

The Wellcomm Programme

The *WellComm Toolkit* provides a complete speech and language toolkit that can be used by trained practitioners. With 1 in 10 children under 5 years of age experiencing some degree of difficulty in learning language and communication skills, early identification is crucial. *assessment has been analyzed there are over 150 bespoke intervention activities* which support and teaching staff can carry out regularly to meet individual, small group or whole class needs as identified through the screening process. The activities are designed to be fun, engaging and appropriate for use with both individual children and groups across the entire age range. The activities will be made available to parents as a helpful guide to support their child's development at home. The *toolkit* is suitable for children aged 6 months to 6 years. The toolkit deploys a unique traffic light system that clearly identifies children requiring immediate intervention, as well as those who show potential language difficulties. The innovative system has the additional benefit of banding children by placing them into one of three categories, thus enabling the practitioner to proactively respond to any needs identified:



Red = consider referral to a specialist service for further advice/assessment



Amber = extra support and intervention required



Green = no intervention currently required



The Big Book of Ideas provides practitioners with over 150 bespoke intervention activities to meet individual needs as identified through the screening process. The activities are designed to be fun, engaging and appropriate for use with both individual children and groups across the entire age range. They also provide a helpful guide for parents to support their child's development at home



Once children have been screened, their results will be entered via a secure platform to generate a variety of reports. As the *WellComm Toolkit* is used universally to monitor progress across an entire class and the whole of the school its reports can be setn straight to the speech therapist and the local authority of they request copies. . The Online Report Wizard is a particularly useful and efficient tool way of ensuring each and every child receives the exact level of support he/she needs

The Wellcomm Speech and language programme at Stonehill School - Information for Parents / Carers



Examples of the type of activities are detailed below



Beginning to use ‘what’ and ‘where’

Why is this important?
Children need to ask questions to become active learners (i.e. to take part in their own learning). It is a critical tool in facilitating problem-solving too.

What to do

Share a book and take it in turns to point to something and ask ‘What is it?’
At snack-time (either with other children or pretend with toys) ask the child/toys ‘What shall we have to drink?’
Put puzzle pieces/toys/pictures into a bag. Take it in turns to take one out and say ‘What have I got?’

Where?

Again, share a book, taking it in turns to ask Where’s the ...?’ and then find it on the page.
Sort the clean washing together: put it into piles of socks, pants, trousers, etc. or Mummy’s, Daddy’s, boy’s, etc.

Take it in turns to choose something from the basket and say ‘Where (do the) pants go?’
Use a variety of toys such as a doll’s house and furniture, farmyard and animals, playground and children, etc. Take it in turns to choose an item (e.g. bed) and ask ‘Where (does the) bed go?’

Using simple plurals/plural forms

Why is this important? Children need to understand and use plurals to be able to identify and describe more than one of something (e.g. duck vs. ducks; house vs. houses). It is fine for children to over-generalise the rule to begin with (e.g. ‘fishes’, ‘breads’).

What to do

Make a scrapbook together.
On one page, put a picture of an object and on the other page, put a picture of several objects(e.g. one dog on one side; lots of dogs on the other page)
Either draw, printout, cutout, use stencils, etc. to prepare the pictures.

- Whilst the child is drawing/sticking, take the opportunity to refer to ‘dog’/‘dogs’.
- Talk about what you can see in the pictures, encouraging the child to say ‘a dog’/‘lots of dogs’.

Step up

Encourage the child to put plurals into sentences.
As you share books and talk about what’s happening, refer to plurals (e.g. ‘The dogs are barking’, ‘The cats are miaowing’).

Step down

Give the child a choice, e.g. “Are there lots of cats or lots of dogs?” ‘Is it a dog or dogs?’



Use a phrase to encourage the child to use the plural, e.g. ‘Here’s one dog, here are lots of...’
Only use plurals that follow regular rules(e.g. not mouse/mice; trousers).

Model the correct use in everyday situations (e.g. if the child says ‘grape please’ give him/her one grape. When the child looks surprised say ‘Oh, you wanted grapes’)

