

Oxford Craniofacial Unit

EVERYDAY ROUTINES ARE OPPORTUNITIES

Information for parents and carers

Everyday routines are great opportunities for your child to learn language and concepts (e.g. big and little; up and down; in, on and under; wet and dry). All you need to do is talk about what you are doing, using language appropriate for your child's level. As your child sees you or 'helps' you carry out the same tasks every day, and hears you use the same words to describe what you are doing, their language development will be helped as they grow familiar with the activities.

Bath time

Language learning opportunities:

- Body parts, e.g. Sing "This is the way we wash your toes, wash your toes, wash your toes...". Repeat with different parts of the body.
- Action words, e.g. splash, kick, stand, sit, wriggle, turn, lift, find, hold.

Concept learning opportunities:

- Wet and dry, e.g. "You're all wet", "Let's get you dry".
- In and out, e.g. "Get in the bath", "Time to get out of the bath".

Getting dressed

Language learning opportunities:

- Body parts, e.g. Say "Where is your hand? ... Oh, there is your hand."
- Action words, e.g. put, lift, stand, sit, turn.

Concept learning opportunities:

- On and off, e.g. "Jumper goes on", "Shoes come off".
- Up and down, e.g. "Lift your foot up", "Put your arms down".

Cooking

Language learning opportunities:

- Action words, e.g. stir, pour, spread, cut, wash, peel.
- Description words, e.g. yummy, yucky, messy, soft, smooth, sweet.

Concept learning opportunities:

- Big and little, e.g. "Big bowl", "Big spoon", "Little bowl", "Little spoon".
- Hot and cold, e.g. "Hot soup", "Cold milk".
- In and on, e.g. "Pour milk in the bowl", "Put icing on the cake".

Meal times

Language learning opportunities:

- Action words, e.g. eat, drink, open, wipe, spill.
- Description words, e.g. yummy, yucky, hard, soft, crunchy, chewy, sweet.

Concept learning opportunities:

- Up and down, e.g. "Up into your highchair", "Down you go".
- Hot and cold, e.g. "This is hot", "Mmm, cold drink".

Tidying and cleaning

Language learning opportunities:

- Action words, e.g. sweep, wipe, wash, put, lift, move.
- Description words, e.g. dirty, clean, big, round, tall.

Concept learning opportunities:

- In, on and under, e.g. "Put it in the cupboard", "Put it on the table", "Put it under the bed".
- Wet and dry, e.g. "The dishes are wet", "Let's dry the dishes".

Laundry

Language learning opportunities:

- Action words, e.g. wash, lift, put, reach, finished, hang.
- Possession, e.g. "Daddy's shirt", "My socks", "Baby's socks".

Concept learning opportunities:

- Big and little, e.g. "Daddy's big shirt", "Your little shirt".
- Wet and dry, e.g. "Hang the wet washing on the line", "Take the dry washing off the line".

Gardening

Language learning opportunities:

- Action words, e.g. dig, pull, put, fill, cut, throw, wash.
- Description words, e.g. dirty, big, pretty, rough, smelly.

Concept learning opportunities:

- In, on and under, e.g. "Put it in the bucket", "The shovel is on the ground", "Look at the flowers under the tree".
- Big and little, e.g. "Dig a big hole", "Dig a little hole".

Further advice

If you have any concerns or questions about your child's communication development, please speak to their Speech and Language Therapist.

If you have a specific requirement, need an interpreter, a document in Easy Read, another language, large print, Braille or audio version, please call **01865 221 473** or email **PALS@ouh.nhs.uk**

