

Speech, Language and Communication Needs – games and activities

Here is a list of games and activities to support children with Speech, Language and Communication Needs.

Supporting children to understand describing words

- **I spy** – describing something you can see.
- **Feely bag** – feel/touch something you can't see and describe the item.
- **Give me six** –
 1. collect 6 interesting object or pictures and a dice
 2. Place objects/pictures in a row.
 3. First person rolls the dice and counts along the row to find out the object/picture that will be theirs, then the first person throws the dice again, this time the number on the dice decides how many describing/adjectives they will use to describe their object/picture.
 4. When the first person has described the object, another person has a go.
- **Colourful shop** –
 1. Need 6 bright and colourful pictures/photos – you need 2 sets.
 2. Cut up both sets.
 3. Two people need to play this game – one will be the shop keeper and the other person will be the customer.
 4. The customer picks up 1 picture/photo and describes it to the shop keeper – without saying the what it is.
 5. The shop keeper has to find the matching picture/photo.
- **Pairs/Snap** – using the above pictures/photos. When two matching pictures/photos are found the person has to use a word to describe the picture/photo.

Supporting children with Developmental Language Disorder (or any child with SLCN)

- **Story time**
Take turns to finish a sentence, which could make a story
There was once.....
Who lived
He decided to
He met a
They went to
Then something amazing happened
So then they
And in the end

- **Sentence starters** – one person begins a sentence and another person finishes it – can be sensibly or silly!
Chicken is my favourite
One day I ate an enormous
In my garden I saw a
I won an amazing
The clown I saw was juggling

Supporting children with attention and listening –

- **Simon says**
- **Spot it!** – read a familiar story and make a deliberate mistake, get the children to identify the mistake.
- **Run and touch** – this game can be played outside. Have various objects – name 2 objects that a child has to run and touch and then come back to you.
For example – touch the tree and the gate. There could be more than one child who could either go to different objects or the same objects – this could be timed. To extend this game the amount of objects that are touched could go up.
- **Hide and seek**
- **I spy with my little eye**
- **I went shopping and bought a** – first person thinks of one thing to buy, the next person has to remember what the first person said and decided to buy something. The third person has to remember and say what the first person said, the second person said and then add their own item and so on until there is a mistake made.
- **I went into space and saw a** – a variation on the above game.

Supporting children with SLCN –

- **Beat the clock** – have a selection of objects (ball, orange, box, wool, paper, flower). Ask the children to name 5 actions/verbs that 1 object could do. Then in 30 seconds – many times can the child do the 5 actions with the object.
For example – ball – roll it, throw, spin, bounce, kick.
- **Show me** – a miming game. A number of simple picture of actions. Mime an action for everyone else to guess, for example – sleeping, swimming.
- **Scategories** – need a number of pictures/objects/photos. The child has to categorise or sort the pictures into groups.
- **Feely bag**

- **Call my bluff** – 3 sentences and but only one is true – who is not telling the truth? For example – Bungalow – a one storey house, or a noise a bear makes, or a building where things are made.
- **I spy in my mind's eye** – describe something without naming it, for others to guess what the object is. For example – Hoop – describe as – ring shaped, that spins and rolls, is for playing with, usually is played outside, begins with the letter H, rhymes with loop.
- **Lotto/bingo**
- **Pairs/snap/happy families**
- **Hangman**
- **Choke** – 60 seconds to say all the words beginning with a given letter – no-one can give help. To extend this could use a word category – verbs, adjectives beginning with a certain letter.
- **Alphabet challenge** – list verbally or written down, an A-Z of things in a group. For example – things in school, book titles, names, animals.
- **My mate** –
 1. looking at synonyms. The child is given a word and has to find the pair. For example – shiny=bright, rough=bumpy, pretty=attractive, dull=matt, flat=smooth, old=ancient, new=modern, high=tall, fast=quick, storey=floor, twist=turn, spin=revolve.
 2. Another alternative to this game could be to use opposites, for example – happy=sad, dry=wet, thick=thin, under=over or Could use things that go together – For example – cup=saucer, pen=paper, knife=fork, table=chair, soap=flannel, wheel=tyre, bath=tap, fence=gate, bed=pillow.
- **Same or different** – need a number of pictures or objects. They must work out which go together and why. Examples – orange/ball, wheel/CD, TV/computer, mangle/tumble dryer, keys/tin opener, house/bungalow, tile/brick.
- **Word clouds** – write a word on the board or paper and the children have to think of as many words associated with the given word. For example – Snow – icy, frost, cold, freezing, snowmen, Christmas, winter, hat, gloves. Some other words – street, school, house, countryside.
- **Blah, blah** – ask the child to think of a verb (they must not tell you or the other children) and for them to put into a sentence. The child then reads the sentence missing out the verb and replacing that with the words “Blah, blah!” The other children have to guess the verb. For example – the boy Blah, blah! The ball. The missing verb was kicked. This could be developed by using other word categories.
- **Stepping stones** – 12 pictures/photos each with a number on each picture. Dice is needed. The child throws the 2 dice and adds them together, then puts a cube on the picture with the answer. The child has to think of a describing word for that picture. This could be developed to think of a word that rhymes, opposite.

- **Story maker** – make up the rest of the story
Once there was
He lived in a
He felt very
He decided to
He set off to
He met a
They played
But then they
So the had to
In the end he
And they all