

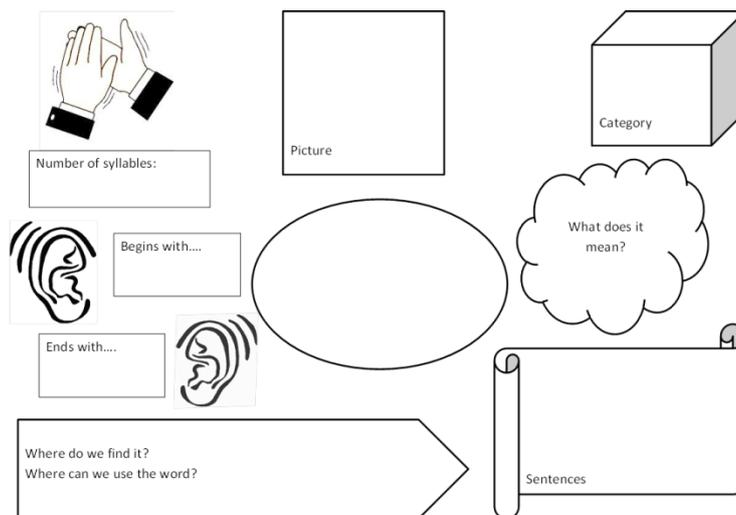
Word Finding Difficulties – Parent/Carer Advice Sheet

Children with word finding difficulties have problems thinking of words when speaking or writing their thoughts down. They may be able to think of the exact word they need on another occasion, but their ability to recall it is inconsistent.

Strategies to help your child with Word Finding

- **Describe it!** Encourage your child to think of a different word or to describe the word he/she is trying to think of.
Ask questions such as; *'what is it like?'* *'what do you do with it?'* *'where do you find it?'*
- **Cue the word;** If you know the word your child is trying to say, try to cue him in by giving him the first sound e.g. *'it begins with a "b"'* and then the first part of the word if they are still not sure e.g. *'bis...'* *'biscuit'*.
- **Ask either/or questions;** Instead of asking an open ended question such as *'what is this called?'*, ask your child an either/or question such as *'is it or ?'* or give choices for the child to select from, such as *'do you want eggs or cereal for breakfast?'*
- **My word book;** Keep a record of words your child finds it difficult to think of in a word book at home. Ideally draw or stick a picture in the book, as well as writing the word down. It may be helpful for your child to take the book to and from school, so words which are used during the day can be written down by a member of staff and discussed at home.

Use a word web (see below) to talk about the word with your child to help them remember;



- **Repeat, repeat, repeat;** Whenever your child remembers a word, make a point of using the word again several times in the next few sentences you say.

Specific Activities (Parent and Child/in a Group)

- **Brainstorming categories.** Give your child a category and ask them to think of as many items as possible in 2 minutes. Keep a chart of success e.g. colours, vegetables, things that can fly, things you can ride etc.
- **Filling in the gaps!** Tell your child a story but leave gaps for him/her to fill in.
- **I spy (with a difference!).** e.g. "I'm thinking of something you can see in the room. I'll describe it, can you tell me what it is? It's yellow, it's round etc." Swap over, so your child is the describer.
- **Guessing games,** where one of you thinks of an object (or selects a picture) and has to describe it for the other person, one clue at a time, but is not allowed to say what it is called.

Useful websites and resources

- Talking Point: www.talkingpoint.org.uk