




Supporting your child's
language and understanding

What is Wellcomm?



- WellComm is a screening tool which identifies children at risk of having difficulty in developing language skills.
- Often if children's language gaps aren't supported from this early age, it can effect their attainment and confidence in later life.
- Once screened and benchmarked strategies are put in place to help extend and improve language skills whatever their level. Activities are designed to promote language through play.
- The activities are often very simple and everyday objects you can find at home, can be utilised to carry out the interventions.

Sections

- Children are screened in Nursery after they have settled and developed relationships with adults and peers. Usually they are screened from Section 6. If the child is unable to pass this section (either scoring “red” or “amber”, they are screened against the sections below until they score “green”.
 - In Reception children begin their screening from Section 8 or above. Again if they are unable to score “green” they are assessed against the sections below.
 - Here are sections linked to their age bands.
 - Section 1: 6-11 months
 - Section 2: 12-17 months
 - Section 3: 18-23 months
 - Section 4: 24-29 months
 - Section 5: 30-35 months
 - Section 6: 36-41 months
 - Section 7: 42-47 months
 - Section 8: 48-59 months
 - Section 9: 60-72 months
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Screening outcomes...

- **RED**- will need intervention to bridge language gap.
- **Amber**- extra support will be enough to help develop age appropriate skills.
- **Green**- no need for extra input/ assessment at the moment.



In school...

- Interventions are put in place to help fill any gaps. These are simple games that LSP's set up to make the activity fun and exciting for the children.
- These take place in 1:1/ small groups
- Children will be re-assessed at a later date, with the intention of them scoring "green". After passing, they will no longer need a WellComm intervention.

Supporting at home



The activities that are done in school can also be done at home.

Tips to help you:

- Quiet place (T.V. off etc)
- Be prepared with toys/equipment
- Child ready? (tired/toilet)
- Work at same level
- Model/ demonstrate first
- 5 minute (attention)
- Language (simple, direct instructions, familiar words)
- Use child's interests (Peppa Pig/ Bob the Builder etc)
- Prompting (to help, repeat, demo, physically guiding, gestures/signs, choice (1 correct/ 1 wrong to choose
- Praise child/ feedback if wrong- "you tried hard"
- Reward child- play together, verbal
- Repeat- love repetition
- Enjoy, relaxed, and fun!

Example:

Section 6.1 Understanding and using pronouns “he” and “she”.

Take a boy figurine (George from Peppa Pig) and a Barbie (a girl).

Pretend to play with them and model language (point to the girl), “she is sat on the sofa”. Then point to the boy and say “he is dancing”. Encourage your child to repeat after you as you play partner together.



In your pack you will find activities relevant to your child's needs.

If you need any further support or advice, please ask.

Thank you.

Please do not hesitate to ask any questions.