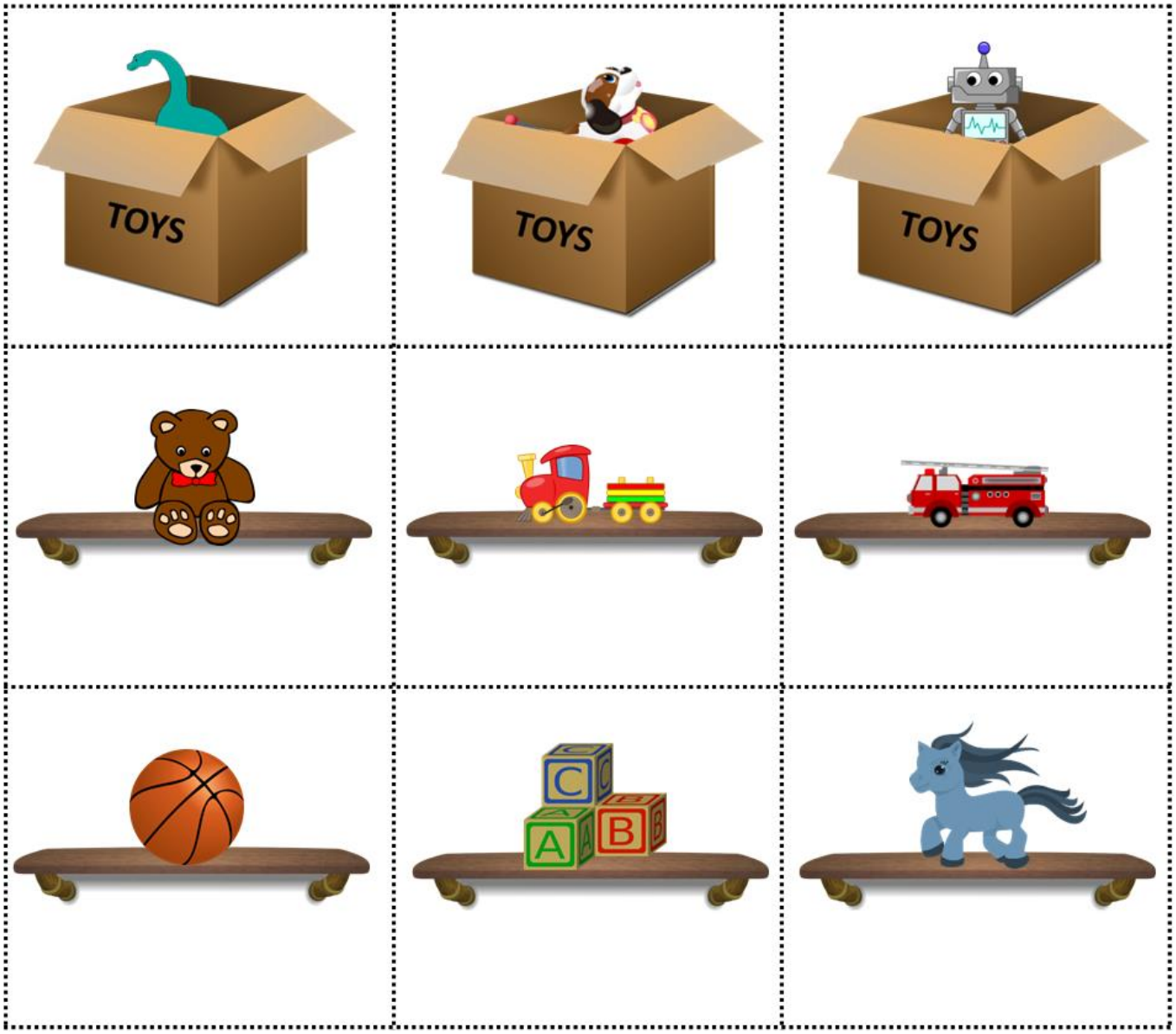
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Moving objects to a place

Activity 2: Let's Pack!

Storyline

We're going on a trip and need to pack our things. Can you help pack our things into the right place?

Directions

- Lay the pictures out in two rows. The first row should contain the toy pictures and the second row should contain the places the toys can go. For some children, it may be better to use fewer toys to start with (i.e., 3 toys).
- Use the small picture cards as a reference for providing an instruction or checking that the child has given an instruction relating to the card.

Example instructions

- The **hat** goes in the **basket.**
- Put the **shoes** in the **bag.**
- Can you put the **sunglasses** in the **box**?

Try it at home…

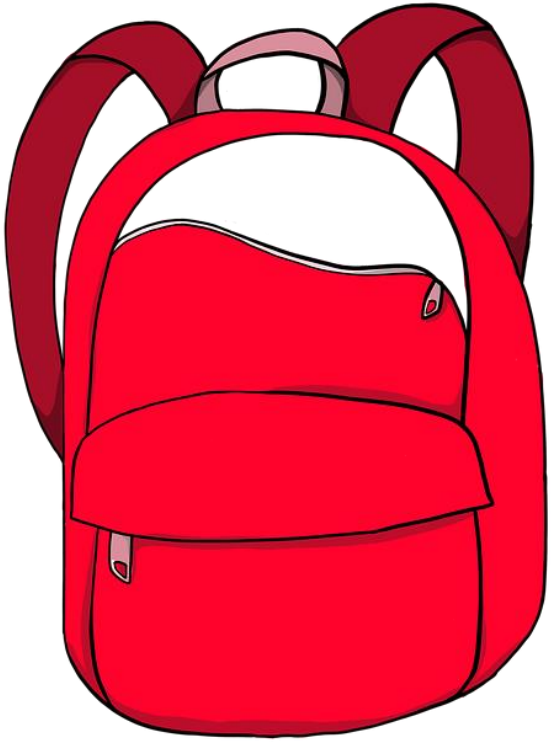
When you are tidying at home, ask your child to put items away (from a choice of 3 - e.g., train, book, teddy, shoes, coat) in a certain place (cupboard, wardrobe, drawer)

Top tip Put the item in a place it does not normally live to ensure they are following instructions and not routine!

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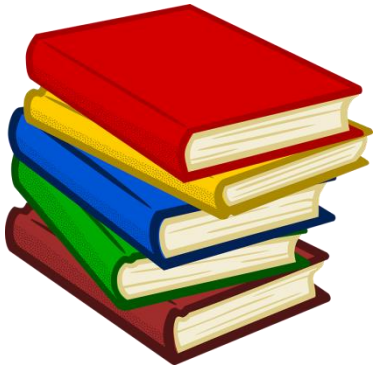


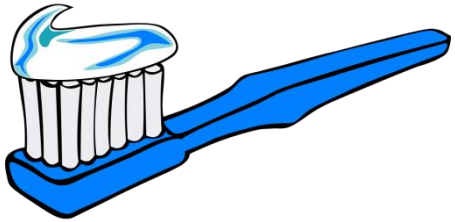
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Giving objects to a person

Activity 1: Toy Shop

Storyline

The doll, the teddy and the robot are going to the toy shop! Can you help them find the toys that they want to buy?

Directions

- Lay the pictures out in two rows. The first row should contain the robot, the doll, and the teddy and the second row should contain the toys. For some children, it may be better to use fewer toys to start with (i.e., 3 toys).
- Use the small picture cards as a reference for providing an instruction or checking that the child has given an instruction relating to the card.

Example instructions

- Give the **train** to **dolly**?
- Can you give the **ball** to the **robot**?
- **Teddy** would like a **kite.**

In the classroom…

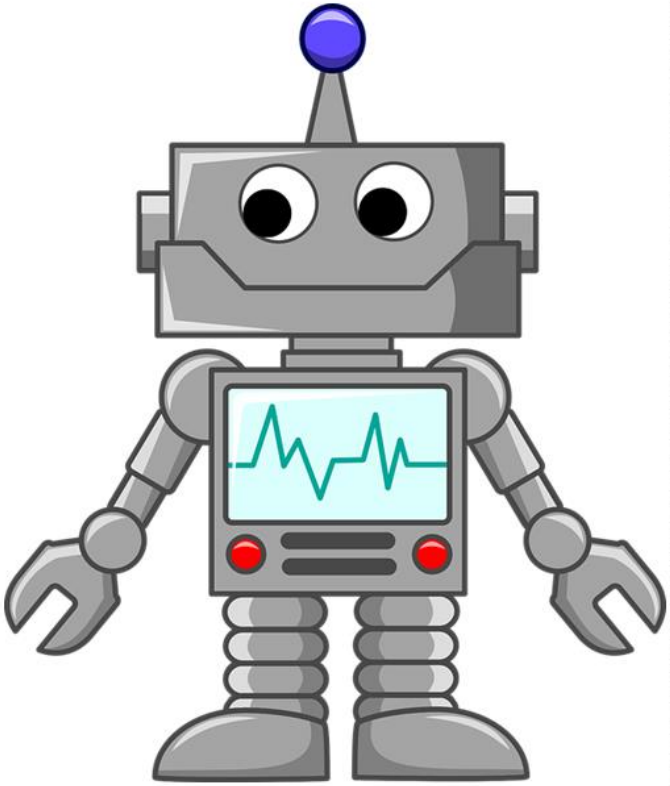
Create situations where the child can give objects to people. Here are some examples:

Teddy bears picnic – Give the apple to the doll, give the cake to the dog etc.

Giving out pens/glue/books – give the book to Jim, give the glue to Sarah etc.

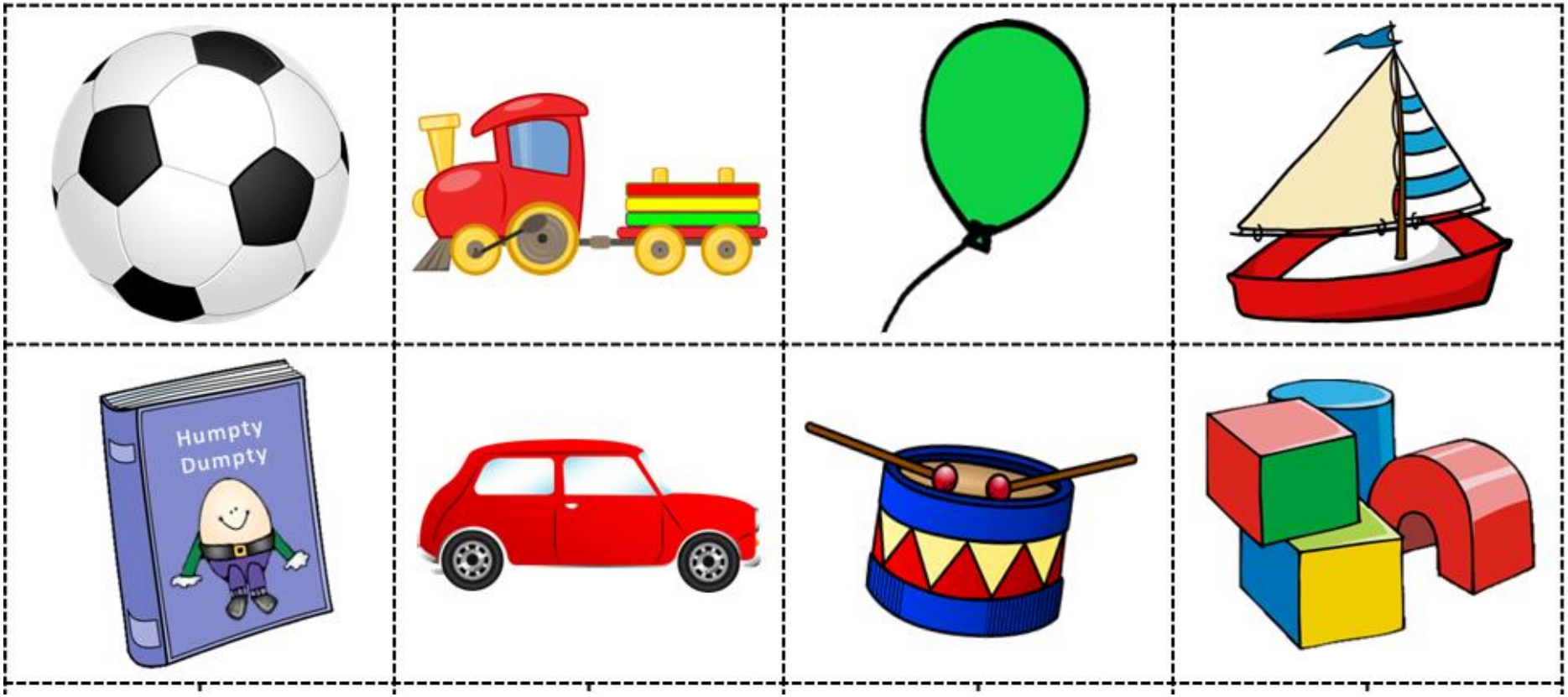
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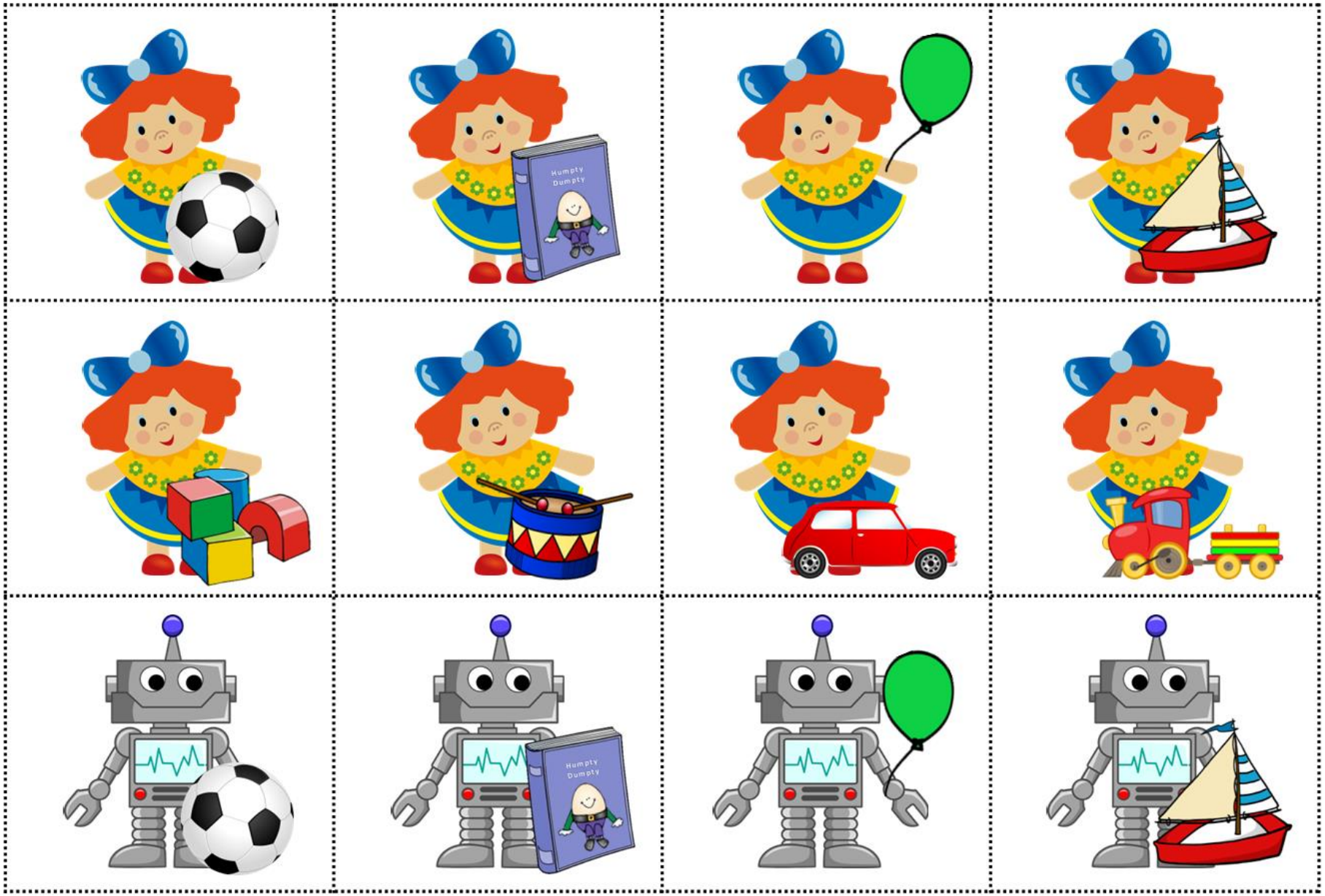




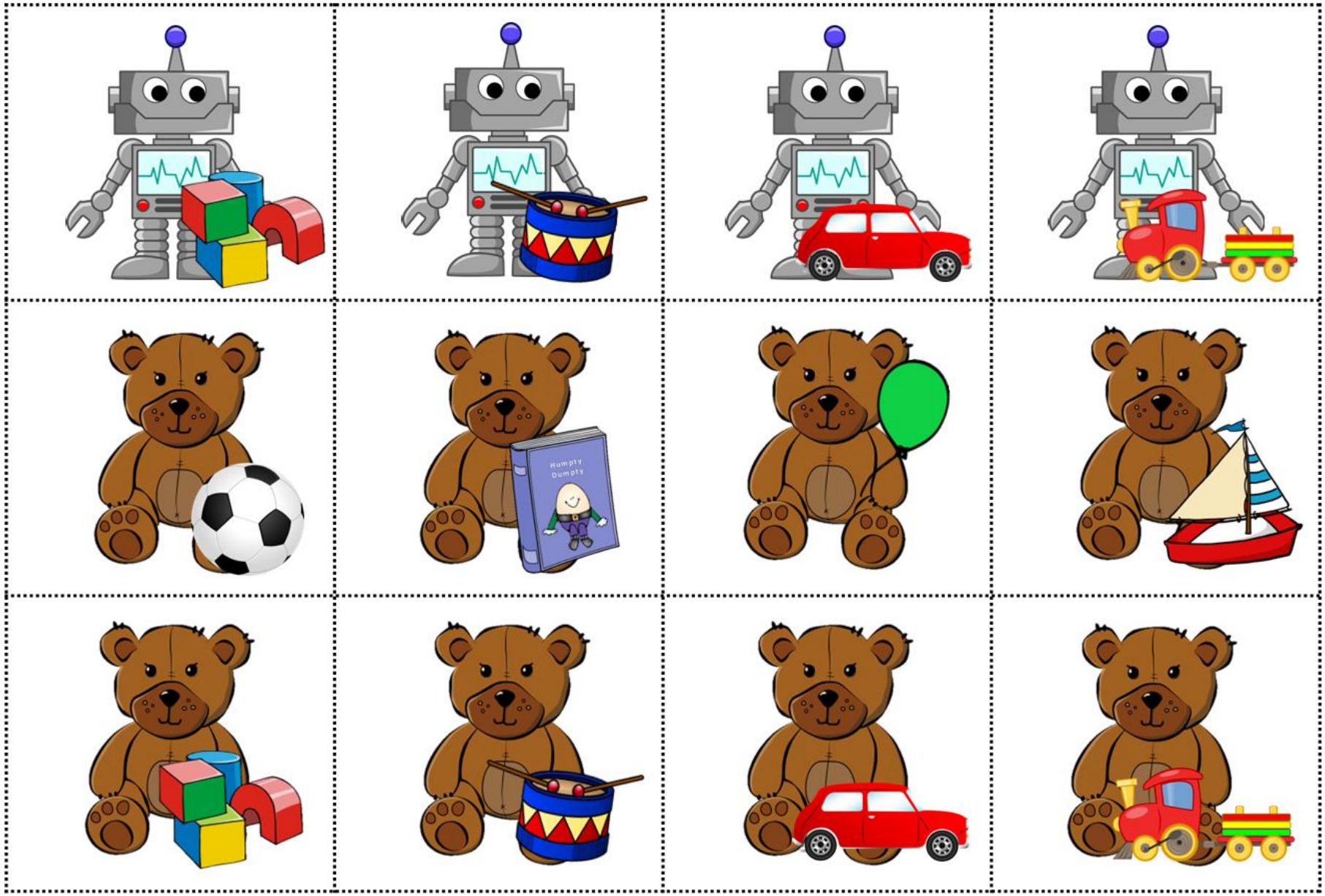
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Giving objects to a person

Activity 2: Feeding the Animals

Storyline

The dog, the sheep, and the monkey are really hungry and ready for their dinner. Can you help by giving them some food?

Directions

- Lay the pictures out in two rows. The first row should contain the dog, the sheep and the monkey and the second row should contain the food items. For some children, it may be better to use fewer food items to start with (i.e., 3-4 foods).
- Use the small picture cards as a reference for providing an instruction or checking that the child has given an instruction relating to the card.

Example instructions

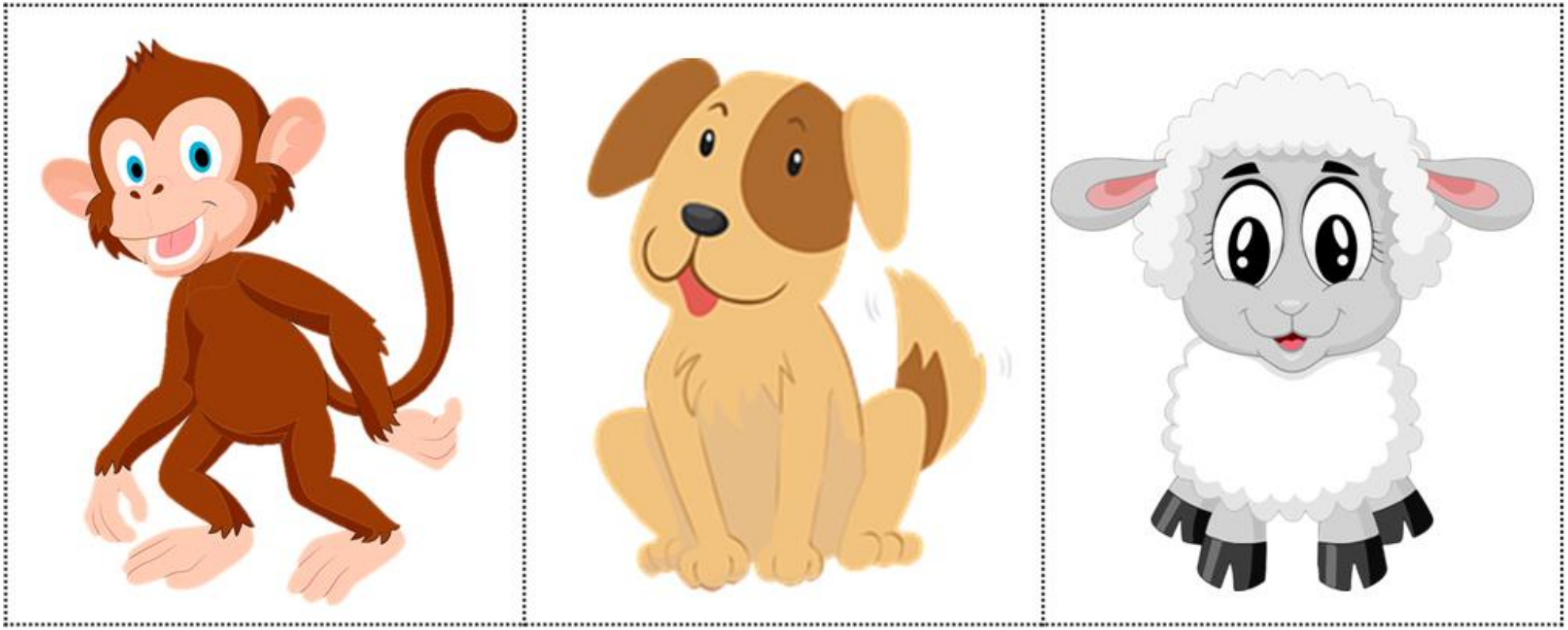
- Give the **apple** to the **sheep.**
- Can you give the **burger** to the **dog**?
- **Monkey** would like a **carrot.**

Try it at home…

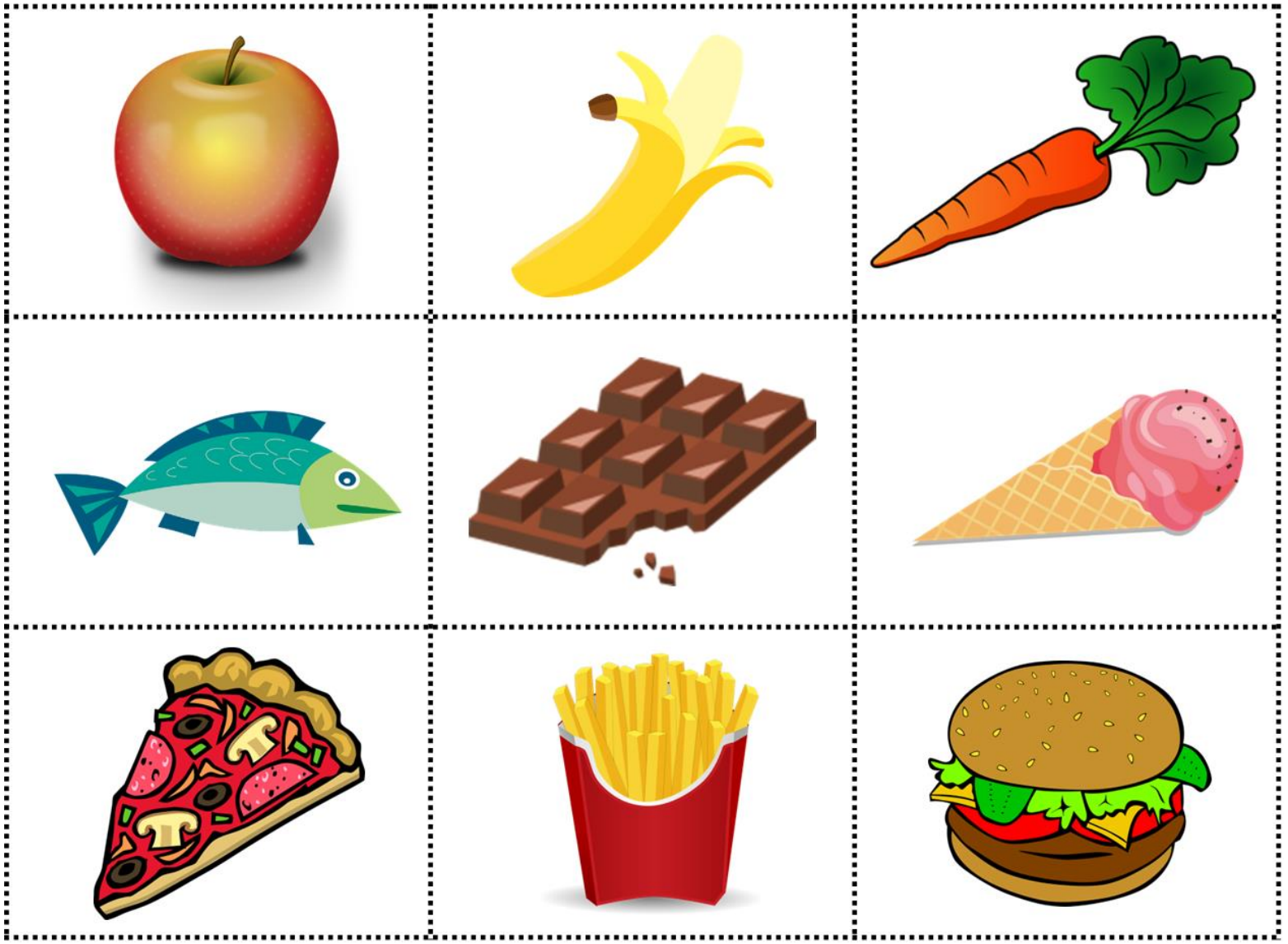
Create situations where your child can give an object from, a choice of 3, to a person.

Serving dinner “Give the peas to Daddy” “Give Joe a sausage” “Give water to Mummy.”

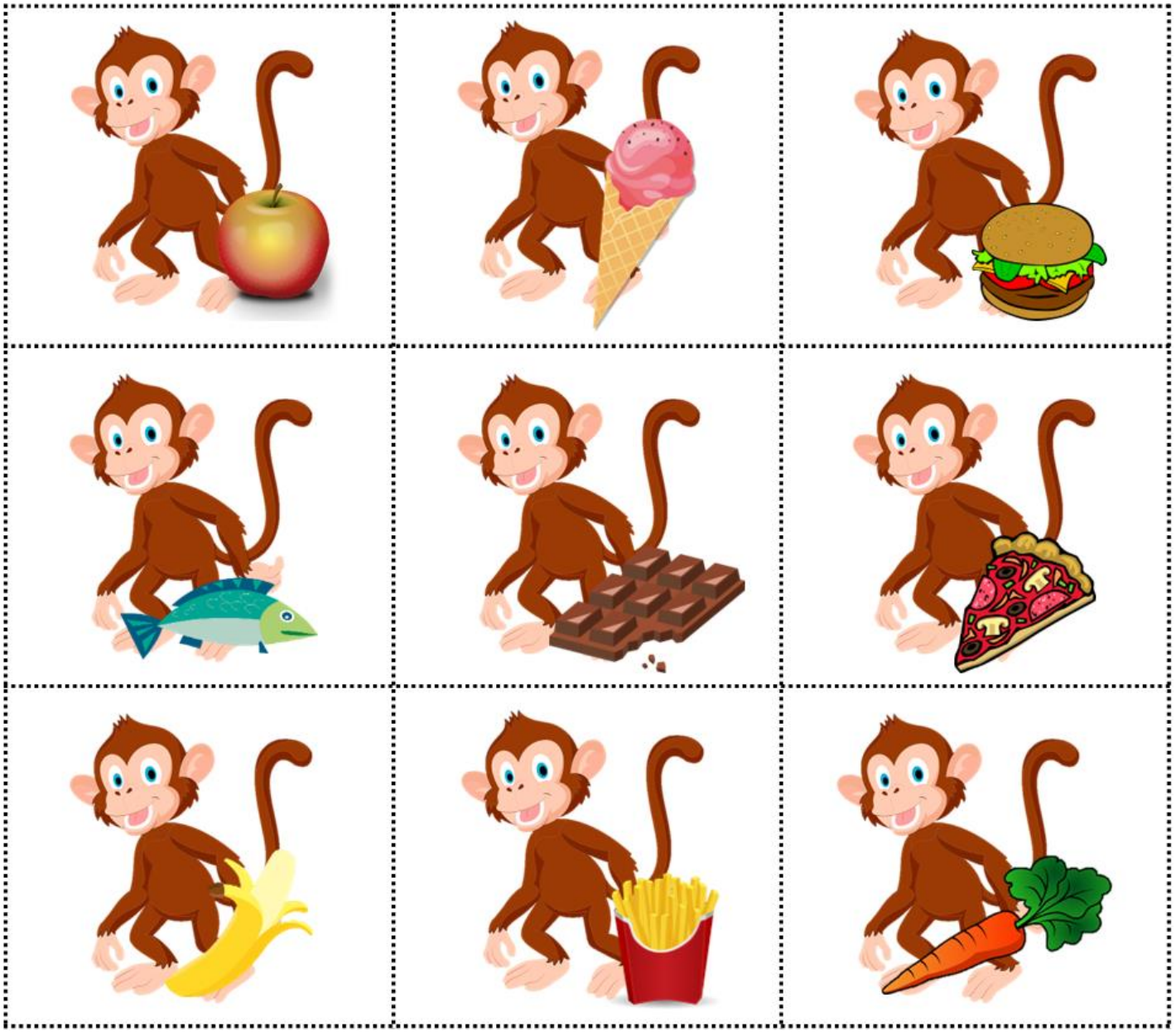
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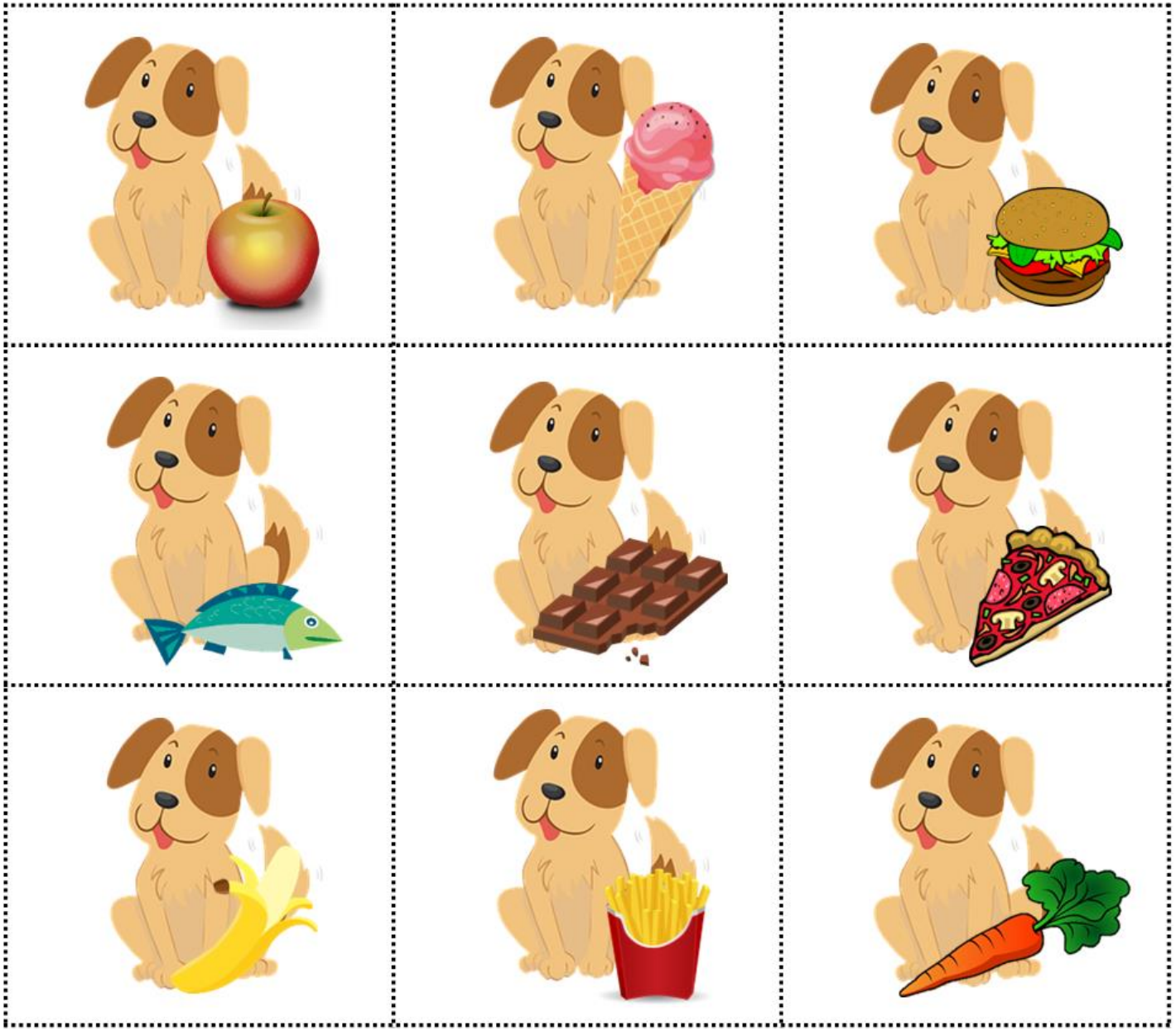
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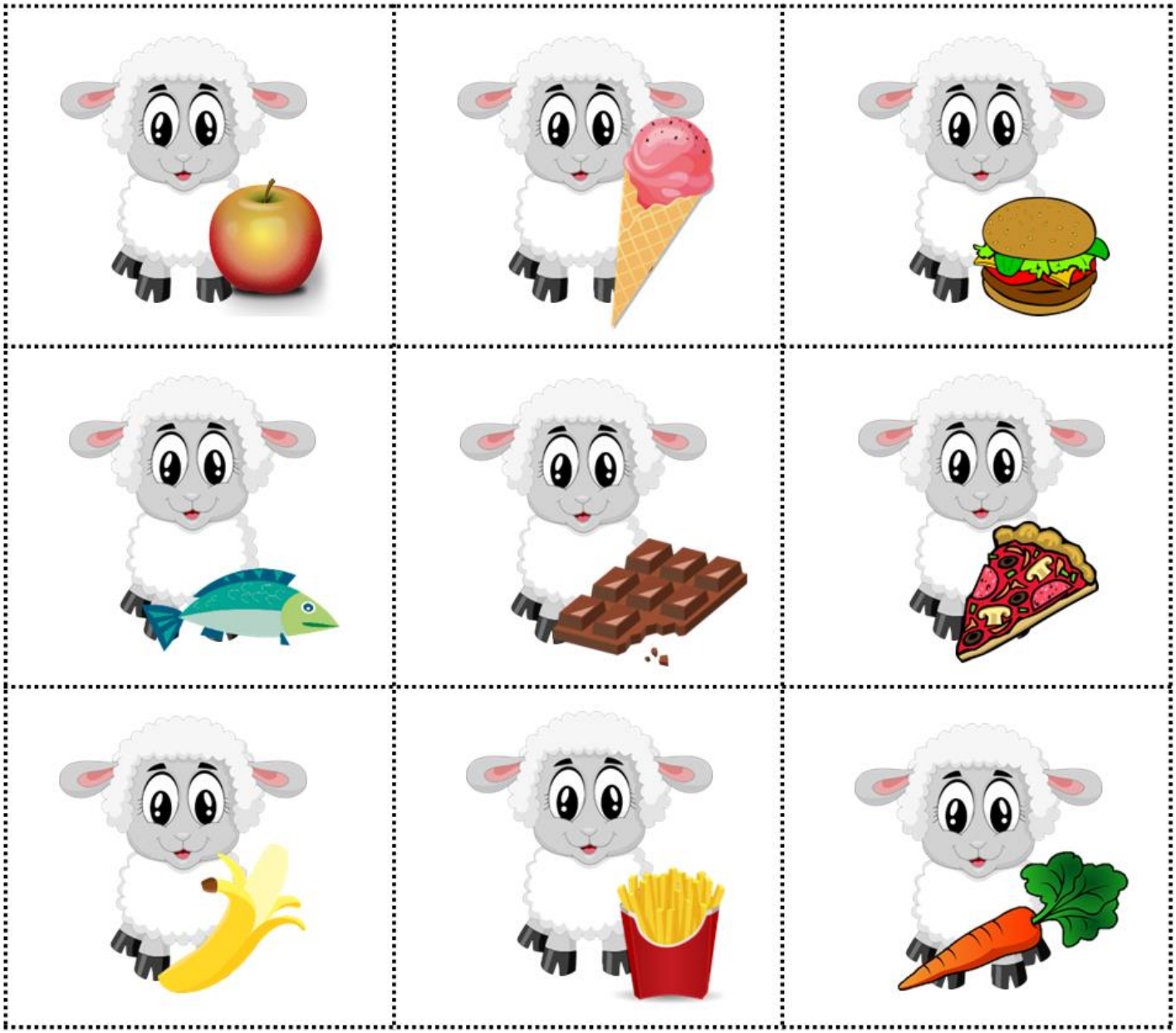
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Person doing an action

Activity 1: Where's Your Head At?

Directions

- Cut out the animal heads so they're ready to place onto the bodies.
- Lay out 3 of the verb pictures in front of the child. The pictures can be changed throughout the activity and the number of verbs presented to the child can increase depending on their success (e.g., change from 3 to 5 if the child is achieving their target).
- Take it in turns to give instructions. The instructions should inform the other person which head to place on which body.

Example instructions

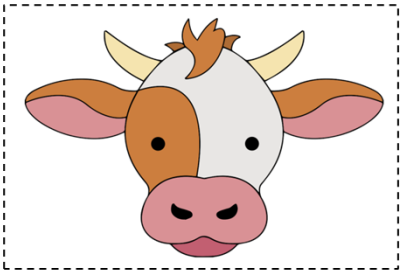
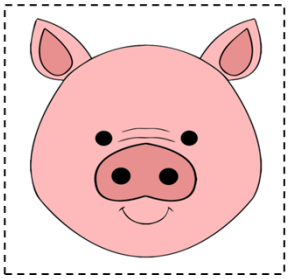
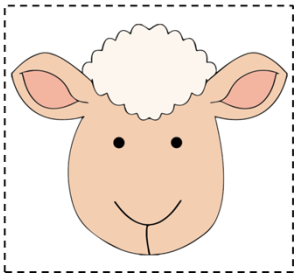
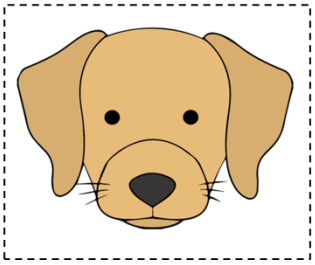
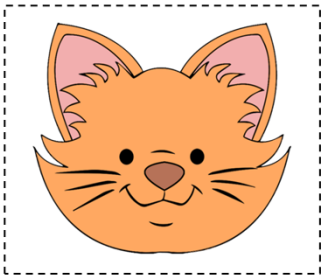
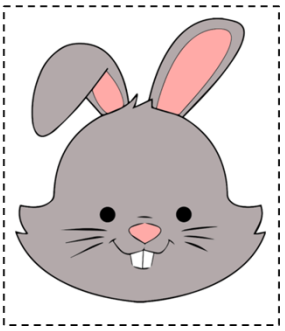
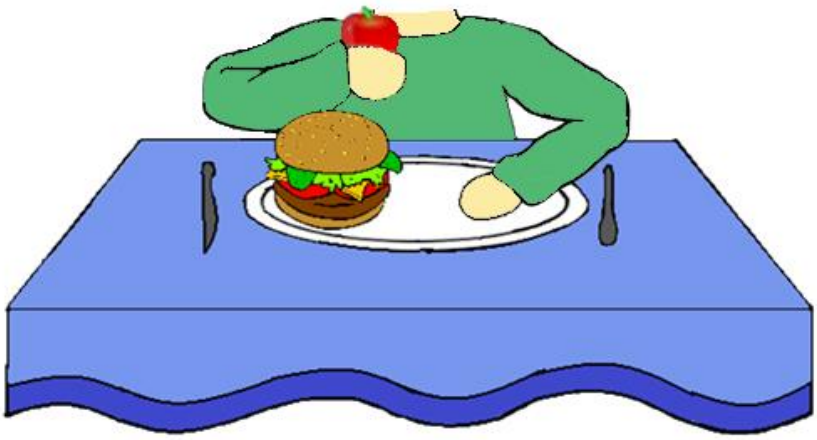
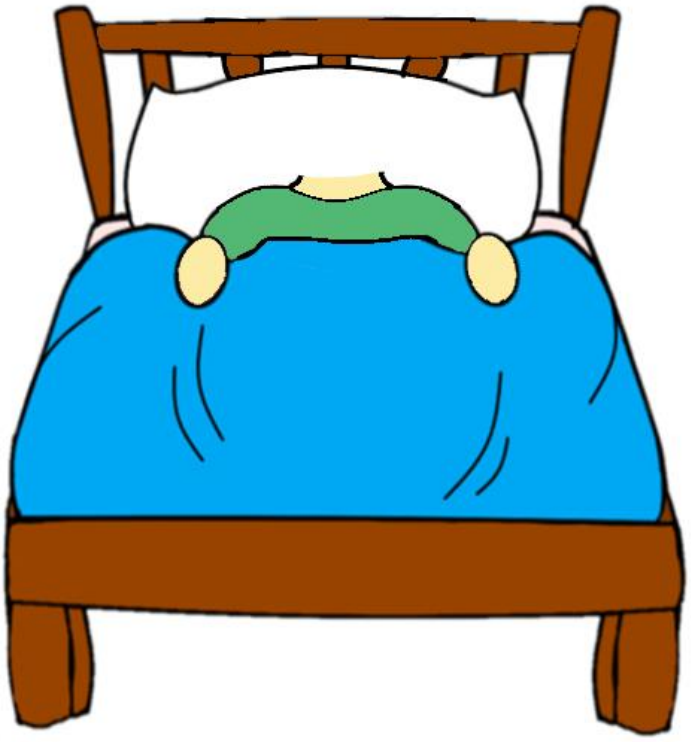
- Make **rabbit** **jump.**
- The **dog** wants to go **swimming.**
- Can you make **cow** **sit**?

In the classroom…

Using different toys, such as teddy and doll, ask the child to make them do different actions, e.g. "Make the doll jump" "Can you make teddy sit down"

If the child is able to, you could give them an instruction to tell another child to complete an action in the same way, e.g. "Tell Rosie to hop" "Ask Joe to skip"

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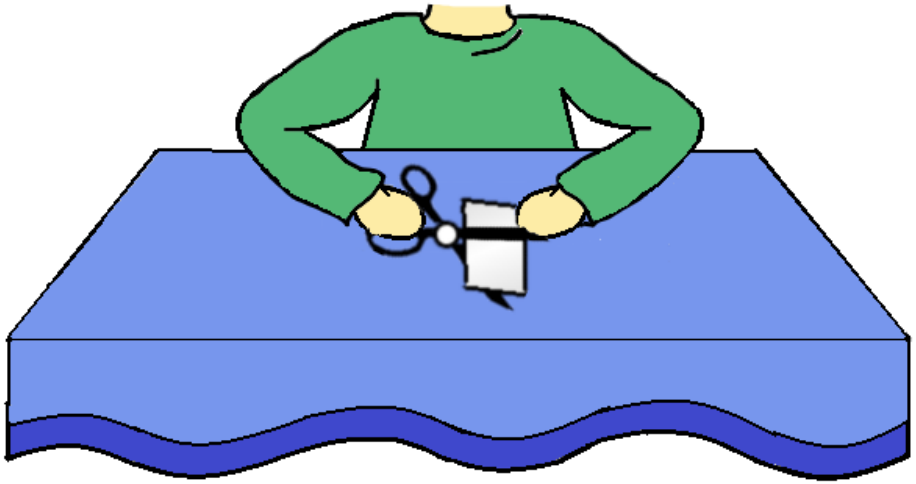






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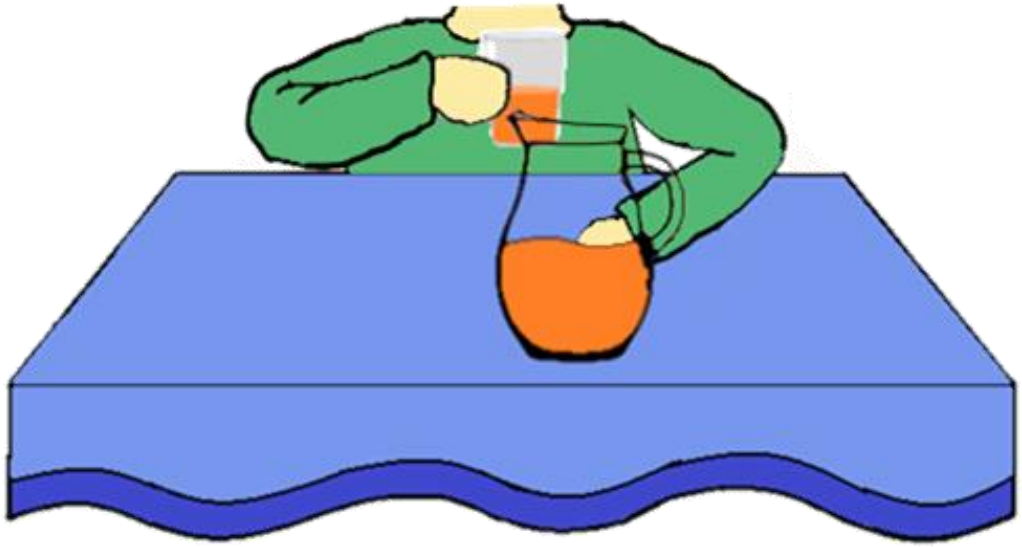




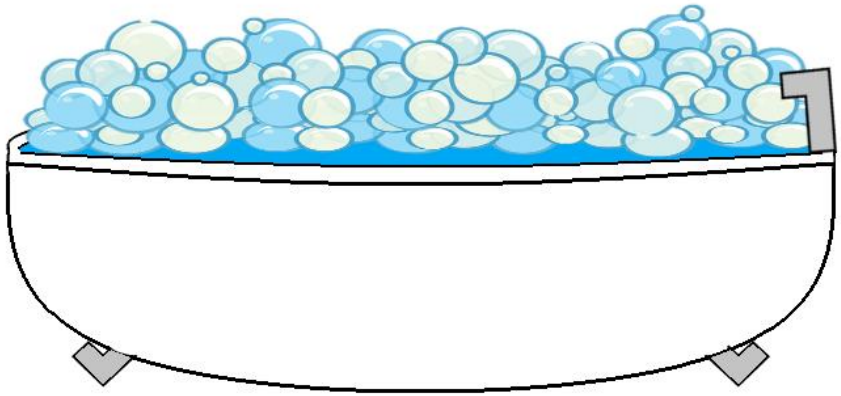
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Person doing an action

Activity 2: Lotto Game

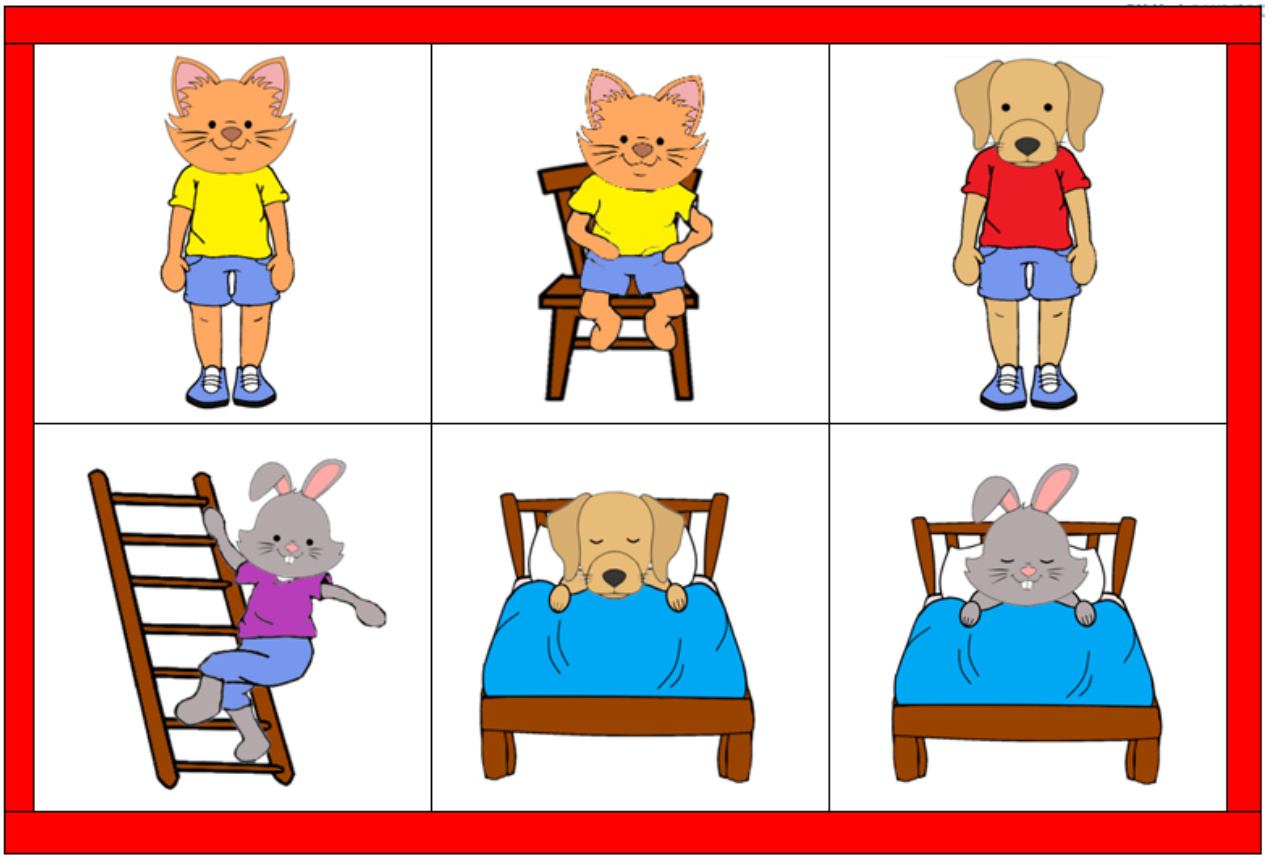
Directions

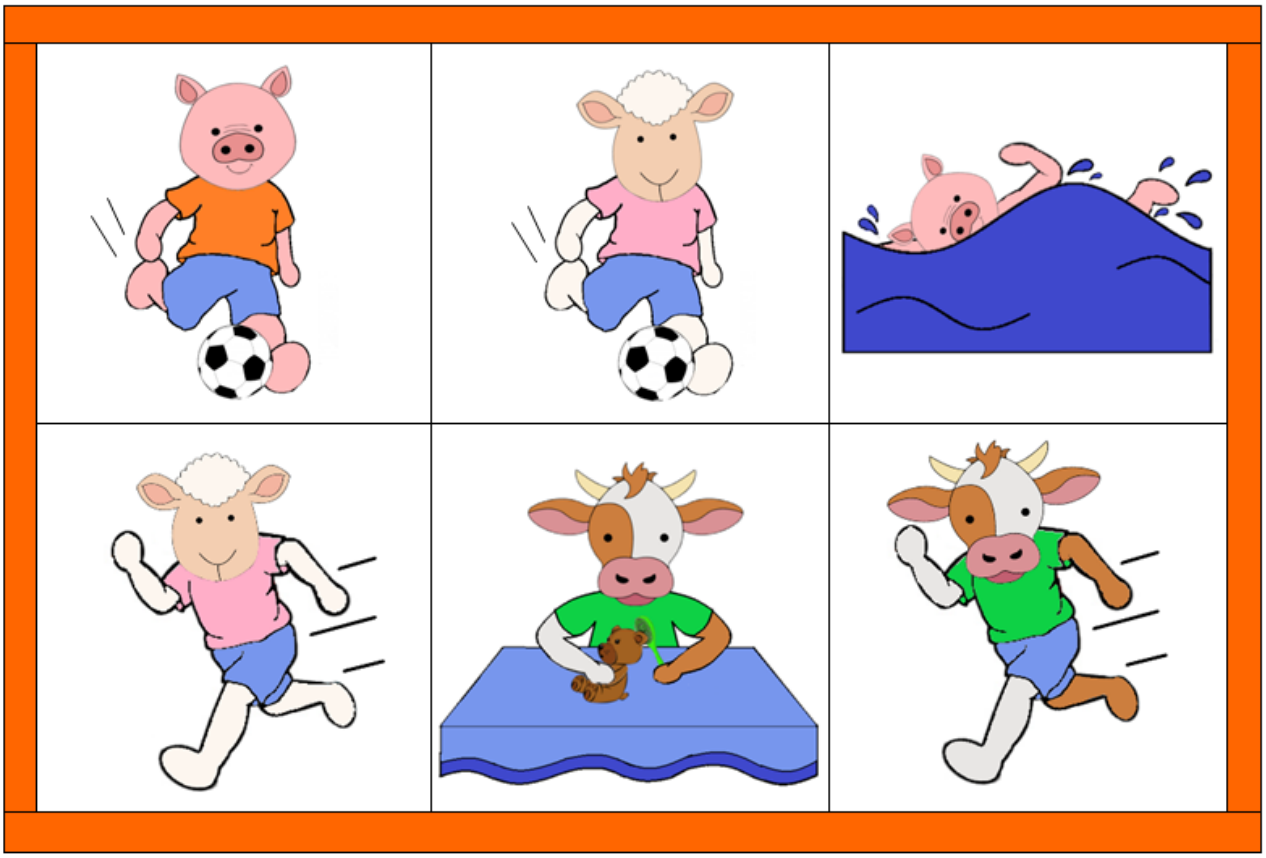
- Choose a coloured lotto board each.
- Collect the reference cards that match the lotto boards that are in play. Either put them in a bag or face down on the table.
- Take it in turns to choose a reference card and match the picture to a lotto board.
- When it is your turn, ask the child to find the picture you've selected on the lotto board – this should support their understanding.
- When it is the child's turn, ask them to use their words and tell you which picture they have picked.
- Keep choosing pictures until someone fills their lotto board and wins!

Example instructions

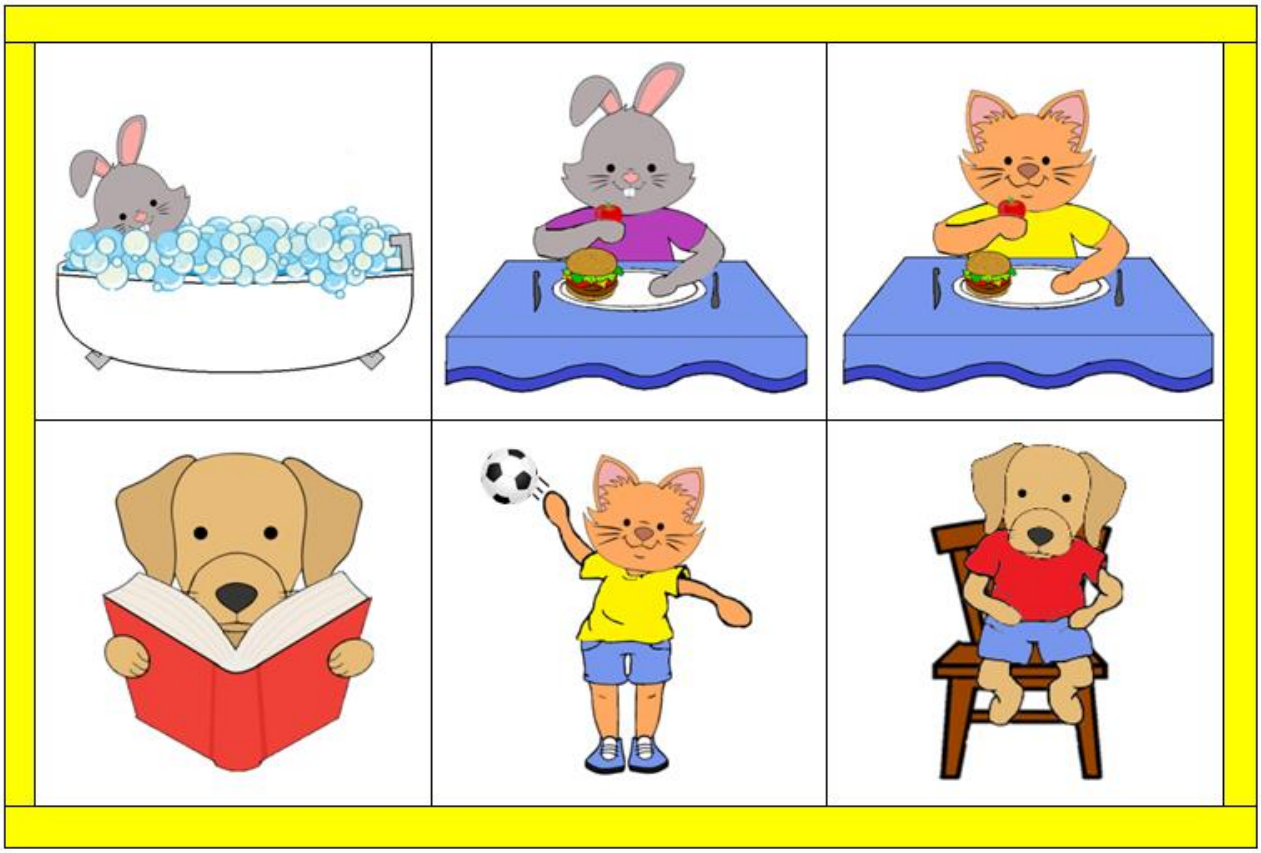
- Can you find the **pig** **running**?
- What's happening? (in relation to picture child selected)
    - You may want to break this down into "who" and "what are they doing" if the child is finding this difficult.
    - Child's target is to say an animal and an action (e.g., "**cow** **running**" or "the **dog** is **drinking**").

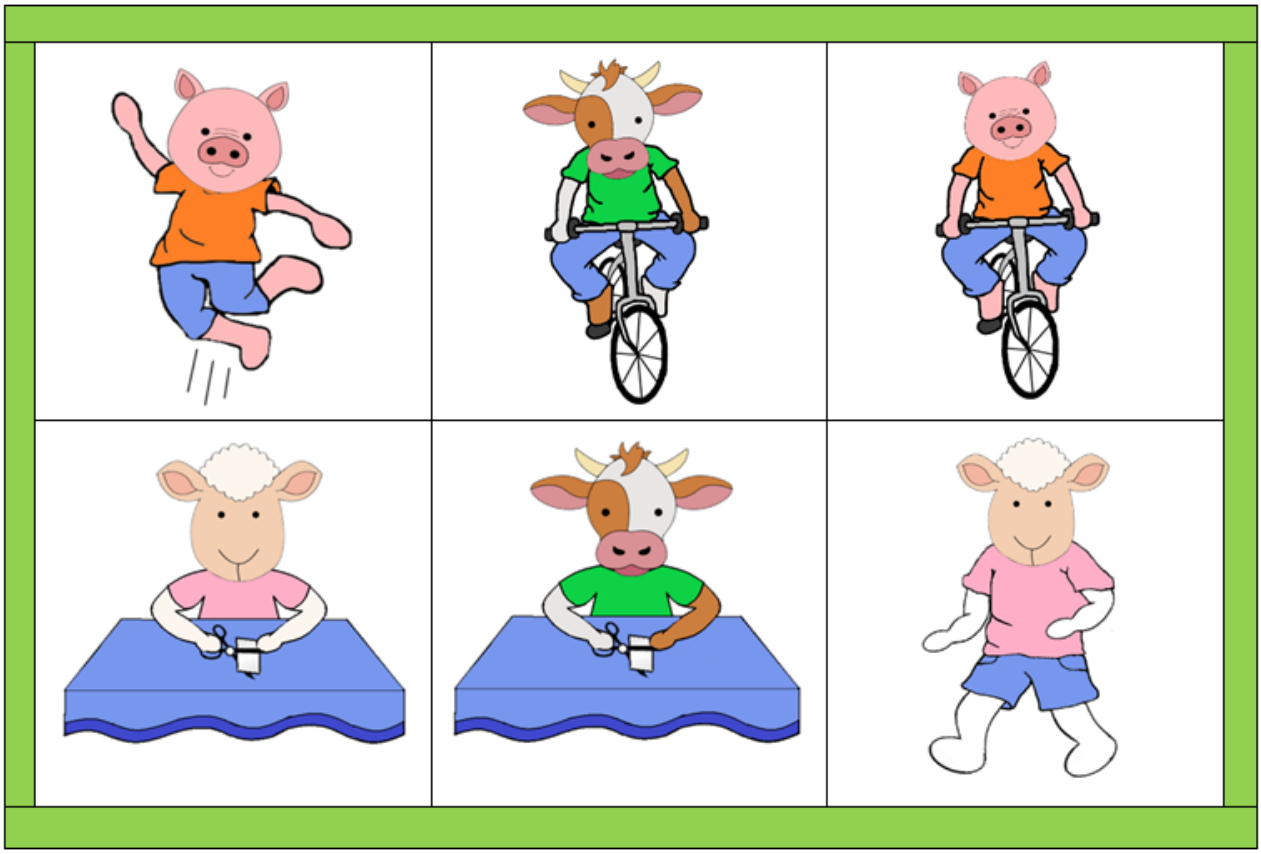
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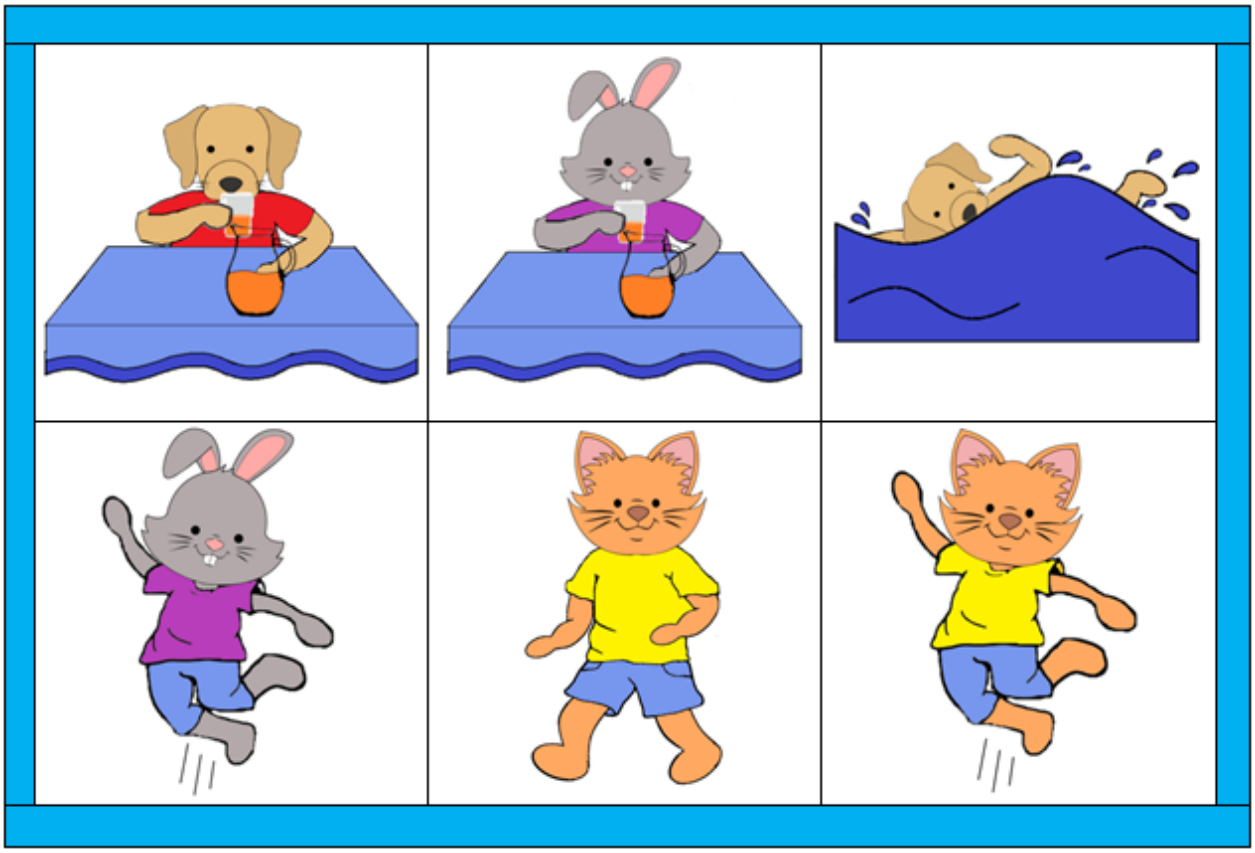


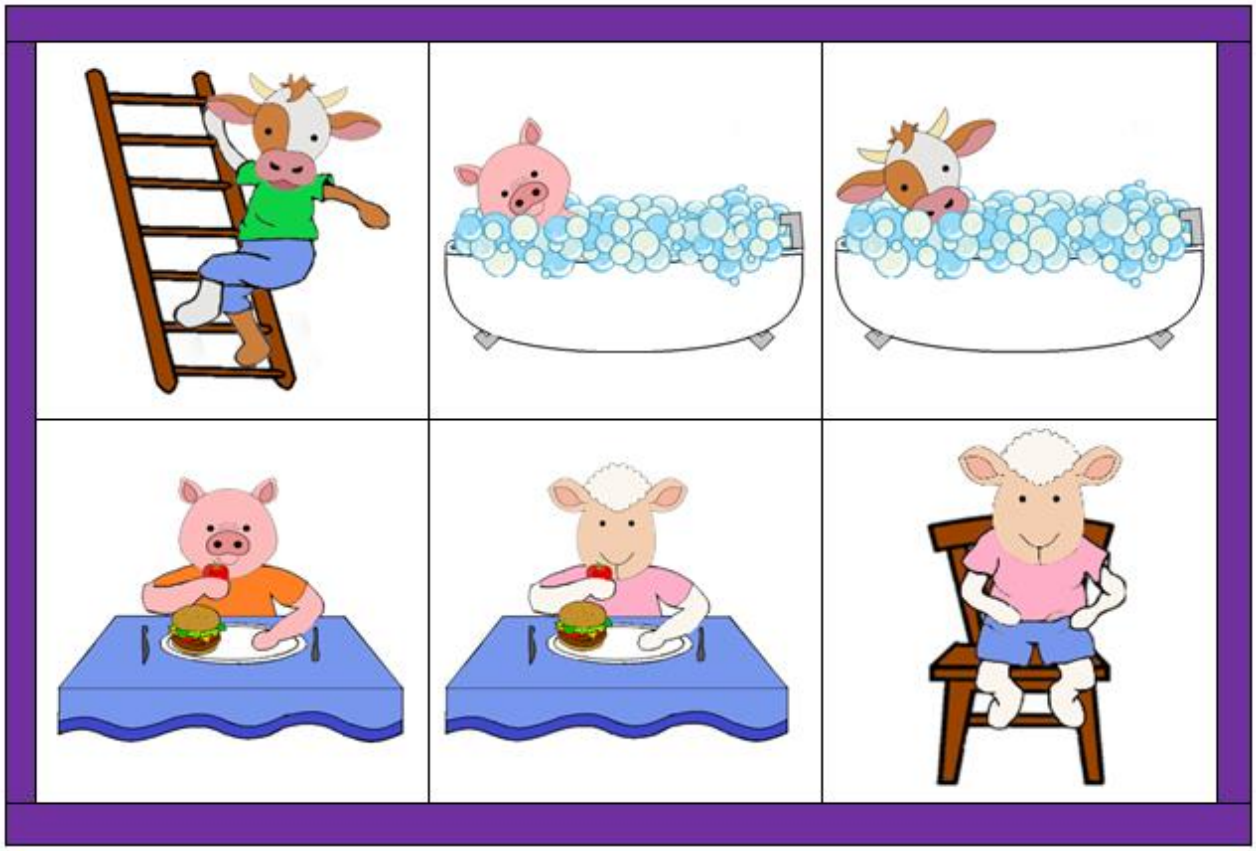
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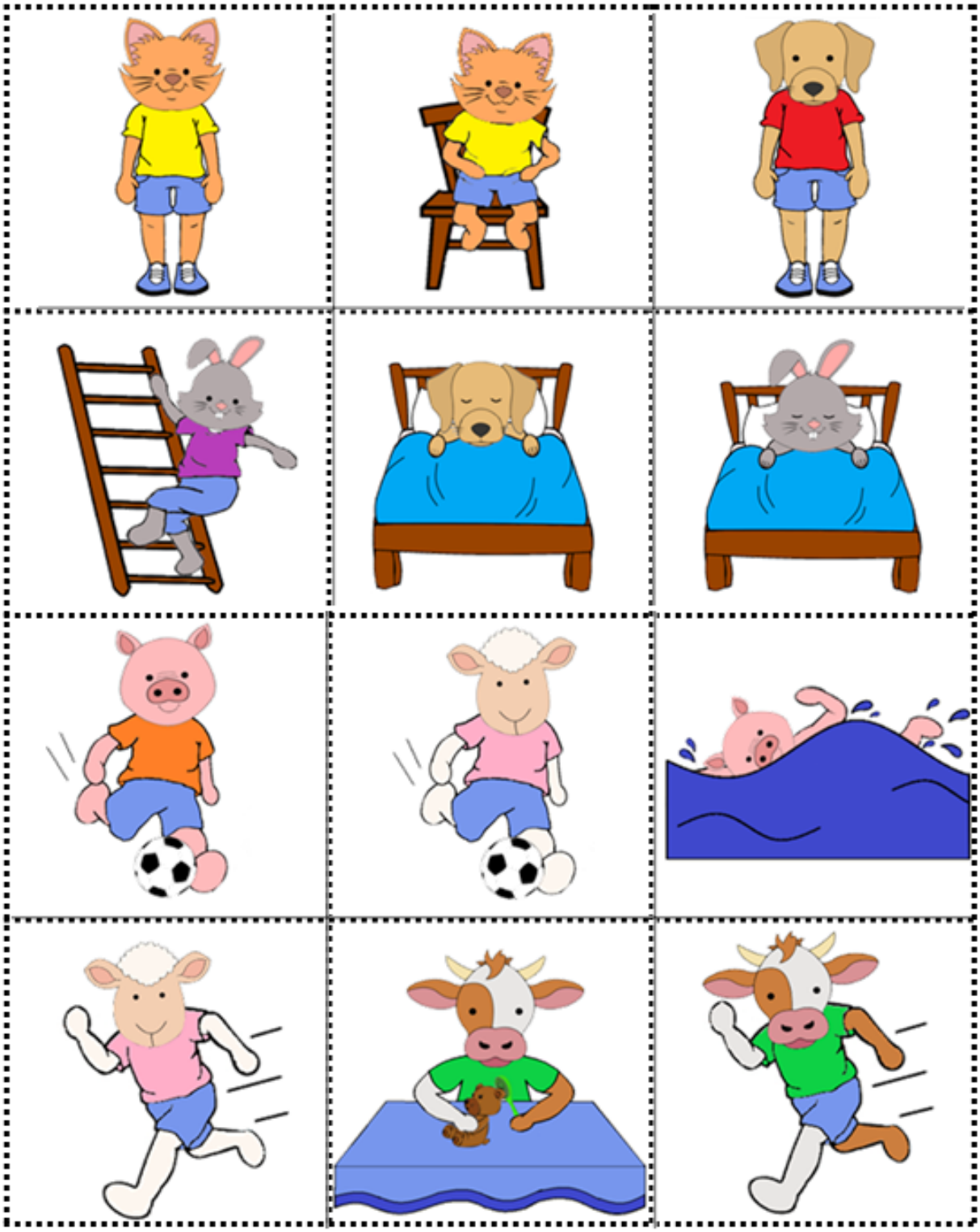


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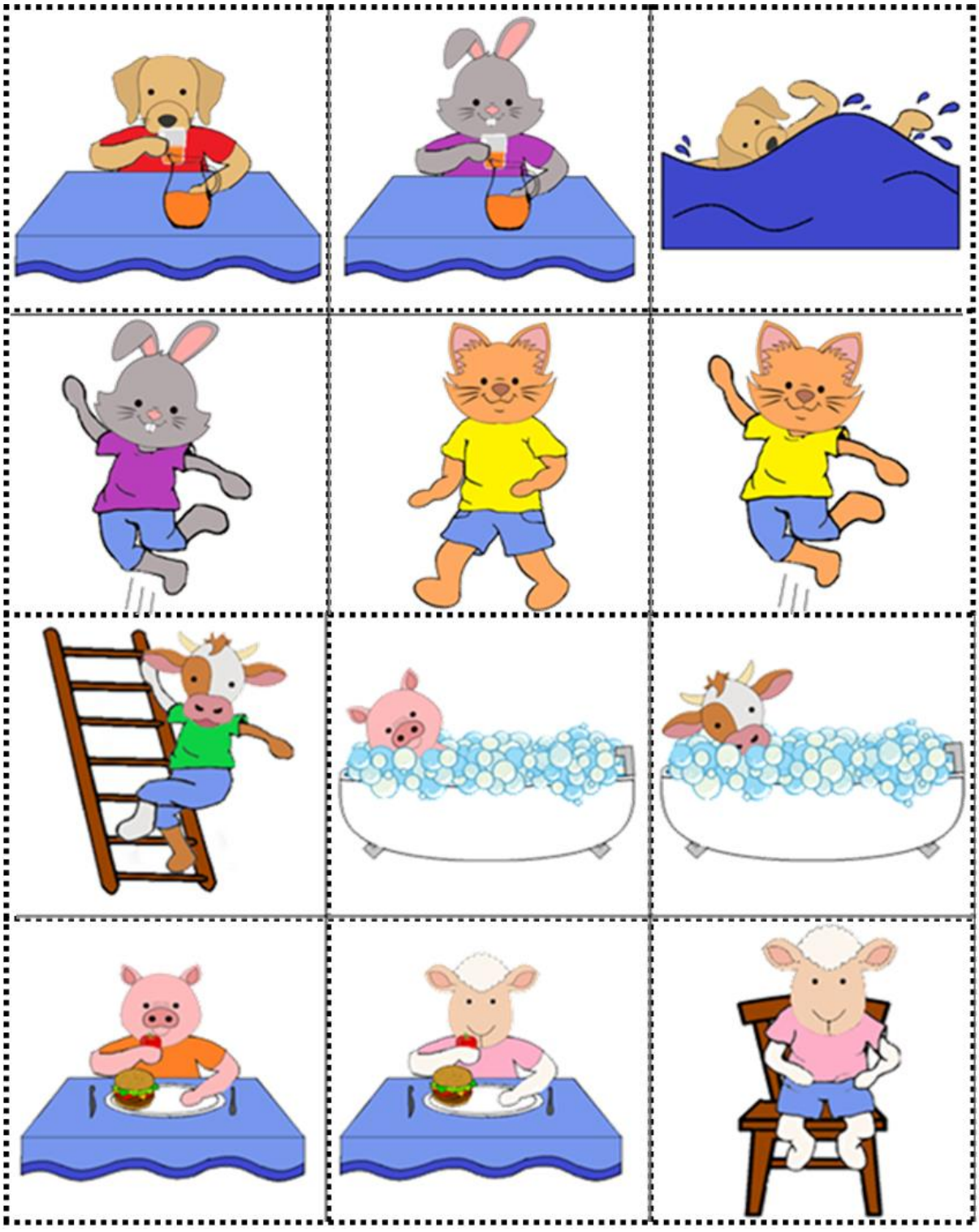
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Doing an action to a place

Activity 1: Hide and Seek

Storyline

Rabbit wants to play hide and seek in the house. Can you listen carefully and make the rabbit do as I say?

Directions

- Place the bed, the chair, and the table in a row in front of the child.
- Place a choice of rabbits between the row of furniture and the child. For some children it may be best to start with fewer choices (e.g., a choice of 3 rabbits).
- Give the child instructions on where to make the rabbit do an action. You can then swap so the child has to give you an instruction.
- Use the small picture cards as a reference for providing an instruction or checking that the child has given an instruction relating to the card.

Example Instructions

- Make rabbit **run** on the **table**.
- Can you make rabbit **kick** the ball on the **chair**?
- Rabbit is **sitting** on the **bed.**

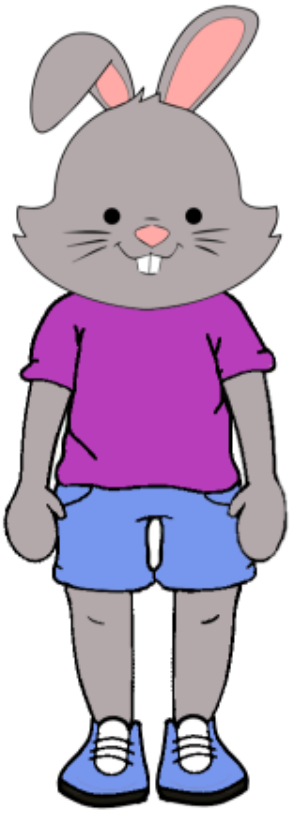
In the classroom or at home…

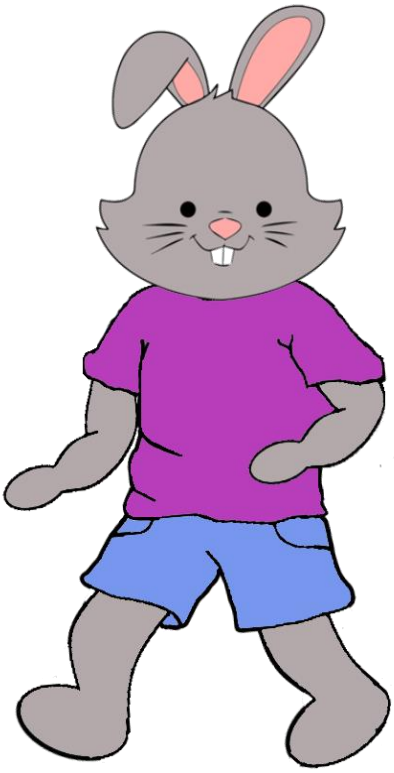
Give instructions to the child to do an action in different areas of the classroom/playground.

This could also be done at home using different rooms in the house.

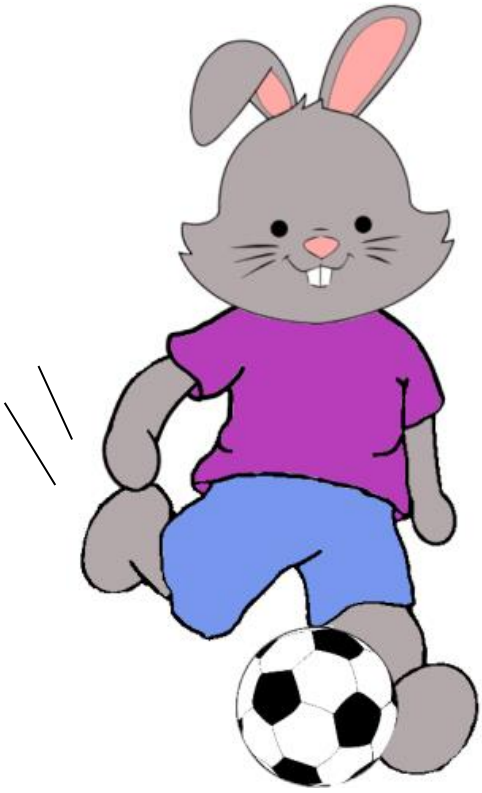
Tip Make sure they know the names of the different areas before you begin.

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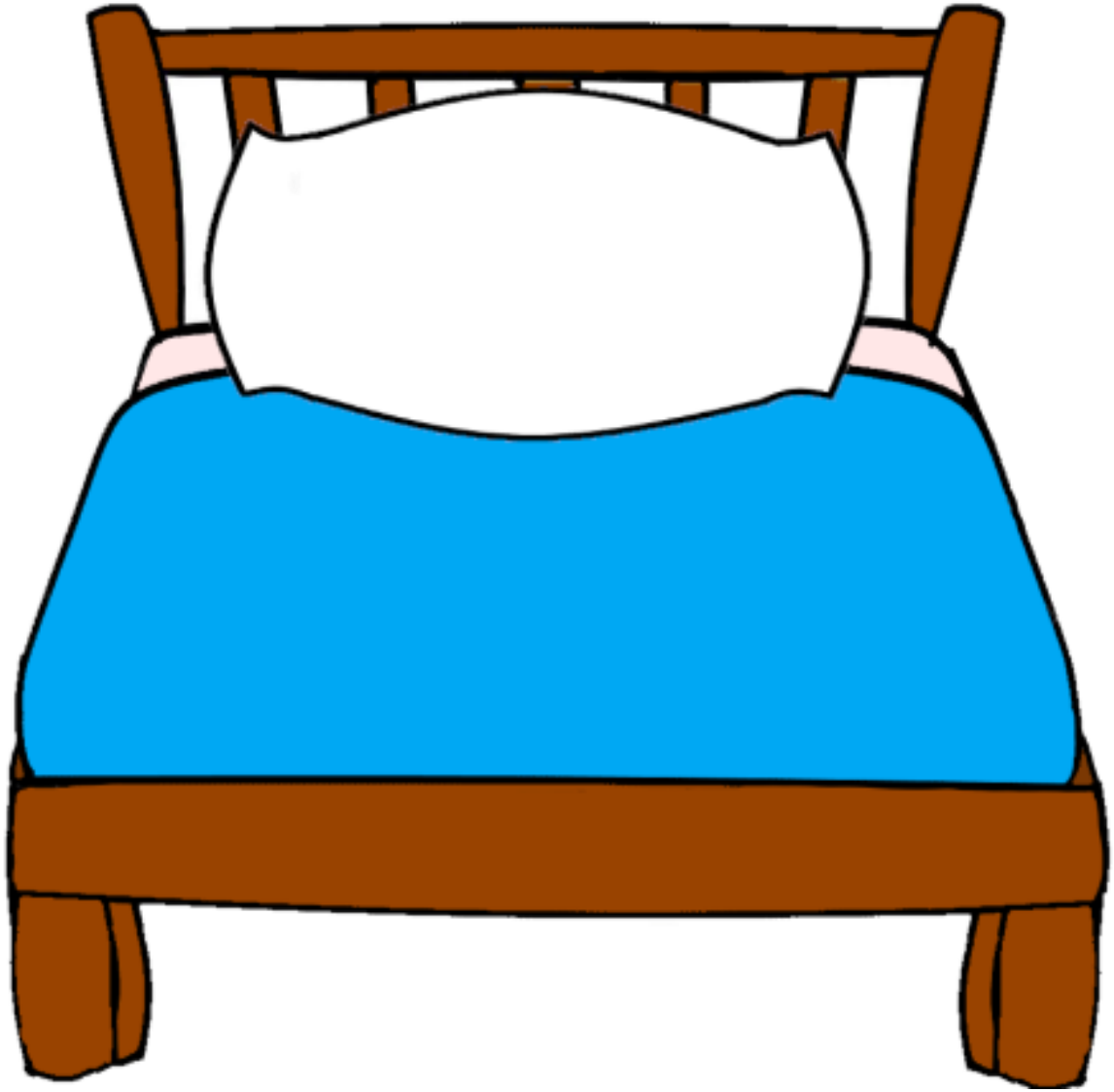




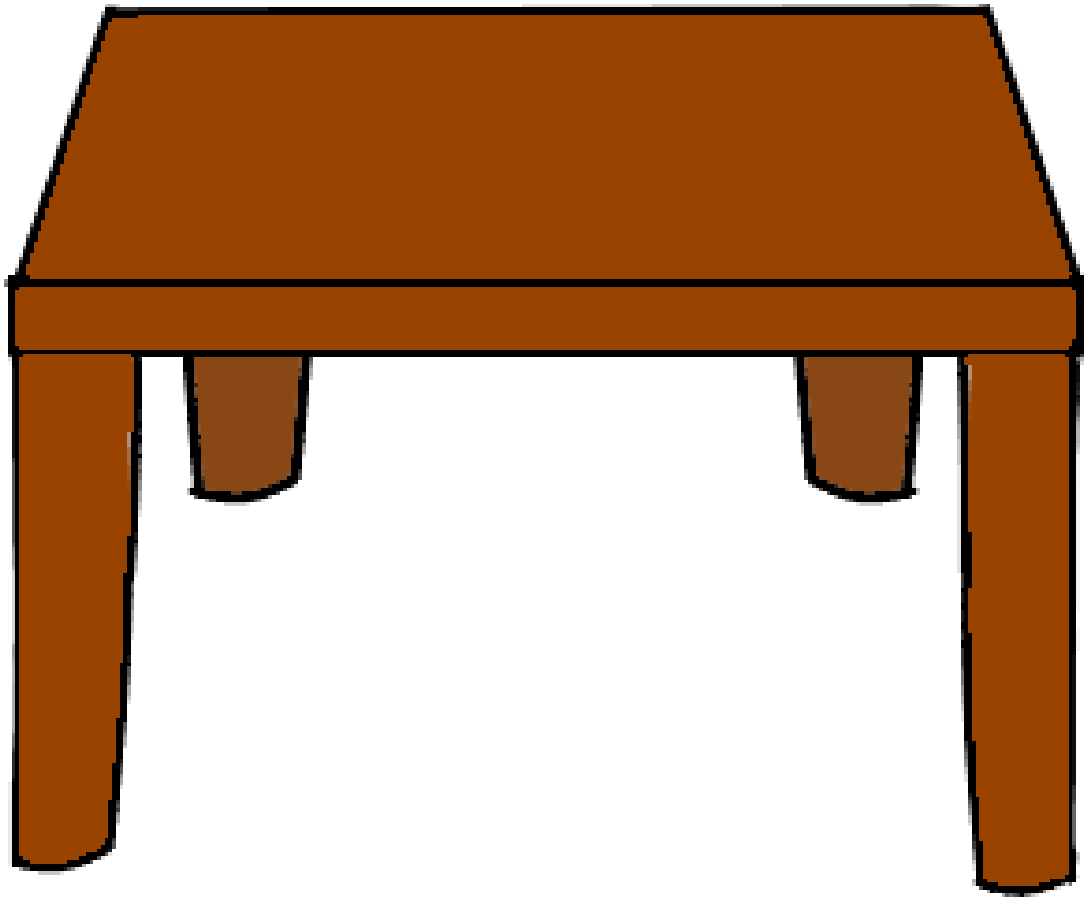




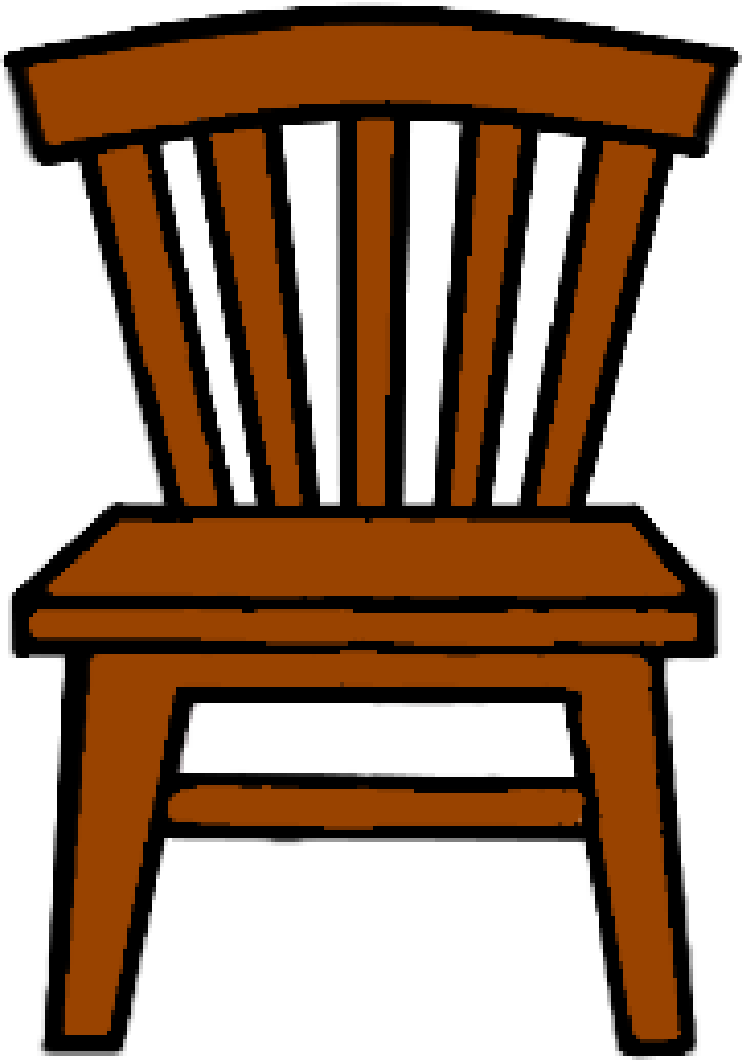
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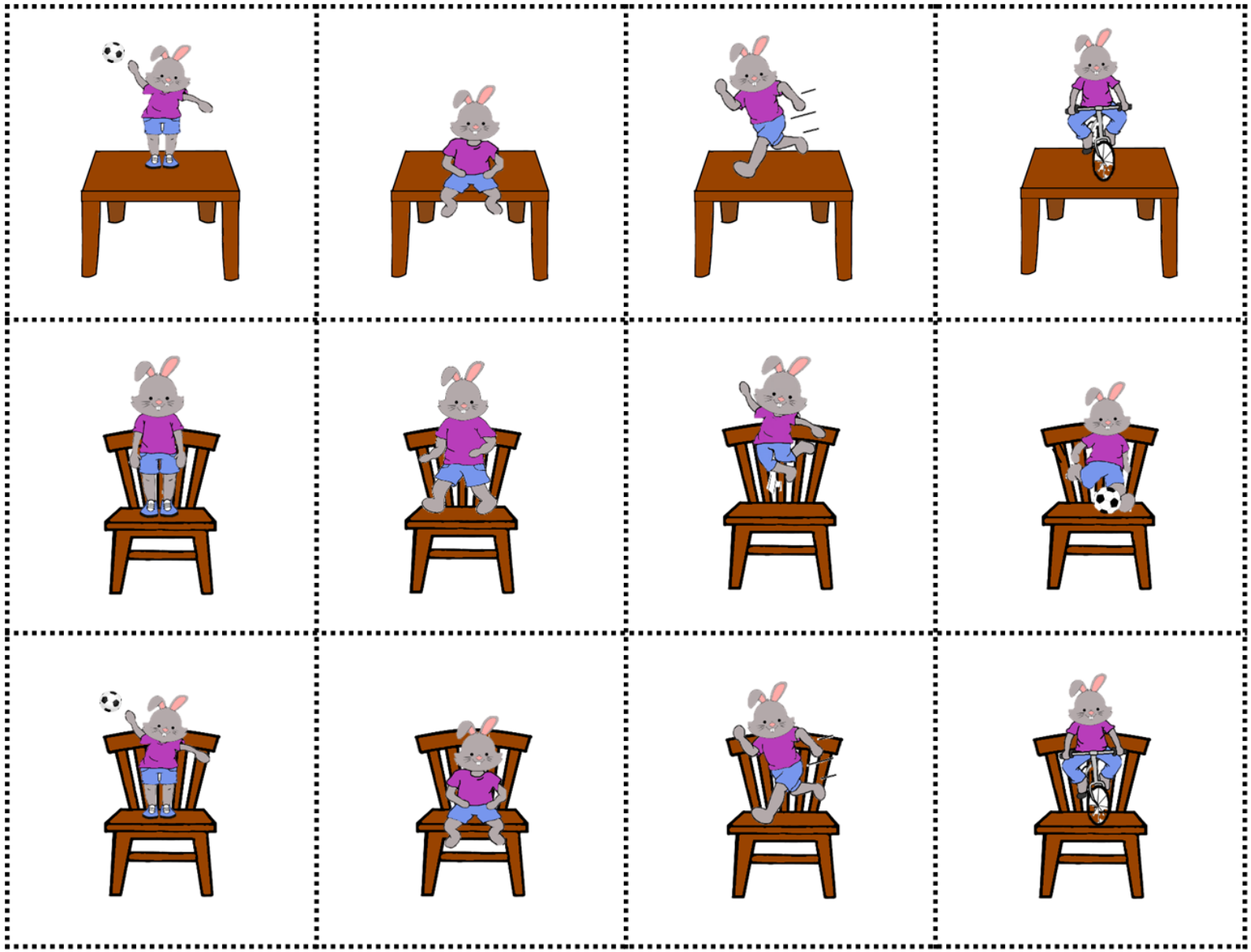
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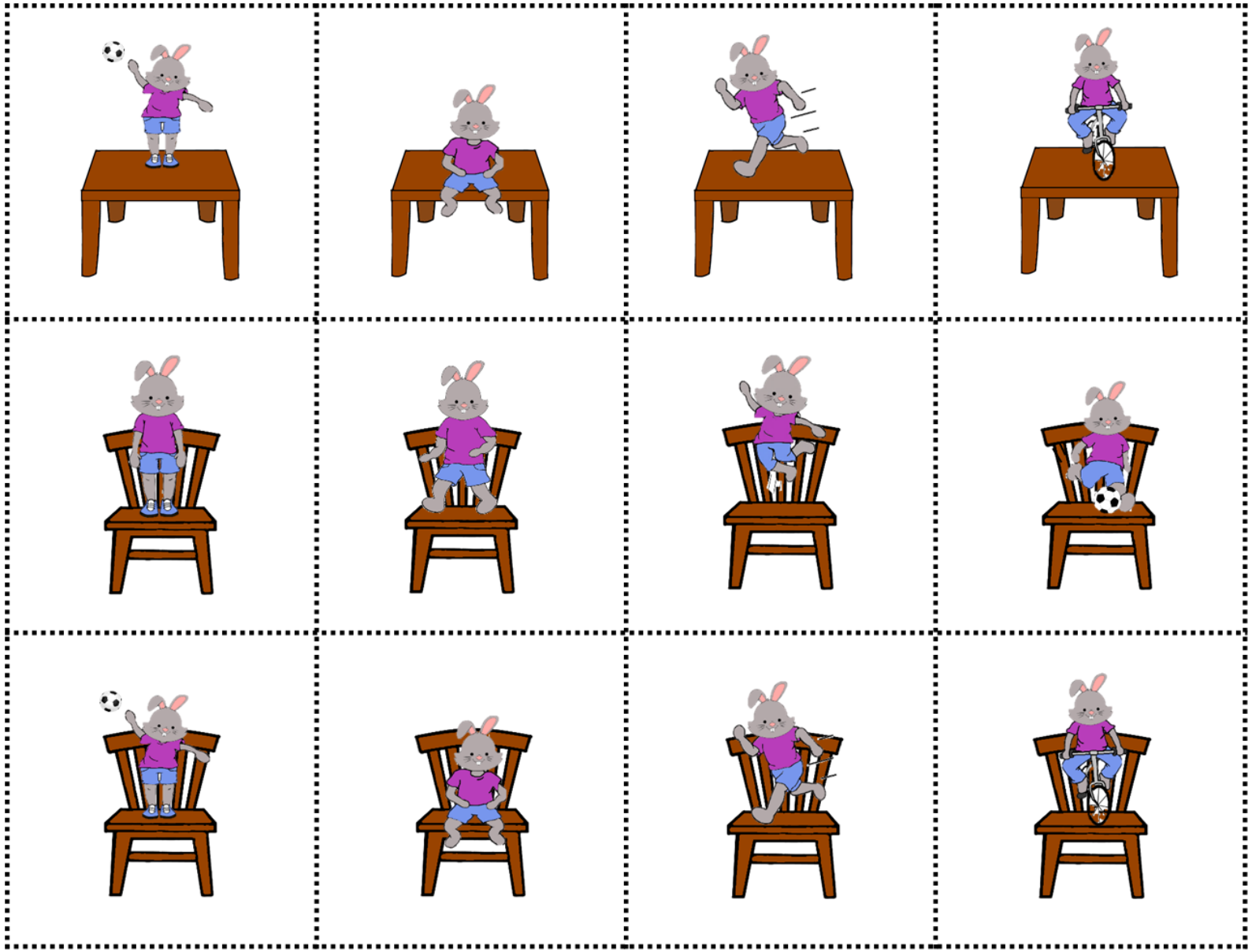
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Doing an action to a place

Activity 2: Let's Go Exploring

Storyline

The cat wants to go exploring. Listen carefully to help the cat visit lots of different places and do lots of different things.

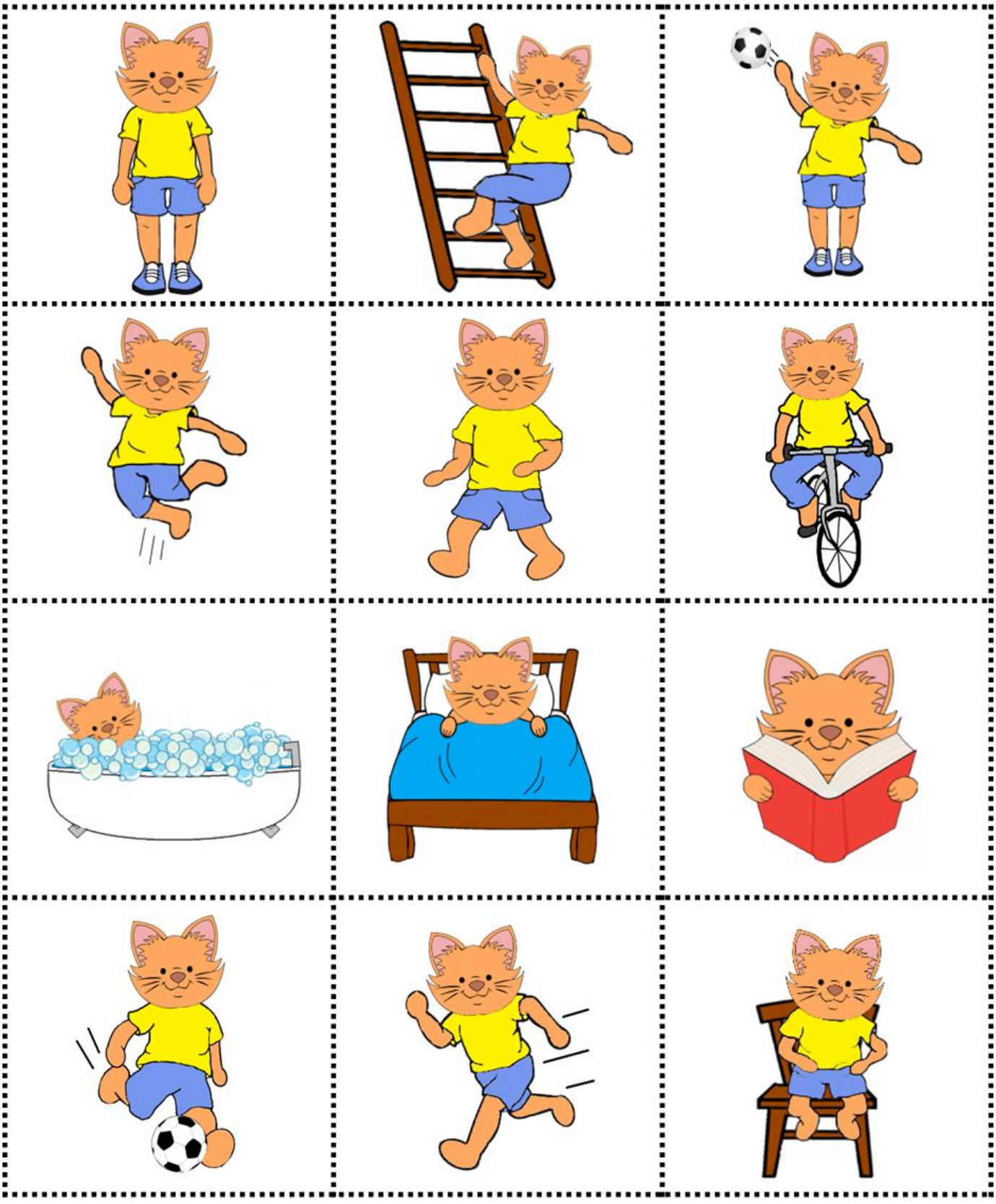
Directions

- Place the different location pictures in front of the child. The child may require fewer options initially so consider starting with 2-3 and gradually increasing these options.
- Place a choice of cats between the row of locations and the child. For some children it may be best to start with fewer choices and alternate or gradually increase the options (e.g., a choice of 3 cats).
- Give the child instructions on where to make the cat do an action. You can then swap so the child must give you an instruction.
- Use the small picture cards as a reference for providing an instruction or checking that the child has given an instruction relating to the card.

Example instructions

- Make cat **run** on the **beach**.
- Can you make cat **jump** at the **beach**?
- Cat is **sitting** in the **classroom**.

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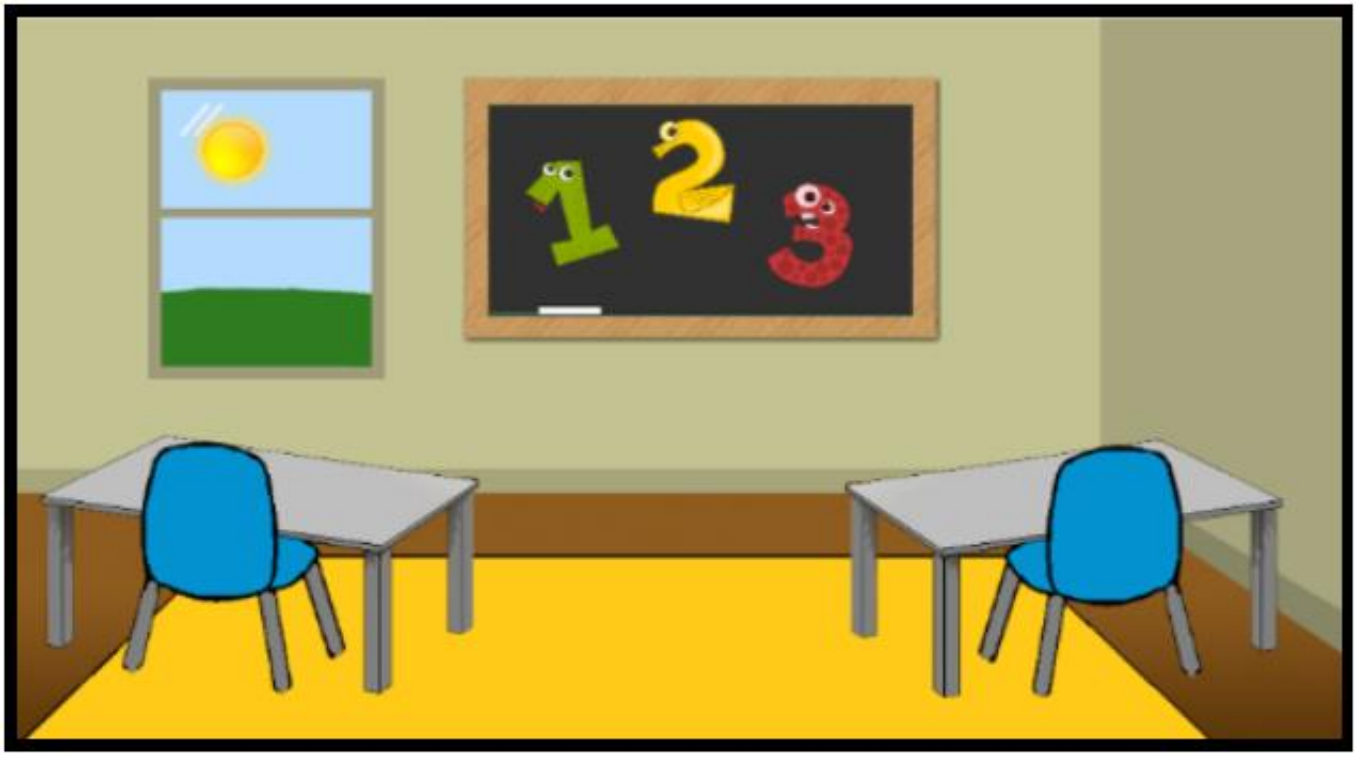


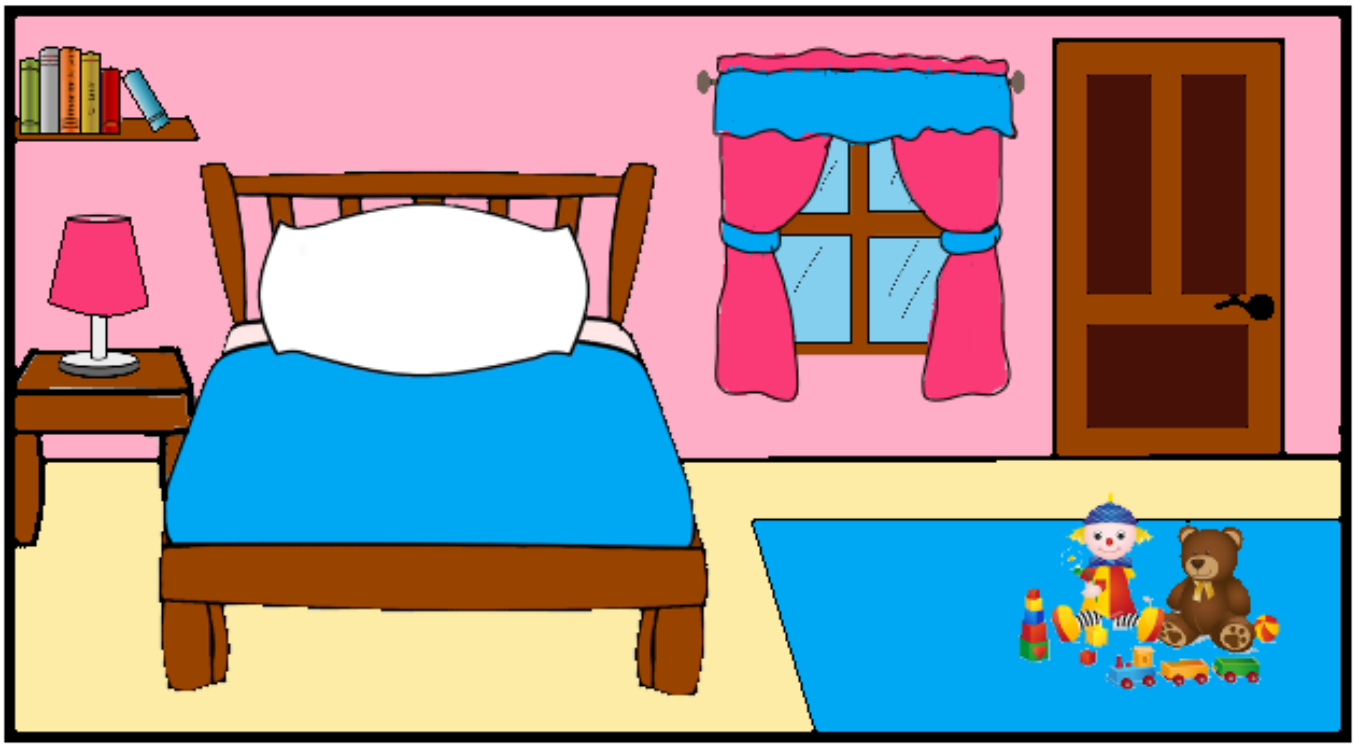
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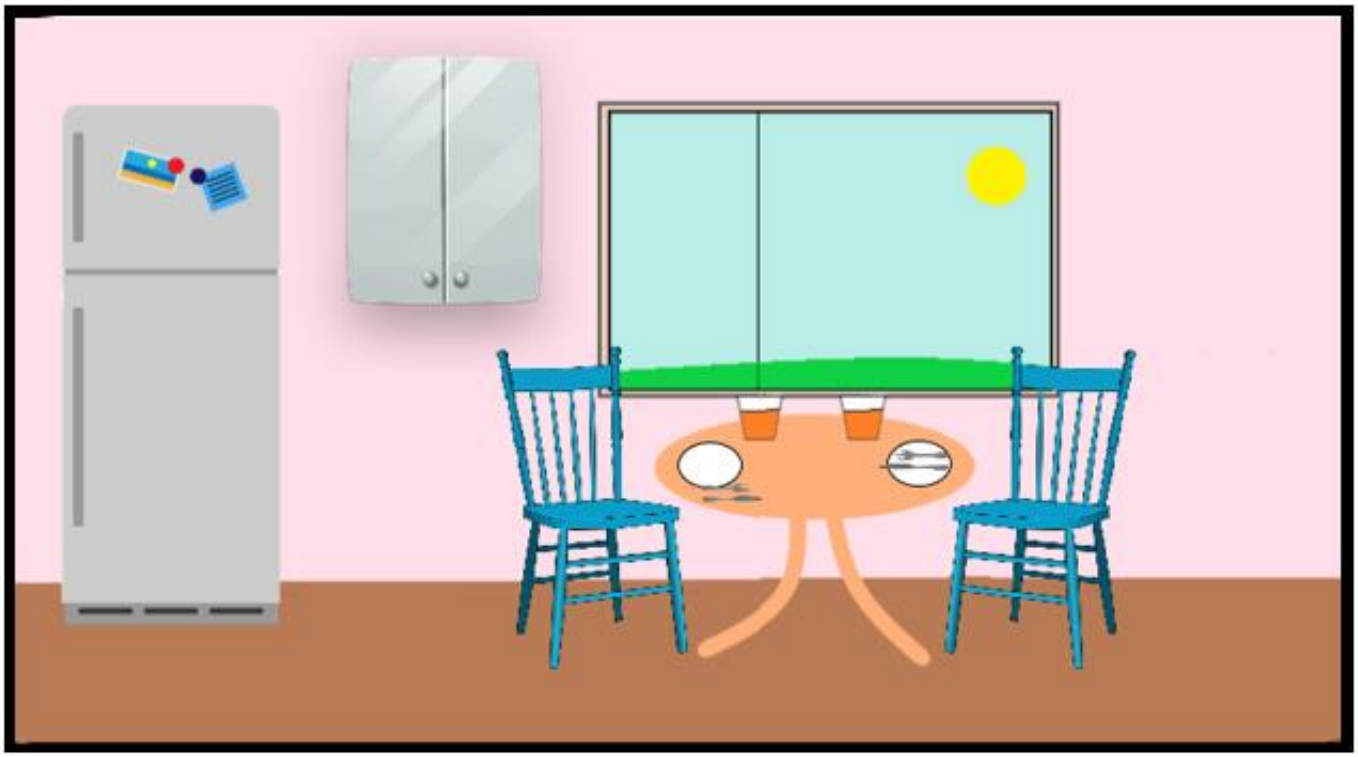


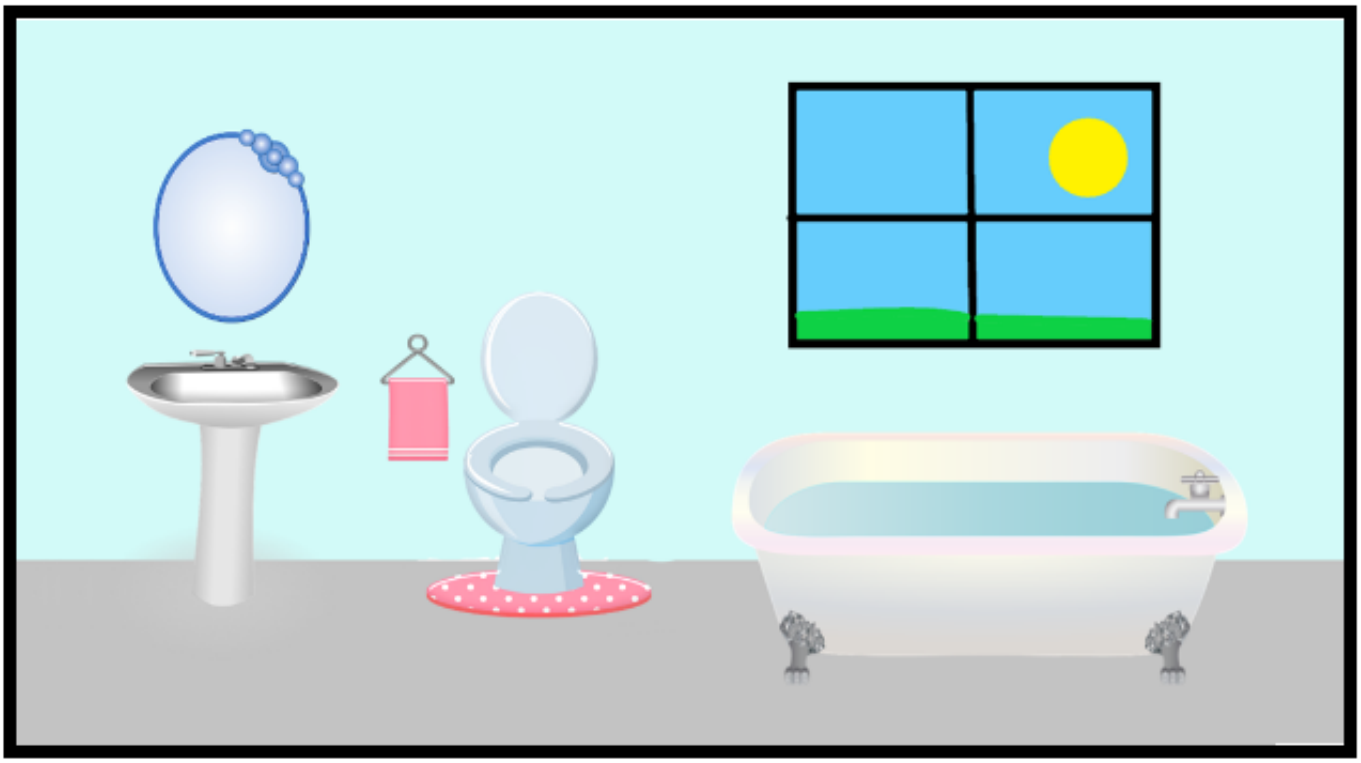
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Doing an action to an object

Activity 1: Animals at Work

Storyline

The animals must do jobs so they can play. Can you help them finish their tasks?

Directions

- Cut out the verbs (bodies), and objects so they're ready to move around.
- Lay out 3 verb pictures and a number of object pictures in front of the child. The pictures can be changed throughout the activity and the number of verbs and objects presented can increase depending on their success (e.g., change from 3 to 5 if the child is achieving their target).
- Take it in turns to give instructions, using the small picture cards as a reference or to check the child has given an instruction relating to the card. The instructions should inform the other person which action and the object to include.

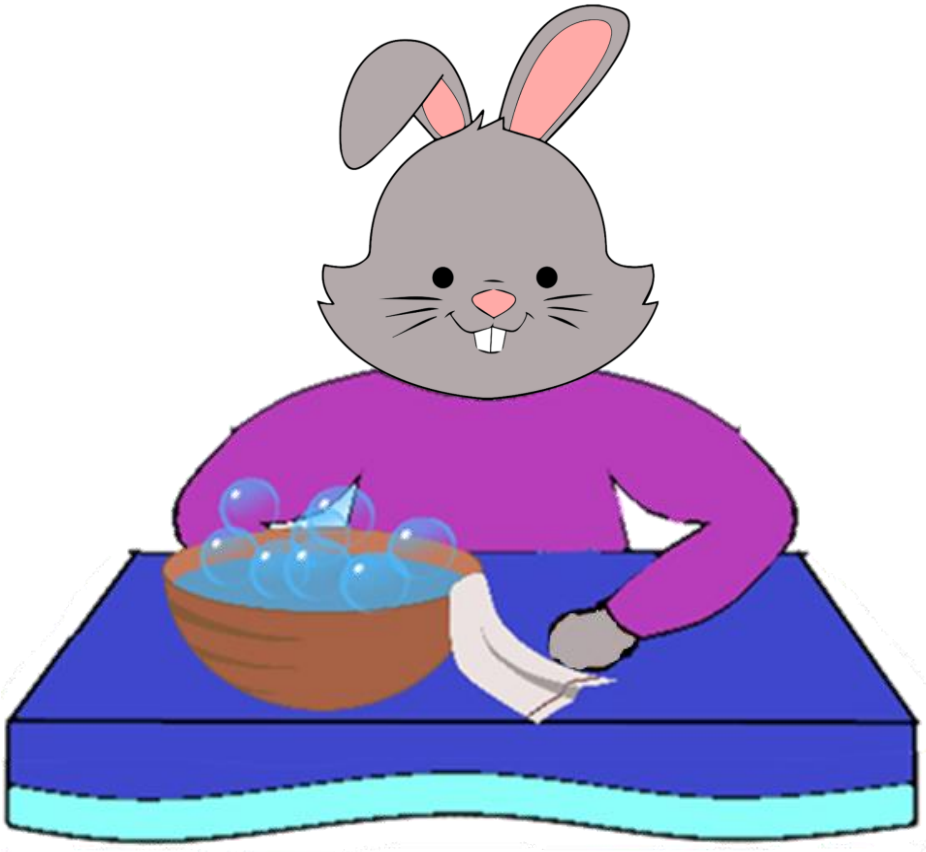
Example instructions

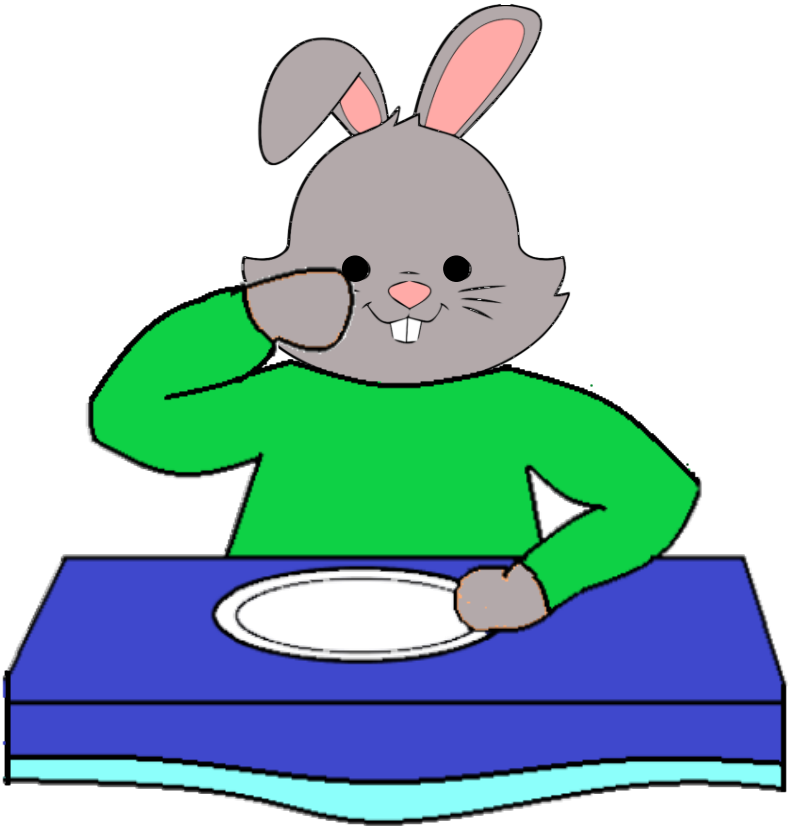
- Make rabbit **wash** the **car**.
- The rabbit wants to **cut** the **cupcake**.
- Can you make rabbit **brush** the **doll**?

In the classroom…

Create a scenario where the child is playing in the water area and give instructions they can carry out with the objects in this activity, e.g., "Wash the jug" "Dry the cup" "Pour water on the animal."

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Doing an action to an object

Activity 2: Lotto Game

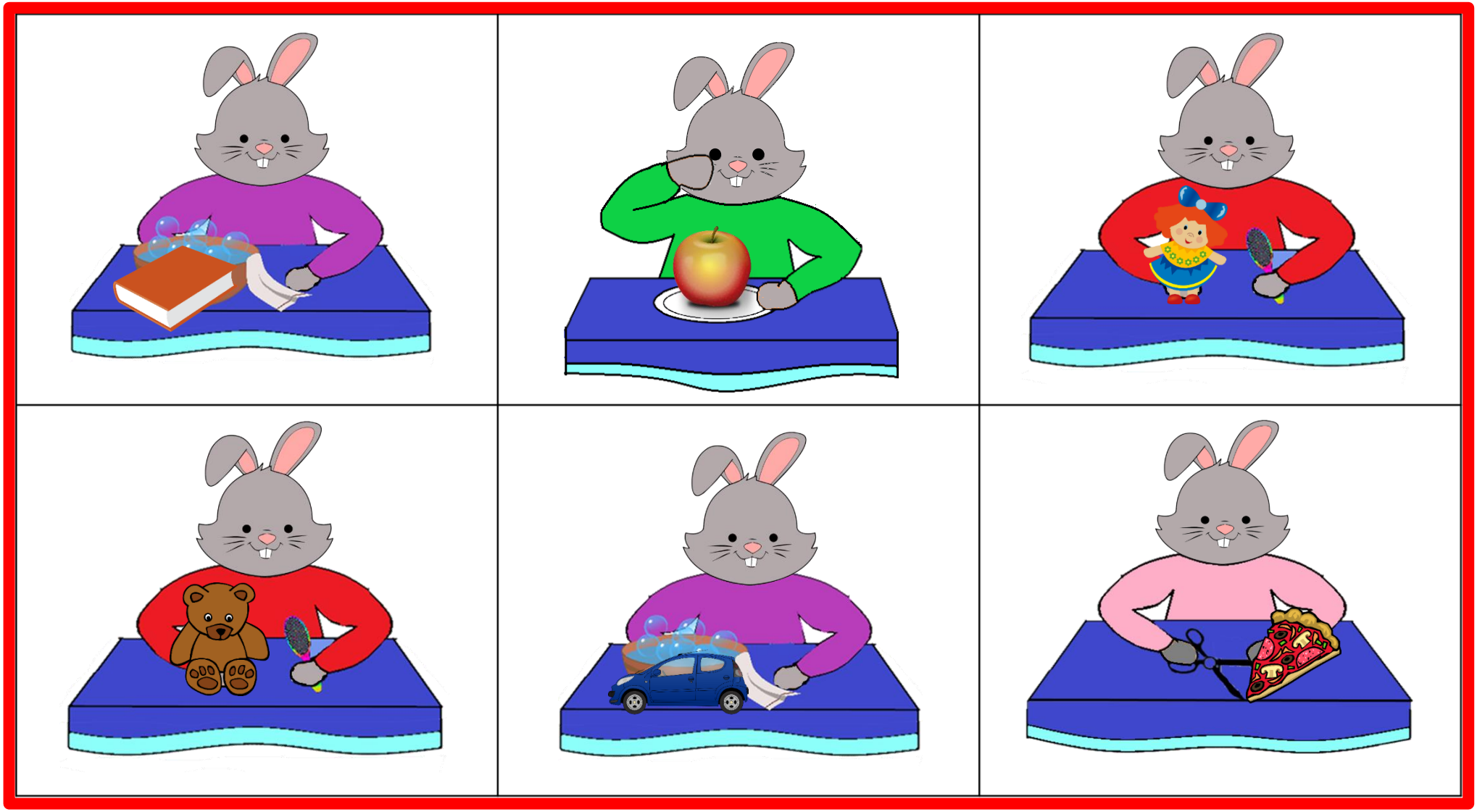
Directions

- Choose a coloured lotto board each.
- Collect the reference cards that match the lotto boards that are in play. Either put them in a bag or facing down on the table.
- Take it in turns to choose a reference card and match the picture to a lotto board.
- When it is your turn, ask the child to find the picture you've selected on the lotto board – this should support their understanding.
- When it is the child's turn, ask them to use their words and tell you which picture they have picked.
- Keep choosing pictures until someone fills their lotto board and wins!

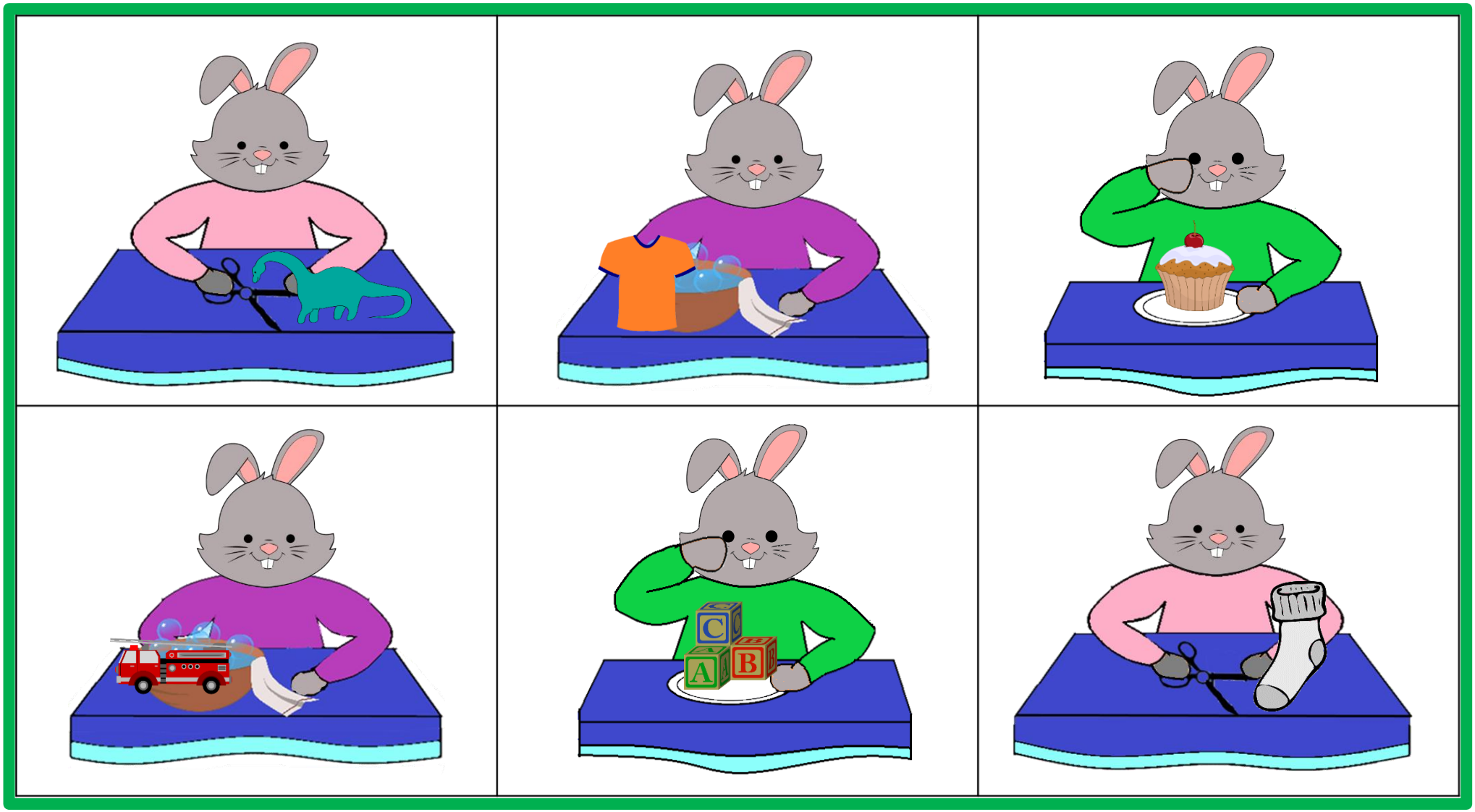
Example instructions

- Can you find the rabbit **brushing** the **doll**?
- What's happening? (in relation to picture child selected)
    - You may want to break this down into "what are they doing" and 'the object" if the child is finding this difficult.
    - Child's target is to say an action and an object (e.g., "**eating carrot**" or "the rabbit is **washing** the **ball**").

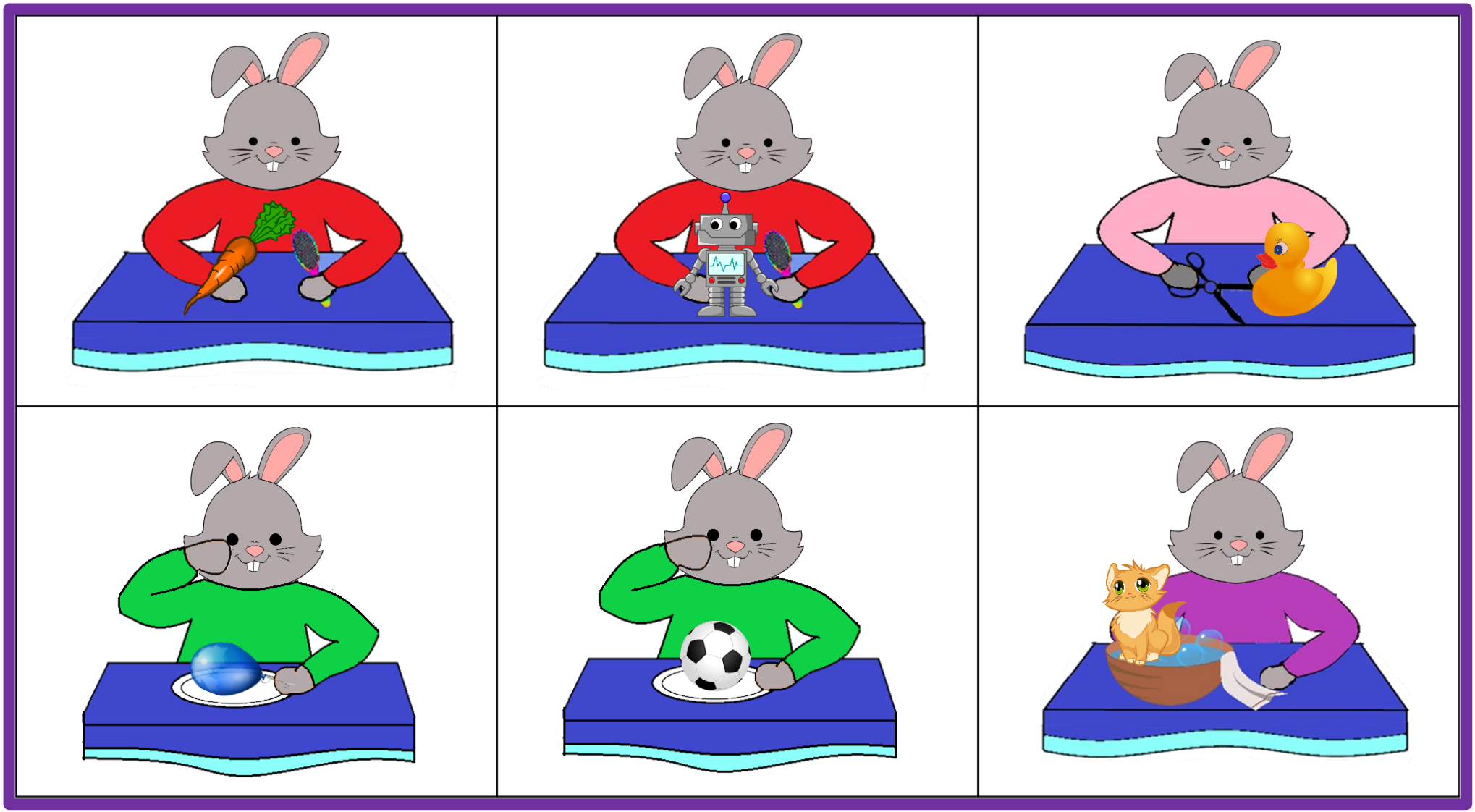
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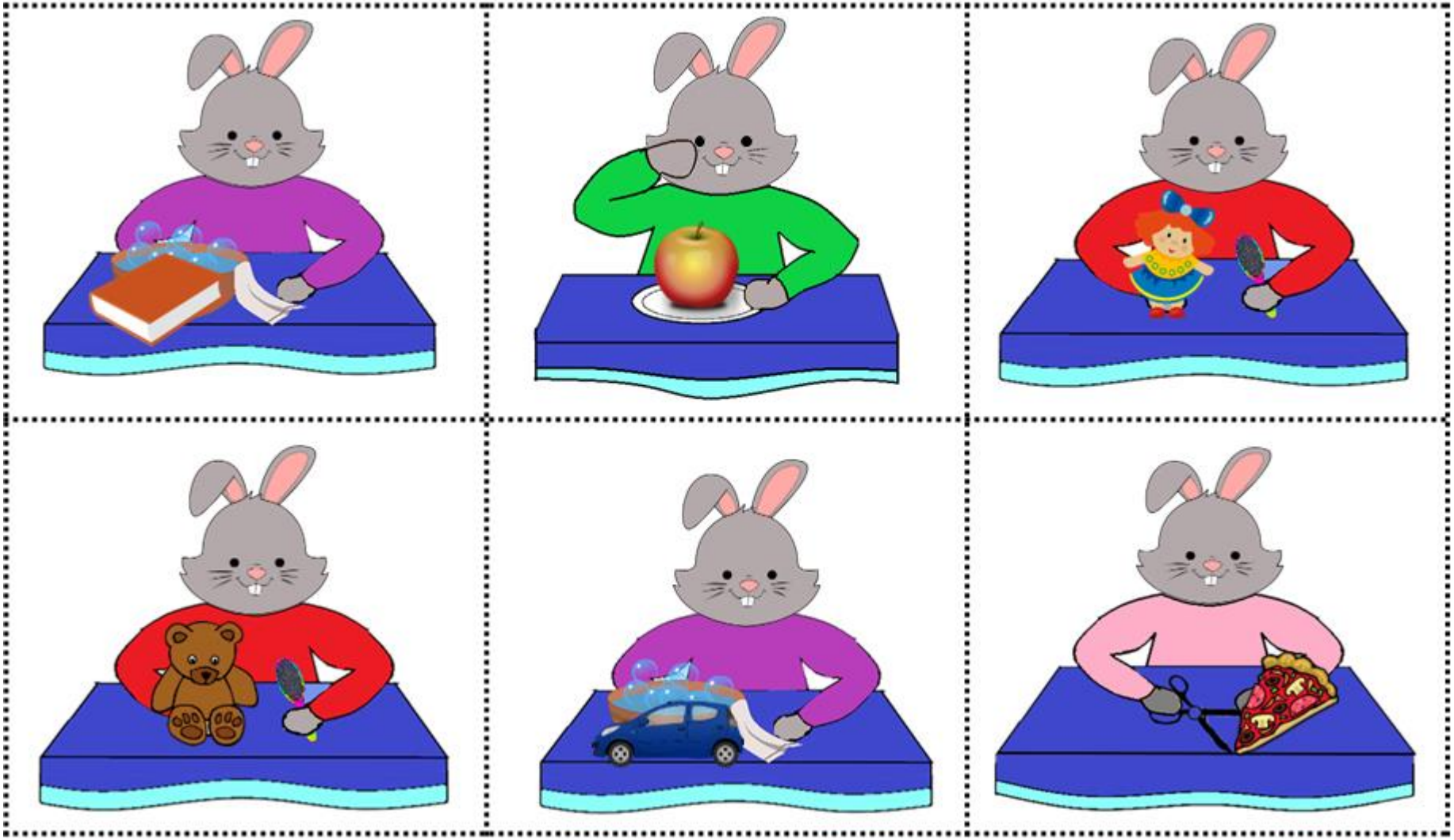
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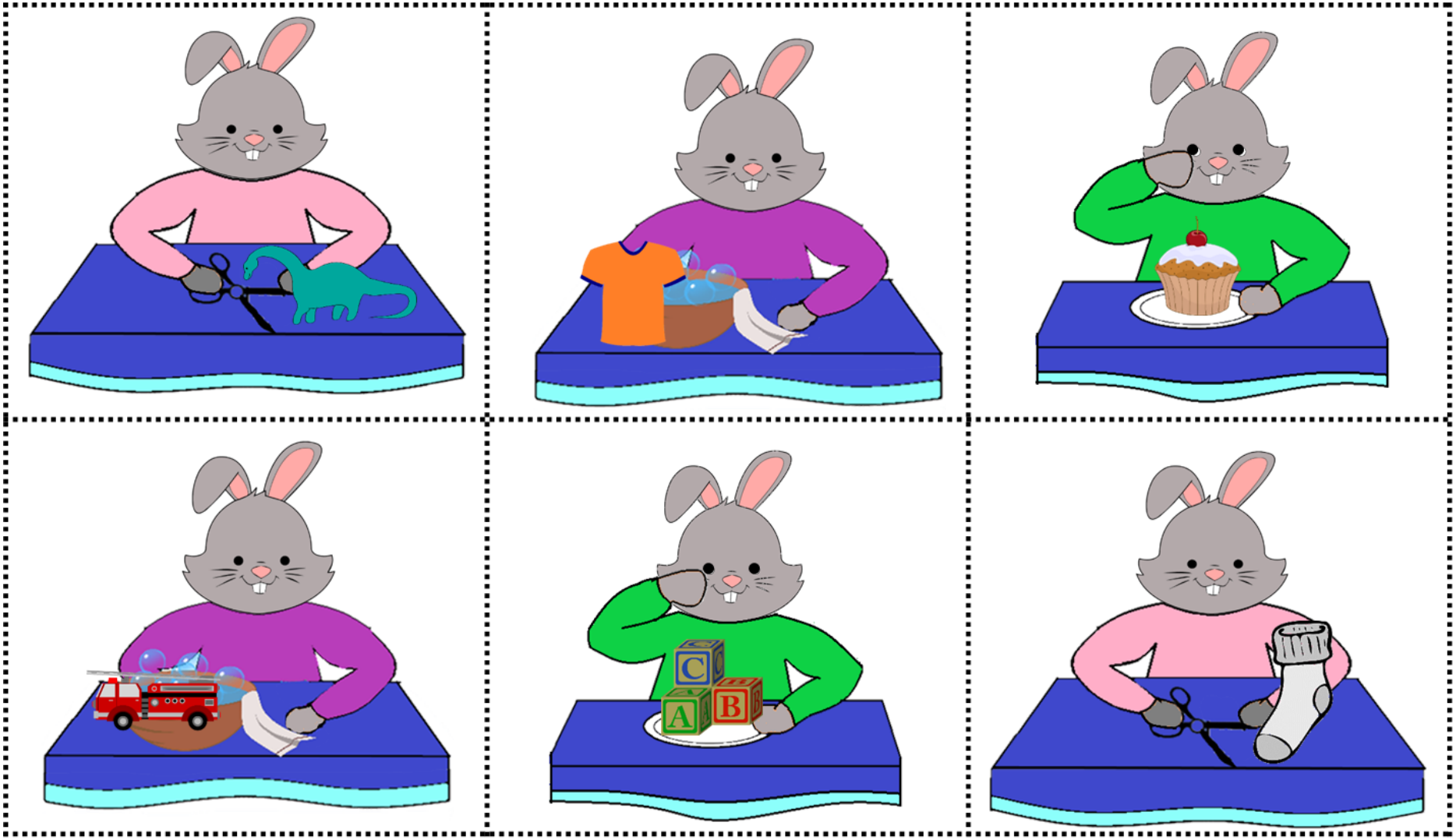
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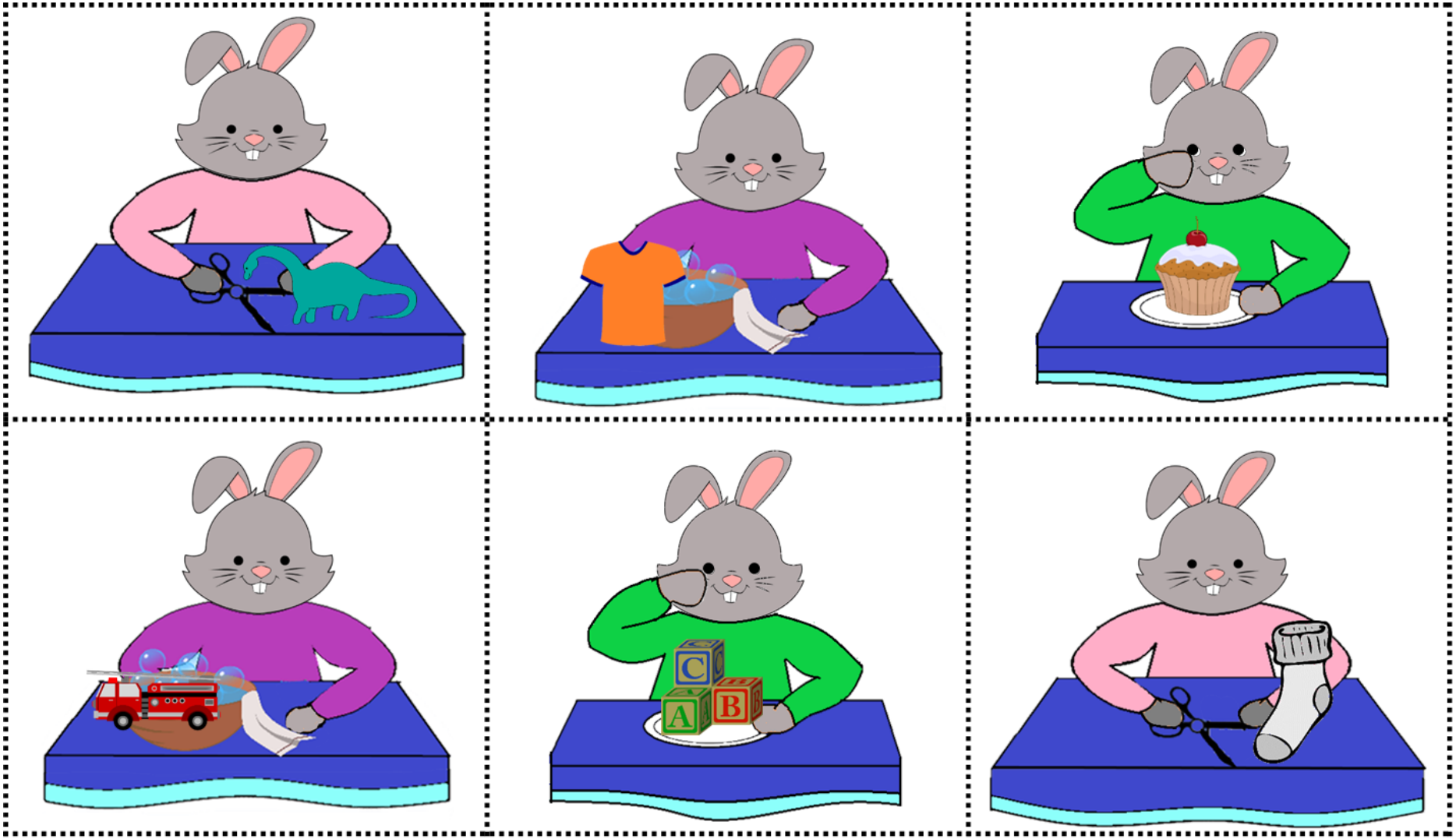
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Negatives

Activity 1: We're Going on a Bear Hunt

Storyline

We're going on a bear hunt! Each bear looks a little bit different and has something missing. Can you find all the bears and tick them off our checklist?

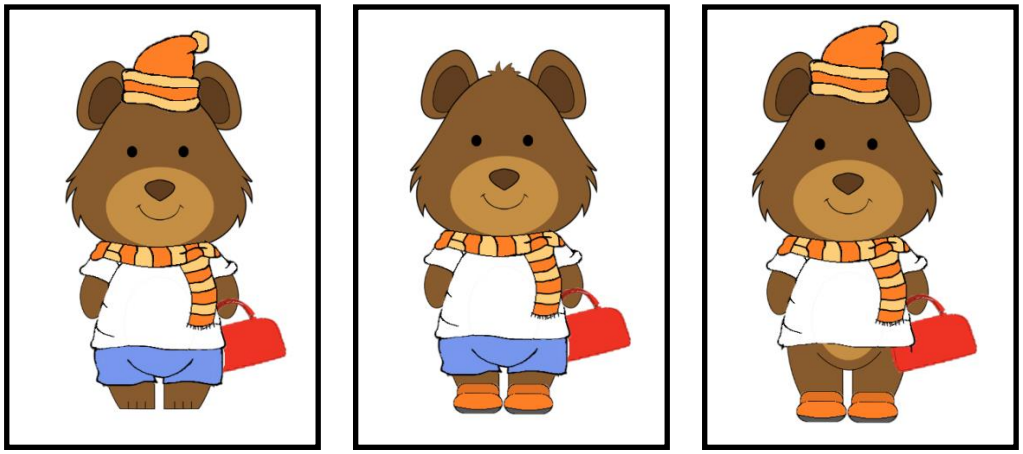
Directions

- Cut out all of the pictures except page 66 – that's to support the child to make comparisons and see what's missing!
- Hide the bears around the room but don't make them too difficult to find. We want to make sure the child is focused on the instruction rather than finding a bear.
- If you're working on understanding, give the child an instruction to find a specific bear from the checklist.
- If you're working on use of language, ask the child to find a bear and then describe it (e.g., "the bear has no shoes"). You can use the comparison page to help with this.

Example Instructions

- Can you find the bear with **no hat**?
- Where is the bear with **no shoes**?
- Tell me about this bear… What's different?

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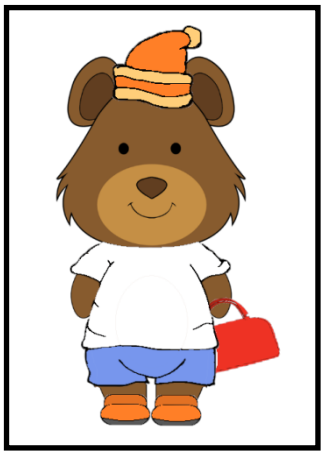
Bear with **no boots**

Bear with **no hat**

Bear with **no shorts**



Bear with **no top**

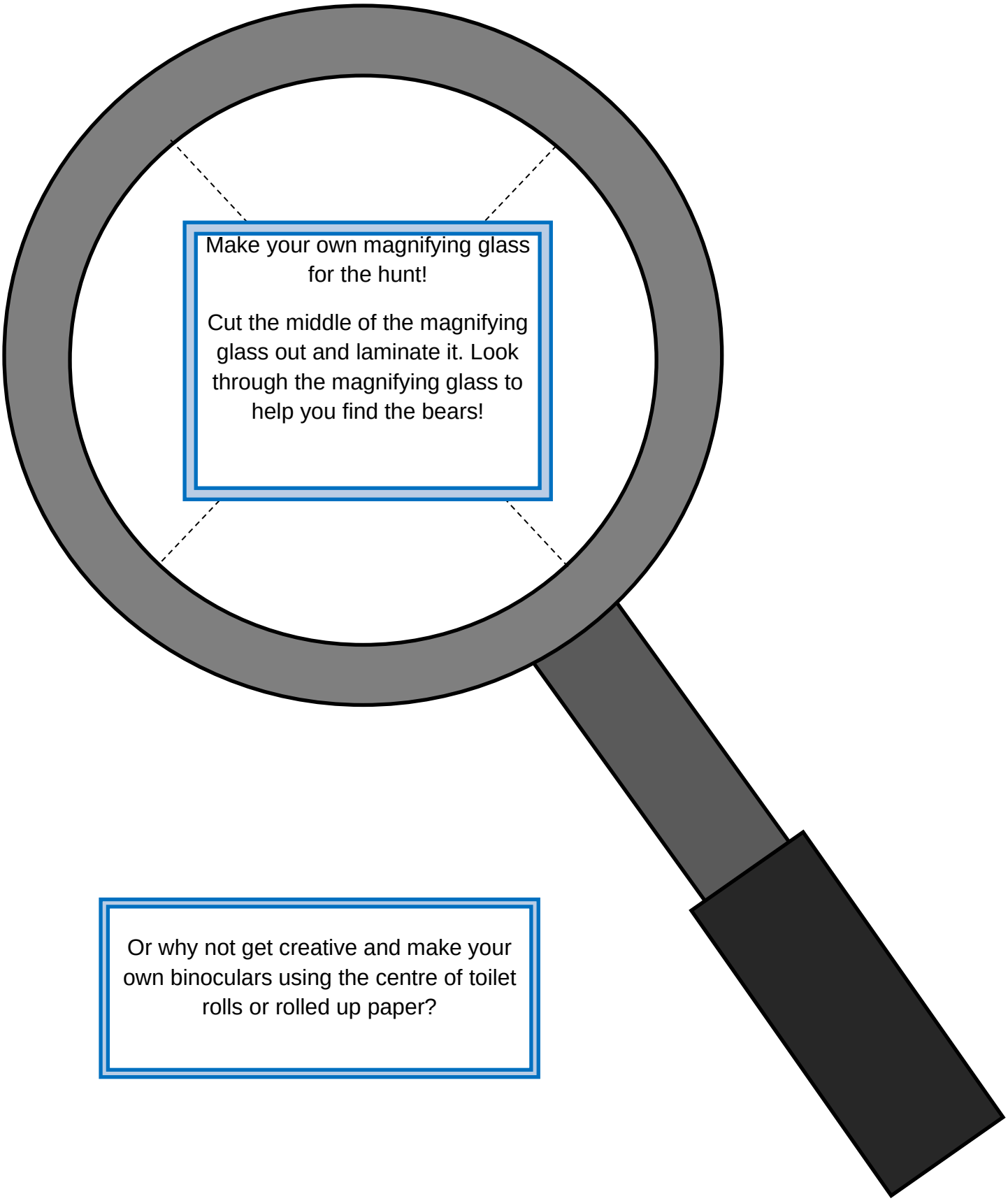


Bear with **no scarf**



Bear with **no bag**

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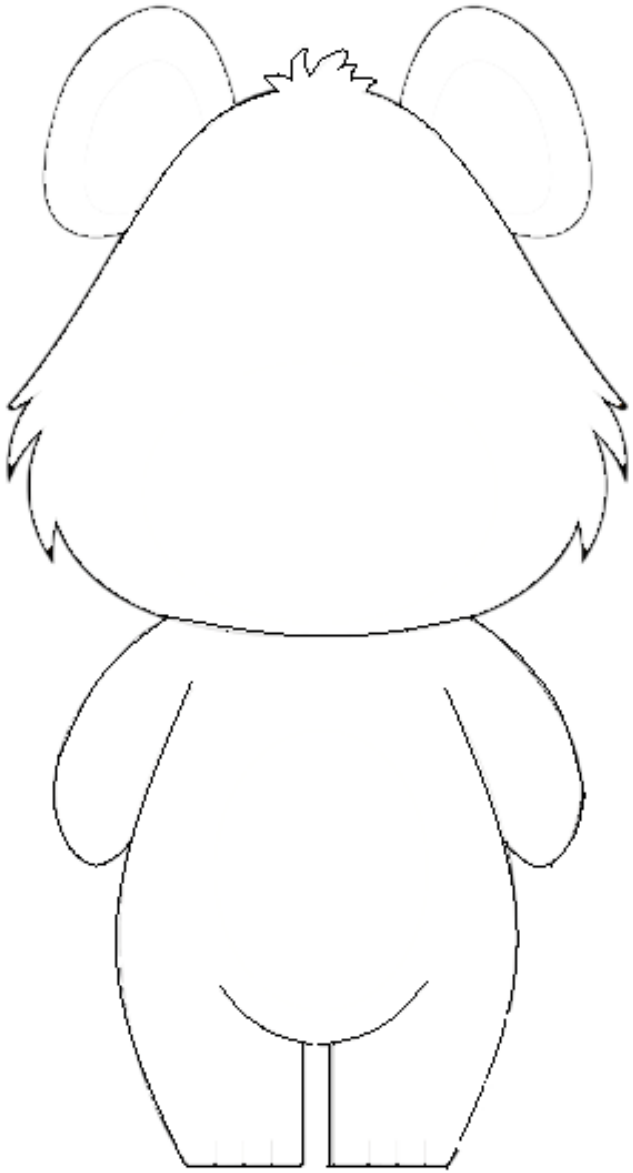
Make your own magnifying glass for the hunt!

Cut the middle of the magnifying glass out and laminate it. Look through the magnifying glass to help you find the bears!

Or why not get creative and make your own binoculars using the centre of toilet rolls or rolled up paper?

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Activity 2: Odd One Out

Storyline

The animals are all busy doing things together but there's always one who is doing something different! Can you look closely and find the animal that is the odd one out?

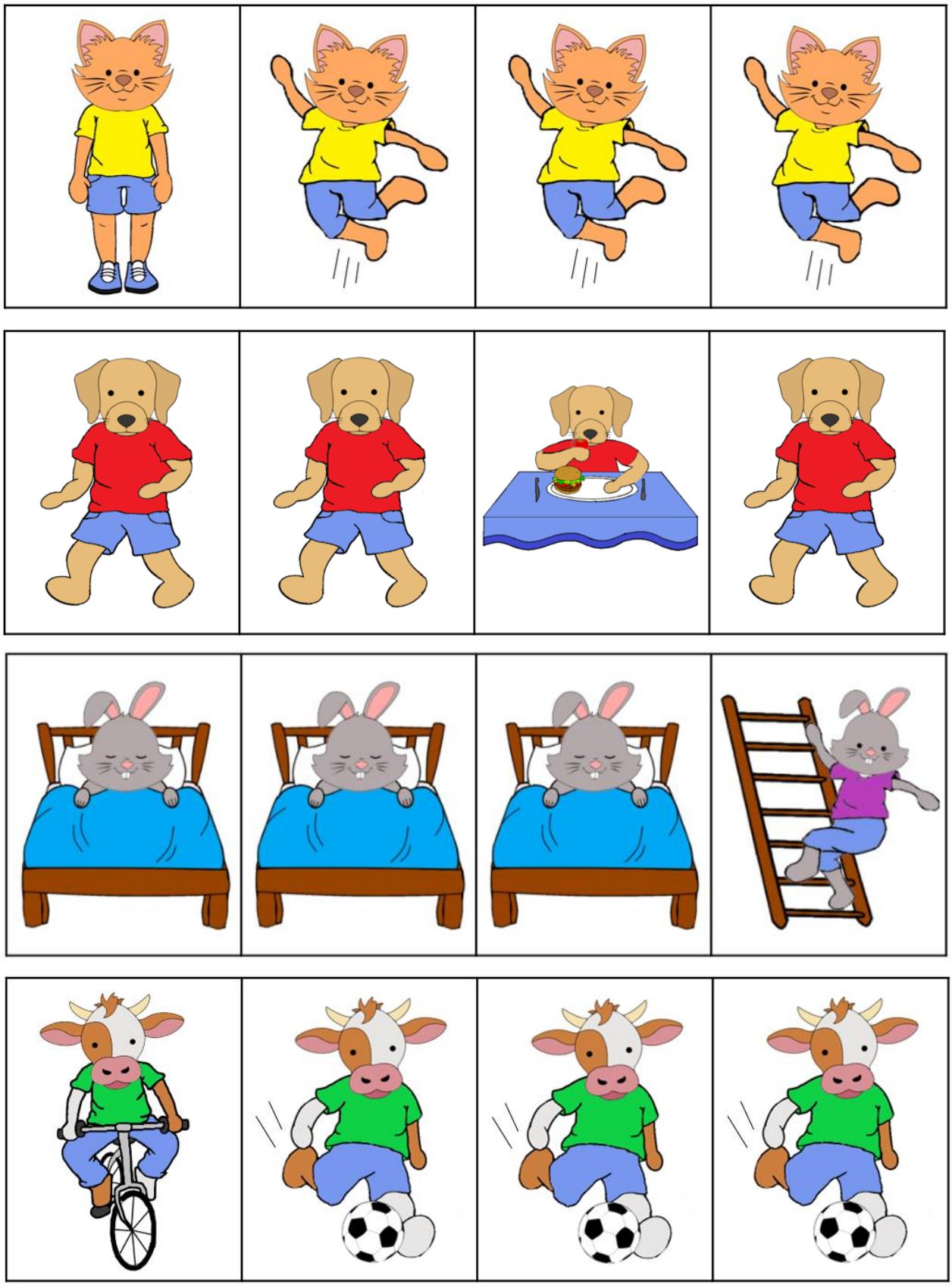
Directions

- Show the child one picture strip at a time.
- Ask the child to identify the odd one out using the negative word. Make sure to use the word 'not' in your instruction.
- You could ask the child what is different about the picture to support their use of language. Model the target response for them (e.g., "cat is not running").
- Why not incorporate fun activities such as posting the pictures once you're finished with each one, using a fishing rod to catch the pictures before looking at them or hiding them around the room for the child to find.

Example instructions

- Can you find the cow who is **not** **kicking**?
- Where is the dog that is **not** **washing**?
- Tell me about this cat… What's different?

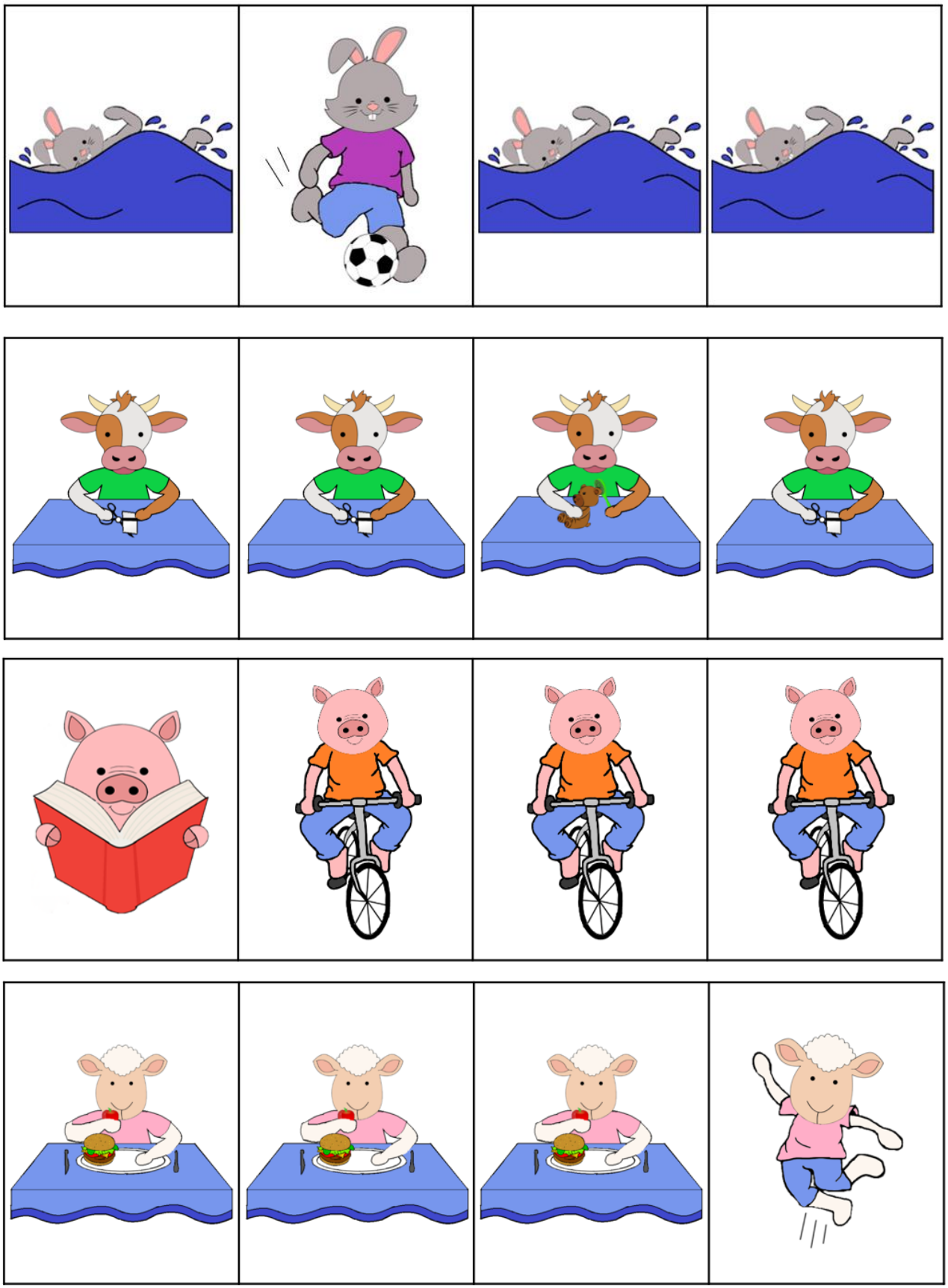
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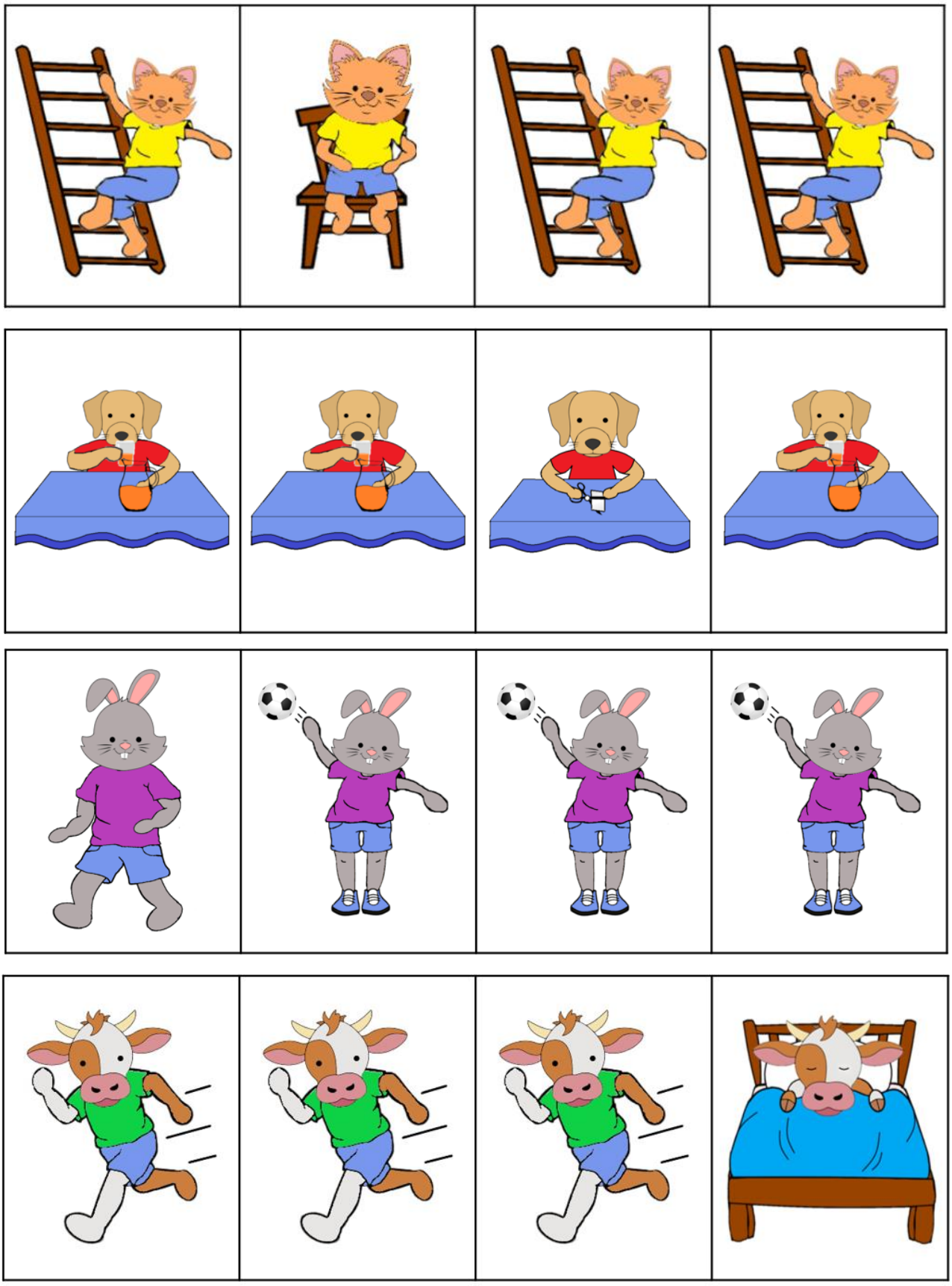
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Possessives

Activity 1: Plaster Game

Storyline

The pig, the rabbit and the cat have been playing in the garden. They have fallen over and hurt themselves. Can you help the animals by putting plasters where they're hurt?

Directions

- Place the pig, the rabbit, and the cat in front of the child, and give the plasters to the child.
- Give the child an instruction of where to put the plaster, then you can switch roles and have them tell you what to do.
- Reset the pictures after each instruction ***this is important so that choices are not reduced****
- Use the small picture cards to create instructions or use it as a reference for what the child may be trying to tell you to do.

Example instructions

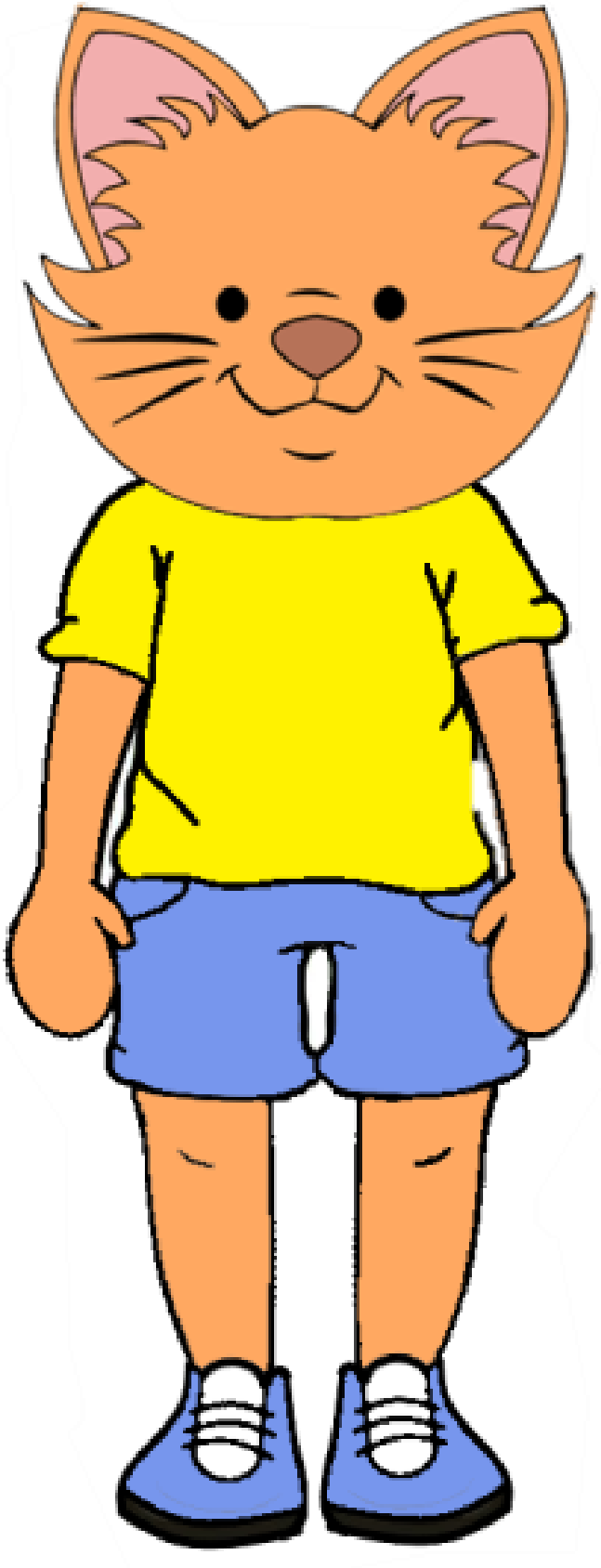
- Put a plaster on **pig's nose.**
- A plaster needs to go on **cat's leg.**
- Can you put a plaster on **rabbit's tummy**?

Try it in the classroom…

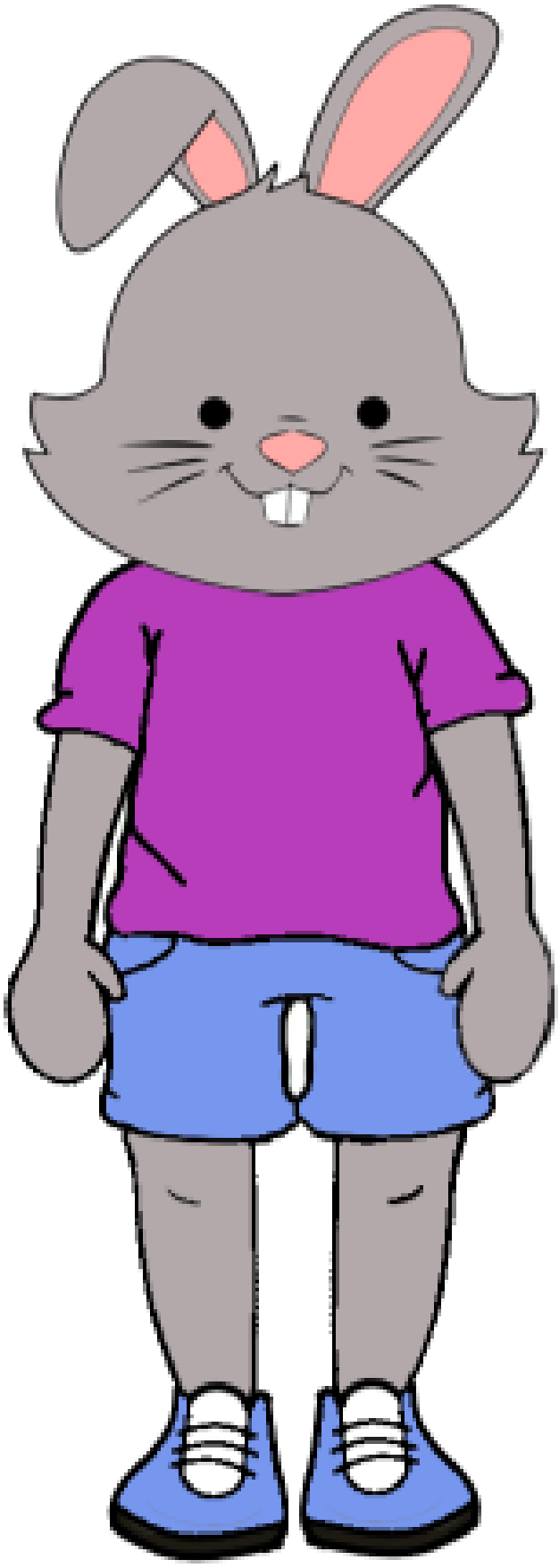
When you are tidying your classroom, ask the child to place an item - e.g., pencil, rubber, scissors, in a certain place (a particular child's or adult's drawer, box, or peg. Make sure you give them the item you want them to move. Do not give this as a choice as it adds another key word.

Top tip Put the item in a place it does not normally live to ensure they are following instructions and not routine!

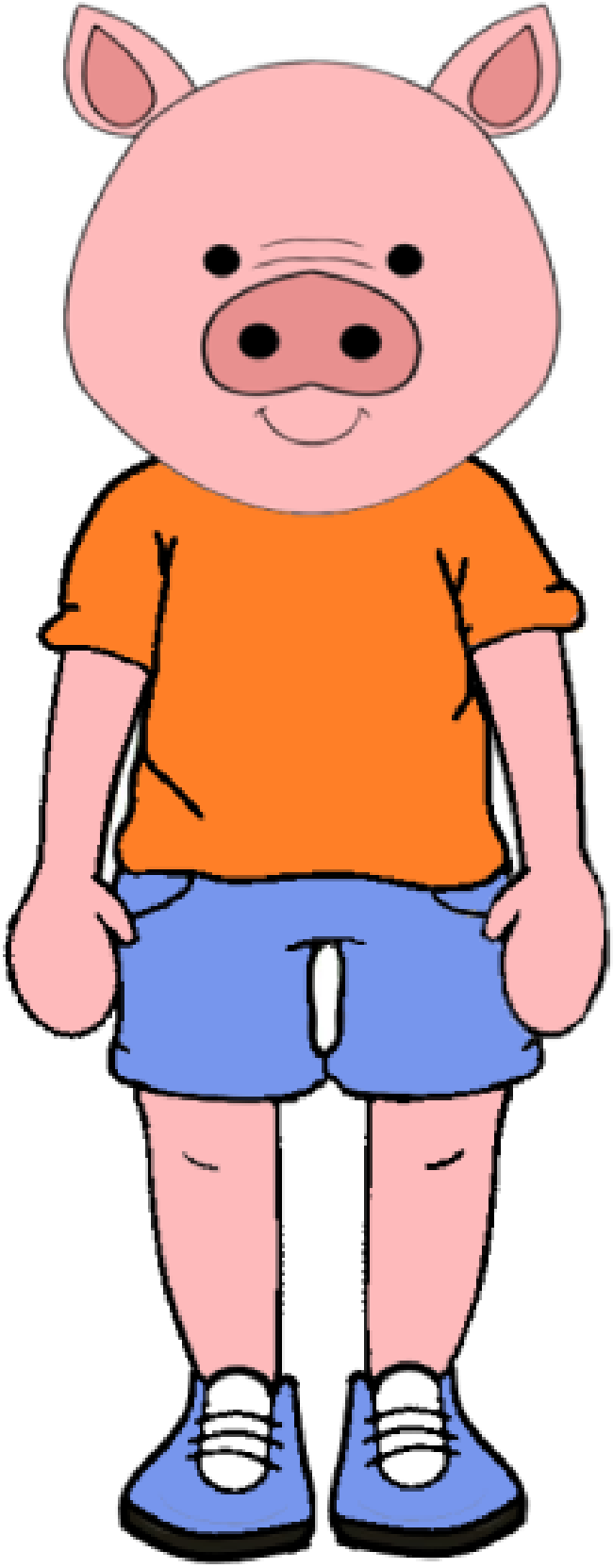
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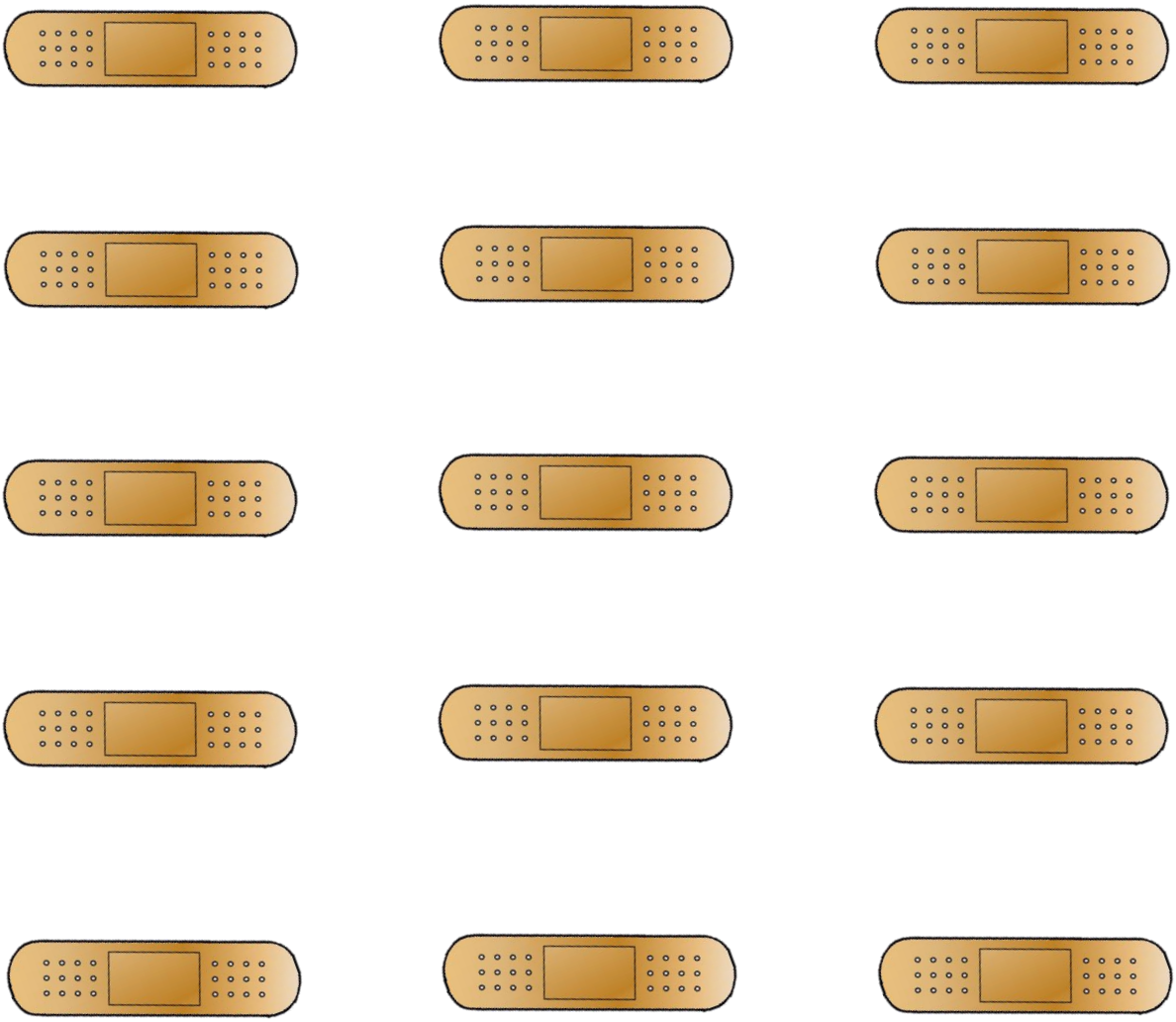
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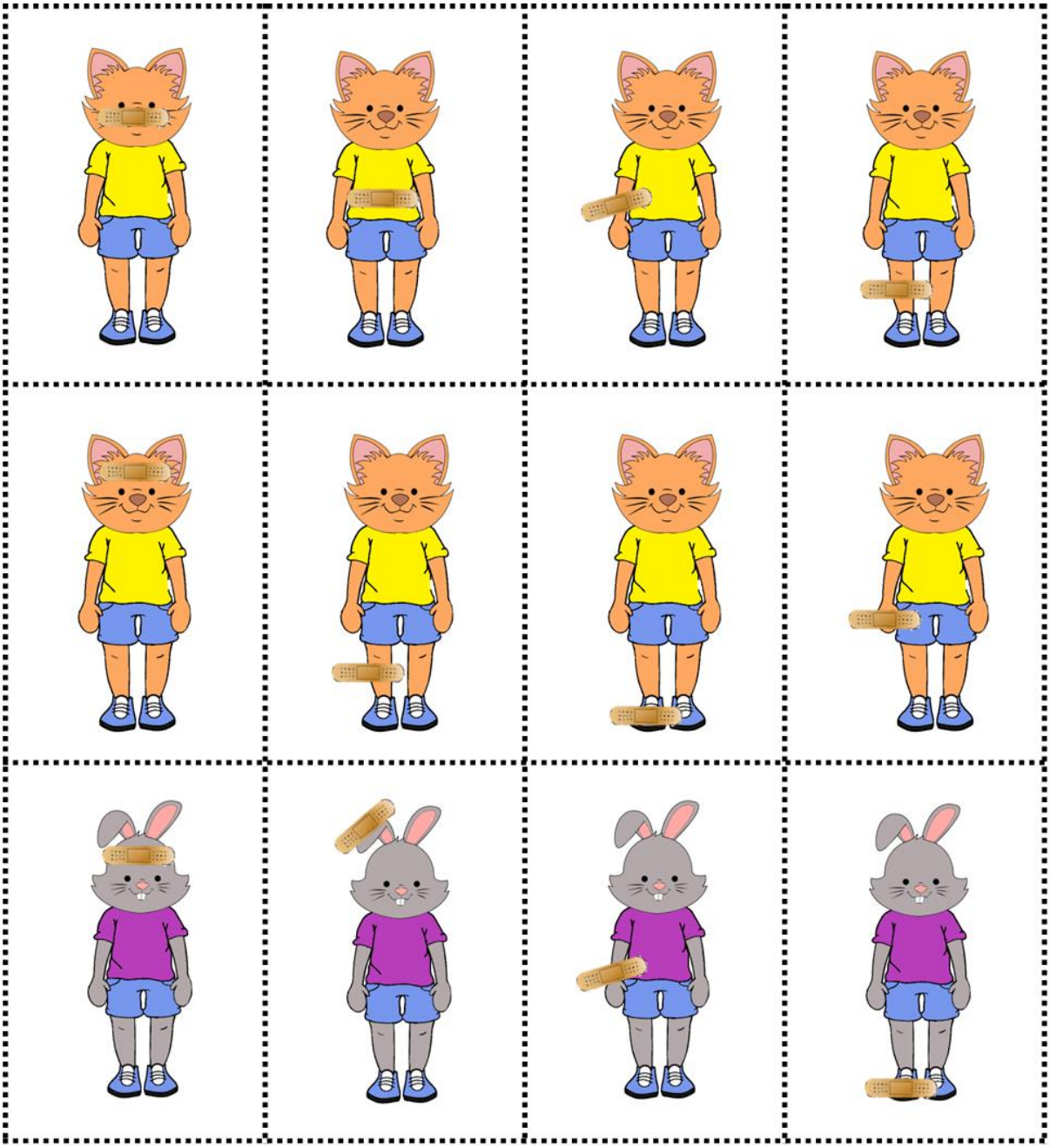
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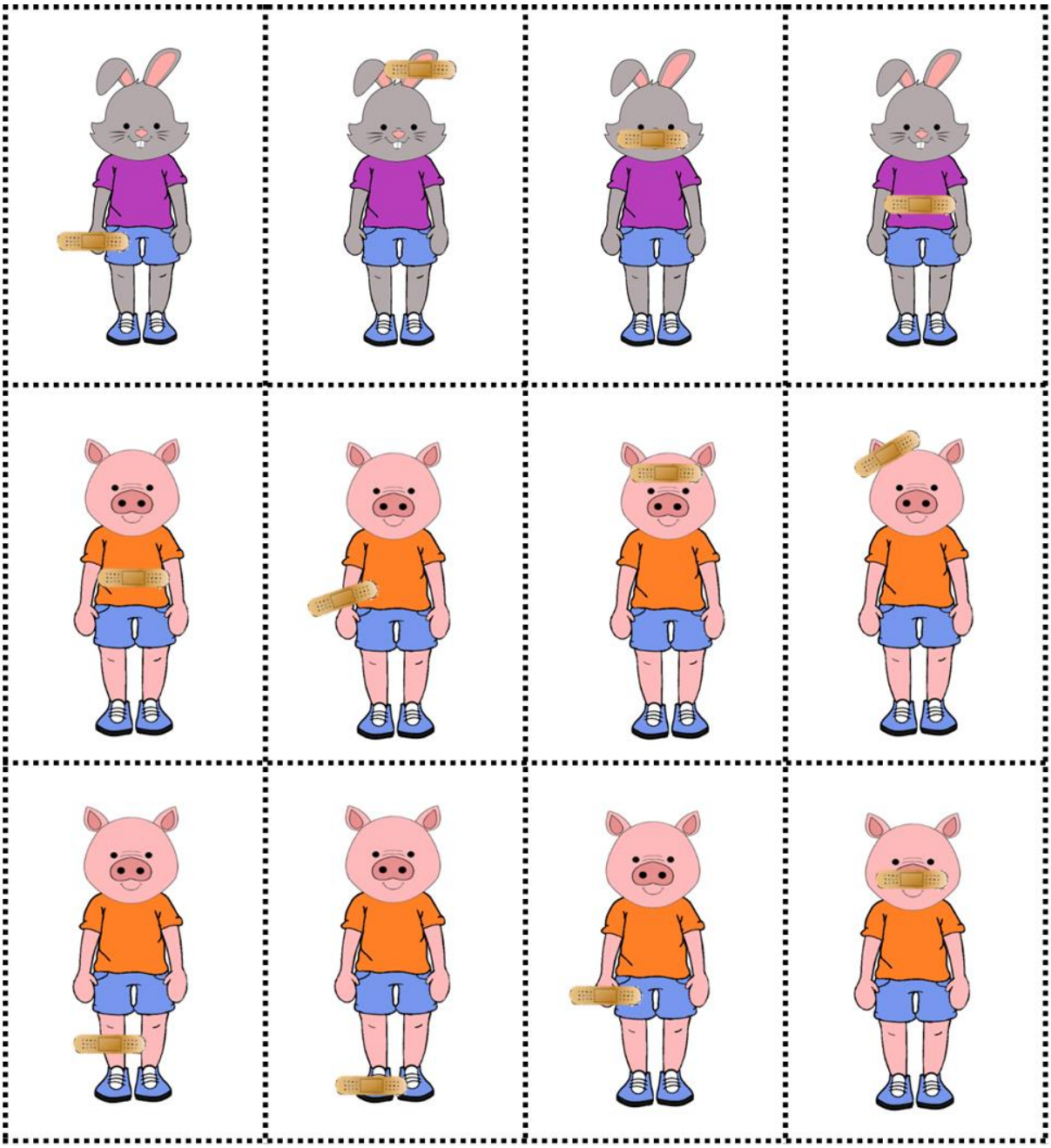
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Activity 2: Colouring In

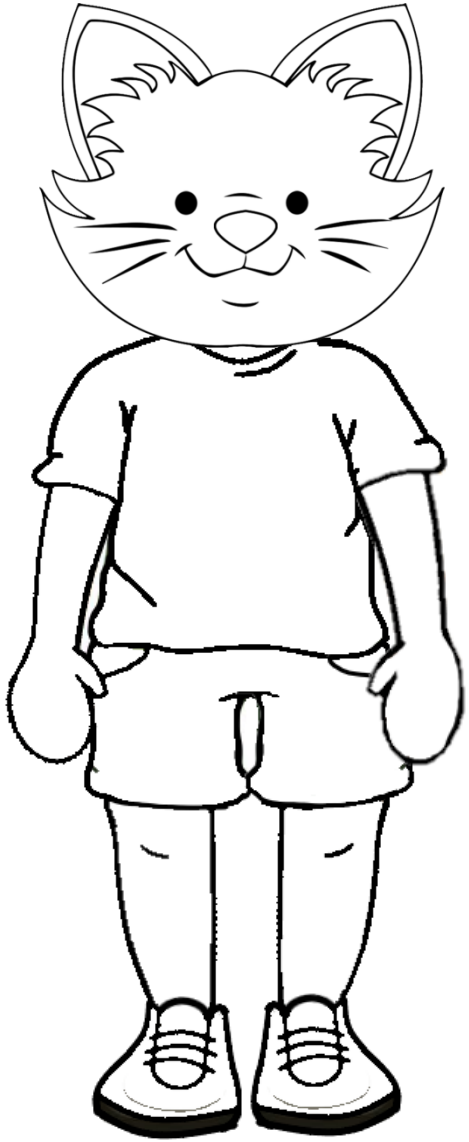
Directions

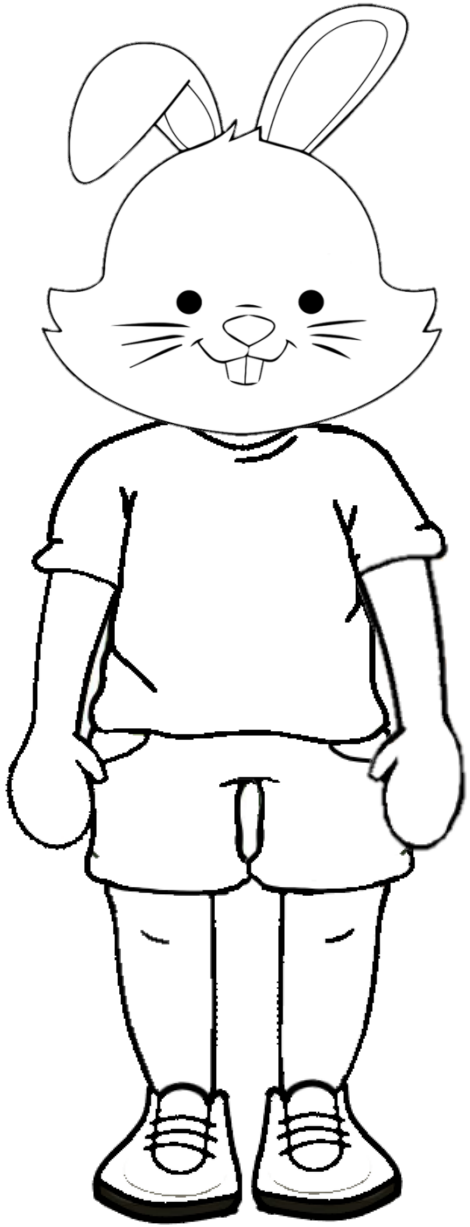
- Have two copies of the next page so that you and the child both have a colouring in sheet.
- Take it in turns to give an instruction of what to colour in. Keep colouring until all of the pictures are complete!
- **Do not** tell the child what colour to use as this will add another key word (e.g., colour **cat's ears orange** – this would be 3 key words)

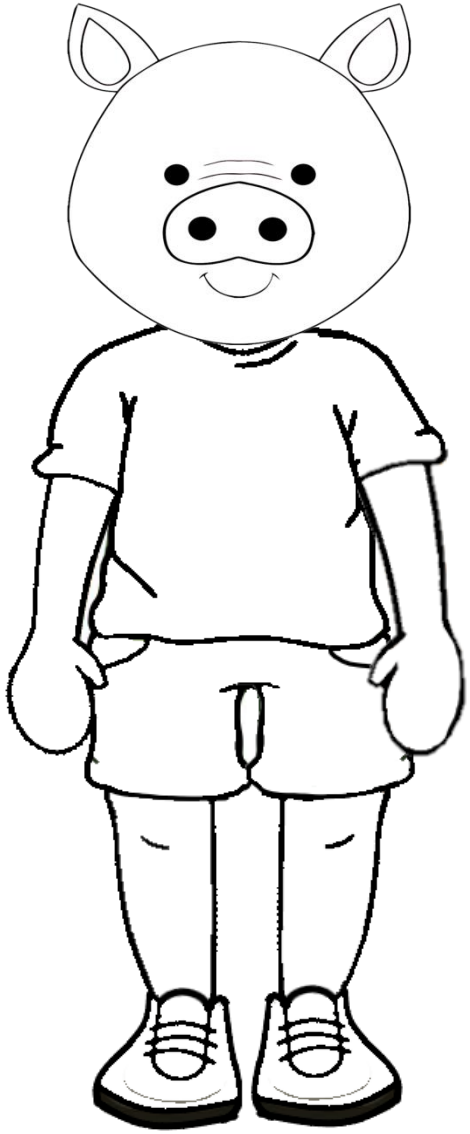
Example instructions

- Colour **rabbit's top**
- Can you colour **pig's shoes**?
- **Pig's shorts** need colouring in.

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Activity 3: Going on Holiday

Storyline

It's nearly time for the animals to go on holiday but they haven't packed their suitcases yet! Can you listen carefully to help the animals pack what they need, into their suitcases?

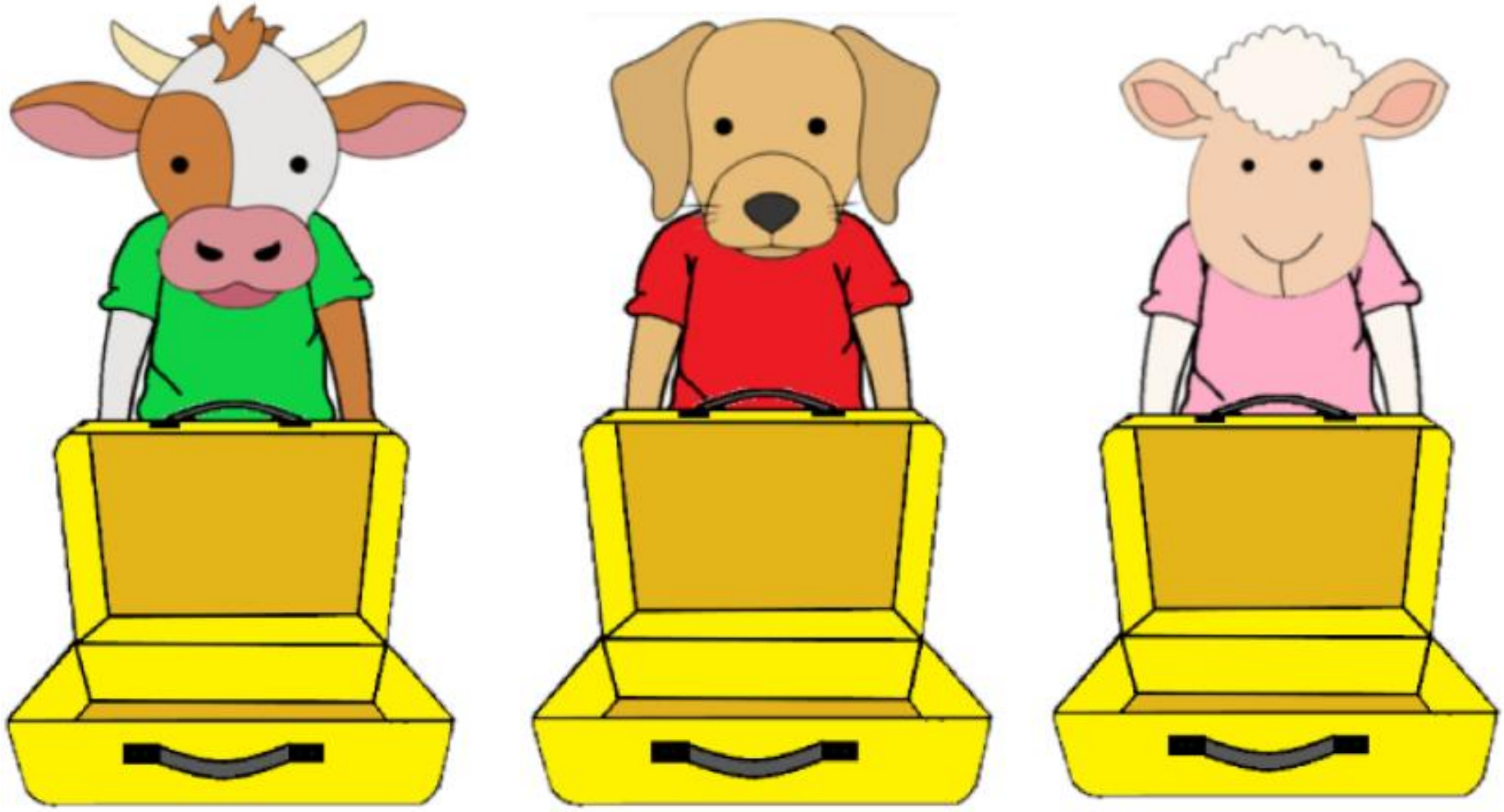
Directions

- Lay the 3 animals with their suitcases in a line in front of the child.
- Make another line between the animals and the child with objects to go into the suitcases. For some children it may be best to start with fewer choices and alternate or gradually increase the options (e.g., start with a choice of 3-4 objects).
- Ask the child to put an object into one of the animal's suitcases. Then switch roles and have them tell you what to do.
- Reset the pictures back to their original place after each instruction is complete. ***This is important so that choices are not reduced***
- Use the small picture cards as a reference for providing an instruction or checking that the child has given an instruction relating to the card.

Example instructions

- Put the **shoes** in **cow's** suitcase.
- Pack the **scarf** into **sheep's** suitcase.
- Put the **sunglasses** into **dog's** case.

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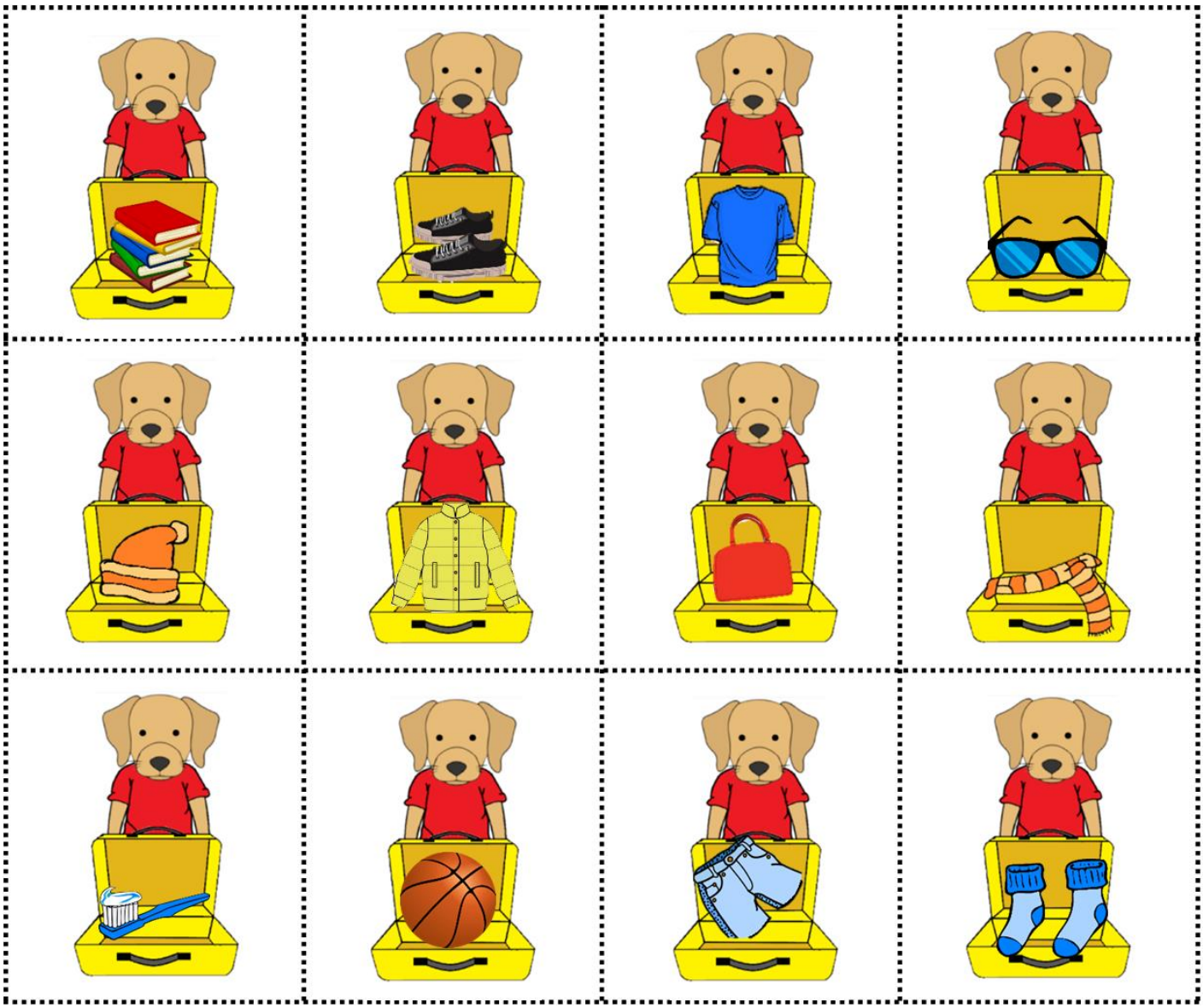
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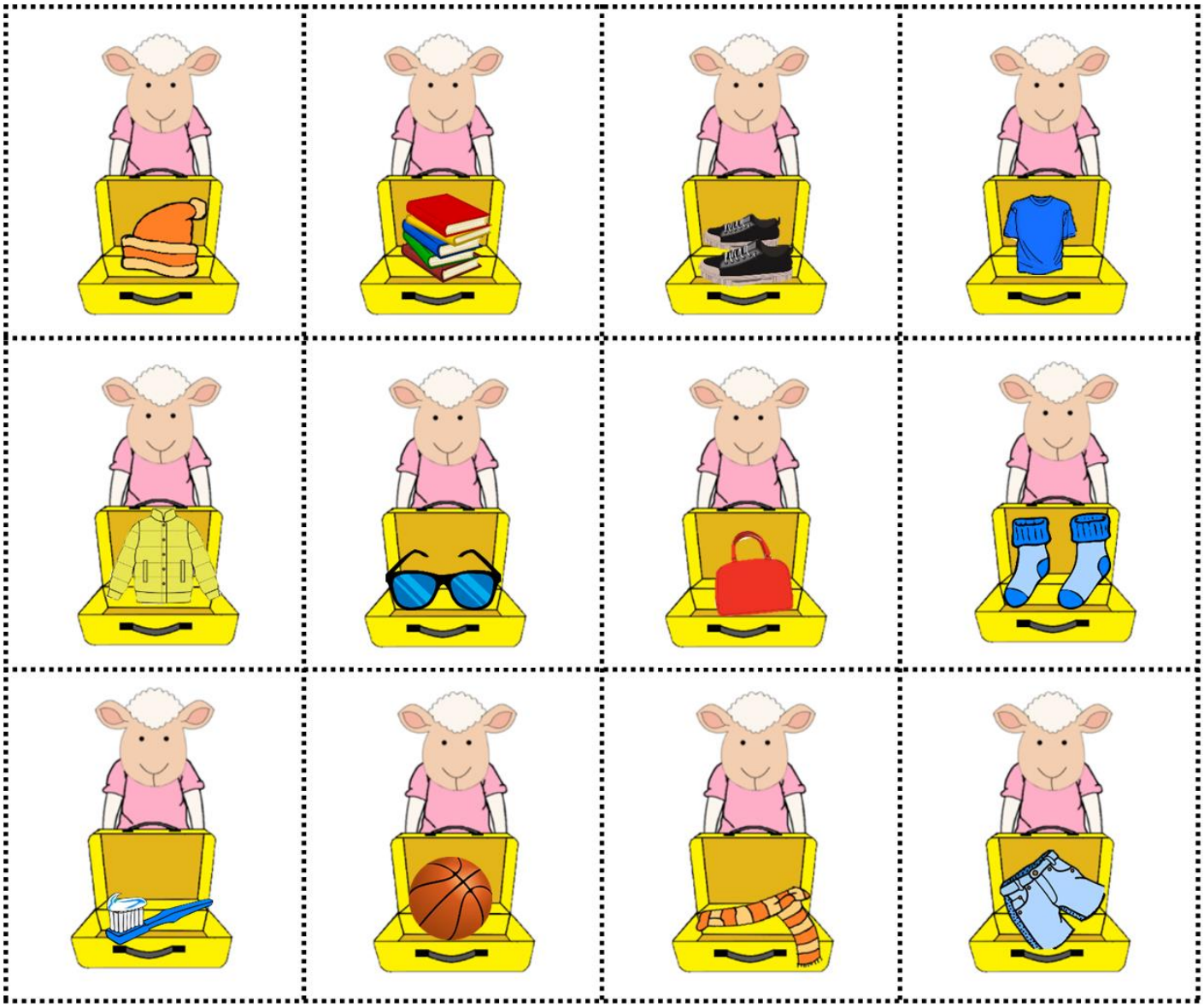
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Progress record

You can record a child's progress with their target by using a progress record. A template is provided in this pack, but you may choose to record their responses in your own way. By documenting how many of a child's responses are accurate, you can identify when they are achieving their target (usually 80% or more) within a structured activity.

Don't forget to use the recommended generalisation ideas throughout this pack to support the child to consolidate their learning outside of structured activities. You could use these suggestions to think of your own ideas suited to your environment and daily surroundings – check with a Speech and Language Therapist if you're unsure.

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Name:		Start date:		Type of target (please circle):	Understanding language Using language
Target:					

Date	Responses during session (mark as correct/incorrect)										Progress Rating (see below)
	1	2	3	4	5	6	7	8	9	10	

Progress Ratings							
	1. Not present Require prompts and support 100% of the time		2. Infrequent Require prompts for 50% or more of the time		3. Emerging Require prompts less than 50% of the time		4. Established Completing instructions without prompts 80% of the time.

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Vocabulary Word Map

Use the word maps below if you find the child that you're working with is unfamiliar with a word in the pack. Word maps are a great visual tool to help a child to learn information about a word and support them to recall it in the future. This is because the map supports the child to develop more detailed knowledge of word meanings and associations. For example, rather than a child just knowing the word 'dog', they also learn that dogs are furry, alive, bark, like bones and live in houses or on farms. These maps can also be used to teach vocabulary within everyday settings.

Why not try some games alongside the word maps to teach vocabulary? Here are some ideas below…

Skittles

- Put some skittles in a line with a picture attached to each one (e.g., apple, banana, orange).
- Describe an object/action and ask the child to roll the ball to the skittle/picture you're describing.

Hide and Seek

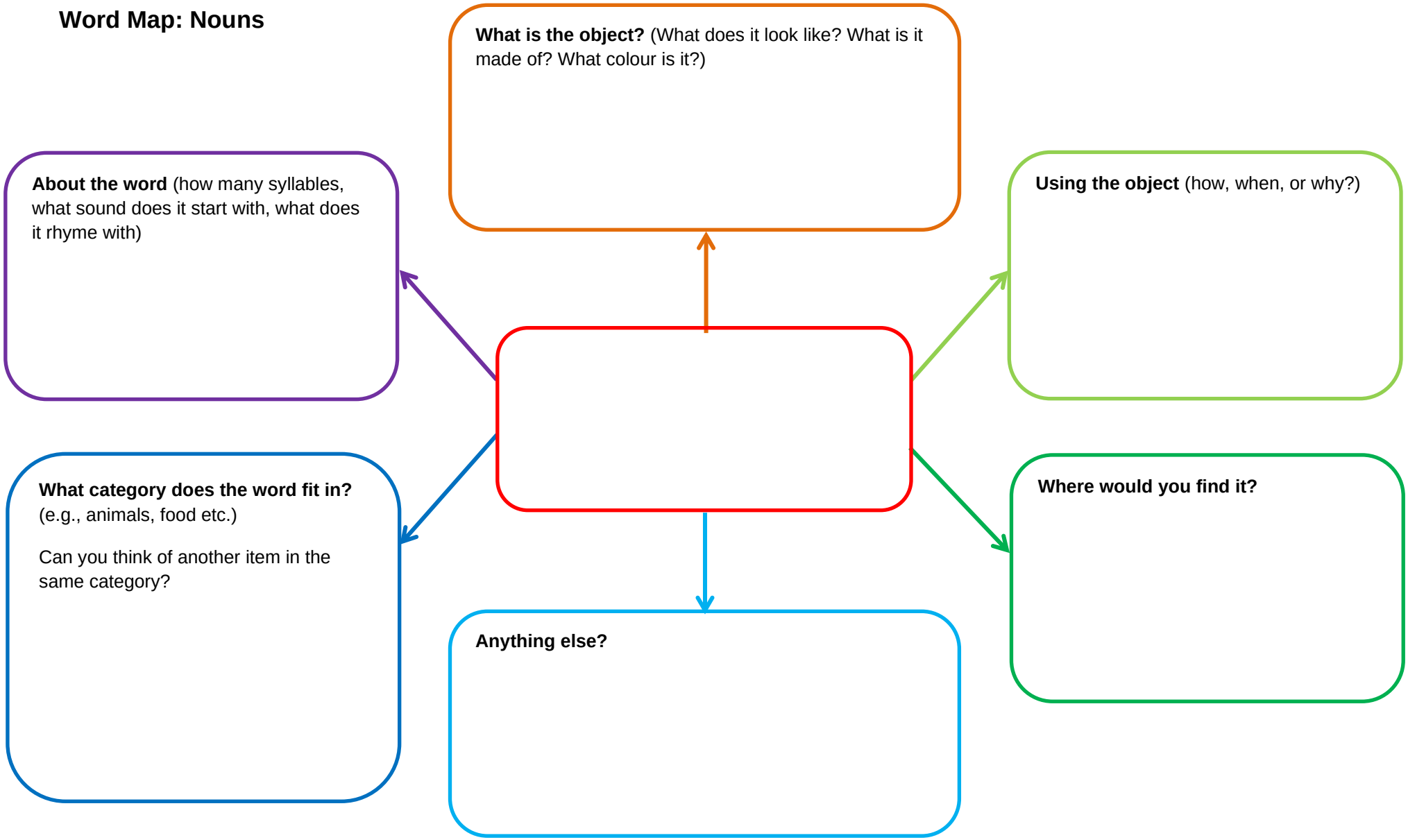
- Hide pictures or objects around a room.
- Describe an object and have the child find the picture/object you're describing.

Posting

- Make a post box using a shoe box and have pictures of the vocabulary printed out.
- Describe an object/action and ask the child to post the correct picture that you're describing.

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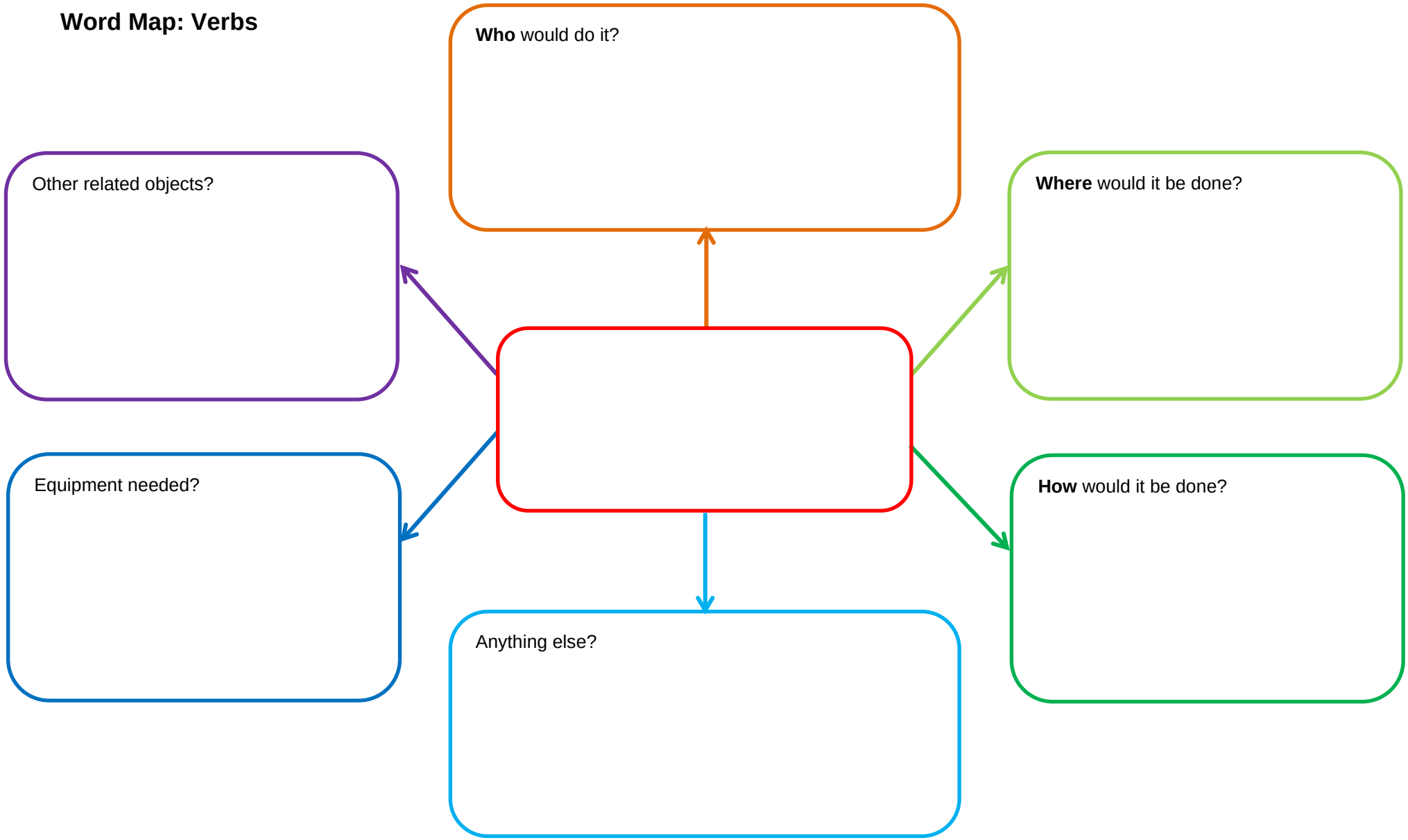
Word Map: Nouns



Caring, Learning & Growing Together

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Word Map: Verbs



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What to do when the targets have been met?

Progress record

Please use the progress record to demonstrate that the child is meeting their recommended targets (e.g., to understand and follow 2 key word level instructions containing actions 80% of the time within a structured activity).

Generalisation

Use the tips and tricks outlined in this pack to support your child to generalise the skills they've learned within structured activities to everyday situations. If the child has not generalised these skills outside of the structured activities, they will still need to focus on their current target(s) but with a focus on using their knowledge in the home/educational setting. Look for ideas in your environment where you could support generalisation of targets and practise in different places with different people.

Contact us

You can contact the Speech and Language Therapy Service when you feel that the child you're working with has achieved, and generalised, their current targets, or if the expected progress has not been made. If the child is on our 'Review on Request' service, please refer to the 'referral forms' section on our website.

Contact number	01482 692929
Email address	hnf-tr.sltadmin@nhs.net
Website	https://www.humber.nhs.uk/Services/paediatric-speech-and-language-therapy.htm
Address	The Walker Street Centre 70 Walker Street Hull HU3 2HE

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