

CommTap

Communication Support

Resource Pack for
Key Word
Understanding

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Background

[Commtap CIC](#) is a community interest company providing free resources to support the development of speech, language and communication for children and young people.

This resource pack was developed to provide a clear and easy to use package for speech and language therapists to give to parents/carers and education staff to support working on developing vocabulary and word finding skills.

How to use this resource pack

It is recommended this resource pack is used under the guidance of a speech and language therapist who has completed an assessment with your child. It is recognised that this is not always possible, so the activities have been designed for you to be able to work through yourself.

The activities are designed to focus on developing understanding of key words in sentences for children and young people who find this area of language development challenging. You can choose the level your child/young person is working at.

Why do we work on Key Word Instructions?

Working on key word instructions can help support your child to remember, process and understand verbal information. You can also use key word instructions to help develop understanding of concepts, e.g. colour, size (big/little) and place (in/on/under).

What if I am unsure about how to use the pack?

An instructional video moving through all the steps included in the pack can be found on the Commmap website.

What is available on the Commmap website?

The [Commmap website](http://commmap.org) (commmap.org) provides a variety of free communication resources and advice on developing speech, language and communication skills. There are further speech sound resource packs available for different speech sounds and language elements.

How can I contact Commmap?

You can complete the [contact form on the website](#), send an email to tap@commmap.org, or use the Commmap Facebook group: facebook.com/groups/commmap.

Sometimes, when talking about understanding/comprehension of language, the term 'key words' is used. This relates to how many pieces of information a person needs to understand to be able to follow a verbal instruction.

A one key word instruction has one piece of information – this information could be an object (noun), an action word (verb), a positional word (preposition) or a descriptive word (adjective).



Some examples of one key word instructions – they key word is underlined:

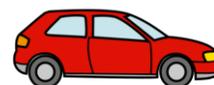
- Find me the car (from a selection of objects)
- Make the teddy jump (the child only has a teddy)
- Give me the green cup (there is a selection of different coloured cups to choose)

Put the car in the box (the child has a car and a box)

A two key word instruction contains two pieces of information the person needs to understand.

Some examples are:

Give me the big teddy (the child has a big and little teddy and big and little dolly)



Put the car under the box (the child has a car and a truck and a box)

The easiest way to work out how many key words an instruction has is to underline the words where there is choice, for example:

Put the toast on the red cup – the child has a choice of toast and other food items, different coloured cups and different coloured plates. To understand this instruction, you need to understand 3 pieces of information.

An example of a 4 key word instruction is:

Put the big cow under the box – there is a choice of a big and little farm animals, a location where you can put them (in/on/under), and object (box/bag).

Preparation is key for carrying out key word tasks. Work out which level you would like to start working at – it is good to choose an activity at a level your child/young person can achieve at rather than go for a level they find too hard.

Collect together the equipment and picture resource you need.

Write out some key word instructions you would like to ask your child/young person. Underlining the key words will help you know what level your instructions are. A key word will always have a choice.

Some examples:

One key word:

Give me the cup

Two key words:

Put the cow on the farm

Three key words:

Put the big banana in the trolley

Four key words:

Put the bone under the dog's plate

You can easily move your key words up and down in complexity to support your child/ young person to achieve success. Using the example for 4 key words above, you can take out one of the key words but still use the same equipment:

Three key words:

Put the bone under the dog's plate

Put the biscuit under the cat's plate

You may notice that 'under' is no longer a key word as no choice is being given.

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This activity works on 2 key words – See instructions on page 5 and 6.

Equipment needed:

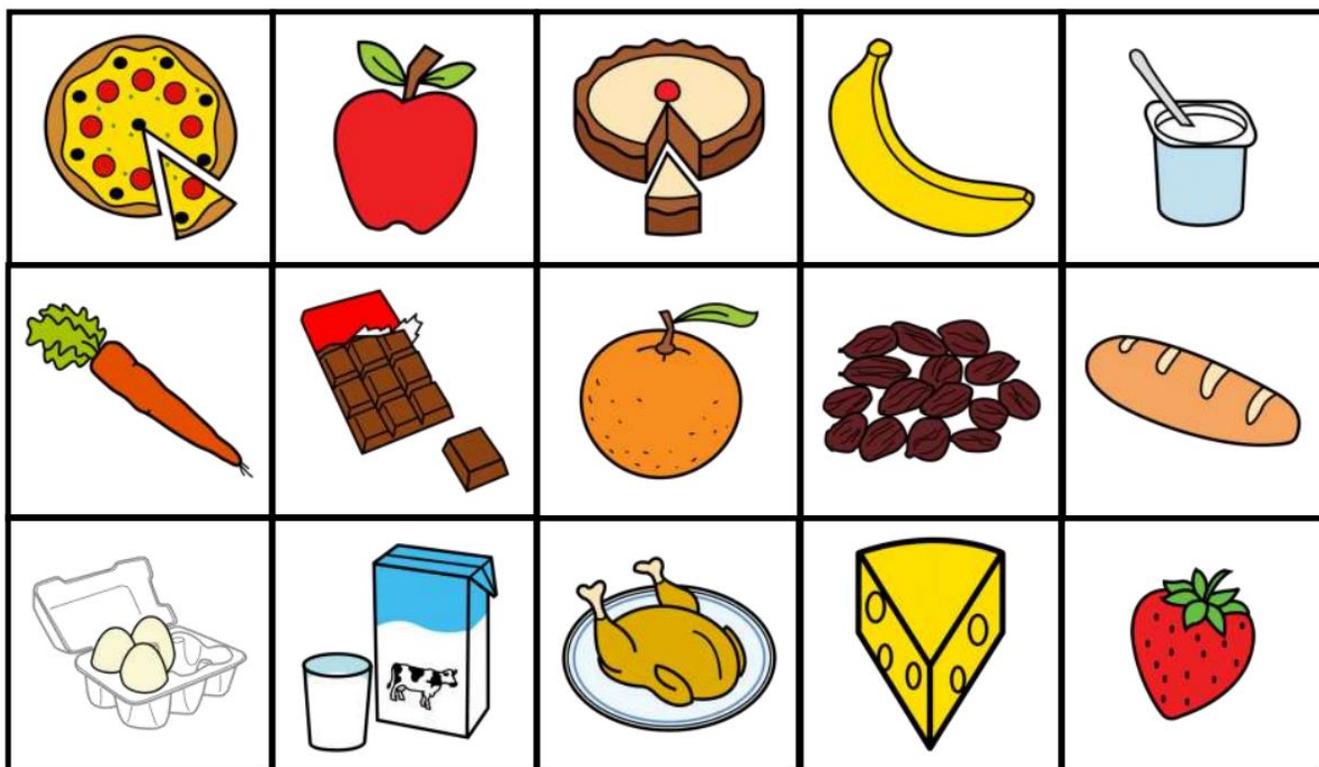
- A copy of the picture resources

Key word check:

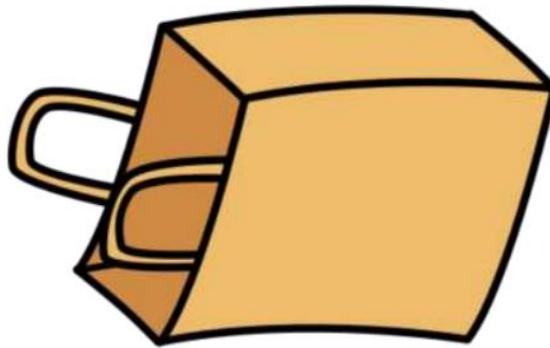
Put the apple in the basket
banana trolley

Remember to swap roles to give your child/young person a chance to give the instructions if appropriate.

Shopping Items:



Bag



Trolley



This activity works on 2 key words – See instructions on page 5 and 6.

Equipment needed:

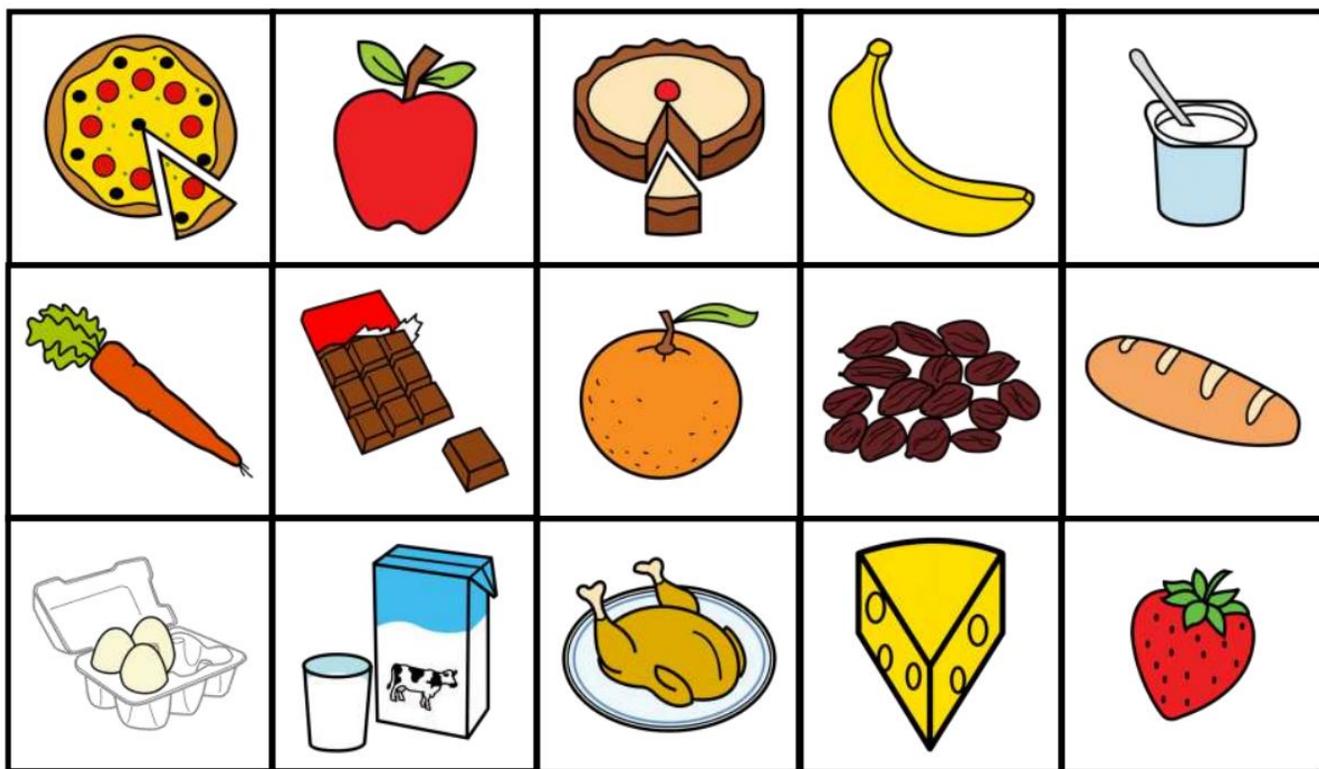
- A copy of the picture resources and 2 cardboard boxes.
- Cut the post box pictures out and stick them on a cardboard box to make a post box.

Key word check:

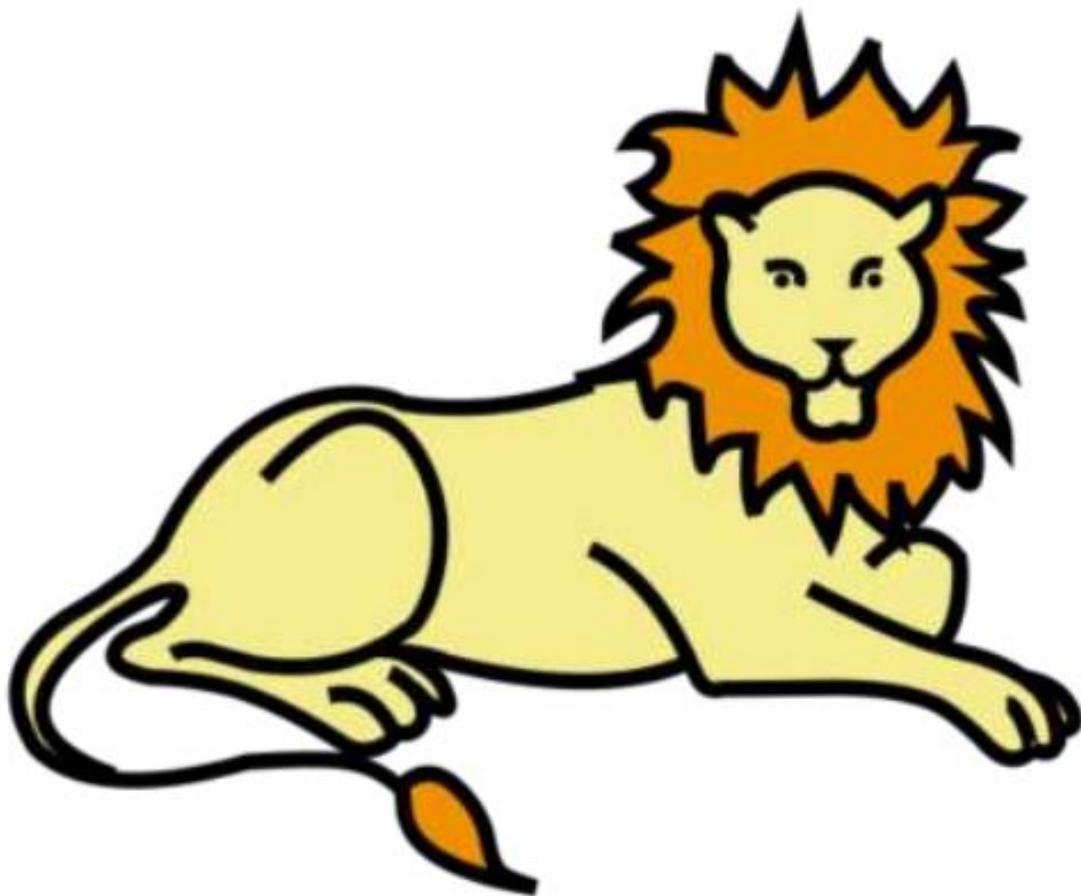
Give the bread to the lion
carrot to the tortoise

Remember to swap roles to give your child/young person a chance to give the instructions if appropriate.

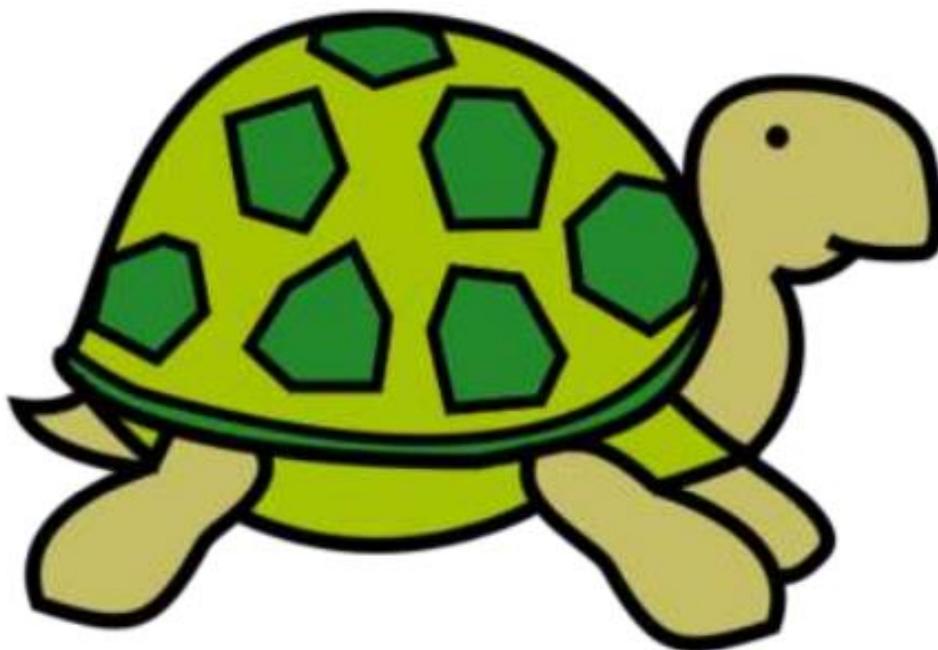
Items:



Cut this section out



Cut this section out



This activity works on 2 key words – See instructions on page 5 and 6.

Equipment needed:

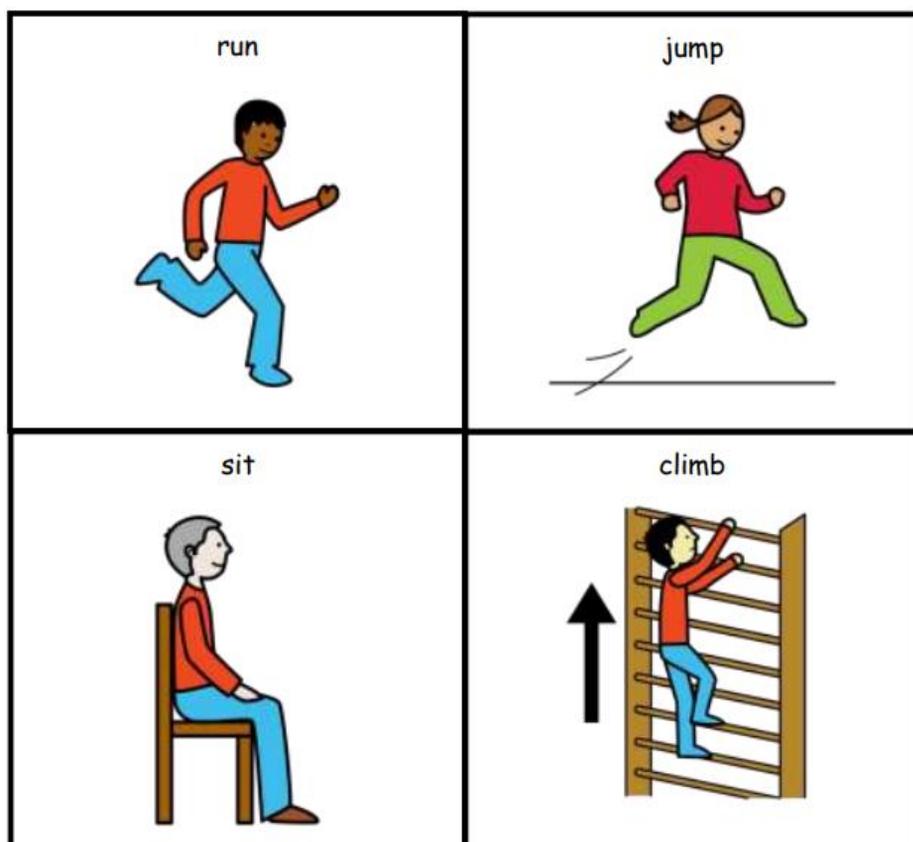
- Two different soft toys
- Print out of action cards

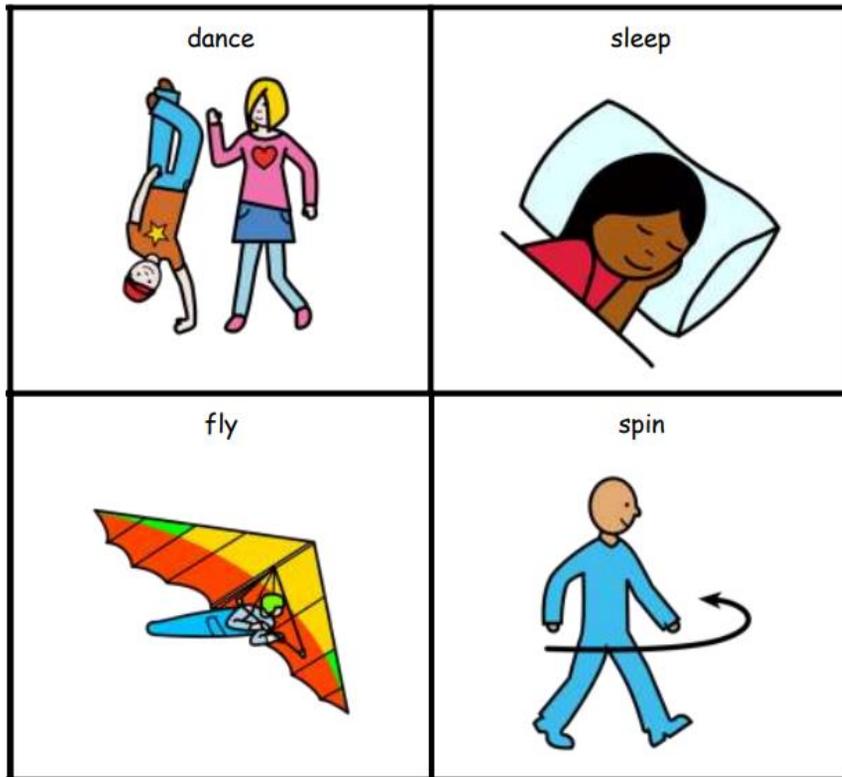
Key word check:

Make teddy dolly to the jump dance

Remember to swap roles to give your child/young person a chance to give the instructions if appropriate.

Action Cards:





This activity works on 2 key words – See instructions on page 5 and 6.

Equipment needed:

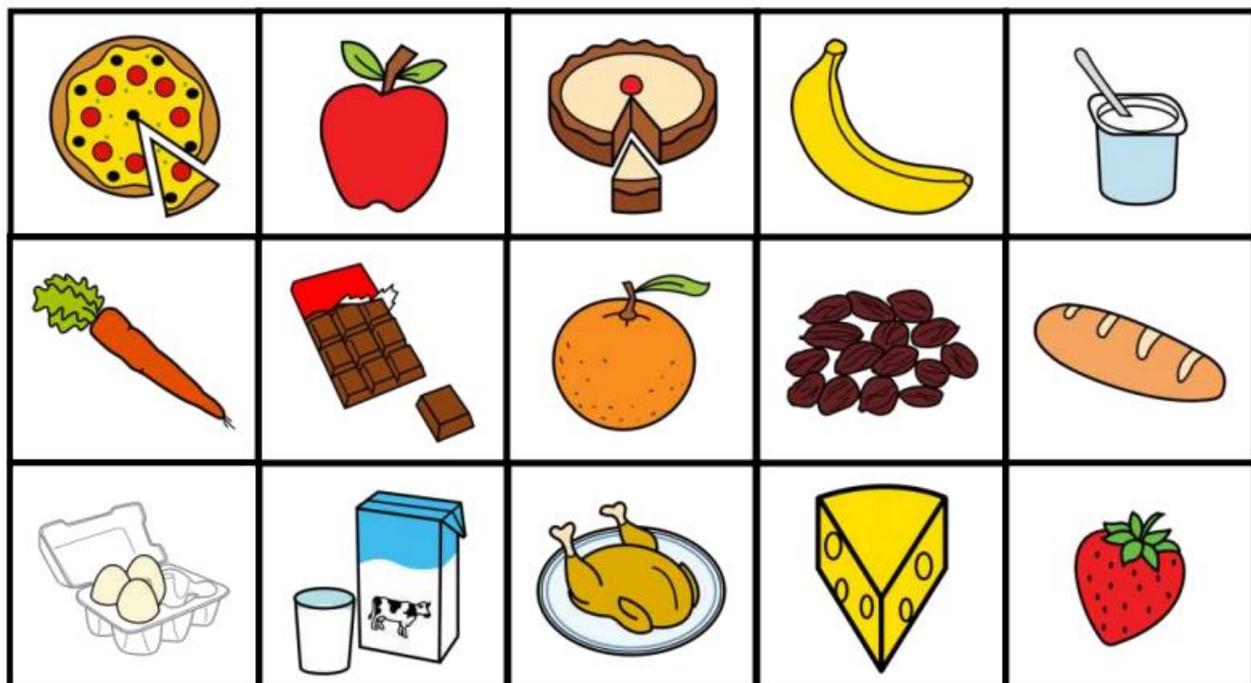
- A cuddly toy or figure
- Print out of big and little food cards

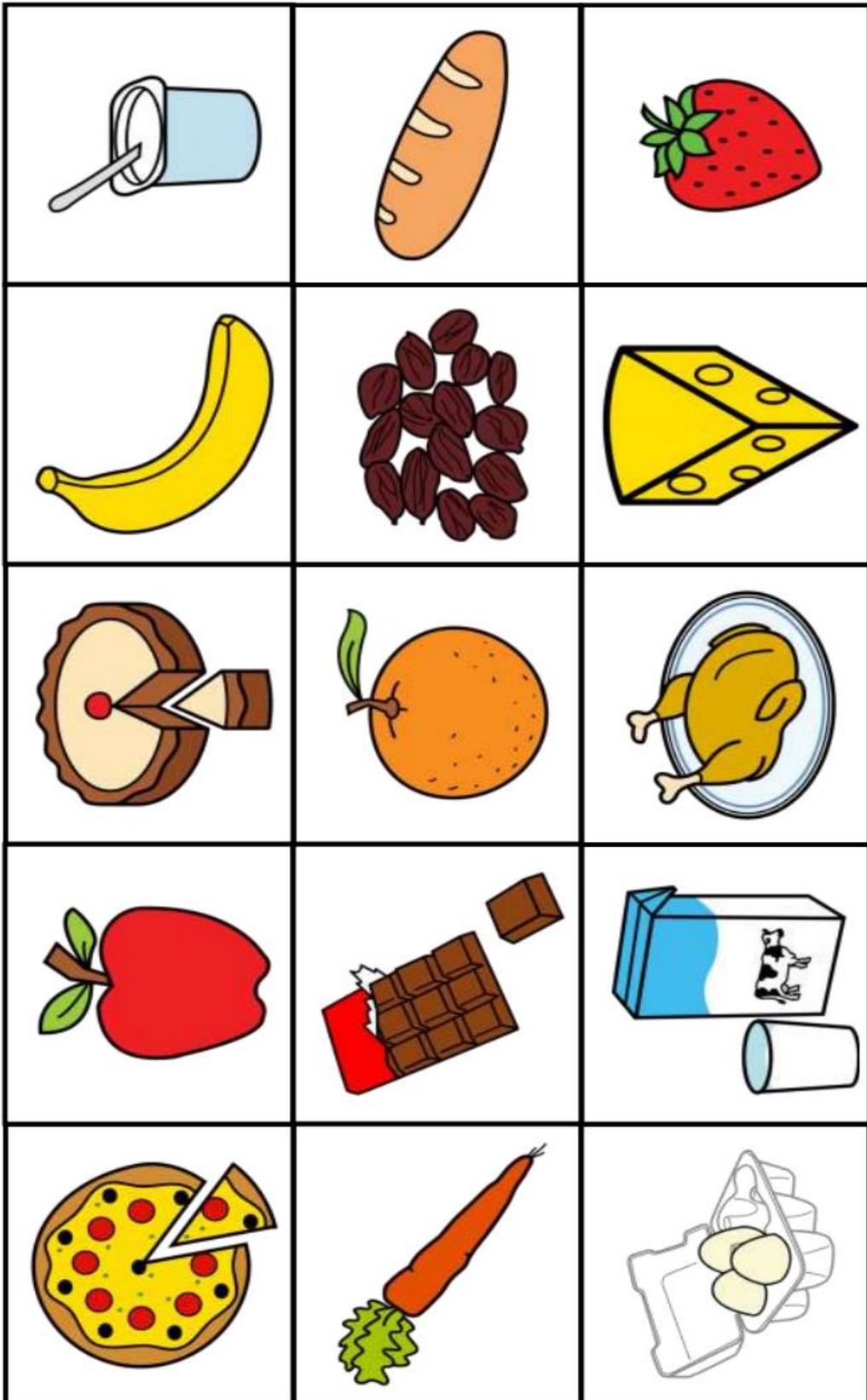
Key word check:

Give (toy) the big cake
little banana

Remember to swap roles to give your child/young person a chance to give the instructions if appropriate.

Little/Small food:





This activity works on 3 key words – See instructions on page 5 and 6.

Equipment needed:

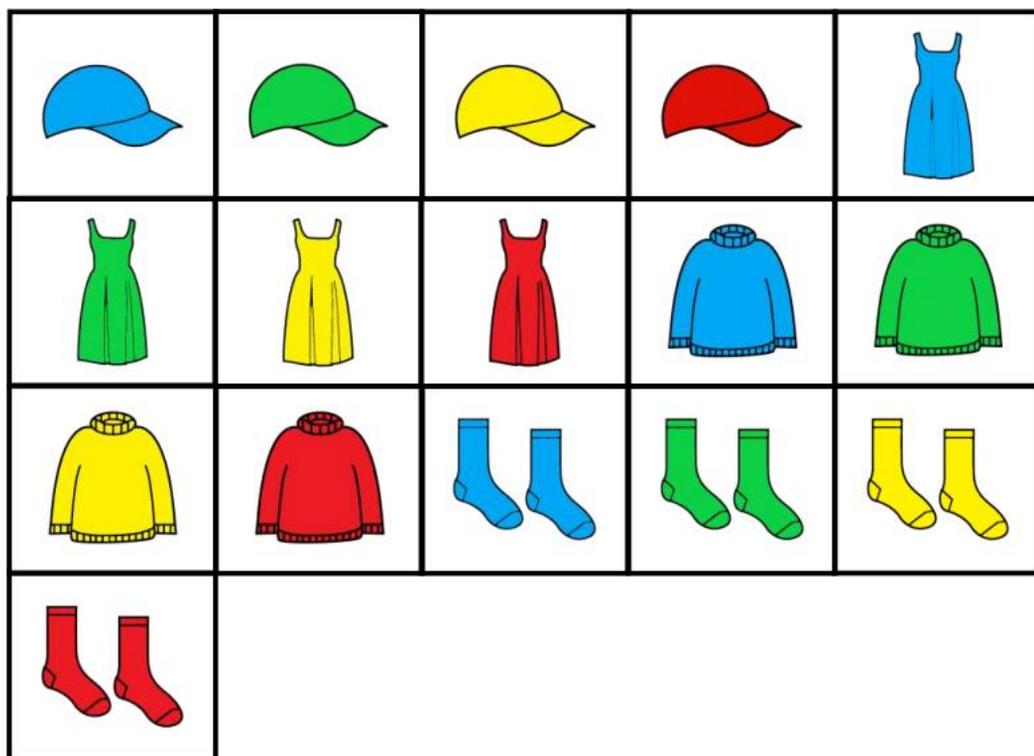
- A copy of the picture resources

Key word check:

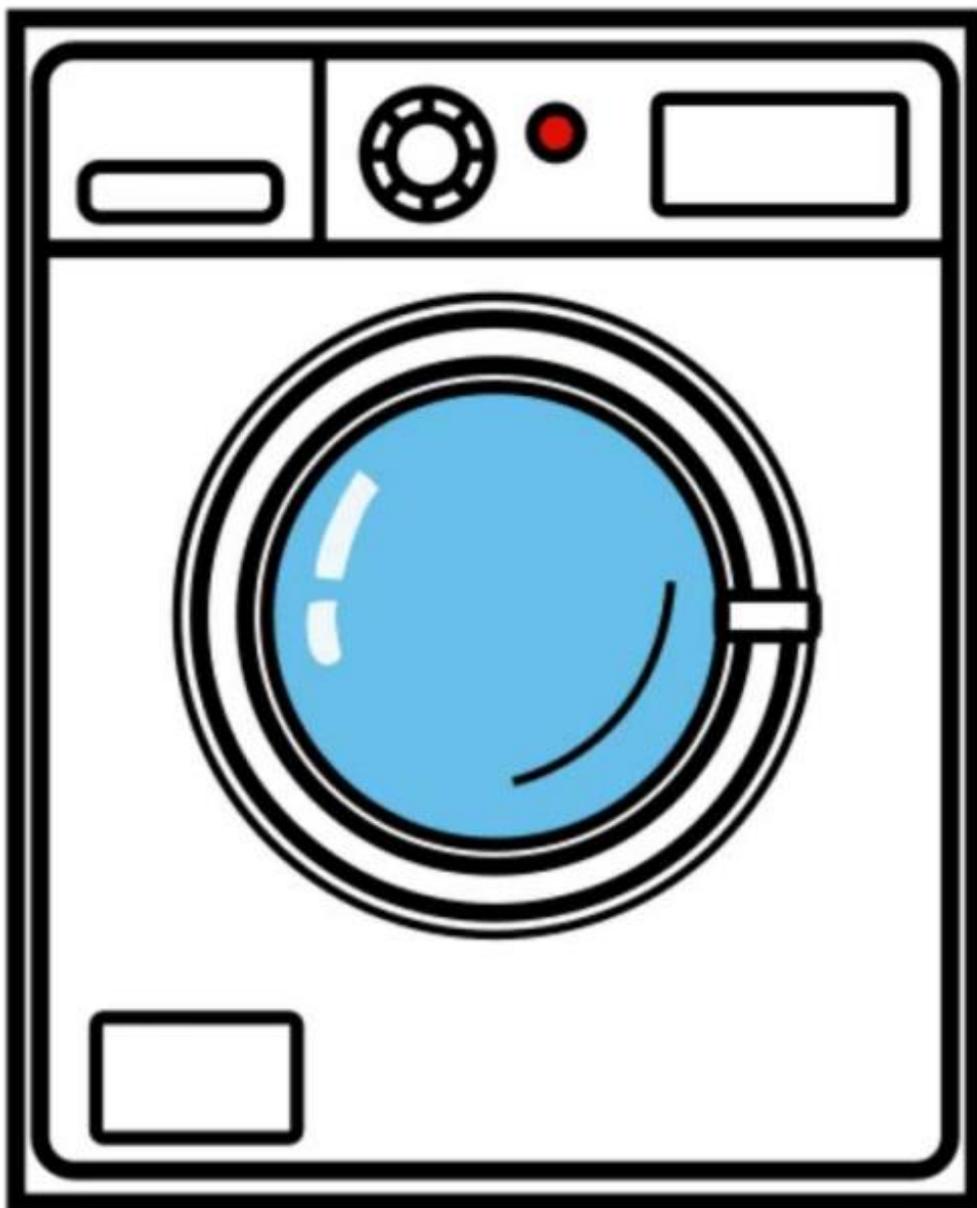
Put a **big** **green** **trousers** in the washing machine
little **red** **dress**

Remember to swap roles to give your child/young person a chance to give the instructions.

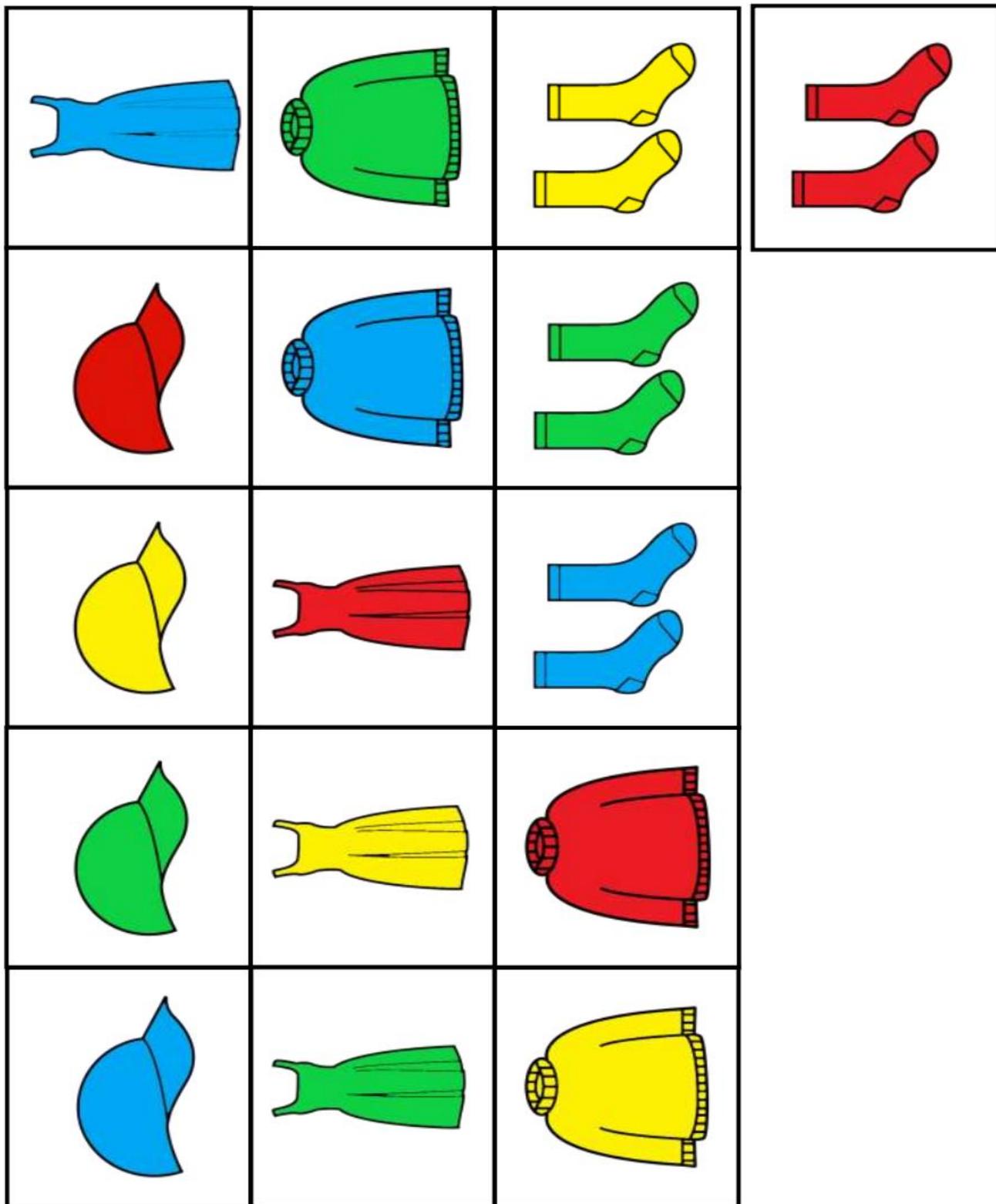
Little/small clothing



Washing Machine



Big clothing



This activity works on 3 key words – See instructions on page 5 and 6.

Equipment needed:

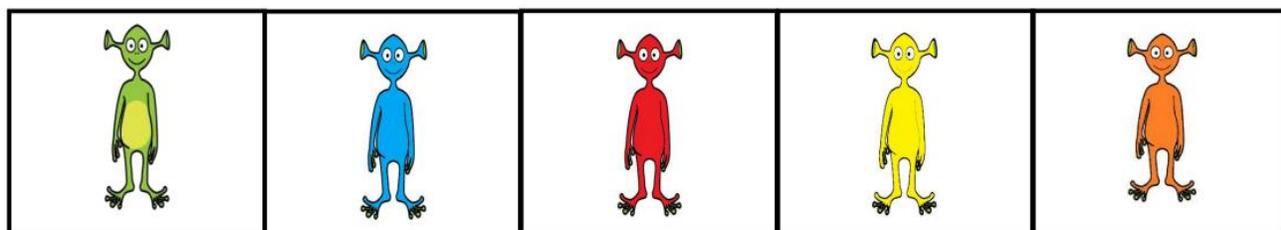
- A copy of the picture resources

Key word check:

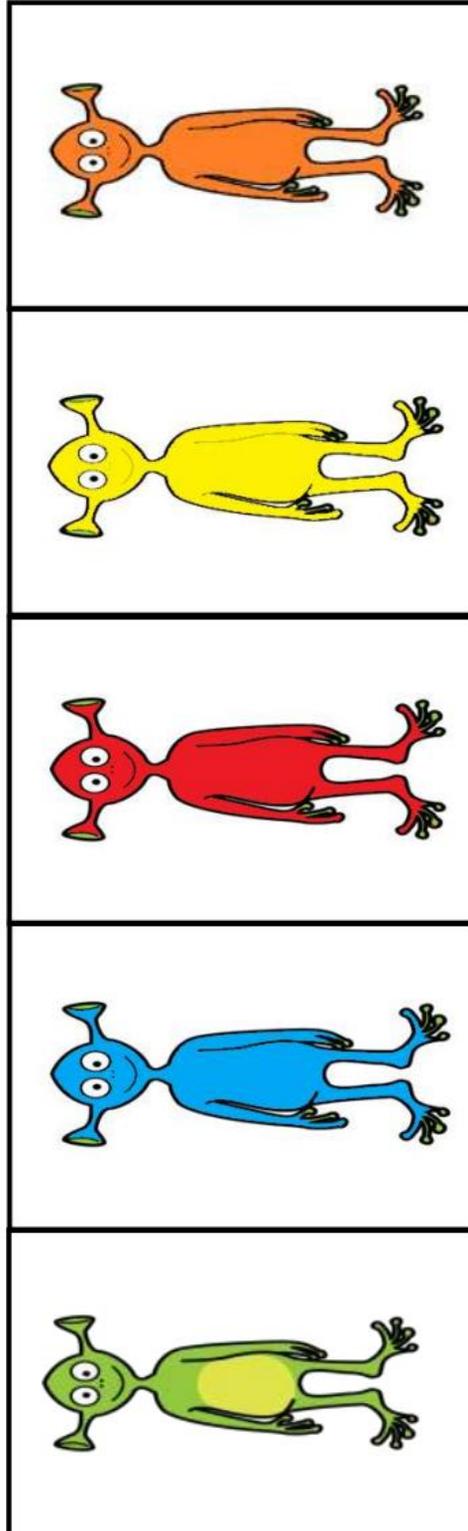
Put a big green alien in the supermarket
little red garden

Remember to swap roles to give your child/young person a chance to give the instructions.

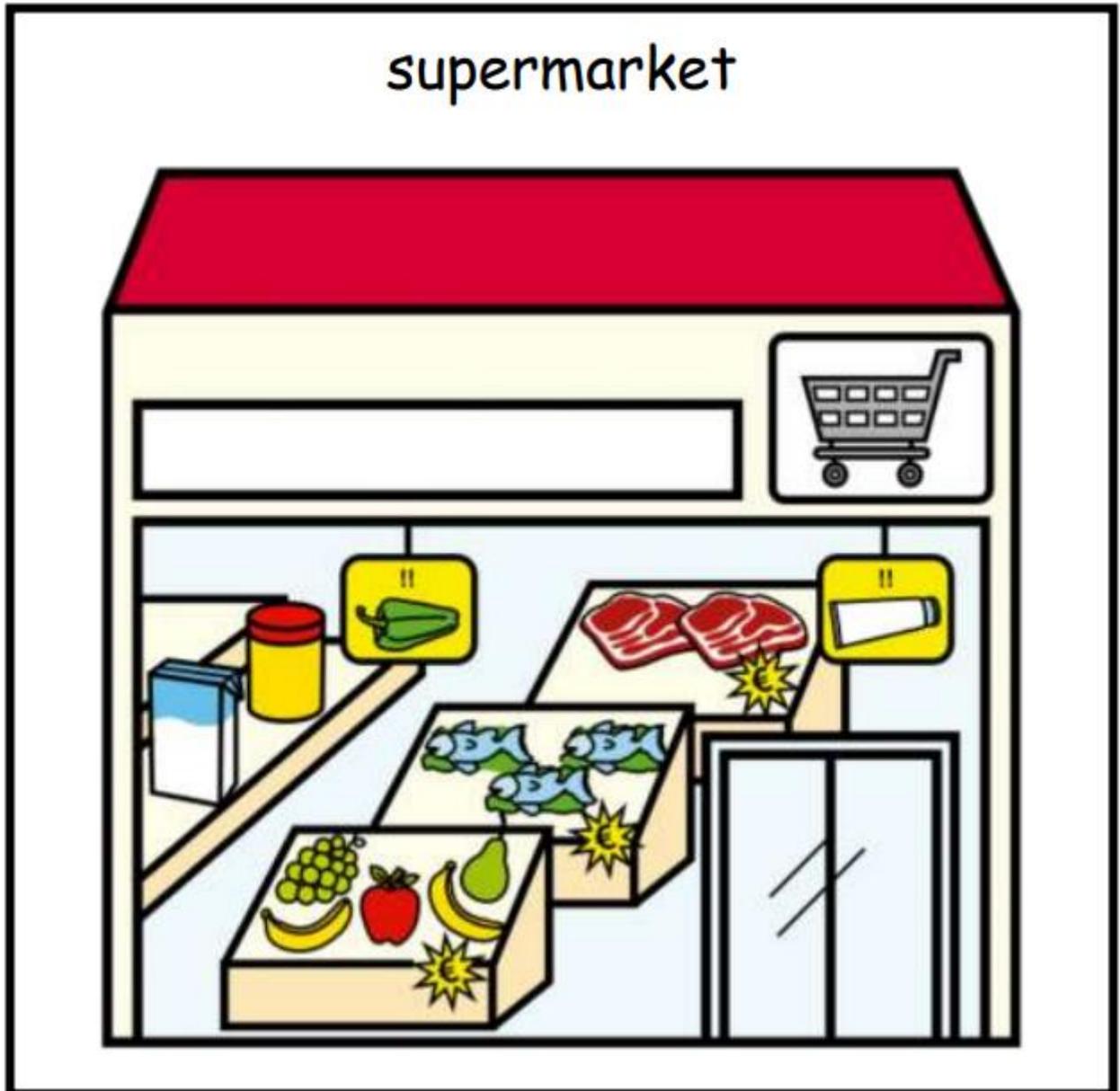
Colour/size Cards



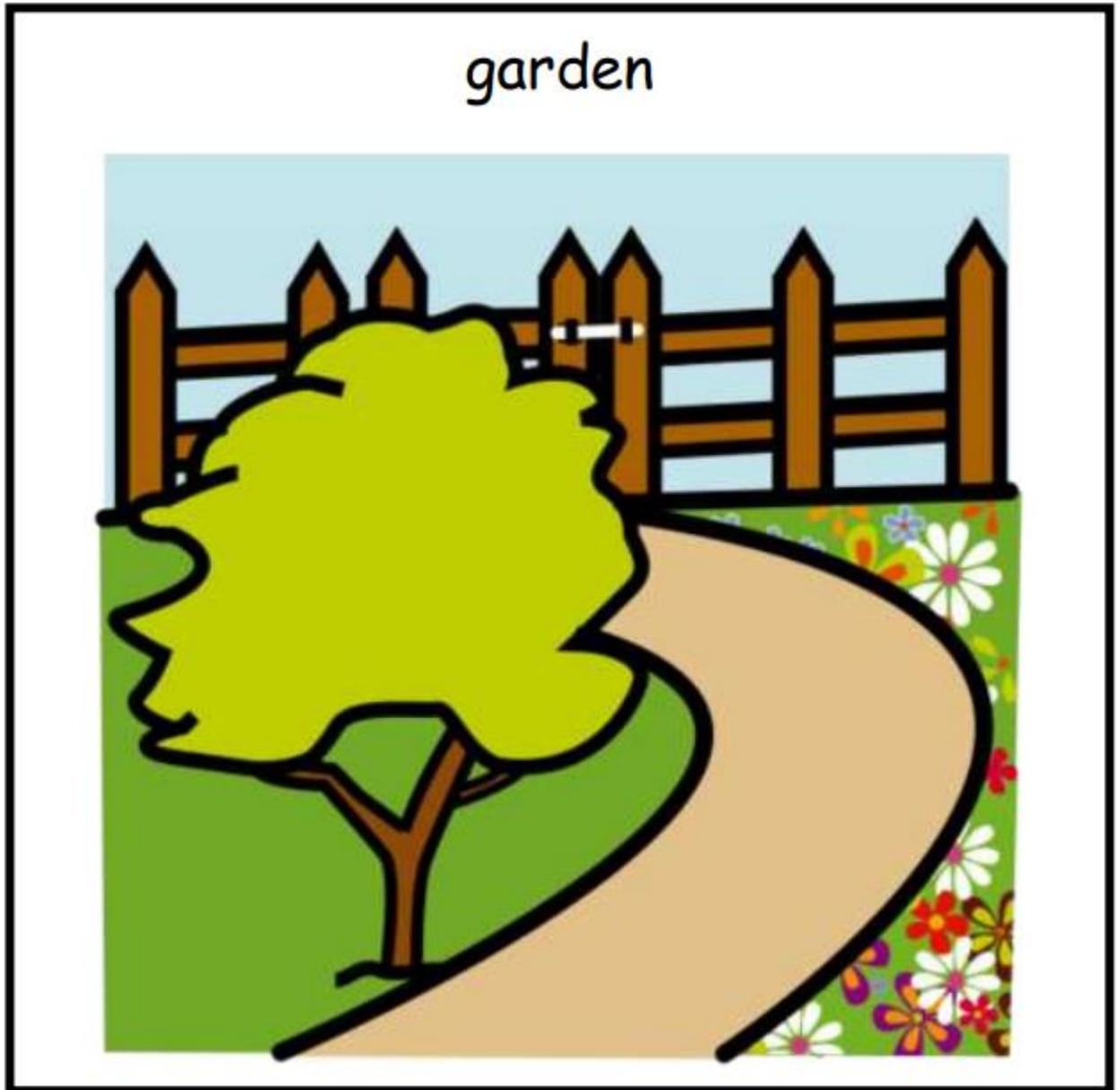
Colour/size Cards



Place/Location Cards



Place/Location Cards



This activity works on 3 key words – See instructions on page 5 and 6.

Equipment needed:

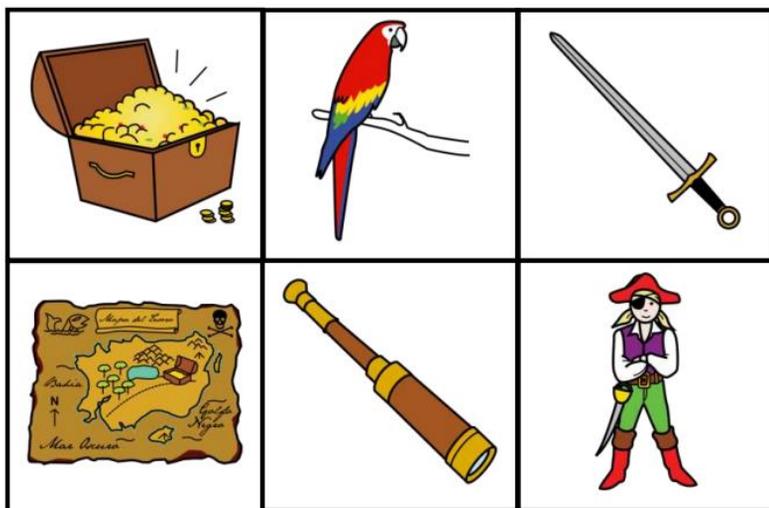
- A copy of the picture resources

Key word check:

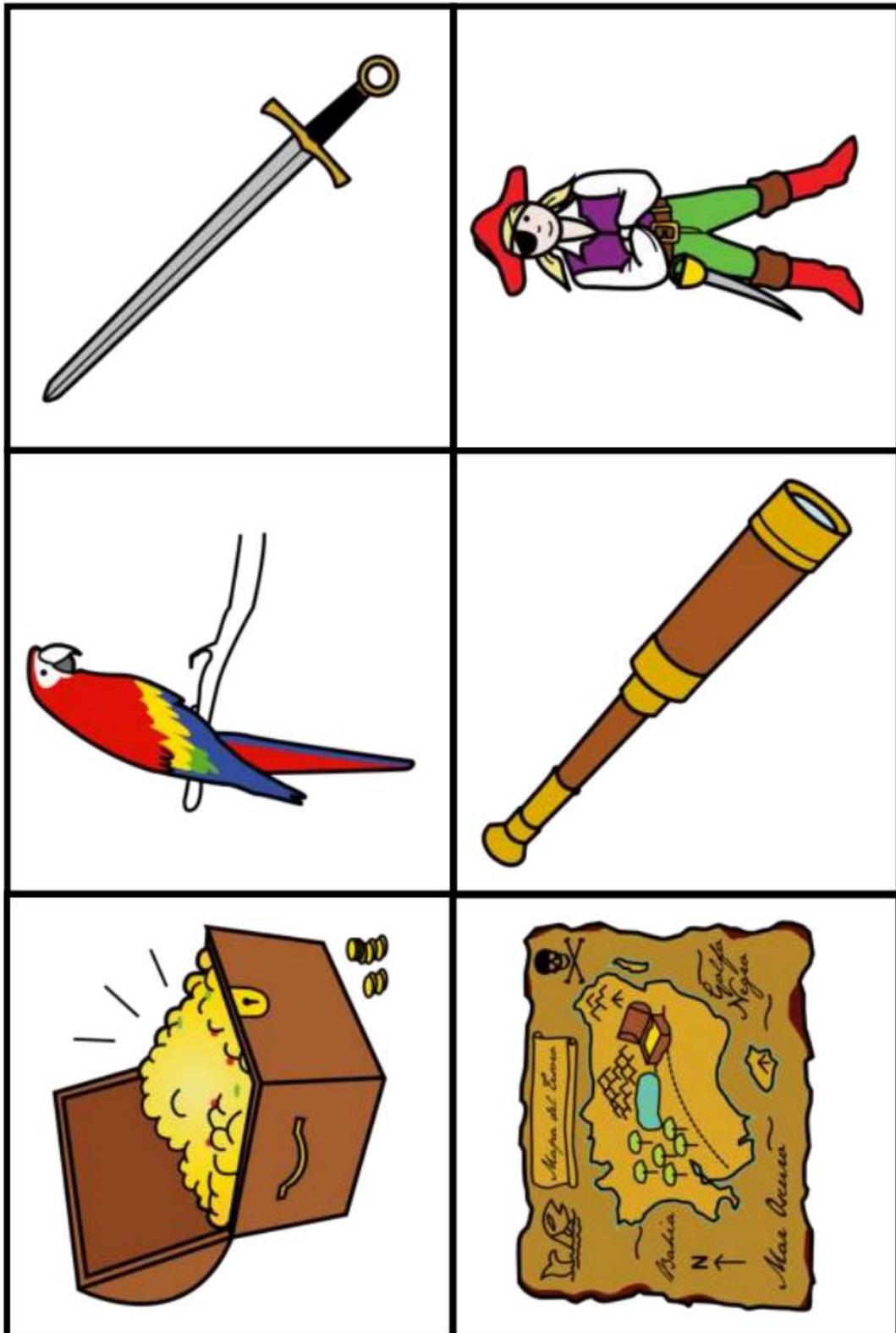
Put a **big** **parrot** on the **island**
little **pirate** **ship**

Remember to swap roles to give your child/young person a chance to give the instructions.

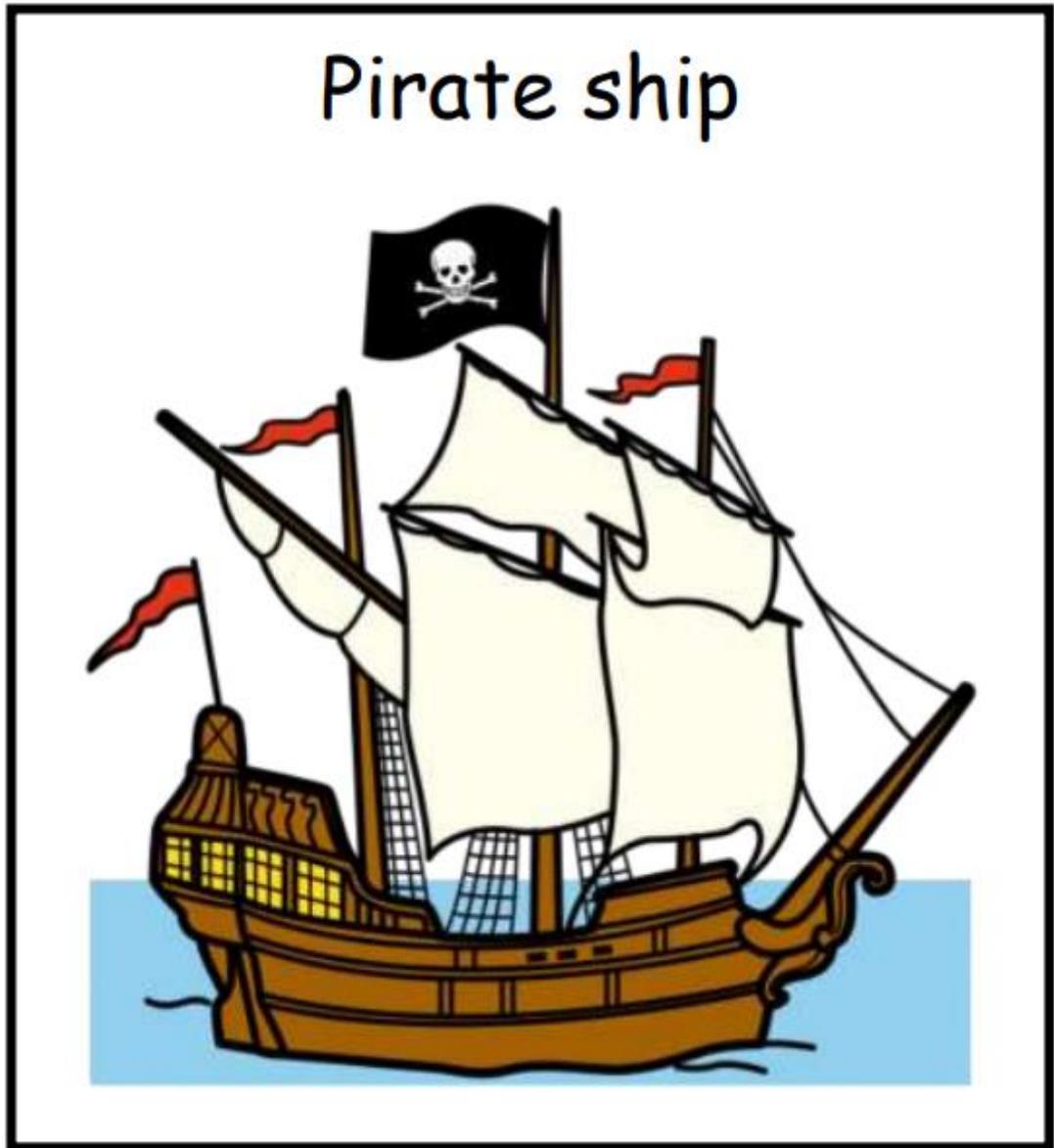
Object/size Cards



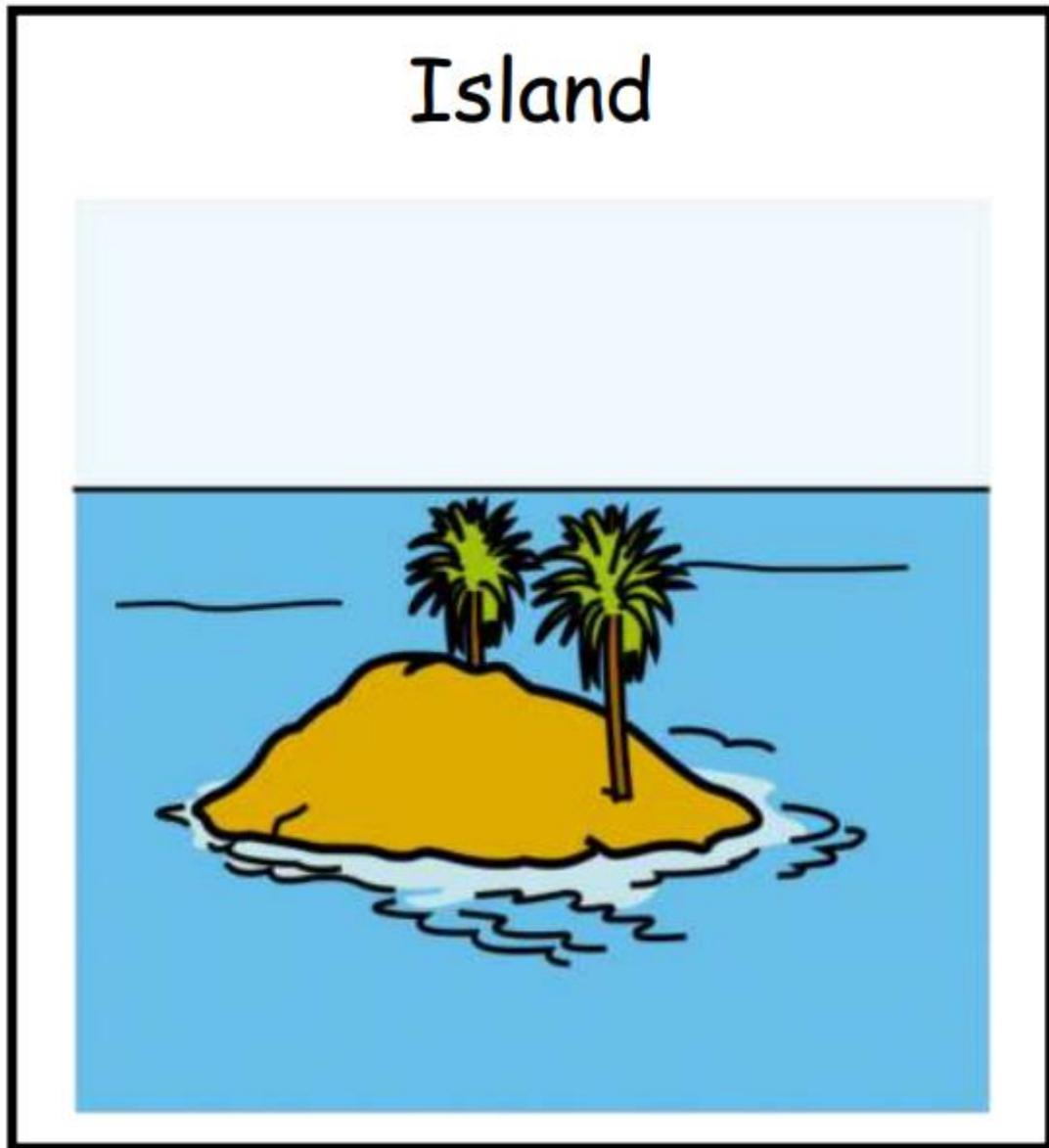
Object/size Cards



Place/Location Cards



Place/Location Cards



This activity works on 3 key words – See instructions on page 5 and 6.

Equipment needed:

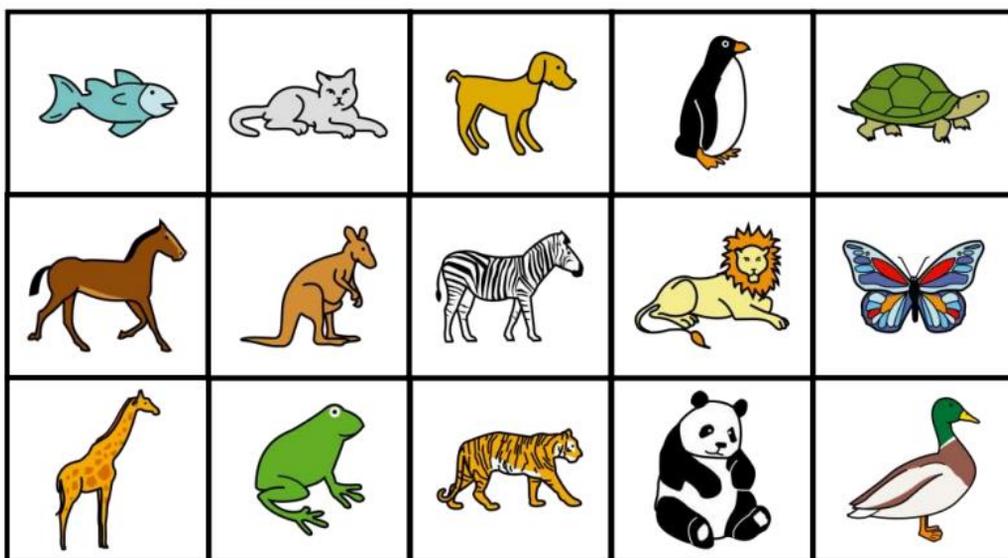
- A copy of the picture resources
- Different places to put the animals in the room

Key word check:

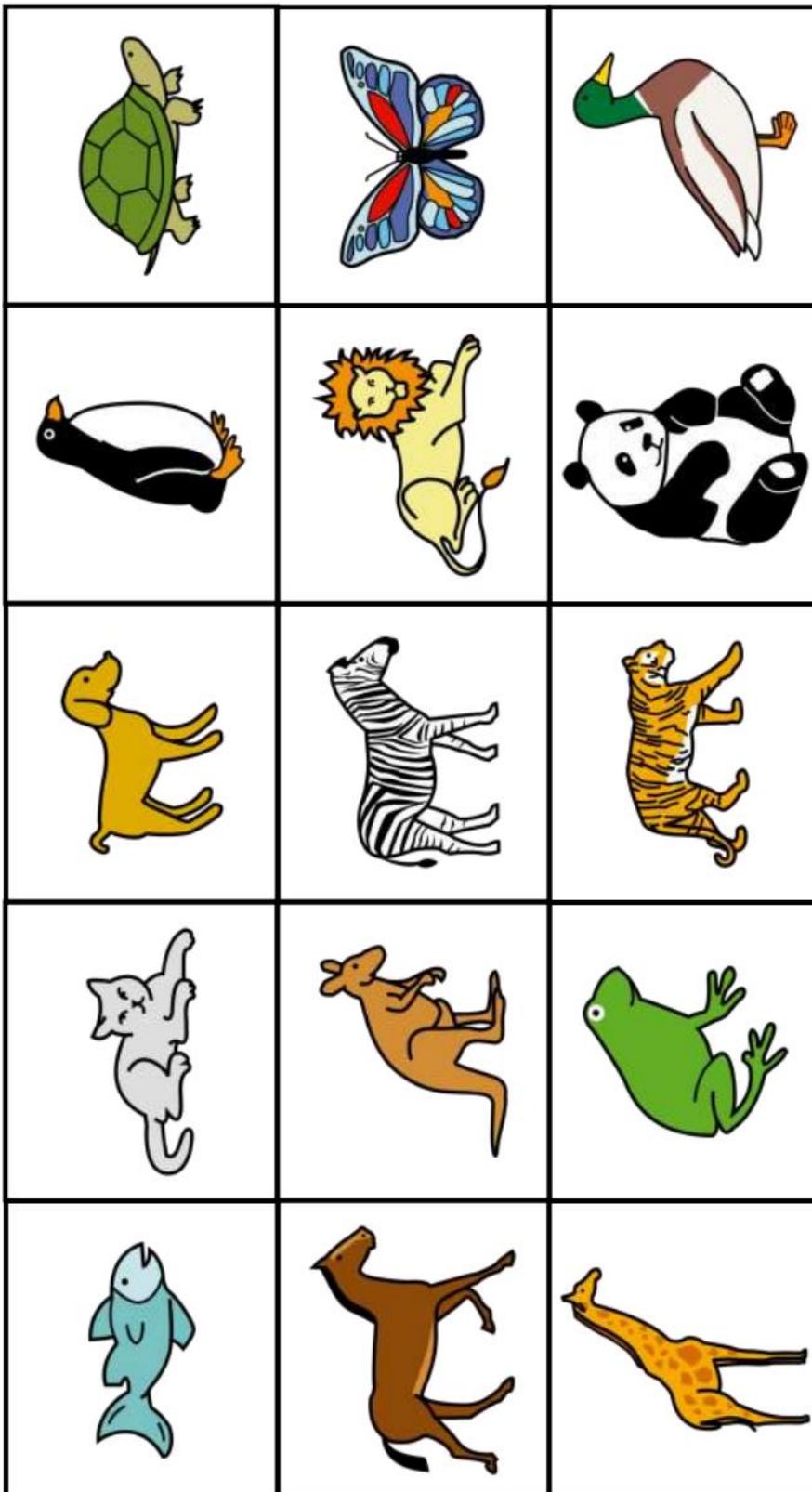
Put a **big** cat on the **table**
little dog **chair**

Remember to swap roles to give your child/young person a chance to give the instructions.

Animal/size Cards



Animal/size Cards



This activity works on 4 key words – See instructions on page 5 and 6.

Equipment needed:

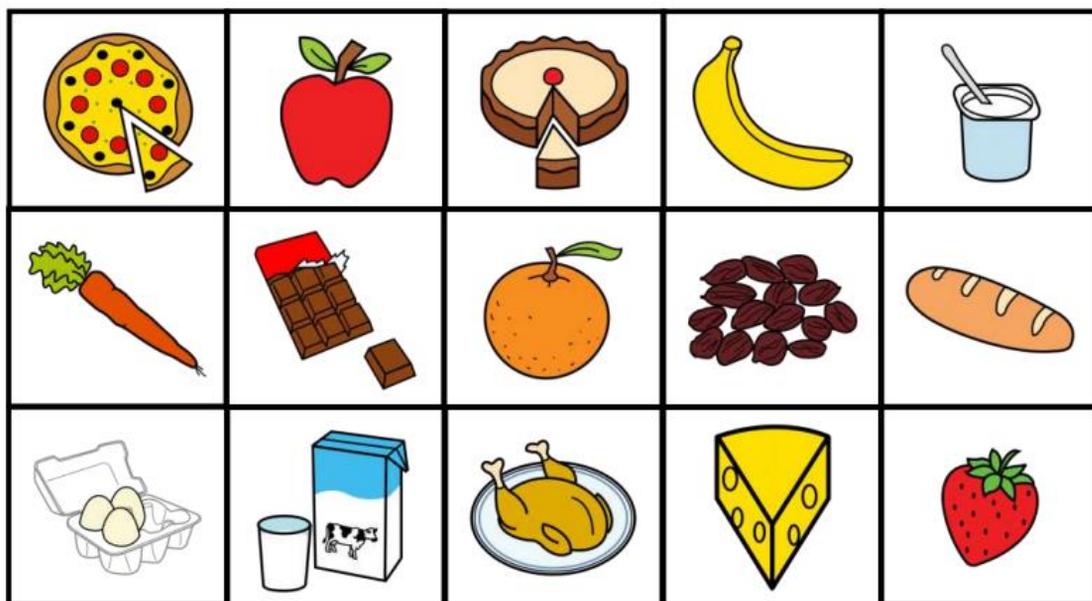
- 2 soft toys or toy figures
- A copy of the big and little/small food pictures
- 2 plates – if you do not have a plate available you can use the pictures provided.

Key word check:

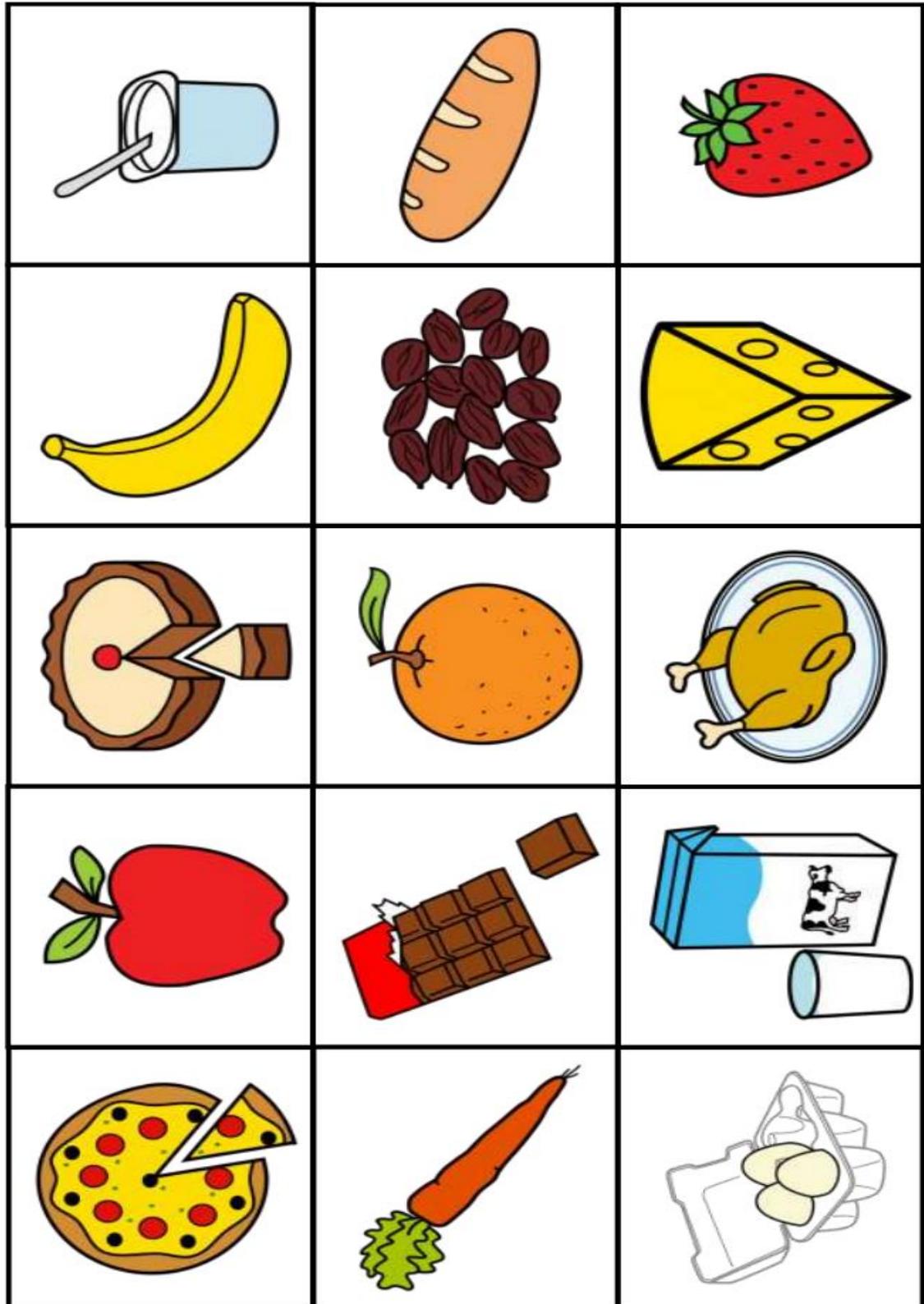
Put a **little apple** on **teddy's box**
big cake **rabbit's plate**

Remember to swap roles to give your child/young person a chance to give the instructions.

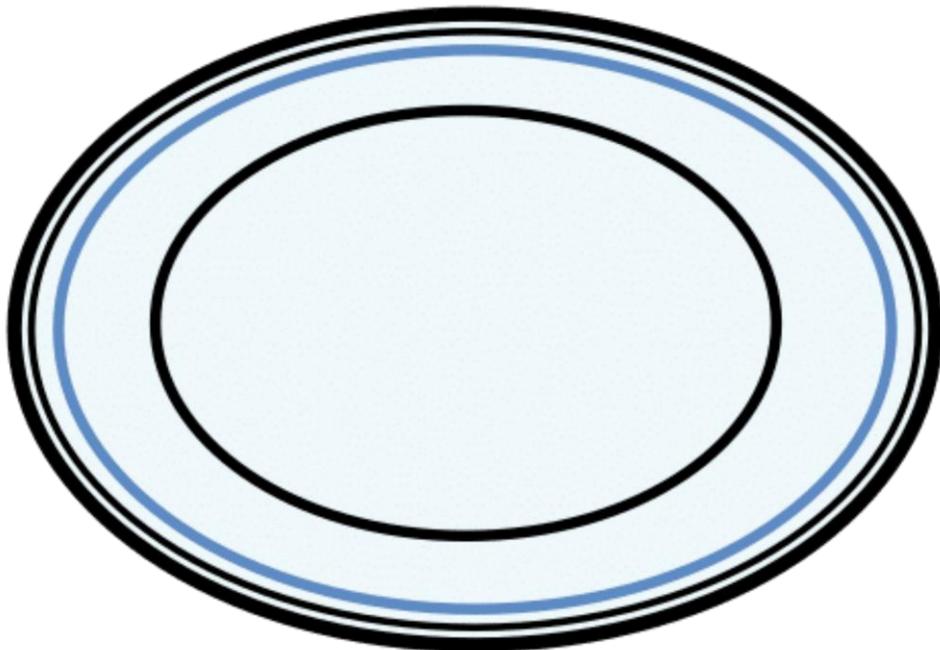
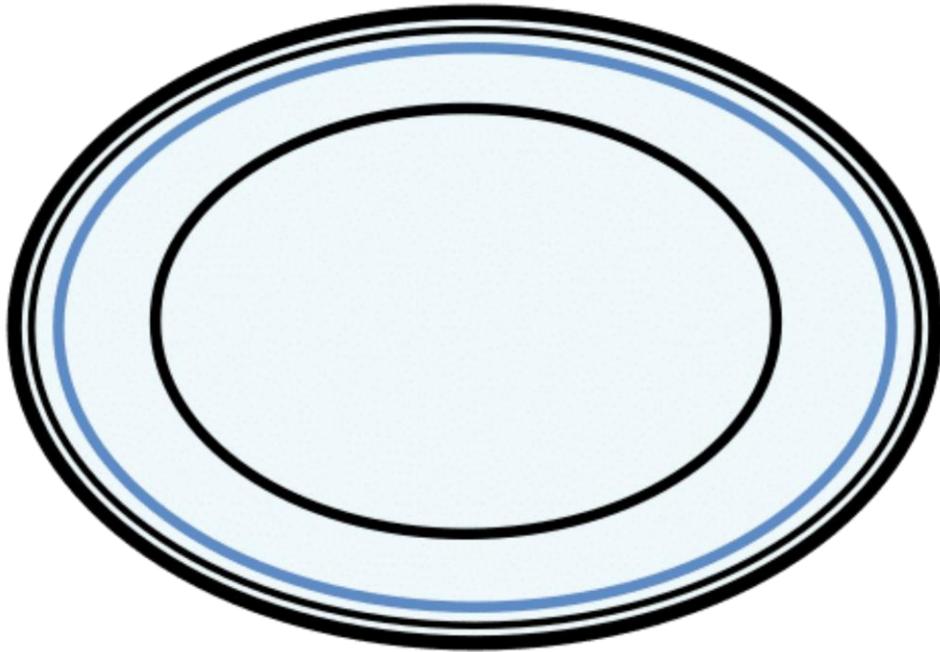
Little/small food



Big food



Plates



This activity works on 4 key words – See instructions on page 5

Equipment needed:

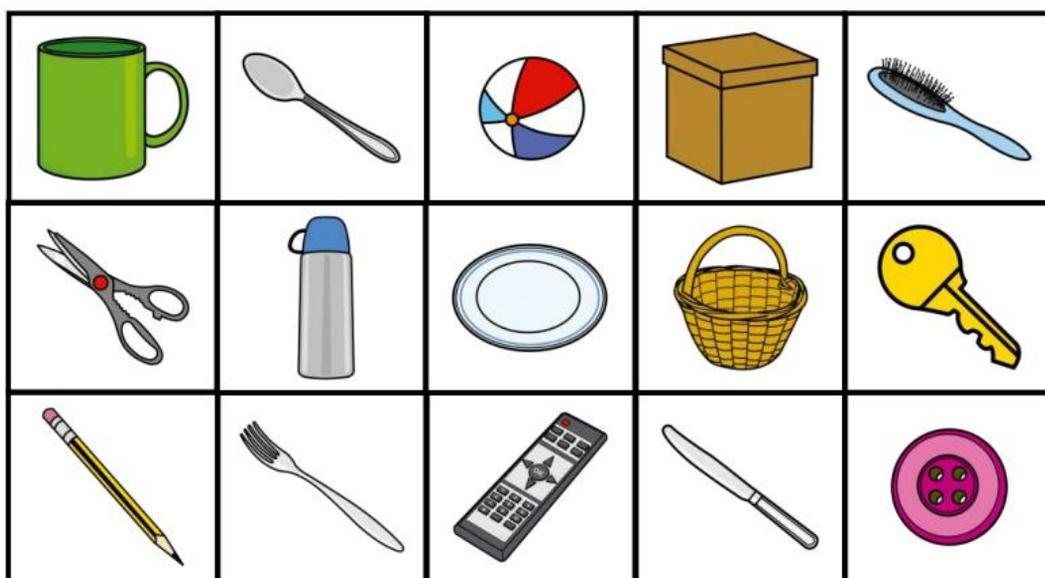
- A copy of the picture resource – boy/girl and household items

Key word check:

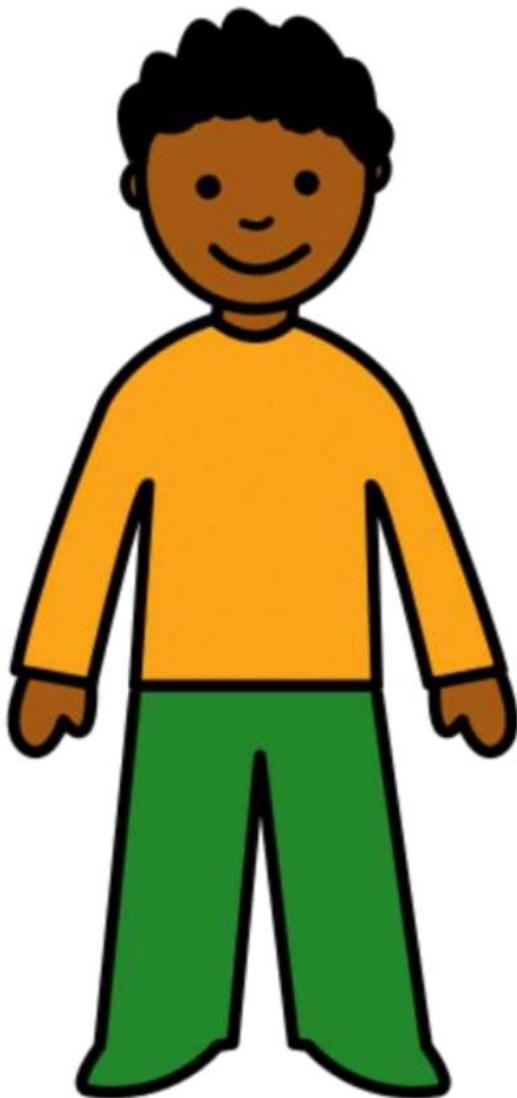
Put a little cup on boy's head
big key girl's foot

Remember to swap roles to give your child/young person a chance to give the instructions.

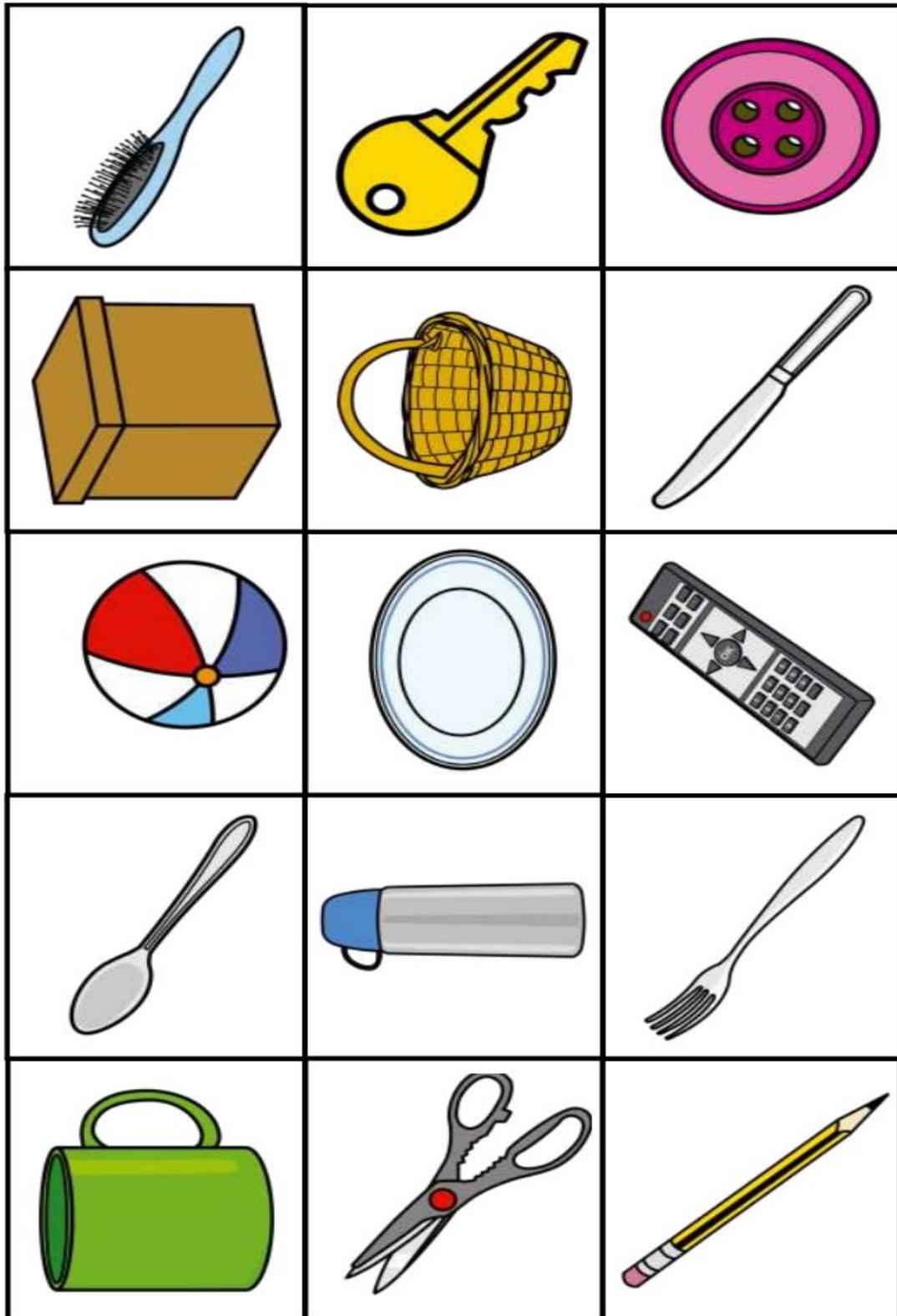
Little/small household items

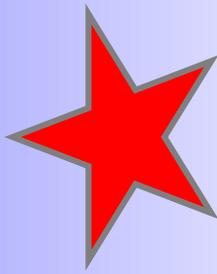
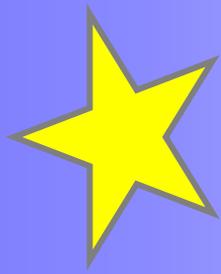
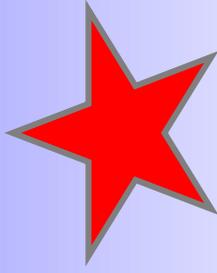
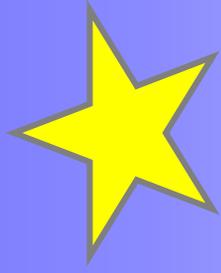


Boy/Girl Pictures



Big household objects





Congratulations

You are a wonderful key word
learner!

Certificate awarded to

Name:

Date:

Awarded by: