

Language Levels Resource Instructions

This resource has been created by a Speech and Language Therapist to allow you to check progress on a child's understanding of key word levels. You can also use this resource to support a child's understanding and work on areas which you may have identified as areas they struggle with. We recommend you use an assessment such as the Derbyshire Language Assessment or an informal assessment to work out where the child is in terms of their KWL understanding.

What are Information Carrying Words (ICW) or Key Words (KW)

When we speak, we use lots of words, but not all of these words carry meaning, nor do they all have to be understood. Some of the time, we do not just listen to just what is being said but look for additional clues to help us understand, such as the person's intonation, body language, gestures and the immediate contextual environment around us.

If you were sat at a table that had a cup, and you said to your child "give me the cup" and put your hand out. The words used are seen as redundant as the child did not have to understand any of them to follow the instructions. Give becomes redundant as you held your hand out, me is redundant as there is nobody else sat with you and you have held out your hand, cup is redundant as there is nothing else to choose from.

Now this time there is both a cup and a banana at the table. If you said to your child "find the banana", the child would have to understand the word banana to be able to follow the instruction. This is because the child has to choose between the banana and the cup. "Find" and "the" have no alternative in this situation so therefore they become redundant. The word banana carries meaning as it gives the child information. This would mean that the child understands 1 ICW/KW.

What can I use it for?

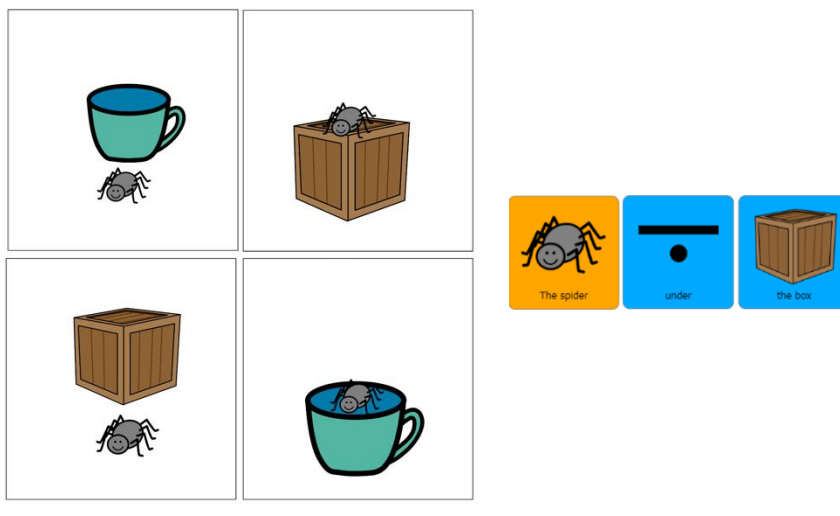
You can use this resource in a number of ways. Firstly, you can use it to work on a child's understanding and key word level development. We have created Colourful Semantic images to match up with each image to support the child's understanding at each level. You could also use the images and the Colourful Semantics support to work on a child's expressive language and expand their sentence length and use of vocabulary. Finally, you can use it to informally look at a child's progress for their receptive or expressive language skills; you can use the Colourful Semantic symbols if required when doing this to see what the child can achieve with the use of visuals or you can just use the images to see how they perform without this support.

How do I use it?

If you are an SLT do follow the instructions below. If you are a teacher/carer, check with your SLT regarding the child's language levels if they have one. If you are not able to check this with an SLT, start at 1KWL then work your way up the activities as this resource has

been designed to build language level skills. We recommend starting with receptive language (comprehension) then expressive language (spoken language).

1. Working on receptive language – you should know roughly what KWL your child is at, by informally assessing them using the DLS or everyday objects. Show the child one page at a time as the desired KWL e.g. 2KWL. Use the Colourful Semantic symbols to support them at this level if you have previously identified that they struggle at 2KWL+ or specifically with prepositions at 2KWL. So you might show the child the page below alongside the Colourful Semantic images and ask them to point to the correct image.



2. Working on expressive language – again you should know the level of the child's expressive language through informal assessment or observation. You can use our new Colourful Semantics Baseline Assessment to do this if you do not have any other appropriate assessment. Show the child one image at a time so not to confuse them; you may need to cover the other images on the page up or cut them out. You could then use varying levels of CS support to help them form a sentence e.g. just using a CS sentence strip e.g. WHO, WHERE to help them form a sentence such as 'The spider in under the cup'. Your child may need more support with this so you could also start off by asking them questions e.g. who is it?, where is it? (on or under?) and show them a visual of each preposition, what is it under? (show them a choice of symbols – cup or box).
3. Look at progress – you may have used this prior to an episode of care or intervention focusing on KWL and in that case you will just repeat it to look at what areas the child has made progress in and what areas they may still need support on. To informally look at a child's ability/progress, show them one page at a time and then ask them to show you one of the images. The one you should ask is the one on the progress chart, as we have made sure there are enough varying factors to ensure the child does not just point to the correct one by guessing.

Developmental Norms for ICW

Number of ICWs understood	Age equivalent
2	2
3	3
4	4