Pack for Word Finding, Vocabulary and Categories

food
fruit
apple pie
juicy
crunchy
pealing
biting
picking
Round
shiny
Stem
pips
core
tree
red
green
pink
orchard
garden
market
shop

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

Created and updated by Olla Splitt 2015

© Speech & Language Therapy, Humber NHS Foundation Trust
<table>
<thead>
<tr>
<th>Overall aim(s)</th>
<th>Where am I now?</th>
<th>What will I achieve?</th>
<th>Outcome</th>
<th>Actual Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>To help the child improve their language skills to their full potential</td>
<td>The child is not using wide range of vocabulary or has word finding difficulties</td>
<td>The child will be able to understand and use</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ at least 10 NOUNS from each of the following categories: animals, body parts, food.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ at least 10 NOUNS from each of the following categories: transport, toys, clothes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ at least 10 NOUNS from each of the following categories: household items, school items, occupations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To name an object from it's description</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To provide simple definitions of at least 20 familiar objects</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To name an appropriate category for a group of items</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To understand and use words with similar meanings (e.g., large/big)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To use and understand words with opposite meanings (e.g., sad/happy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>during structured therapy activities 80% of the time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Therapy package: Targets will be reviewed as agreed with the speech and language therapist

Timescale: As agreed with the speech and language therapist

Factors contributing to outcome: Commitment from adults working with the child and regularity of practice.

Please work through the following activities. If you have any questions or feel that the targets have been achieved, please contact the speech and language therapist.

www.humber.nhs.uk
Category Naming Game

Print and cut out the cards. Put them on the table face down. Take turns to take one card and see if you can name 5 things from the category. If you can, keep the card, if you can’t your opponent has a chance to ‘steal’ by naming the additional items. The winner is the person who has the most cards at the end of the game. You may wish to select a certain number of cards at the start of the game, or play for a set time e.g. 10 minutes. You may increase or decrease difficulty by dropping or increasing the number of named items.
<table>
<thead>
<tr>
<th>Insects / mini-beasts</th>
<th>Cereal</th>
<th>Rooms in the house</th>
<th>Toys</th>
<th>Colours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm animals</td>
<td>Vegetables</td>
<td>Things at school</td>
<td>Body parts</td>
<td>Shapes</td>
</tr>
<tr>
<td>Zoo animals</td>
<td>Fruit</td>
<td>Things at a park</td>
<td>Things we wear in the summer</td>
<td>Things that can fly</td>
</tr>
<tr>
<td>Pets</td>
<td>Drinks</td>
<td>Things in a kitchen</td>
<td>Things we wear in the winter</td>
<td>Transport</td>
</tr>
<tr>
<td>Animals</td>
<td>Food</td>
<td>Things at home</td>
<td>Clothes</td>
<td>Jobs</td>
</tr>
</tbody>
</table>

Updated by Ollie Spitt, 2015
www.humber.nhs.uk
Category dice game

Print the dice templates onto a sturdy card, cut out and make up.
Take turns to roll the die and see if you can name 5 things from the category. If you get the same category again, try to name 5 different things form it. You may increase or decrease difficulty by dropping or increasing the number of named items.

For variation you can roll an ordinary number die as well and name items from category that match the number on the die e.g. 3 animals.

You can play for set time or a set number of throws each, alternatively each player could have a progress chart to move along each time they succeed.

You may use a reward game with it if you wish.
Category Naming Game

Print and cut out the cards. Put them on the table face down. Take turns to take one card and see if you can name 5 things from the category. If you can, keep the card, if you can’t, your opponent has a chance to ‘steal’ by naming the additional items. The winner is the person who has the most cards at the end of the game. You may wish to select a certain number of cards at the start of the game, or play for a set time e.g. 10 minutes. You may increase or decrease difficulty by dropping or increasing the number of named items.
Category Spinners

Print and make the spinners. Take turns to spin and see if you can name 5 things from the category. If you get the same category again, try to name 5 different things every time. You may wish to select a certain number of turns at the start of the game, or play for a set time e.g. 5 minutes. You may increase or decrease difficulty by dropping or increasing the number of named items. You may use a reward game alongside.
ANY CLOTHES

WINTER CLOTHES

SUMMER CLOTHES

BODY PARTS

Designed and updated by Olla Splitt, 2015

© Speech & Language Therapy, Humber NHS Foundation

www.humber.nhs.uk
VOCABULARY GAMES - HOUSE AND GARDEN

The ideas provided are designed to help children who have poor organisation and storage of vocabulary.

First print and cut out the cards.

⇒ SILENT SORTING- Spread pictures on the table face up. Sort them into 2 piles according to where you would find them, without naming. Discuss the choices after all pictures are sorted. If something was not placed correctly talk about it, maybe there is a good reason for it!

⇒ SPEED SORTING is a variation on the above. Sort through the pile of pictures as fast as you can, placing them on the correct pile. Time yourself and see if you can beat your own time.

⇒ NAMING - Can you name all the cards after they’ve been sorted?

To help development of the vocabulary you can play games like

- lotto,
- pairs (look for 2 of the same)
- category pairs (look for 2 of the same category)
- Word webs (especially useful when you come across a new word that the child haven’t learned yet)

⇒ SPEED NAMING – how many pictures can you name in a shortest time? Time yourself and see if you can beat your own time. Which words are difficult to remember? They need more practise or word web approach.

⇒ GENERATING OF VOCABULARY is done without any visual help. You need to name as many as possible from a given category, e.g. name 10 household items The aim is for 10 items in 1min.

Designed and updated by Olla Splitt, 2015
Snakes & Ladders

Things you’ll need:

- Snakes and Ladders board
- A Dice
- One marker per player (e.g. a counter, a plastic coin)
- 2 or more people

How to play Snakes and Ladders

Place the counters on the board on the START square.
Each player takes it in turns to roll the dice.
Move your counter the number of squares the dice shows,
When you get to a square, name 5 things from given category.
Continue until a player reaches the FINISH square.

Ladder: If you land at the bottom of a ladder, move up to the square at the top of the ladder. Continue from there.

Snake: If you land on the snake’s head, move down the board to the snake’s tail and continue from there.
THINK OF… board games

Things you’ll need:

“Think of” board
A dice
One marker per player (e.g. a counter, a plastic coin)
2 or more people

How to play:

Place the counters on the board on the START square.
Each player takes it in turns to roll the dice.
Move your counter the number of squares the dice shows,
When you get to a square, name 5 things from given category.
Continue until a player reaches the FINISH square.
Think of...

- 4 football teams
- Move 1 step forward
- 4 parts of the body
- Move 1 step back
- Miss a turn
- Roll again
- 2 countries
- 2 flowers
- 3 things in the garden
- Move 3 steps forward
- 3 things in the bedroom
- Move 3 steps back
- 3 things that swim
- Throw even number to go
- 3 types of meat
- Move 1 step forward
- 3 types of drink
- Throw odd number to go
- 4 vegetables
- Move 1 step forward
- © Speech & Language Therapy, Humber NHS Foundation Trust

Updated by Olla Spltit, 2015

www.humber.nhs.uk
### OPPOSITES

Can you think of the opposite of each of the following words?

<table>
<thead>
<tr>
<th>EARLY OPPOSITES</th>
<th>LATER OPPOSITES</th>
<th>OTHER OPPOSITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top</td>
<td>High</td>
<td>Man</td>
</tr>
<tr>
<td>Wet</td>
<td>New</td>
<td>Stop</td>
</tr>
<tr>
<td>Hot</td>
<td>Young</td>
<td>Girl</td>
</tr>
<tr>
<td>Hard</td>
<td>Dark</td>
<td>Child</td>
</tr>
<tr>
<td>Clean</td>
<td>Fast</td>
<td>Night</td>
</tr>
<tr>
<td>Down</td>
<td>Short</td>
<td>Night</td>
</tr>
<tr>
<td>On</td>
<td>Quiet</td>
<td>Morning</td>
</tr>
<tr>
<td>In</td>
<td>Heavy</td>
<td>Morning</td>
</tr>
<tr>
<td>Full</td>
<td>Rough</td>
<td>Winter</td>
</tr>
<tr>
<td>Happy</td>
<td>Front</td>
<td>Life</td>
</tr>
</tbody>
</table>

Updated by Olla Splitt, 2015

© Speech & Language Therapy, Humber NHS Foundation Trust
## Synonyms and Antonyms

Think: do the pairs of words below mean the same or opposite?
Write “=” for the same and “O” for opposite. The first 2 have been done for you.

<table>
<thead>
<tr>
<th>happy</th>
<th>sad</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast</td>
<td>speedy</td>
</tr>
<tr>
<td>big</td>
<td>little</td>
</tr>
<tr>
<td>loud</td>
<td>noisy</td>
</tr>
<tr>
<td>slow</td>
<td>fast</td>
</tr>
<tr>
<td>easy</td>
<td>difficult</td>
</tr>
<tr>
<td>large</td>
<td>huge</td>
</tr>
<tr>
<td>broad</td>
<td>narrow</td>
</tr>
<tr>
<td>tough</td>
<td>strong</td>
</tr>
<tr>
<td>clean</td>
<td>dirty</td>
</tr>
<tr>
<td>good</td>
<td>bad</td>
</tr>
<tr>
<td>nice</td>
<td>mean</td>
</tr>
<tr>
<td>up</td>
<td>down</td>
</tr>
<tr>
<td>cheerful</td>
<td>happy</td>
</tr>
<tr>
<td>mad</td>
<td>angry</td>
</tr>
<tr>
<td>sick</td>
<td>ill</td>
</tr>
<tr>
<td>shade</td>
<td>sun</td>
</tr>
<tr>
<td>can</td>
<td>tin</td>
</tr>
<tr>
<td>silence</td>
<td>noise</td>
</tr>
<tr>
<td>cost</td>
<td>price</td>
</tr>
<tr>
<td>wind</td>
<td>breeze</td>
</tr>
<tr>
<td>winner</td>
<td>loser</td>
</tr>
<tr>
<td>large</td>
<td>huge</td>
</tr>
<tr>
<td>back</td>
<td>rear</td>
</tr>
<tr>
<td>male</td>
<td>man</td>
</tr>
<tr>
<td>clean</td>
<td>dirty</td>
</tr>
<tr>
<td>good</td>
<td>bad</td>
</tr>
<tr>
<td>nice</td>
<td>mean</td>
</tr>
<tr>
<td>up</td>
<td>down</td>
</tr>
<tr>
<td>cheerful</td>
<td>happy</td>
</tr>
<tr>
<td>mad</td>
<td>angry</td>
</tr>
<tr>
<td>sick</td>
<td>ill</td>
</tr>
<tr>
<td>push</td>
<td>pull</td>
</tr>
<tr>
<td>rough</td>
<td>smooth</td>
</tr>
<tr>
<td>rip</td>
<td>tear</td>
</tr>
<tr>
<td>leave</td>
<td>arrive</td>
</tr>
<tr>
<td>save</td>
<td>rescue</td>
</tr>
<tr>
<td>remember</td>
<td>forget</td>
</tr>
<tr>
<td>give</td>
<td>take</td>
</tr>
<tr>
<td>wash</td>
<td>bathe</td>
</tr>
<tr>
<td>pull</td>
<td>tug</td>
</tr>
<tr>
<td>creep</td>
<td>crawl</td>
</tr>
<tr>
<td>cry</td>
<td>lough</td>
</tr>
<tr>
<td>buy</td>
<td>sell</td>
</tr>
<tr>
<td>trap</td>
<td>release</td>
</tr>
<tr>
<td>trick</td>
<td>cheat</td>
</tr>
<tr>
<td>talk</td>
<td>speak</td>
</tr>
<tr>
<td>think</td>
<td>ponder</td>
</tr>
</tbody>
</table>

Updated by Ollie Soppitt 2015
© Speech & Language Therapy, Humber NHS Foundation Trust

[www.humber.nhs.uk](http://www.humber.nhs.uk)
SEMANTIC WEBS

Semantic webs, also known as “word webs” are used to help children to develop their vocabulary and a more detailed knowledge of word meanings and associations.

E.g. rather than just knowing the word ‘dog’ they can also learn that dogs are furry, alive, bark, wag tail when happy, like bones, live in houses or work at a farm.

- A ‘word web’ is a ‘brainstorm’ with the target word (the word the child is learning) written in the middle of the web. The answers to questions are written on the lines coming out from the centre (examples of questions are provided on the next pages).
- Try and get the child to think of as many answers as possible for each question and write them all on the web.
- Give the child examples if they need them.
- You could use a dictionary to choose target words, look for words around you to ‘word web’ or use target words from the National Curriculum that the child might need to learn for other lessons in school.
- Developing child’s awareness of the sound structure of words can also help. Encourage your child to think about how the words sound, e.g. Is it a long word or a short word? What sound does it start with? How many syllables does it have? – try and tap these. Can you think of any other sounds in the word? Can you think of a word that rhymes with it?
- You might aim to do three words in a session (depending on whether the child is following any other Speech and Language Therapy programmes). You could do a noun, a verb and an adjective.
- At the end of a session, cover up the web(s) and ask the child to tell you the targets word(s) they have been learning and three things about each word.
- It is a good idea to keep all the child’s ‘webs’ together in a book or folder so that they can be referred back to.

Don’t worry if you have to make the same word webs (with the same target words) a few times before the child remembers the information. You can go over the same target words as many times as it takes.
How many claps/beats in the word?

Has it got any parts? What are they?

What is it made of?

What sound does it start with?

Put a picture or object of the thing you are going to think about here. Try to describe the item by answering the questions.

What sound is at the end?

What group does it belong to?

What can you do with it or what does it do?

Where do you find it?
### Nouns (names of objects, people, places, things):
- **What is the noun?** E.g. "chair"
- **Category/group?** - Furniture
- **What do you do with it?** - Sit on it, stand on it
- **Where might you find it?** - Classroom, kitchen, garden
- **What is it made out of?** - Wood, metal, plastic
- **How does it feel?** - Hard or soft seat, smooth legs.
- **Any parts?** - 4 legs, sit, back rest. Can have castors.
- **What does it look like?** - It’s brown with red seat...

### Verbs (Action words eg skipping, washing, climbing)
- **What is the verb?** E.g. “Riding a bike”
- **Who would carry out the action?** E.g. “child, boy, mum, me”
- **Equipment / related objects** do you need? E.g. “bike, stabilisers, helmet, knee pads, elbow protectors”
- **Where** would you carry out the action? E.g. “park, road, path”
- **How is it done?** “sit on the bike, push, pedal, steer ..” “go fast, go slow”
- **Can you think of anything else?** “ring bell, hard up hill…”

### Adjectives (describing words e.g. hot, soft, big)
- **What is the adjective?** E.g. “hot”
- **What things are hot?** (replace hot with target word) e.g. “Fire, cup of tea, dinner”
- **What is the opposite of ‘hot’?** (replace hot with target word) e.g. ‘cold’
- **Are there any other words which mean the same / are similar to hot?** (replace hot with target word) e.g. ‘warm’, ‘boiling’…
- **How do things get hot?** (replace hot with target word) e.g. ‘cooking’, ‘electricity’, ‘burning’…
- **What do hot things do?** (replace hot with target word) e.g. hurt/burn you, keep you warm…

  Can you think of anything else?
WORD MAPPING

Think of a word and write it in the middle. Try to answer the questions about it and write or draw your answers in the speech bubbles.

What is it made of?
What is it used for?
What does it rhyme with?
How many beats in the word?
What sound does it begin with?
Where would you find it?
What category does it belong to?
WORD MAPPING-NOUNS

Think of a word and write it in the middle. Try to answer the questions in your own way.

What do you do with it?

Where might you find it?

What category does it belong to?

What is it made of?

What parts has it got?

What does it look like?

How does it feel?
WORD MAPPING—VERBS

Think of an action word and write it in the middle. Write or draw your answers in the circles.

1. Who would do it?
2. Where would it be done?
3. How would it be done?
4. Equipment needed?
5. Anything else?
6. Other related objects
WORD MAPPING – ADJECTIVES

Think of a describing word and write it in the middle. Write or draw your answers in the circles.

- Anything else?
- What things are...?
- What can things like this do?
- What is the opposite of it?
- How things get like this?
- Other words meaning the same or similar thing?