

WellComm Primary Sampler



Getting Started

1

Start by reading ***The Handbook***; then familiarise yourself with ***The Little Book of Score Sheets and Rules*** alongside ***The Picture Book***; then look at ***The Big Book of Ideas***.

- a. If you have a subscription to ***The WellComm Report Wizard***, then this would be a good opportunity to log on and familiarise yourself with the platform.

2

The Handbook is a clear, easy to read guidance on how to screen with the WellComm Primary toolkit. It also guides you through how to interpret the results, select targeted activities (from ***The Big Book of Ideas***) and provides guidance on making a referral. In addition, it gives an overview of language development which will aid your observations.

3

The Little Book of Scoresheets and Rules and ***The Picture Book*** provide the framework for the screener. Note that the books are divided by age band with each band denoted by a particular colour. There are also some example score sheets in the Appendix.

4

The Big Book of Ideas helps you support a pupil's understanding, grammar, vocabulary, narrative and social skills. It outlines activities for each question/area covered in ***The Little Book of Score Sheets and Rules***. There are also general strategies which give guidance for pupils who present with a stammer, voice difficulties or a reluctance to talk.



5

Find a quiet setting to work individually with the pupil, use **The Picture Book** and **The Little Book of Score Sheets and Rules** (user instructions are in **The Handbook**).

6

At the end of the screening, add up the number of ticks and use the score guide to ascertain whether the pupil scores Red, Amber or Green.

- a. If the pupil scores Amber or Red, move back an age band and re-screen. Keep doing this until the pupil scores green – this is your starting point.

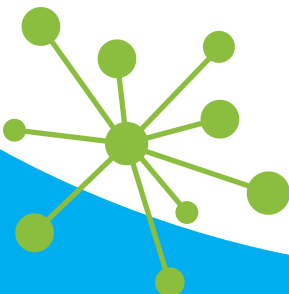
7

Once you have drawn up a pupil's profile, you will be able to see where their individual needs lie. You may notice a trend for the pupil or you may see that all aspects are developing evenly but at a slower pace than expected for the age. It is important to personalise your teaching to meet these needs – the pupil's profile will direct you through the most appropriate activities in **The Big Book of Ideas** that correspond to the pupil's language level.

8

An additional element of the toolkit, the **WellComm Primary Report Wizard**, can also help with recording and analysing pupils' progress. By uploading the results of the **WellComm Primary Screening Tool** to a secure website, the Report Wizard allows the progress of individuals and groups of pupils to be monitored and automatically generates individual, group or cluster reports.

- a. Individual reports generate a profile of a pupil's current language skills. They provide a list of next steps for teaching targets (based on the items that the pupil did not achieve). From this list, the user is directed to the relevant activities in **The Big Book of Ideas**.
- b. Group and Cluster reports are for a holistic/management view of overall trends based on a number of categories such as gender, EAL, Pupil Premium etc.



2. Using the screening tool

Getting started



Score Sheet

Picture Book

The Little Book of Rules

- Find a quiet room/corner to carry out the screen with the pupil. This will help with the pupil's concentration.

You will need: the *Picture Book*, the *Score Sheet* and *The Little Book of Rules*.

- Find the *Score Sheet* appropriate to the pupil's age.
- Complete the pupil's details at the top of the *Score Sheet* (name, date of birth, age, gender and ethnicity) and the date of the screen.

For each question it is essential to use the instructions in *The Little Book of Rules* rather than only looking at the *Score Sheet* for what to do.

- When giving instructions to the pupil, do not give any visual or verbal clues. This includes nodding your head or stressing individual words.
- Make sure the pupil waits until you have finished saying what you want them to do before they point to any of the pictures or begin talking.
- If a pupil is finding it hard to concentrate, take a break and come back to it later.
- Keep praise general, regardless of the pupil's response (e.g. *Good listening* or *Good try*). Try not to give any specific feedback regarding whether a pupil has got the correct answer.
- The screening process should be fun and a special one-to-one time – it is not meant to be like a formal test – therefore, it is acceptable to carry out different parts on different days.

Carrying out observations of the pupil

- Information for the indirect questions (questions which do not involve direct assessment of the child) can be gathered from teachers or learning support practitioners who know the pupil well.
- Information can be gathered from your direct knowledge of the pupil or through observation.
- Ensure that you observe accurately and carefully, and that you record exactly what you see and hear.

Check in *The Little Book of Rules* for examples.

Scoring

- Results are recorded on the Score Sheet.

Use *The Little Book of Rules* to inform your marking. The 'example acceptable/unacceptable responses' section is there for this purpose. Please note this list is not exhaustive.

- The pupil's responses are recorded in the right-hand column of the Score Sheet by marking correct (✓) or incorrect (✗).
- Once completed, add up all the items the pupil has achieved; that is, those marked 'Yes' or with a tick (✓). This will give you a total score.
- These scores are then used to give the pupil a colour code of red, amber or green. You should look at the Score Guide located on the bottom right-hand corner of the Score Sheet to work out which colour code the pupil has achieved for that section of the screening tool. This will help you decide what action (if any) you need to take next.
- Please note that the Score Guides are different for each Score Sheet, so the guide should always be consulted.

Interpreting results

When you have completed the Score Sheet and drawn up a profile, the overall score will give you a colour code for each pupil. This colour code allows you to keep a record of each pupil's attainment and progress. Table 1 shows what the codes indicate.

Table 1: Colour codes and their meanings

Colour code	What does this mean?
Red	Significant language needs
Amber	Mild language needs
Green	Language skills are age-appropriate

Table 2 will help you decide what actions to take next. These actions can be recorded on the Score Sheet for reference and follow-up.

Sample

Table 2: Recommended actions based on colour codes

Screening		
RED	AMBER	GREEN
<p>Repeat the screening process using the Score Sheets from the age bands below until the pupil achieves a 'green' score.</p> <p>If a pupil is having significant difficulties, use your judgement to decide which section to screen the pupil on next.</p> <p>Record the section on which the pupil achieves a 'green' score on the original Score Sheet that corresponds with the pupil's age.</p>	<p>Repeat the screening process using the Score Sheets from the age bands below until the pupil achieves a 'green' score.</p> <p>Record the section on which the pupil achieves a 'green' score on the original Score Sheet that corresponds with the pupil's age.</p> <p>In cases where a pupil achieves two successive 'amber' scores be aware that the pupil may have a specific communication difficulty.</p>	<p>This indicates that language development is at the level it should be.</p> <p>You don't need to carry on once you have a score that falls in the green band.</p>
Intervention		
RED	AMBER	GREEN
<p>Follow the advice and activities in <i>The Big Book of Ideas</i> for the section above where the pupil achieved a green score.</p> <p>*If you need to access further advice/assessment from a specialist service in your area, use your knowledge of general developmental norms to make a judgement as to where to signpost the pupil.</p> <p>If the problem appears to be specific to communication, you should follow your local guidance regarding referrals to the most appropriate services, once discussed with parents.</p> <p>If the communication problems are part of global delay, refer onwards via your local multi-agency pathway.</p>	<p>Follow the advice and activities in <i>The Big Book of Ideas</i> for the section above where the pupil achieved a green score.</p> <p>Within three months, re-screen the pupil using the age-appropriate section. If the pupil then achieves an amber or red score, a referral to an outside agency may be appropriate (refer to the red column in this table for guidance*).</p>	<p>If you would like to follow advice and activities to help develop the pupil's language skills further, refer to <i>The Big Book of Ideas</i>.</p> <p>Follow the activities for the section above where the pupil achieved a green score.</p>

Things to look out for:

- Be aware of pupils who obtain a low score on only one section of the screen, for example a pupil may score well on all sections except 'narrative'. This could mean the pupil will need to work on this specific communication skill.

- If the pupil achieves successive amber scores this too could indicate a developmental language disorder, so a further specialist referral could be required.
- If you and the parents have concerns, then you may wish to discuss them further with your local speech and language therapy department.

Warning: age-equivalent scores

Please do not use the WellComm Primary Screening Tool to give parents age-equivalent scores for their child. This is often unhelpful and can be quite a negative experience. The screening tool has not been designed to provide a specific language age; rather, it generates a profile of the pupil's strengths and needs, which enables the practitioner to plan teaching targets and select the relevant activities to help a pupil improve their speech and language skills.

Making a referral to speech and language therapy

When thinking about making a referral to speech and language therapy, the WellComm Primary Screening Tool is a helpful place to start. It is important to also think about other factors that could be influencing the results, for example, learning levels, English as an additional language (EAL) and general developmental profile. It is also important to consider what progress a pupil makes following the intervention described in the WellComm Primary Screening Tool, as well as gathering further information from parents and carers about the pupil's communication skills at home.

Parents and carers should always be consulted and informed if the school or other professionals are concerned and want to make a referral to the speech and language therapy service. If you are a teacher in the UK, speak to your school special educational needs co-ordinator (SENCo) or inclusion manager, who will be able to direct you to your local NHS service.

A Speech and Language Therapist must be registered with:

- the Royal College of Speech and Language Therapists (RCSLT)
- the Health and Care Professions Council. You can check if professionals are registered here: www.hpc-uk.org/check

If you would like advice from an independent Speech and Language Therapist, you can find local independent therapists at <https://beta.helpwithtalking.com>. Independent therapists should also be registered with the appropriate regulatory bodies.

Deciding what activities to follow in *The Big Book of Ideas*

The Big Book of Ideas helps you support a pupil's understanding, grammar, vocabulary, narrative and social skills. It outlines activities for each question/area covered in the WellComm Primary Score Sheets. There are also general strategies, which give guidance for pupils who present with a stammer, voice difficulties, a reluctance to talk.

Once you have drawn up a pupil's profile, you will be able to see where their individual language and communication needs lie. You may notice a trend or problematic areas for the pupil (e.g. the pupil has zero marks in social skills or fewer marks in narrative) or you may see that all aspects are developing evenly but at a slower pace than you would expect for the pupil's age. It is important to personalise your teaching to meet these needs and to follow the activities in *The Big Book of Ideas* that correspond to the pupil's language level. This will not necessarily be the same as the pupil's chronological age. You will need to identify the appropriate teaching goals by looking at the strengths and weaknesses in the pupil's profile.

As a rule of thumb, you should select the activities in the section just above where the pupil achieves a green score. This is done by looking at the section where a green score is achieved, as shown in Table 3.

Table 3: Selection of appropriate activities using the green score

Green Score	Activities
Section 1	Section 2
Section 2	Section 3
Section 3	Section 4

Language activities can be carried out during one-to-one sessions with the pupil or in small groups. Social skills activities should always take place in small groups. If you wish to provide some teaching in small groups you could try organising pupils in your school according to their language level. Many of the activities can be related to classroom topics and used within the classroom.

It is essential to involve the parents or carers as much as possible to generalise learning. You can discuss activities and strategies to try at home and provide photocopies of the activities. Find time to demonstrate how to carry out the activities so parents and carers feel confident, and make sure you tailor the number of activities given at one time.

Recording and monitoring

The WellComm Primary Group Profile Sheet

All settings are strongly advised to keep a record of the scores generated by the WellComm Primary Screening Tool. This can be done by using the Group Profile Sheet included in Appendix 6 in *The Big Book of Ideas*. A completed profile sheet is also included as an example. The results for up to 30 pupils can be recorded on each sheet. List each pupil's name in the left-hand column and then mark the section on which each pupil achieved a green score (1–9). You may also find it helpful to shade in the column that relates to the age-appropriate section, as a benchmark to compare each score.

Sample

The WellComm Primary Report Wizard

An additional element of the toolkit, the WellComm Primary Report Wizard, can also help with recording and analysing pupils' progress. By uploading the results of the WellComm Primary Screening Tool to a secure website, the Report Wizard allows the progress of individuals and groups of pupils to be monitored and automatically generates the following:

Individual reports

- Suitable for use by settings using WellComm Primary with individual pupils only.
- Generates a profile of a pupil's current language skills.
- Provides a list of teaching targets (based on the items that the pupil did not achieve). From the list, the user is directed to relevant activities as recommended in *The Big Book of Ideas*.

Group reports

- Provides analysis of all the pupils' scores within a particular group as defined by the user (gender, EAL, free school meals, class setting).
- Presents further categorisation of these results by age, gender, ethnicity, special educational needs (SEN) and EAL.
- Records progress over defined periods (e.g. year-on-year) to help settings monitor the impact of any interventions introduced.

Cluster or cross-setting reports

It is important for any large organisation or local authority to possess a comprehensive picture of a pupil's speech and language skills across all settings and at all ages as this can help with strategic planning. Every cluster or cross-setting report therefore presents:

- the total number of schools and pupils within the WellComm Primary scheme;
- the total number of pupils achieving a red, amber or green score;
- further categorisation of data, to show results by age, gender, ethnicity, setting, SEN and EAL;
- the results of each individual school (so that comparisons can be made).

The WellComm Report Wizard also helps large groups or settings monitor progress over certain periods of time (e.g. year-on-year) by highlighting the percentage of pupils moving from red to amber and amber to green, etc. These comparisons are vital for monitoring the impact of any interventions introduced and providing evidence of progress made, both by individual pupil and in different schools.

Further information on the WellComm Report Wizard can be found by visiting <https://www.gl-assessment.co.uk/Wellcomm> or by calling GL Assessment Customer Services on 0845 602 1937.

Scoresheets and rules

WellComm Primary Score Sheet

Section 1: age 6.0–6.11 years

Child's Name			
Date of Birth	Age	Gender	M/F
Ethnicity	Date		

All text in 'blue' can be completed through observation or discussion with the parent(s)/carer(s).

What the pupil understands		Yes/No (✓/x)
1	Can the pupil understand words that describe sequences?	
	First item on the menu	
	Last child in the queue	
2	Can the pupil follow a series of verbal instructions given to the whole group without needing someone to remind them or guide them through the steps individually?	
3	Can the pupil solve a simple problem?	
Response:		
4	Can the pupil answer a 'why' question?	
Response:		
5	Can the pupil state what a character might say?	
Response:		

The pupil's use of grammar	
6	Can the pupil use superlatives?
Response:	
7	Can the pupil use irregular plurals?
Response:	
8	Can the pupil use the word 'because' in a sentence?
Response:	



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The pupil's vocabulary		Yes/No (✓/x)	
9	Can the pupil name age-appropriate vocabulary?		
	Camel Response:		
	Cowboy Response:		
10	Can the pupil name at least six items in two different categories?		
			a. Animals
			1. 2. 3. 4. 5. 6.
			b. Fruit and Veg
			1. 2. 3. 4. 5. 6.
			11

For an example of how to score the Narrative section please see Appendix 1.

The pupil's use of narrative		Yes/No (✓/x)
12	Picture 1 It's dinner time/lunchtime Mr Johnson/teacher Get lunch box	
	Picture 2 The lunch box is not there/forgotten his lunch box	
	Picture 3 Mohammed lines up To get a hot dinner Lunchtime teacher/dinner lady says no/not on the list	
Picture 4 Asks Mr Johnson/teacher what to do/explains what has happened		
Picture 5	Mr Johnson/teacher asks the dinner lady for a hot dinner/explains what has happened	
	Mohammed enjoys his hot dinner/has a hot dinner	



Total Score (0-12):

Code (Green/Amber/Red):
Please refer to the Score Guide below.

Action:

N.B. Use your own knowledge of the child as well as their WellComm code to make a decision regarding what to do next.

Score Guide

Score	Code
7-12	Green
6	Amber
0-5	Red

Notes/additional comments

Sample

Section 1 (age 6.0–6.11)

What the pupil understands

Resources needed

1	<p>"Point to the first item on the menu and then point to the last child in the queue to get their food."</p>	Composite picture 6-7
2	<p>Can the pupil follow a series of verbal instructions given to the whole group without needing someone to remind them or guide them through the steps individually? E.g. <i>Put your water bottles away, go and get your reading books and sit on the carpet.</i></p>	None
3	<p>Point to the boy emptying his plate into the bin.</p> <p>"This boy has finished his dinner and is emptying his plate into the bin. What could he do if the bin is full?"</p> <p>Acceptable response examples: The pupil can describe a clear solution to the problem, e.g. he could go and tell a teacher; he could find another bin; he could try and squash it in the bin; he could leave his tray on the side; he could eat the food he has left.</p> <p>Unacceptable response examples: The pupil gives no clear solution to the problem; the answer is difficult to follow or doesn't relate to the scenario; e.g. I have a bin in my room. Or the pupil describes what is happening; e.g. he is putting food in the bin.</p>	Composite picture 6-7
4	<p>Point to the lady serving the dinner.</p> <p>"Why is the lady wearing a hairnet?"</p> <p>Acceptable response examples: The pupil gives a clear reason why, e.g. so her hair does not get in the food; for hygiene; it's clean; so her hair does not smell; so she doesn't get food in her hair.</p> <p>Unacceptable response examples: The pupil describes the picture or does not give a reason why, e.g. she has to; she has been told to wear one.</p>	Composite picture 6-7
5	<p>Point to the lady serving the dinner.</p> <p>"What is the lady saying?"</p> <p>Acceptable response examples: What would you like?; Would you like peas or chips?; Enjoy your dinner; Who is next?; Do you want some food?</p>	Composite picture 6-7

All questions in black require direct screening of the child. All questions in blue can be completed through observation or discussion with the parent(s)/carer(s).

The pupil's use of grammar

Resources needed

6	<p>Point to each picture as you mention it.</p> <p>"I am going to talk about these pictures. This bag is big, this bag is bigger and this bag is the..."</p> <p>(pause for pupil to complete the sentence)</p> <p>Acceptable response: biggest</p> <p>Unacceptable response examples: big/most big/large</p>	Grammar 6-7a
7	<p>Point to each picture as you mention it.</p> <p>"I am going to talk about these pictures. Here is a child and here are lots of..."</p> <p>(pause for pupil to complete the sentence)</p> <p>Acceptable response: children</p> <p>Unacceptable response example: childs</p>	Grammar 6-7b
8	<p>(Point to the picture of the pupil)</p> <p>"The girl is wearing a coat because it is cold outside."</p> <p>(Point to the children)</p> <p>"Can you give me a sentence about this picture using the word <i>because</i>?"</p> <p>Acceptable response examples: The pupil describes what is happening and uses the word <i>because</i> to link to an explanation of why, e.g. 'The children are lining up because it's time to go inside.' or 'The children are lining up because they are waiting for the teacher.'</p> <p>Unacceptable response examples: The pupil does not use the word <i>because</i>, or uses <i>because</i> incorrectly, e.g. 'Because the children are standing in a line, they are going to go inside.'</p>	Grammar 6-7b

Sample

The pupil's vocabulary

Resources needed

9	<p>"I'm going to show you some pictures. Can you tell me what you can see?"</p> <p>Acceptable responses: camel, cowboy, onion</p>	Vocabulary 6-7
10a	<p>"I have a rabbit at home and that's an animal. When I say go, tell me as many animals as you can."</p> <p>(Put a timer on for one minute. If required, prompt the pupil to give more examples within the time by saying 'Is there anything else?')</p> <p>Acceptable response: The pupil is expected to be able to name at least six animals in a minute. When the minute is up, move onto the next question, even if the pupil has not named six animals.</p> <p>Unacceptable response: Do not accept <i>rabbit</i> as an answer, or repetitions of the same animal.</p>	Timer
10b	<p>"Now we are going to talk about fruits and vegetables. I can think of a fruit - a banana is a type of fruit. When I say go, tell me as many fruits and vegetables as you can."</p> <p>(Put a timer on for one minute. If required, prompt the pupil to give more examples within the time by saying 'Is there anything else?')</p> <p>Acceptable response: The pupil is expected to be able to name at least six fruits or vegetables in a minute. When the minute is up, move onto the next question, even if the pupil has not named six fruits or vegetables.</p> <p>Unacceptable response: Do not accept <i>banana</i> as an answer, or repetitions of the same fruits or vegetables.</p> <p>Note: The pupil must provide six examples in both categories to score the mark.</p>	Timer Use Notes section on the Score Sheet to keep a tally
11	<p>Can the pupil use the correct vocabulary when talking about a recent topic?</p> <p>Unacceptable response examples: If the pupil uses non-specific words such as <i>thingy</i> or <i>this</i>, or uses similar related words which are incorrect, the pupil does not score the mark.</p>	None

All questions in black require direct screening of the child. All questions in blue can be completed through observation or discussion with the parent(s)/carer(s).

Section 1

Example narrative marking

Here is an example of a pupil's narrative and a demonstration of how it was marked. The underlined words and phrases are the words and phrases that score the marks as they correlate with the marking criteria in the Target column.

Pupil's narrative:

"To get ready for dinner time and the man said go and get your lunch box and then he went and lined up for dinner and dinner lady said you're not on the list and he went to this class to say you can have a hot dinner and the man gave him a hot dinner"

	Target	Response (this column has been added for the example)	Score
Picture 1	It's dinner time	To get ready for <u>dinner time</u> and the	1
	Mr Johnson/teacher	man said go	0
	Get lunch box	and get your <u>lunch box</u>	1
Picture 2	The lunch box is not there/ forgotten his lunch box		
Picture 3	Mohammed lines up	and then he went and lined up	1
	To get a hot dinner	for <u>dinner</u>	1
	Lunchtime teacher/dinner lady says no/not on the list	and said you're not on the list	1
Picture 4	Asks Mr Johnson/teacher what to do/ explains what has happened	and he went to his class to say you can have a hot dinner	0
Picture 5	Mr Johnson/teacher asks the dinner lady for a hot dinner/ explains what has happened		0
	Mohammed enjoys his hot dinner/ had a hot dinner	and the man gave him a <u>hot dinner</u> .	1
			Total Score: 6

The pupil's use of narrative

Resources needed

Please note the following for this section:

- Listen as the pupil repeats back the story – tick off each piece of information the pupil includes.
- The pupil should use the same words or phrases as the example responses on the Score Sheet to gain the point.
- If you wish, you can audio record the pupil's responses so you can listen back to them after to check the marking. (See the completed Score Sheet in Appendix: Example narrative marking for an example of marking.)

- 12 Point to each picture as you read out the story.
- "I am going to tell you a story using these pictures. Listen carefully because I am going to ask you to tell me the same story after I have finished."
- Picture 1: "It's dinner time at school so Mr Johnson says, 'If you have a packed lunch, go and collect your lunch box.'"
- Picture 2: "Mohammed goes to find his lunch box. When he looks in his bag his lunch box is not there because he left it at home."
- Picture 3: "Mohammed decides to line up with the rest of the children so that he can have a hot dinner. When he gets to the front of the queue, the lunchtime teacher says, 'No, you are not on the list for hot dinners. You should have brought your lunch box!'"
- Picture 4: "Mohammed goes back to his classroom and asks Mr Johnson, 'What shall I do? I've forgotten my lunch box!'"
- Picture 5: "Mr Johnson takes Mohammed to the dinner hall and explains to the lunchtime teacher that he has forgotten his lunch box. The lunchtime teacher gets Mohammed a hot dinner, which he enjoys very much!
- Now it's your turn. Look at the pictures and tell me the story again."
- The pupil needs to score at least 5 to get a mark for this question.

Narrative 6-7

Picture prompts



Composite 6-7



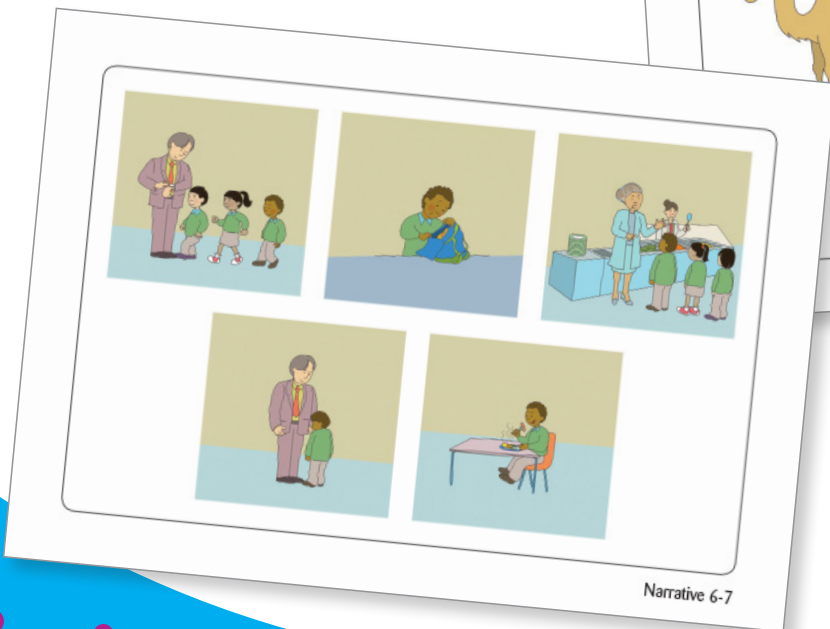
Grammar 6-7b



Grammar 6-7a



Vocabulary 6-7



Narrative 6-7

Sample individual report

WellComm

Individual report for Ben Smith

In case of enquiries please contact GL Assessment by emailing info@gl-assessment.co.uk.
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WellComm Individual report

Name: Ben Smith	Setting / School: Happy Days Nursery
Date of birth: 3 Mar 2012	Date of last assessment: 1 Dec 2015
Current outcome: Requires extra support and intervention	Follow activities in Big Book of Ideas: Section 6
Re-screen: Yes	Suggested date for next assessment: March 2018

Scores and outcomes

Date of assessment	Age	Age-Appropriate Screening				'Green' Section		Differential	
		Section	Age range	Score	Outcome	Section	Age range		
1 Dec 2015	3 years 8 months	7	3 years 6 months - 3 years 11 months	5	Amber	5	2 years 6 months - 2 years 11 months	10	2 sections below

Assessment results

Date of assessment	Age	Section 1 5 months - 11 months	Section 2 1 year - 1 year 5 months	Section 3 1 year 6 months - 1 year 11 months	Section 4 2 years - 2 years 5 months	Section 5 2 years 6 months - 2 years 11 months	Section 6 3 years - 3 years 5 months	Section 7 3 years 6 months - 3 years 11 months	Section 8 4 years - 4 years 11 months	Section 9 5 years - 6 years
1 Dec 2015	3 years 8 months					Green 10	Amber 6	Amber 5		

Report generated on 10/12/2015

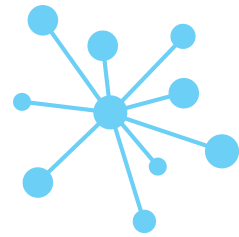
Sample

WellComm Individual report

Next steps

Section number	Description	This is important because...	Find on
6.2	Comprehension Understanding 'behind' and 'in front'	'Behind' and 'in front' are prepositions and are used to describe the placement of objects or people.	p117
6.6	Expression Developing expressive language (three word level expression)	As language develops, children need to be able to use more words to make longer sentences. This happens by adding grammatical elements (i.e. plurals, past tense) or by linking two thoughts (e.g. using 'and' / 'because') thereby making sentences much longer. Children are ready for this when they have the vocabulary to be able to link three key words in a sentence.	p121
6.7	Expression Understanding and using verbs in the past tense	Developing the grammatical structures relating to past tense allows children to talk about an event that has happened in the past and contrast this with the here and now. This increases the range of language use and also allows children to talk about things outside the here and now.	p122
6.10	Expression Learning to remember and then say the names of three things	Verbal understanding can be likened to a 'list' of things that need to be remembered in order to carry out a task. If, for example, a three word instruction is given (e.g. 'Wash doll's face!'), the child has to remember 'wash', 'doll' and 'face'. If he/she can't do this, it may be that auditory memory is not yet sufficiently developed.	p126
7.2	Comprehension Understanding 'many' and 'few'	These kinds of concepts can be tricky to learn, because there is no fixed quantity associated with them (e.g. a 'few' leaves on a tree may relate to a hundred leaves, whereas a 'few' biscuits left on a plate may only be three). These concepts/words are abstract - they can't be seen or touched in the same way as a concrete object like a fork can.	p135
7.4	Comprehension Learning the meaning of 'why'	'Why' questions help to develop causal relations, that is, something happened because of something else (e.g. the boy is crying because he fell off his bike).	p137
7.8	Expression Understanding opposites: 'wet/dry', 'up/down'	Opposites are used to describe concepts (e.g. an oven is 'hot', a fridge is 'cold') whilst recognising that other words (e.g. 'warm', 'tepid', 'lukewarm') represent various positions on the continuum between these two poles. These linguistic concepts are important in developing cognitive skills too.	p142
7.9	Expression Understanding and using pronouns: 'his' and 'her'	'His' and 'her' are used to signal that something belongs or relates to a man/lady, boy/girl (or male/female animal) previously identified in a sentence (e.g. the boy wears 'his' shoes; the girl likes 'her' new bike).	p143
7.10	Expression Linking sentences using 'because'	'Because' is one of a range of words used to expand sentences by adding information, and in this case, justifying ideas/thoughts/decisions. By using words like 'because' (e.g. 'then', 'after', 'that') children are able to expand their grammatical skills too.	p145

Big Book of ideas



Introduction

Introduction

What is The Big Book of Ideas?

The Big Book of Ideas is a comprehensive selection of activities to develop and improve the speech and language skills of pupils aged between 6 years 0 months and 11 years 11 months. Following the success of the WellComm for Early Years, WellComm Primary has been designed as a follow-on screening tool for an older age group.

It can be used by a range of practitioners (including class teachers, classroom support workers and special educational needs co-ordinators). Speech and Language Therapists may also refer to the activities.

The Big Book of Ideas is a significant part of the WellComm Primary Toolkit. Following screening, if the pupil has been identified as at risk of having difficulty with their language skills, *The Big Book of Ideas* can be used to introduce specific strategies, as it contains focused intervention activities to promote language development.

Using The Big Book of Ideas

Once the pupil has been screened using the WellComm Primary Screening Tool, a profile is produced based on a traffic light rating system: green, amber or red.

Colour	What does this mean?
Green	Not considered in need of any support or assessment at this time
Amber	Extra support may be enough to help the pupil develop age-appropriate language skills
Red	Most likely to need intervention from a specialist service

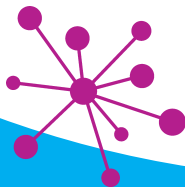
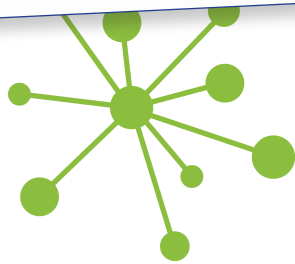
Table 1: Traffic light rating system

Pupils at all stages of development can benefit from the activities in *The Big Book of Ideas*. It is important to personalise teaching strategies to meet any needs that have been identified and to follow activities that correspond with the language level of the pupil. This should be the same as the chronological age of the pupil.

As a rule of thumb, the practitioner is encouraged to select the activities from the section where the pupil achieves a green score in the WellComm Primary Screening Tool.

Green score	Activity
Section 1	Section 2
Section 2	Section 3
Section 3	Section 4

Table 2: Green score and suggested activities



Section 1.1

Understanding of language

Aim: To be able to understand words that describe sequences



Why is this activity important?

Pupils need to be able to understand a sequence in order to follow instructions and routines. Sequencing is a key skill across many areas of the curriculum and is important when processing sentences and understanding chunks of narrative.

What to do

- Ask the pupil to look carefully.
- Carry out a four-step sequence, e.g. touch your head, nose, shoulder and clap your hands.
- Ask the pupil "What did I do first?", "What did I do next?", "What did I do last?"



Step up

- Ask the pupil to listen carefully.
- Talk about a four-step sequence of a daily activity, e.g. making toast: put the bread in the toaster, take it out when it's popped, butter the toast, cut the toast.
- Ask the pupil "What did I do first?", "What did I do next?", "What did I do last?"

Step down

- Find pictures of a simple sequence, e.g. getting ready for school.
- Put the sequence in order.
- Ask the pupil "What happens first?", "What happens next?", "What happens last?"
- You may want to work on one concept at a time, e.g. look at what happens first using three or four different sequences.



Aim: To be able to follow a series of verbal instructions

Why is this activity important?

In order to follow a series of verbal instructions, a pupil has to listen and 'hold onto' the steps before carrying them out. This is known as auditory memory. It is important to develop memory skills as this can impact a pupil's understanding.



What to do

- Gather together a selection of pictures of single items (approx. five to eight), e.g. cat, table, carrot, etc., and place these on the table.
- Tell the pupil to listen carefully, before asking them to retrieve six of the pictures, e.g. 'Give me the cat, table, carrot, ball, pencil and book.'
- Make sure you complete all of the instruction before you allow the pupil to start collecting the pictures.

Step up

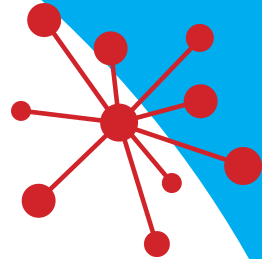
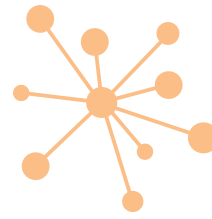
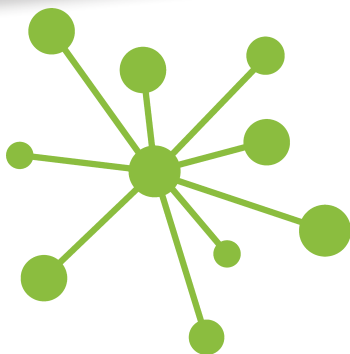


- In a small group, play variations of the 'I went to the shops...' game, naming two items at a time.
- Start by saying 'I went to the shops and bought a banana and cheese.'
- The next pupil repeats what has been said plus two additional items, e.g. 'I went to the shops and bought a banana, cheese, an apple and biscuits.'
- Continue until you think it's time to stop.

Step down

- Reduce the number of pictures you ask the pupil to collect.
- When the pupil is unsure, give clues about the items by saying an initial sound.

Sample



Aim: To be able to use problem-solving skills

Why is this activity important?

Problem-solving is necessary to resolve conflicts that arise in everyday situations. It is a key skill across many areas of the curriculum and daily life. Pupils need to be taught how to identify problems and generate solutions. It is also an important social skill and helps develop independence and friendships.



What to do

- Find a short story that contains a problem and a solution, e.g. in the story *Peace at Last* Mr Bear's problem is that he can't sleep. His solution is to try sleeping in other places.
- Tell the pupil the problem in the story.
- Discuss the possible solutions to fix the problem, i.e. what the character could do.
- Read through the story to compare the pupil's suggested solutions with the story's solution.

Step up



- Ask the pupil to think about more than one solution to the problem.
- Ask the pupil to think about how the problem could be avoided next time.

Step down

- Talk about real-life problems in the classroom and ask the pupil to generate solution ideas, e.g. 'If you were writing and your pencil broke, what would you do?'
- Give (draw out) options for possible solutions during the discussion.



Aim: To be able to answer higher-level 'why' questions



Why is this activity important?

Reasoning develops a pupil's abstract language skills, including problem-solving and inference. Reasoning also allows for more sophisticated social skills needed for in-depth conversations and empathy.

What to do

- Gather age-appropriate books or watch a short video of interest.
- Ask the pupil 'why' questions about events that happened, e.g. 'Why did the minion fall over?' or 'Why did Horrid Henry get told off?'
- Offer the pupil choices if they are unable to answer.

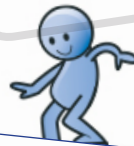
Step up



- Talk about classroom topics without using visual resources.
- Ask 'why' questions, such as 'Why did pupils have to become chimney sweeps in Victorian times?'

Step down

- Gather cause/effect pictures, e.g. a picture of a boy standing on a chair reaching into a cupboard.
- Ask 'why' questions related to the picture, e.g. 'Why did the boy stand on the chair?'
- Model appropriate sentences, such as 'The boy stood on the chair to reach the biscuits'.
- Offer possible choices such as 'Is the boy standing on the chair to reach the biscuits or to be taller?'



Sample

Aim: To be able to generate what a character might say or think



Why is this activity important?

It is important for a pupil to be able to see things from other people's perspectives, including what they might say or think. This is helpful for creative play and writing.

What to do

- Gather age-appropriate books and talk about the pictures.
- Point to people in the pictures and ask the pupil 'What do you think he/she is saying?'



Step up

- Ask the pupil for more than one suggestion about what the person in the picture is saying.
- Point to people in the pictures and ask the pupil 'What do you think he/she is thinking?'

Step down

- Offer the pupil choices or prompts if they are unable to answer.
- Act out simple, everyday scenarios where the pupil thinks of what to say in different roles. For example: the pupil acts as a shopkeeper and when someone comes to buy something he/she would say 'Can I help you?', or the pupil acts as a doctor when someone is feeling poorly.

