

SLCNS Speech and Language Programme

Programme title:	Concept development programme	Frequency:	Three times a week
Programme aim:	To develop the child's understanding of concepts at instruction level (middle, last, beginning, bottom, after, separated by)	Session duration:	15 minutes
Carried out by:	Teacher / Teaching Assistant / Parent	Required resources:	- Attached worksheets - Objects to support instruction understanding

Progress Key: 3 = Target fully achieved

2 = Partially achieved

1 = Not achieved

	Objective	Actions	Resources	Outcome	Notes
1	For the child to be able to understand the concept of 'middle' .	<ol style="list-style-type: none"> 1. Use a word map to talk about the chosen concept 2. Complete actions and state what you are doing e.g. I am putting the pencil in the middle of the paper, with emphasis on the word 'middle' 3. Give the child an instruction with the concept in 4. Complete the worksheet to consolidate learning 	<ul style="list-style-type: none"> - Worksheet (session 1) - Word map - Objects to use during informal instructions 	<ul style="list-style-type: none"> <input type="checkbox"/> Target fully achieved <input type="checkbox"/> Target partially achieved <input type="checkbox"/> Target not achieved 	
2	For the child to be able to use the concept of 'middle' when giving an instruction correctly.	<ol style="list-style-type: none"> 1. Recap the previous session's learning, using the word map to support this 2. Give the child an example instruction using the concept of 'middle' 3. Say "now it is your turn, can you give me an instruction with the word middle in it?" If the child struggles, you can write down an example instruction and do it together or give another verbal instruction. Write the 	<ul style="list-style-type: none"> - Word map (previous session's resource) - Objects to support instruction giving 	<ul style="list-style-type: none"> <input type="checkbox"/> Objective achieved <input type="checkbox"/> Objective partially achieved <input type="checkbox"/> Objective not achieved 	

		<p>sentences the child elicits in the 'notes' section</p> <p>4. Take it in turns to say instructions using the word 'middle', this can be done outside in the playground, the classroom or corridors.</p> <p>5. Try and support the generalisation in the classroom by regularly modelling the use of the concept 'middle' and asking the child to give instructions in a range of contexts (e.g. the classroom, playground, home)</p>			
3	For the child to be able to understand the concept of 'beginning'	<p>1. Use a word map to talk about the chosen concept</p> <p>2. Complete actions and state what you are doing e.g. I am putting the pig at the beginning of the line, with emphasis on the word 'beginning'</p> <p>3. Give the child an instruction with the concept in</p> <p>4. Complete the worksheet to consolidate learning</p>	<p>- Worksheet (session 3)</p> <p>- Word map</p> <p>- Objects to use during informal instructions</p>	<p><input type="checkbox"/> Objective achieved</p> <p><input type="checkbox"/> Objective partially achieved</p> <p><input type="checkbox"/> Objective not achieved</p>	
4	For the child to be able to use the concept of 'beginning' when giving an instruction correctly.	<p>1. Recap the previous session's learning, using the word map to support this</p> <p>2. Give the child an example instruction using the concept of 'beginning'</p> <p>3. Say "now it is your turn, can you give me an instruction with the word beginning in it?" If the child struggles, you can write down an example instruction and do it together or give another verbal instruction. Write the sentences the child elicits in the 'notes' section</p> <p>4. Take it in turns to say instructions using the word 'beginning', this can be done outside in the playground, the classroom or corridors.</p>	<p>- Word map (previous session's resource)</p> <p>- Objects to support instruction giving</p>	<p><input type="checkbox"/> Objective achieved</p> <p><input type="checkbox"/> Objective partially achieved</p> <p><input type="checkbox"/> Objective not achieved</p>	

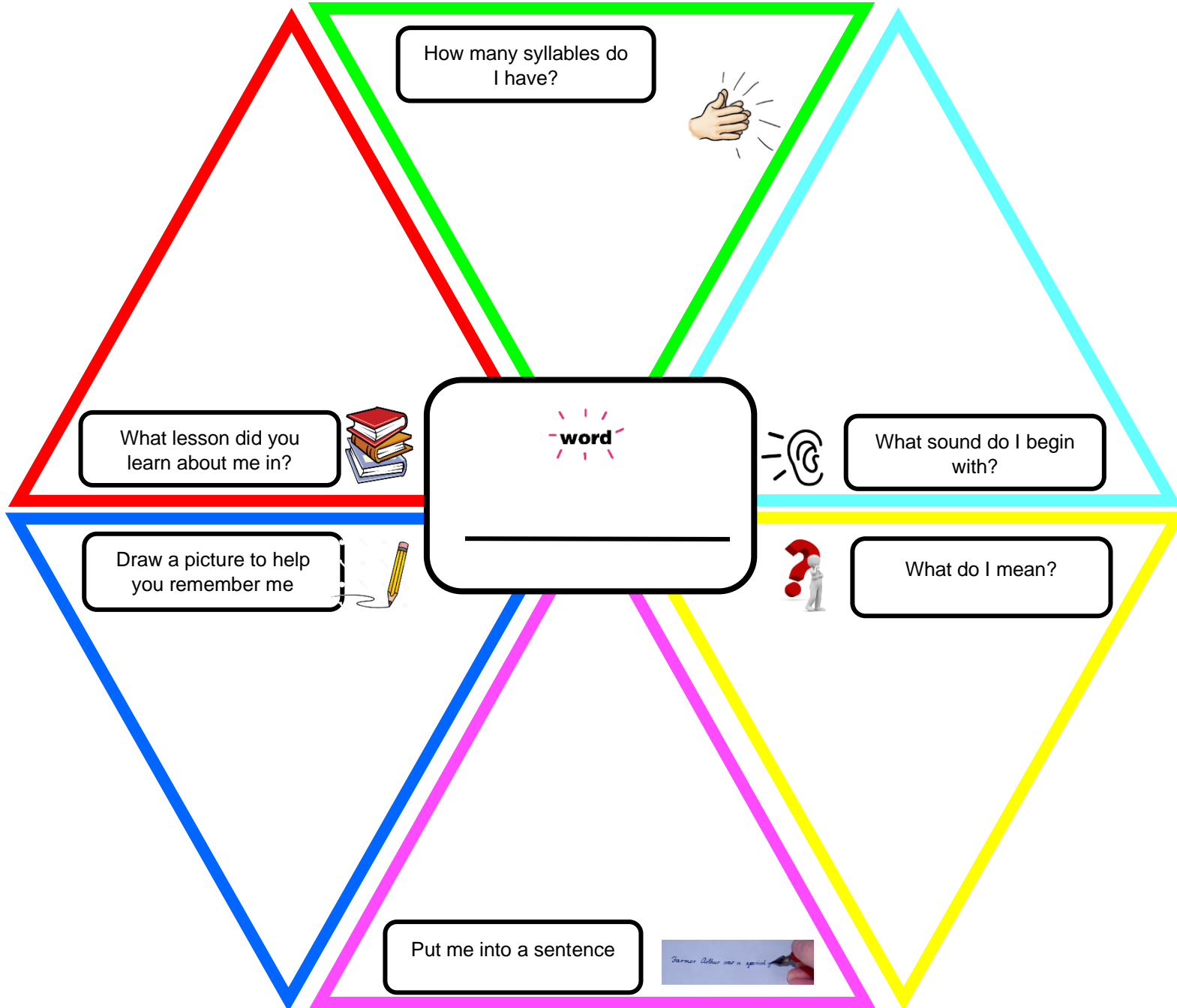
		5. Try and support the generalisation in the classroom by regularly modelling the use of the concept 'beginning' and asking the child to give instructions in a range of contexts (e.g. the classroom, playground, home)			
5	For the child to be able to understand the concept of 'last'	<ol style="list-style-type: none"> 1. Use a word map to talk about the chosen concept 2. Complete actions and state what you are doing e.g. I am pointing to the last horse in the row, with emphasis on the word 'last' 3. Give the child an instruction with the concept in 4. Complete the worksheet to consolidate learning 	<ul style="list-style-type: none"> - Worksheet (session 5) - Word map - Objects to use during informal instructions 	<ul style="list-style-type: none"> <input type="checkbox"/> Objective achieved <input type="checkbox"/> Objective partially achieved <input type="checkbox"/> Objective not achieved 	
6	For the child to be able to use the concept of 'last' when giving an instruction correctly.	<ol style="list-style-type: none"> 1. Recap the previous session's learning, using the word map to support this 2. Give the child an example instruction using the concept of 'last' 3. Say "now it is your turn, can you give me an instruction with the word 'last' in it?" If the child struggles, you can write down an example instruction and do it together or give another verbal instruction. Write the sentences the child elicits in the 'notes' section 4. Take it in turns to say instructions using the word 'last', this can be done outside in the playground, the classroom or corridors. 5. Try and support the generalisation in the classroom by regularly modelling the use of the concept 'last' and asking the child to give instructions in a range of contexts (e.g. the classroom, playground, home) 	<ul style="list-style-type: none"> - Word map (previous session's resource) - Objects to support instruction giving 	<ul style="list-style-type: none"> <input type="checkbox"/> Objective achieved <input type="checkbox"/> Objective partially achieved <input type="checkbox"/> Objective not achieved 	

7	For the child to be able to understand the concept of 'bottom'	<ol style="list-style-type: none"> 1. Use a word map to talk about the chosen concept, emphasise it as a concept not a noun 2. Complete actions and state what you are doing e.g. I am pointing to the bottom of the table with emphasis on the word 'bottom' 3. Give the child an instruction with the concept in 4. Complete the worksheet to consolidate learning 	<ul style="list-style-type: none"> - Worksheet (session 7) - Word map - Objects to use during informal instructions 	<ul style="list-style-type: none"> <input type="checkbox"/> Objective achieved <input type="checkbox"/> Objective partially achieved <input type="checkbox"/> Objective not achieved 	
8	For the child to be able to use the concept of 'bottom' when giving an instruction correctly.	<ol style="list-style-type: none"> 1. Recap the previous session's learning, using the word map to support this 2. Give the child an example instruction using the concept of 'bottom' 3. Say "now it is your turn, can you give me an instruction with the concept 'bottom' in it?" If the child struggles, you can write down an example instruction and do it together or give another verbal instruction. Write the sentences the child elicits in the 'notes' section 4. Take it in turns to say instructions using the word 'bottom', this can be done outside in the playground, the classroom or corridors. 5. Try and support the generalisation in the classroom by regularly modelling the use of the concept 'bottom' and asking the child to give instructions in a range of contexts (e.g. the classroom, playground, home) 	<ul style="list-style-type: none"> - Word map (previous session's resource) - Objects to support instruction giving 	<ul style="list-style-type: none"> <input type="checkbox"/> Objective achieved <input type="checkbox"/> Objective partially achieved <input type="checkbox"/> Objective not achieved 	
9	For the child to be able to understand the concept of 'after'	<ol style="list-style-type: none"> 1. Use a word map to talk about the chosen concept 2. Complete actions and state what you are doing e.g. I am pointing to the pig after 	<ul style="list-style-type: none"> - Worksheet (session 9) - Word map 	<ul style="list-style-type: none"> <input type="checkbox"/> Objective achieved <input type="checkbox"/> Objective partially achieved 	

		<p>I point to the horse, with emphasis on the word 'after'</p> <p>3. Give the child an instruction with the concept in</p> <p>4. Complete the worksheet to consolidate learning</p>	<p>- Objects to use during informal instructions</p>	<p><input type="checkbox"/> Objective not achieved</p>	
10	<p>For the child to be able to use the concept of 'after' when giving an instruction correctly.</p>	<p>1. Recap the previous session's learning, using the word map to support this</p> <p>2. Give the child an example instruction using the concept of 'after'</p> <p>3. Say "now it is your turn, can you give me an instruction with the concept 'after' in it?" If the child struggles, you can write down an example instruction and do it together or give another verbal instruction. Write the sentences the child elicits in the 'notes' section</p> <p>4. Take it in turns to say instructions using the word 'after', this can be done outside in the playground, the classroom or corridors.</p> <p>5. Try and support the generalisation in the classroom by regularly modelling the use of the concept 'after' and asking the child to give instructions in a range of contexts (e.g. the classroom, playground, home)</p>	<p>- Word map (previous session's resource)</p> <p>- Objects to support instruction giving</p>	<p><input type="checkbox"/> Objective achieved</p> <p><input type="checkbox"/> Objective partially achieved</p> <p><input type="checkbox"/> Objective not achieved</p>	
11	<p>For the child to be able to understand the concept of 'separated by'</p>	<p>1. Use a word map to talk about the chosen concept</p> <p>2. Complete actions and state what you are doing e.g. I am pointing to the badger that is separated by the dolphin and seal, with emphasis on the word 'after'</p> <p>3. Give the child an instruction with the concept in</p> <p>4. Complete the worksheet to consolidate learning</p>	<p>- Worksheet (session 11)</p> <p>- Word map</p> <p>- Objects to use during informal instructions</p>	<p><input type="checkbox"/> Objective achieved</p> <p><input type="checkbox"/> Objective partially achieved</p> <p><input type="checkbox"/> Objective not achieved</p>	

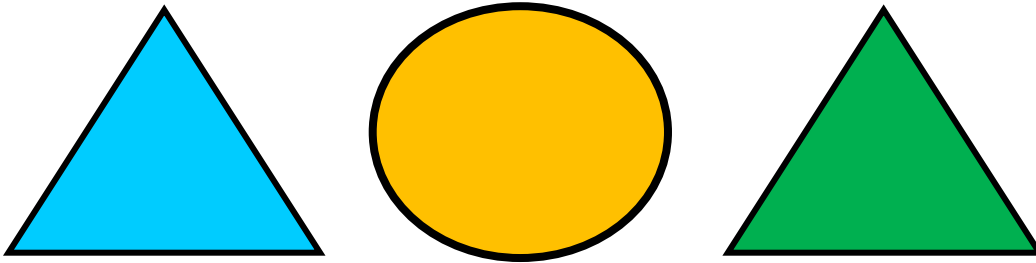
12	<p>For the child to be able to use the concept of 'separated by' when giving an instruction correctly.</p>	<ol style="list-style-type: none"> 1. Recap the previous session's learning, using the word map to support this 2. Give the child an example instruction using the concept of 'separated by'. The adult may need to give more examples due to it being a more complex concept 3. Say "now it is your turn, can you give me an instruction with the concept 'after' in it?" If the child struggles, you can write down an example instruction and do it together or give another verbal instruction. Write the sentences the child elicits in the 'notes' section 4. Take it in turns to say instructions using the word 'separated by', this can be done outside in the playground, the classroom or corridors. 5. Try and support the generalisation in the classroom by regularly modelling the use of the concept 'separated by' and asking the child to give instructions in a range of contexts (e.g. the classroom, playground, home) 	<ul style="list-style-type: none"> - Word map (previous session's resource) - Objects to support instruction giving 	<ul style="list-style-type: none"> <input type="checkbox"/> Objective achieved <input type="checkbox"/> Objective partially achieved <input type="checkbox"/> Objective not achieved 	
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RESOURCES - Session 1 Resources – Word Map

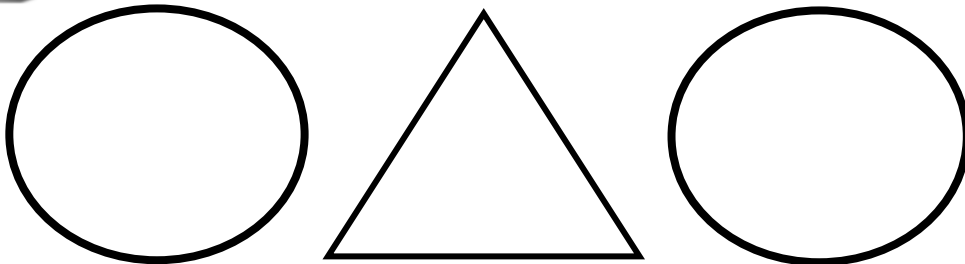


RESOURCES - Session 1 Resources - Worksheet (session 1)

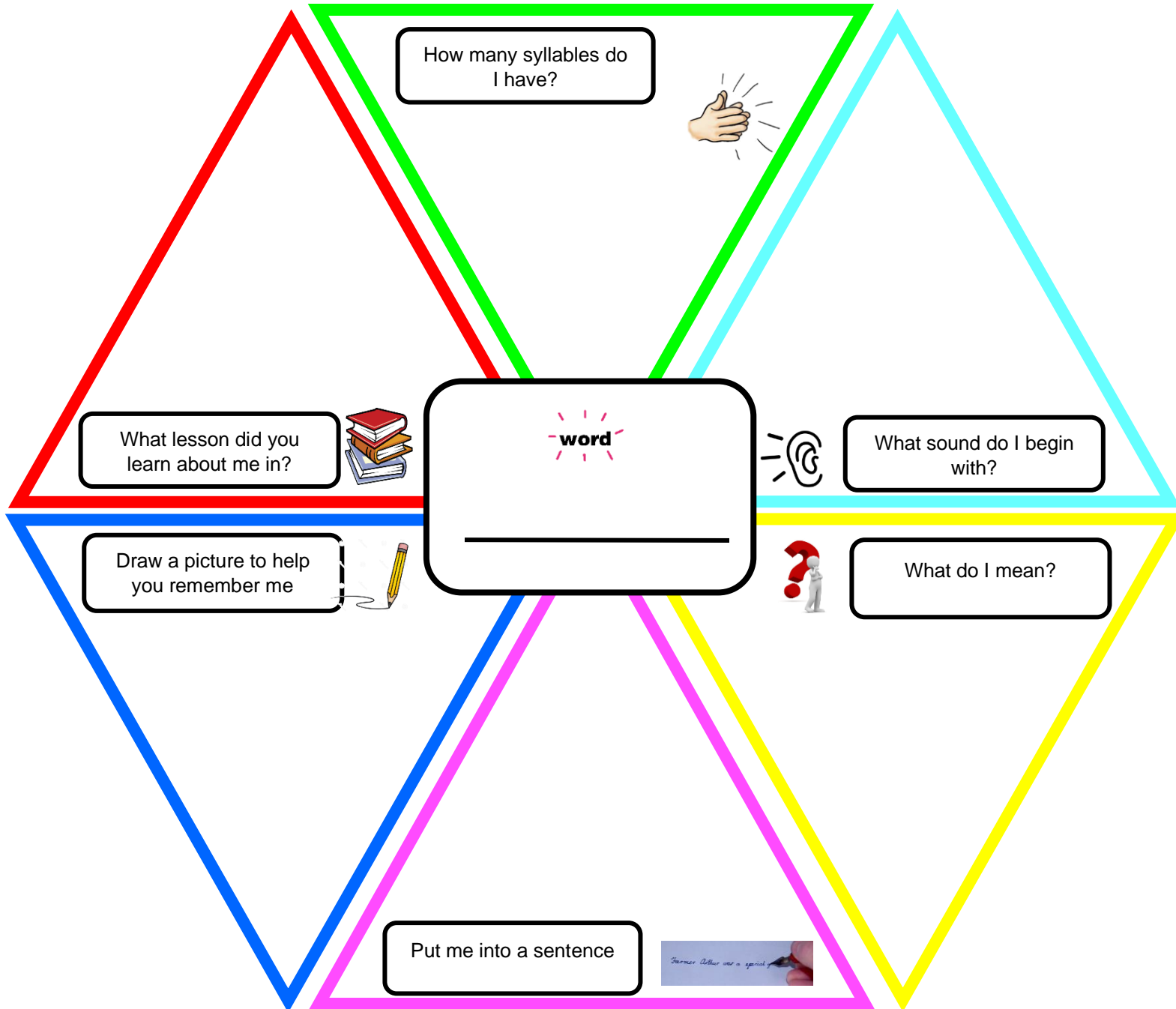
Point to the shape in the middle of the row:



Colour the shape in the middle of the row:

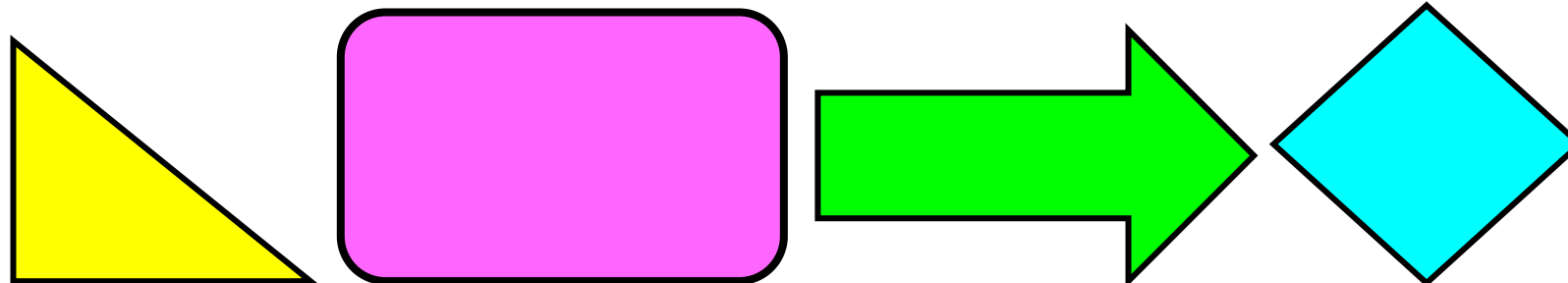


RESOURCES - Session 3 Resources – Word Map

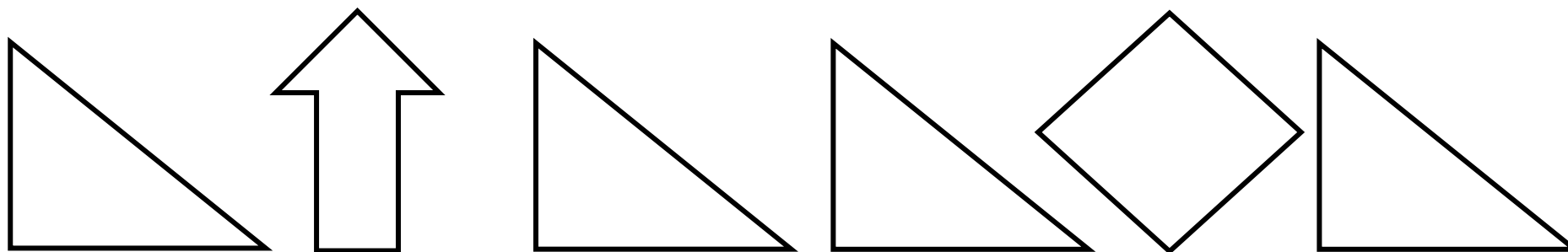


RESOURCES - Session 3 Resources - Worksheet (session 3)

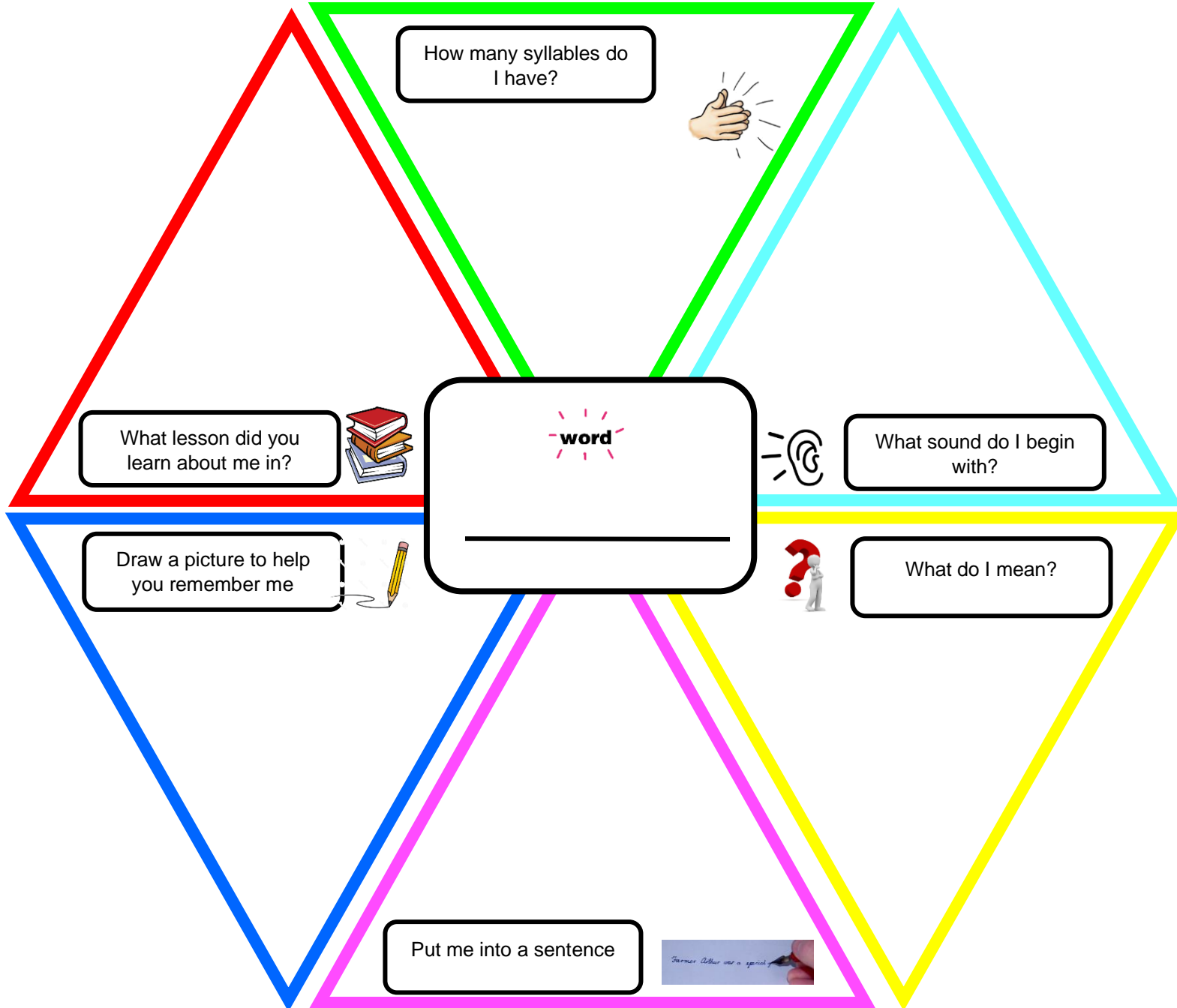
Point to the shape at the beginning of the row:



Colour the triangle at the beginning of the row:

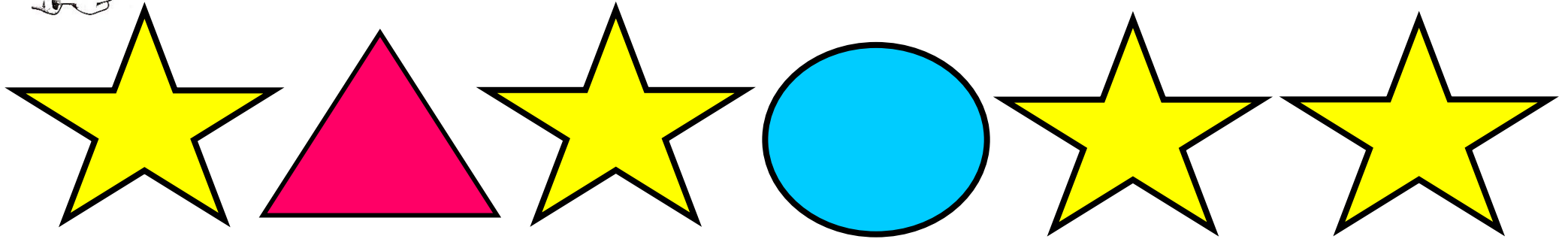


RESOURCES - Session 5 Resources – Word Map



RESOURCES - Session 5 Resources - Worksheet (session 5)

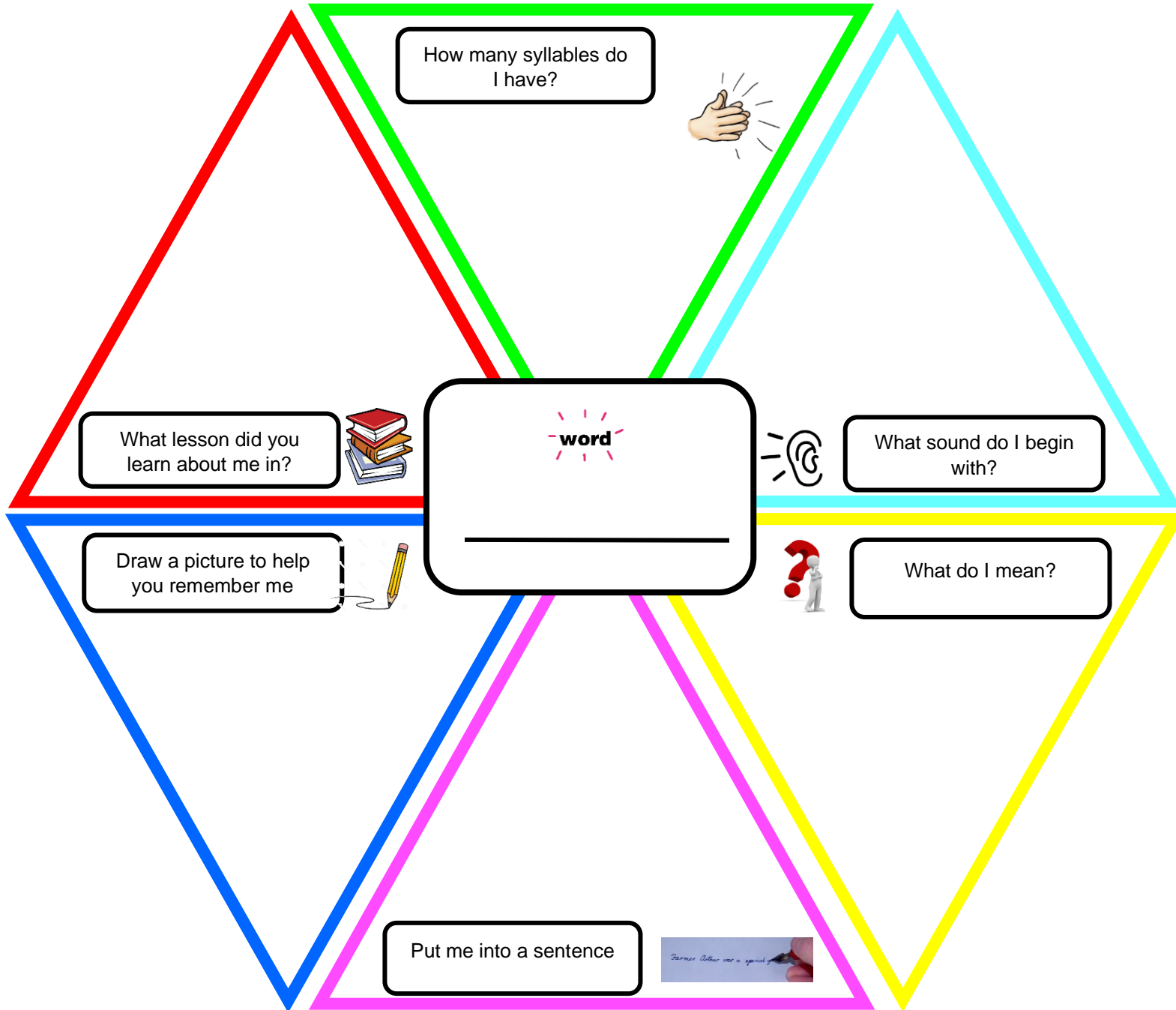
Point to the last star in the row:



Colour the last circle in the row:

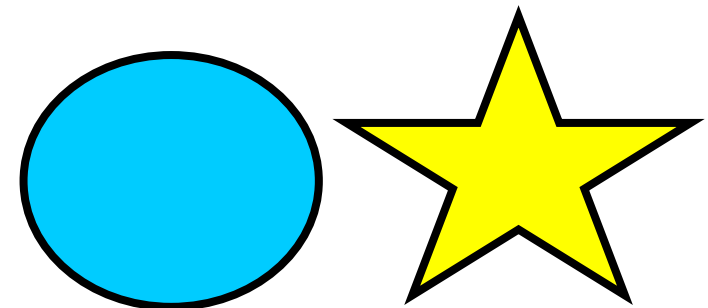
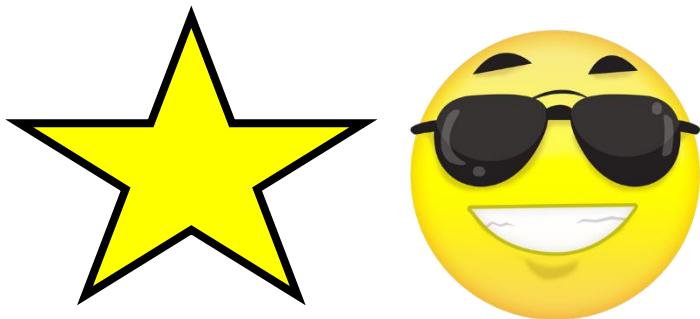


RESOURCES - Session 7 Resources – Word Map



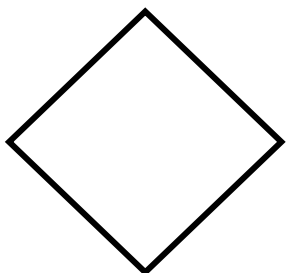
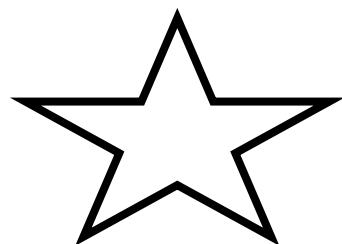
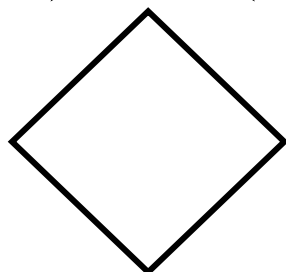
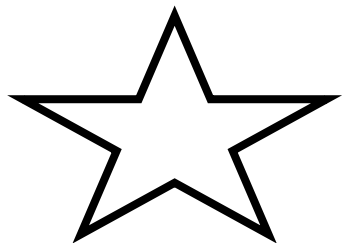
RESOURCES - Session 7 Resources - Worksheet (session 7)

Point to the star at the bottom right side of the page:

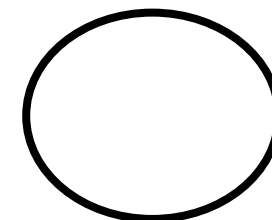
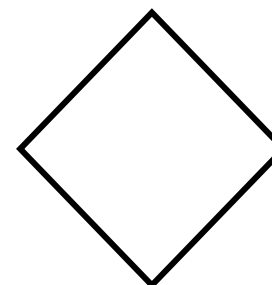
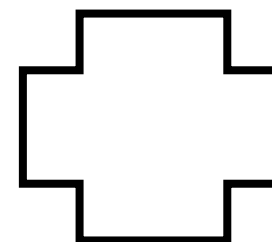
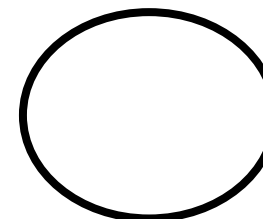


RESOURCES - Session 7 Resources - Worksheet (session 7)

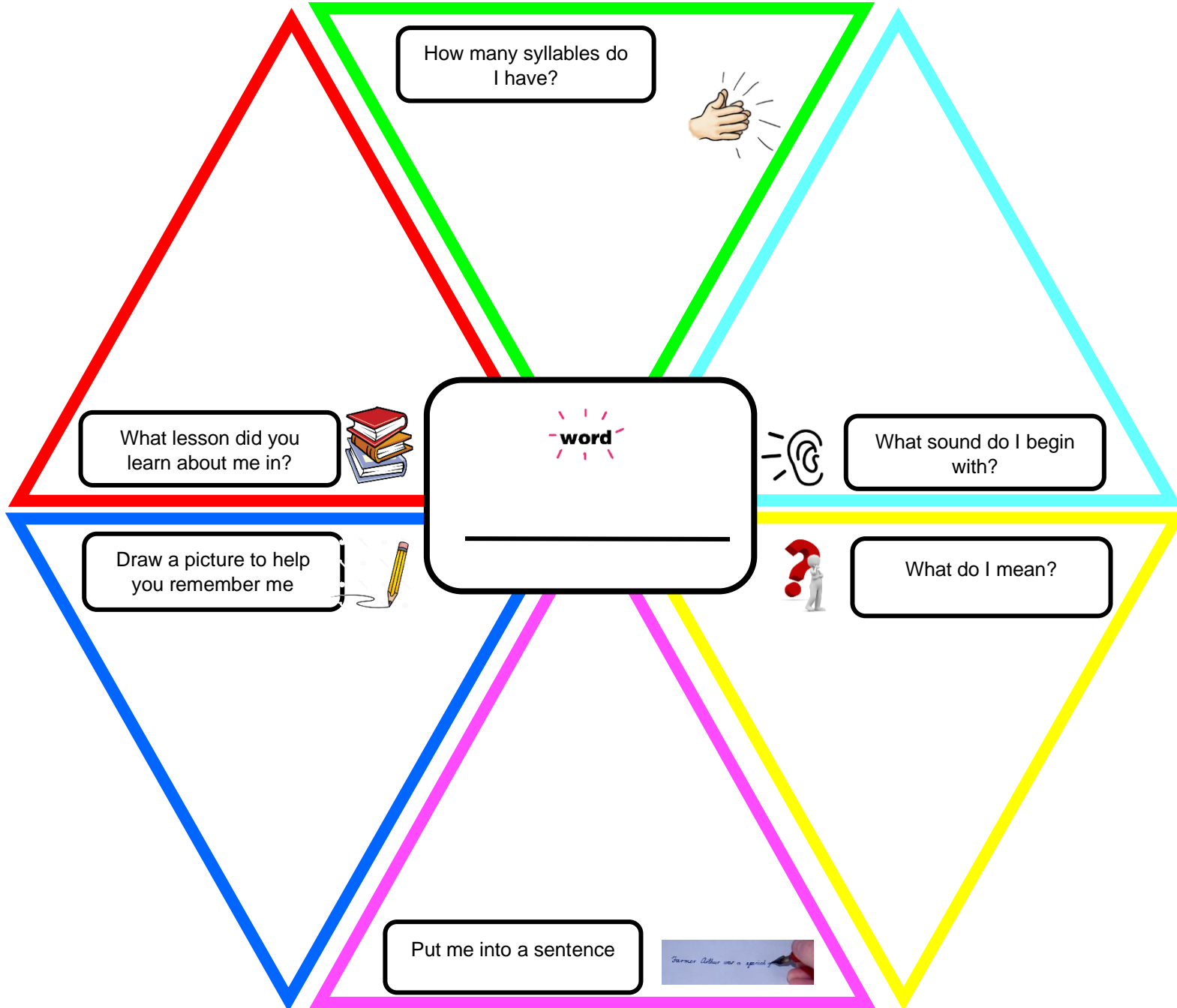
Colour the diamond at the bottom of the line:



Colour the circle at the bottom of the line:

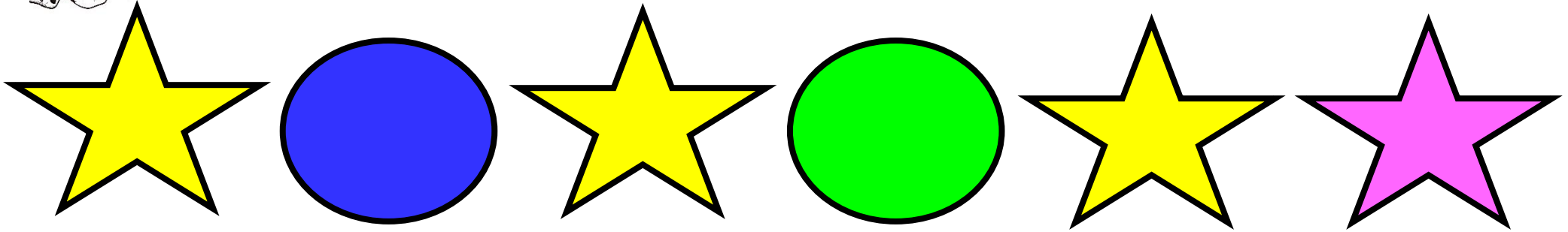


RESOURCES - Session 9 Resources – Word Map



RESOURCES - Session 9 Resources - Worksheet (session 9)

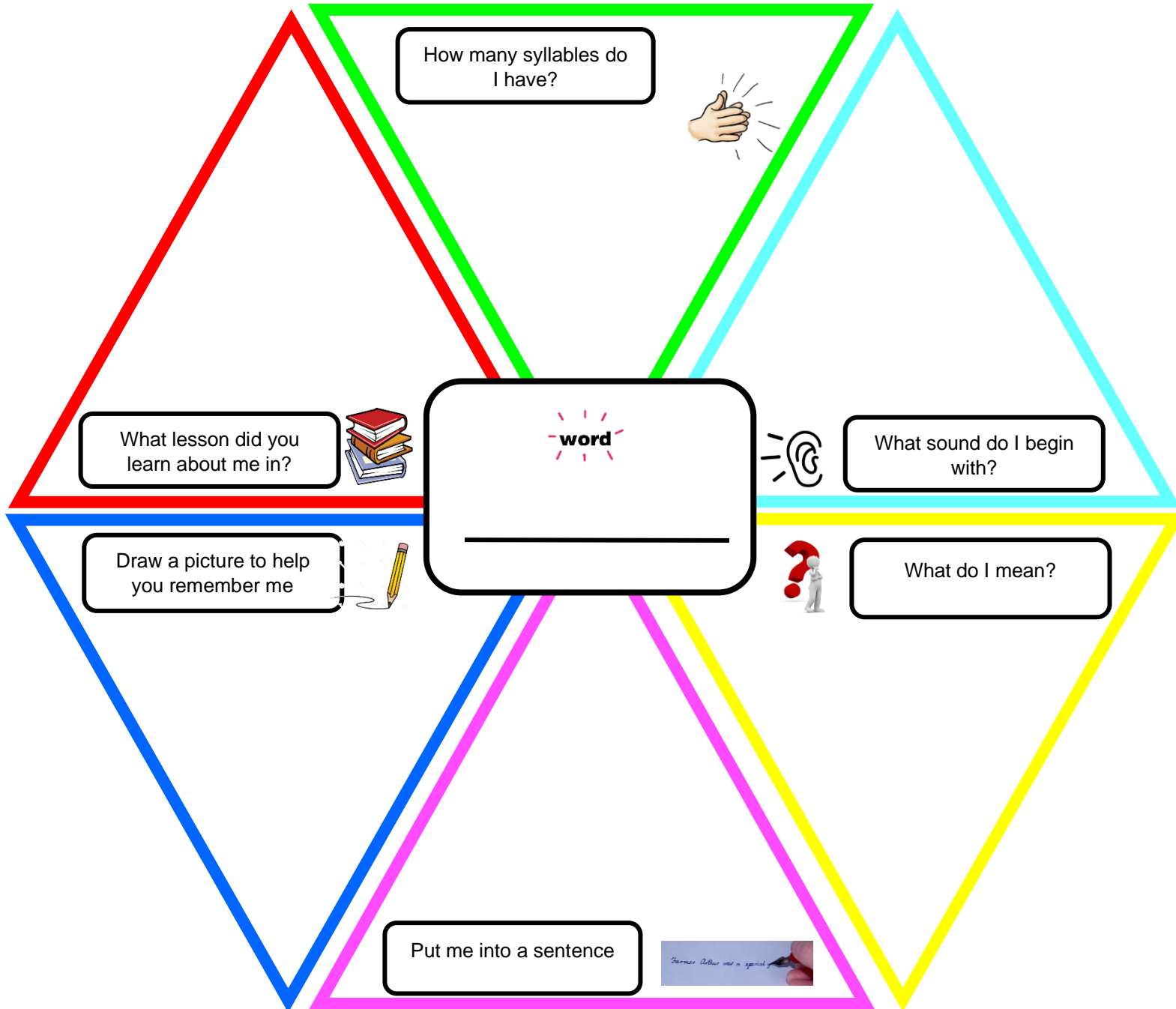
Point to the pink star after you point to the green circle:



Colour the circle pink after you colour the star in yellow:

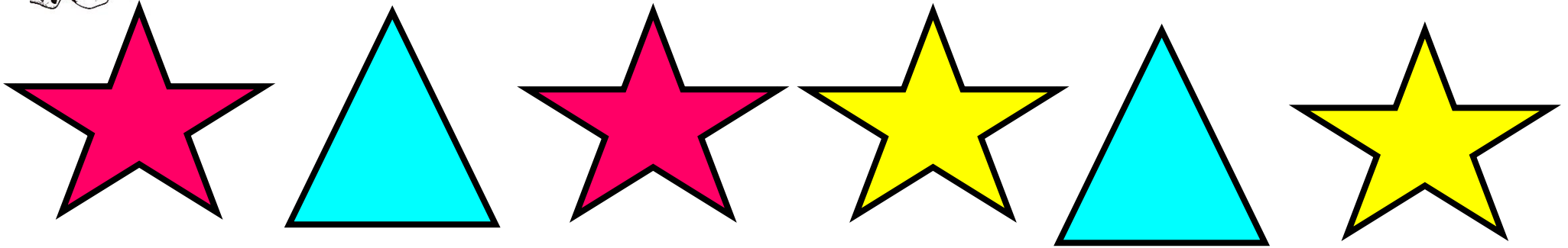


RESOURCES - Session 11 Resources – Word Map



RESOURCES – Session 11 Resources - Worksheet (session 11)

Point to the triangle that is separated by the pink stars:



Colour the star that is separated by two circles:

