

Children's Integrated Speech and Language Therapy Service for Hackney and the City

My Transition to Secondary School Book: Parent Guide

This pack has been developed to be used by parents alongside the child workbook.



Dear parent/carer,

We hope you and your family are keeping well during this unusual time.

Due to the Corona Virus and the need to reduce the risk of spreading the virus, Homerton NHS teams, including the Speech and Language Therapy team, have significantly changed their way of working, which includes reduced face to face contact with our families.

As the summer approaches, we are sure you have many questions regarding your child's transition to their new secondary school, and may be wondering if there's anything you could do at home.

Please find enclosed a pack of activities and information to support your child with their transition to their new secondary school. This guide explains how to complete the activities in the child workbook, and makes suggestions for discussions you could have with your child, in preparation for their transition.

We hope that this pack will be useful to you, please feel free to adapt it to suit your own situations and needs.

As you are working through this pack with your child, there may be some activities that your child finds too difficult or too easy! Here are some ways you can support them 😊

If difficult:



1) Ensure that you give your child plenty (around 10 seconds) of thinking time before answering a question that you have asked them.

2) Break the questions and instructions down into parts and identify one thing at a time.



3) Talk about the meaning of words that they are finding difficult to understand.

4) Encourage the child to ask questions. If they don't do this spontaneously, you could try and predict what they might not know and ask them/talk about it.

5) Model, repeat and practice activities as much as necessary.

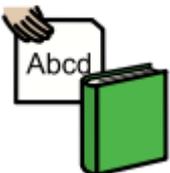
6) While you are showing something to your child, say your thought process out loud so they understand how you are figuring it out.



7) Support them to break the task down into parts (e.g. first identify what is missing, then what is known, then try and find that information somewhere else)

8) Cover up parts of the activity so that they can focus on the important bits.

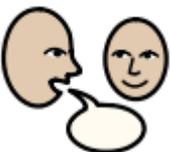
9) Ensure you spent enough time talking about the topic before trying the activity. Recap information if necessary.



10) You could try the first couple of questions together or do a couple more examples before your child tries independently.

11) Instead of writing the answers, the child could say it and you write it for them.

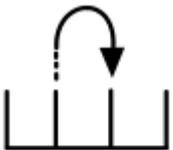
12) Use the pictures cards/visuals/gestures to help if needed. If your child is struggling with these words, it may be helpful to talk through what these mean and gives lots of examples.



13) Try to simplify your vocabulary e.g. using 'left/right' with pictorial support rather than 'to the end', 'opposite', etc.

14) Remind the child of the instruction as they are completing it.

If easy:



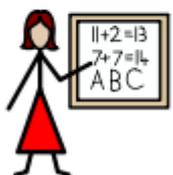
1) Move onto the next activity sooner.

2) Encourage the child to explain to/teach' you about one of the topics e.g. the school map or timetable. Being able to teach something to someone is harder than being able to understand it.

3) Get the child to explain the process to you, as if they were teaching you how to do the task.

4) Cover up bits of information and see if your child is able to remember.

5) You could increase the difficulty of the questions, for example you could ask them to provide more information.



Page 2 - Getting to know new people

The goals for this activity are:

- To help your child to think of questions to ask other children when they first meet them
- To help your child to phrase questions to ask when they meet new people

Filling in the blank spaces activity:

1. You or your child read aloud the instructions in the green box at the top of the page.

This activity requires your child to fill in the blank spaces in the questions. Here are the answers:

1. What is your name?
2. When is your birthday?
3. Do you speak any other languages?
4. Do you have any brothers or sisters?
How old are they?
5. Do you have a pet?
What is their name?
6. Do you have any hobbies?
What do you like to do at the weekend?
7. What is your favourite sport?
8. What do you like to watch on TV?
9. What kind of music do you like to listen to?
10. What is your favourite food?
What food don't you like?
11. What is your favourite lesson?
12. Do you like to read?
What is your favourite book?

Page 3 - What might be the same?

What might be different?

The goals for this activity are:

- For your child to be able to decide if they think the factors (the pictures e.g. 'teachers', 'lessons', etc) will be the same as in primary school, or different to primary school, or both the same and different.
- For your child to be able to give a reason why they think something will be the same, why something might be different, and why something might be the same and different.

For this activity:

1. Your or your child read aloud the instructions at the top of the page in the purple box.
2. Ask your child to cut out the 15 pictures on page 3.
3. One by one, have a look at the different pictures and ask your child if they think that they will be the same as primary school, or different to secondary school, e.g. if you are talking about the 'How many classrooms will I have' picture, you can ask your child "Do you think that you will have the same number of classrooms in secondary school as you do in primary school. You have one classroom in year 6, do you think you will have one classroom in secondary school, or more classrooms?"
4. When they have made their decision about if it might be the same, different, or the same and different, they can stick or place it under the title/in the column.
5. For most of the pictures, there isn't one answer. These are some of the things that you could talk about with your child:
 - Teachers - the main difference will be that they will have a different teacher for each lesson.
 - Size of the school building - secondary schools are usually a lot bigger than primary schools. They usually have a few floors and lots of classrooms on each floor.
 - Uniform - children will still have to wear uniform, but it will look different to their primary school uniform.
 - Lessons - children will still do some lessons that they did in primary school (e.g. maths, art, etc), but they might do some new lessons (e.g. food technology, French, drama, etc).
 - How many classrooms I have - children will have different classrooms for different lessons in secondary school.
 - Locker - this is the same if your child had a locker in primary school, but this will be new to most children. Most children have a peg and tray in primary school.
 - Lunchtime - this might be different in terms of how it is paid for, e.g. in secondary school, pupils may have to load money onto a card that it then used in the canteen.
 - How I travel to school - this might be the same or different, talk about how your child might get to their secondary school.

- Homework – this depends if your child received homework in primary school or not, If they did, they are likely to receive more homework in secondary school.
- My friends – your child might know by now if any of their friends in their primary school will be going to the same secondary school as they are. If some friends are, then some of their friends in secondary school will be the same, some may be different, or all of their friends might be different in secondary school.
- What I bring to school – this will probably be different as they will need to carry more things with them e.g. a planner/homework diary, their timetable, books for their lessons, etc.
- School rules – some might be the same as their primary school, but some will probably be different.
- Detention – this depends if they had detention in their primary school. Detention is given out for inappropriate behaviour in some secondary schools (e.g. shouting out in class, being rude to teachers, etc). In detention students might have to sit in silence or complete work at break times or after school.
- What I carry around school – if students don't have a locker, they might need to carry around everything they need for the day with them all of the time, e.g. their PE kit and books for the day.
- Break time – some things might be the same, e.g. being able to play football. In some secondary schools pupils can choose whether they stay inside and talk with their friends or go outside.

Page 5 - Feelings Check-In

The goals for this activity are:

- For your child to be able to say how they are feelings about different aspects of going to secondary school.

How to do this activity:

1. You or your child read aloud the information in the orange box at the top of the page.
2. It may be that your child has some ideas about what they might feel excited, happy, sad or worried about. Either you or your child could write the ideas in the matching box.
3. It might be useful to have a look at the pictures that you talked about for the previous 'same and different' activity, as your child might have ideas about how they feel about the parts of secondary school that you have already talked about.
4. It is useful to know how your child is feeling about going to secondary school, as you might want to spend more time on the activities that they feel worried about. Your child's Speech and Language Therapist may be able to provide additional ideas or activities for your child if they are still feeling sad or worried about some aspects of secondary school.
5. Your child reads aloud the box at the bottom of the page / you read it aloud for them.

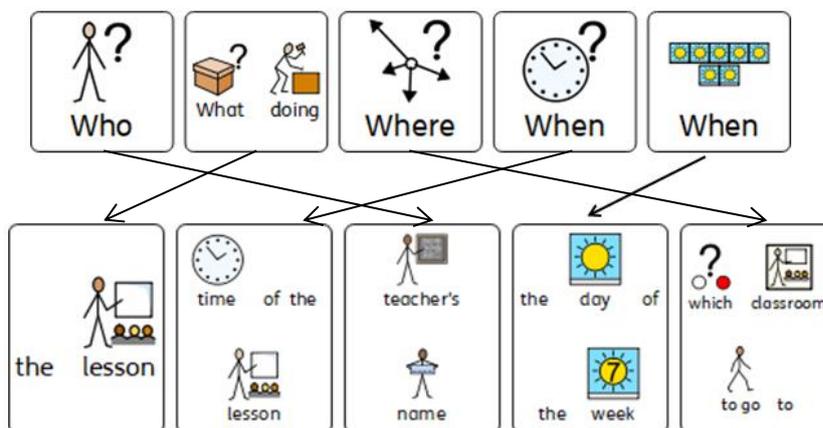
Page 6 - Using a School Timetable

The goals for this activity are:

- For your child to be able to understand what the different parts of a timetable mean

1. Either you or your child read aloud the information in the red boxes on the page.
2. Talk about the example match between 'when' and days of the week e.g. "when" tells us about the day or time when something is going to happen. There are two different types of "when" on your secondary school timetable – one is the day of the week. You will need to know which lessons you have on each day, as you will have different lessons on different days".
3. Look at each word/phrase (who, what doing, where, when) one at a time and talk about what the word means e.g.
 - Who = people
 - What doing = an activity
 - Where = a place
 - When = the time of dayYour child then matches each one with its meaning.

Here are the answers:



Page 7 – finding parts of the timetable

The goals for this activity are:

- For your child to be able to identify different parts of a timetable

1. Your or your child read aloud the instruction in the red box on the bottom right of page 6, next to the matching activity.
2. Support your child to find three examples of 'who', 'what doing', 'when (time)' and 'when' (days) on the timetable on page 7.
3. See the following key with examples of information that they can find on the timetable (they can find any of their own examples).

Who

what doing

when (time)

what (days)

	8.45 – 9.00	Period 1 9.00 - 10.00	Period 2 10.00 -11.00	11.00 – 11.20	Period 3 11.20 -12.20	12.20 – 1.20	1.20 – 1.30	Period 4 1.30 - 2.30	Period 5 2.30 - 3.30
MONDAY	Morning Registration / Assembly	ENGLISH MS COLLINS <u>ROOM E5</u>	ENGLISH MS COLLINS ROOM E5	Break	SCIENCE MR ROB ROOM S6	LUNCH	Afternoon Registration	ART MRS SMITH ROOM ART1	GEOGRAPHY MR JONES ROOM H3
TUESDAY	Morning Registration / Assembly	P.E MR PRICE GYM	MUSIC MS TAYLOR MUSIC 2	Break	RE MR FORNI ROOM H1	LUNCH	Afternoon Registration	MATHS MRS JOHN ROOM M4	FRENCH MS COLLINS <u>ROOM L1</u>
WEDNESDAY	Morning Registration / Assembly	DRAMA MRS TED DRAMA STUDIO	MATHS MRS JOHN ROOM M4	Break	TECHNOLO GY (FOOD) MRS GILLS KITCHEN 1	LUNCH	Afternoon Registration	SCIENCE MR ROB ROOM S6	SCIENCE MR ROB ROOM S6

Page 8 - Timetable quiz

The goal for these activities:

- For your child to be able to use and find information on a school timetable
- For your child to be able to understand what is taught in some lessons that might be new to them.

1. You or your child read aloud the information in the red box under the title on page 8.
2. Support your child to flick between the quiz and the timetable on page 7 to find the information that they need to be able to answer the quiz questions.
3. To find some answers, show your child how you need to look across the row at the top (with the period numbers and the lesson times) and down the column on the left (with the days) to find the answer, e.g. if the questions was "what lesson on period 4 on a Tuesday?" you could do the following:

1. Move your finger along the top row to find the period that you need

	8.45 – 9.00	Period 1 9.00 - 10.00	Period 2 10.00 -11.00	11.00 – 11.20	Period 3 11.20 -12.20	12.20 – 1.20	1.20 – 1.30	Period 4 1.30 - 2.30	Period 5 2.30 - 3.30
MONDAY	Morning Registration/ Assembly	ENGLISH MS COLLINS ROOM E5	ENGLISH MS COLLINS ROOM E5	Break	SCIENCE MR ROB ROOM S6	LUNCH	Afternoon Registration	ART MRS SMITH ROOM ART1	GEOGRAPHY MR JONES ROOM H3
TUESDAY	Morning Registration/ Assembly	P.E MR PRICE GYM	MUSIC MS TAYLOR MUSIC 2	Break	RE MR FORNI ROOM H1	LUNCH	Afternoon Registration	MATHS MRS JOHN ROOM M4	FRENCH MS COLLINS ROOM L1
WEDNESDAY	Morning Registration/ Assembly	DRAMA MRS TED DRAMA STUDIO	MATHS MRS JOHN ROOM M4	Break	TECHNOLOG Y (FOOD) MRS GILLS KITCHEN 1	LUNCH	Afternoon Registration	SCIENCE MR ROB ROOM S6	SCIENCE MR ROB ROOM S6

2.

Move your other finger down to the day that you need

Page 8 - Timetable quiz

The answers to the quiz are:

1. What four things are the same everyday (the first letter of the answer is below) =
 - Morning registration / assembly
 - Break
 - Lunch
 - Afternoon registration
2. What time is science on Monday? = 11:20 to 12:20 (period 3)
3. What lesson is Period 2 on Thursday? = ICT
4. Who teaches Maths on a Wednesday morning? = Mrs John
5. Where is French on Friday? = Room L1
6. Some lessons might be new to you; you might not have done them before, Match up the lesson and picture with what you do in the lesson. One has been done for you.

 French	 Acting, pretending to be someone else or a thing
 Geography	 Learning about the past - people and things from a long time ago
 Drama	 Making things - textiles, food technology, design and technology
 History	 Learning about countries and nature e.g. volcanos
 Technology	 Learning to speak another language
 PSHE	 This stands for Personal, Social, Health and Economic

Page 9 – Fill in the gaps on the timetable

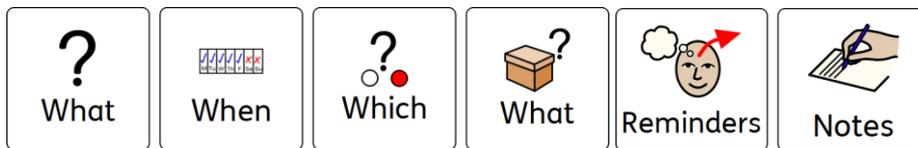
1. You or your child read aloud the instructions in the red box at the top of page 9.
2. Show your child how to find the missing information to fill in the gaps e.g. to find out the room for science period 3 on a Monday, find another box with information about science (e.g. periods 4 and 5 on Wednesday), see what the room number is, and write this into the Monday period 3 box.
3. Continue with this until the entire timetable is complete.
4. If this is difficult for your child, they can look at the completed timetable on page 7 for the answers.

Page 10 - Using a Planner

The goals for this activity are:

- For your child to be able to understand what information can go into their planner
- For your child to understand what information needs to be written down to record homework tasks effectively

1. You or your child read aloud the information on page 10 (the sentences at the top and the information around each picture).
2. You or your child reads aloud the information in the 'activity' box. This activity is to help your child know what information needs to go into different sections on their planner pages.
3. Cut out these pictures (so that they are six different pictures):



4. Stick these six pictures around the planner page on page 11, so that they are labelling the correct part of the planner page. Look at the information about each picture on page 10 to help. Here are the answers:

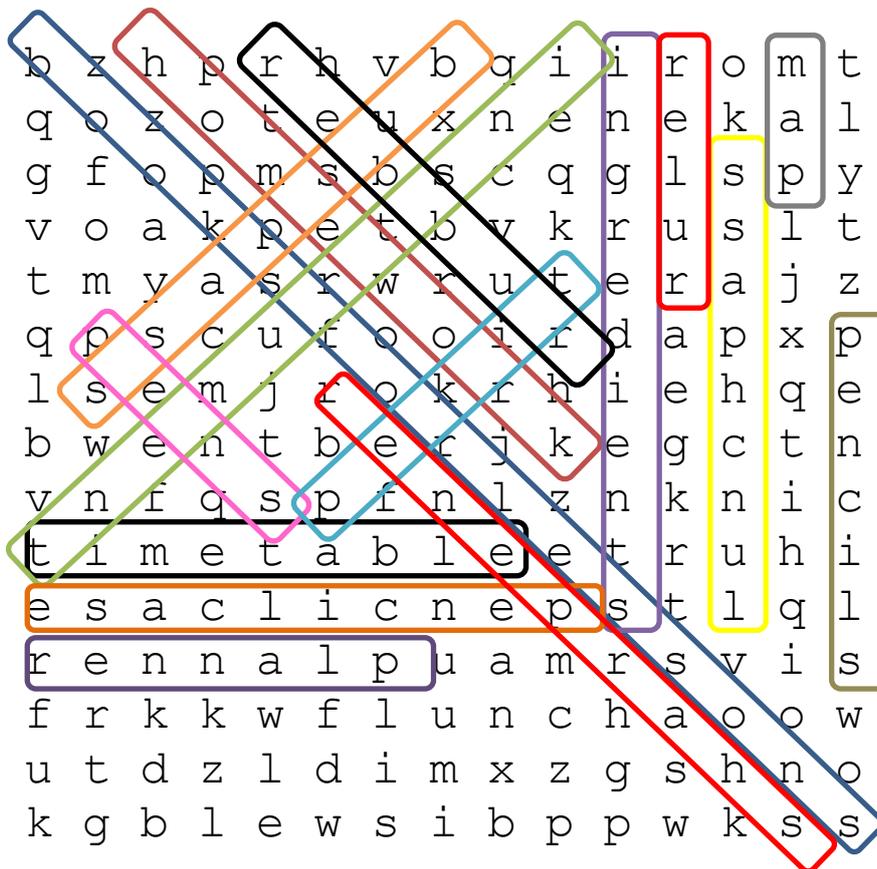
WEEK BEGINNING <i>9th November 2020</i>							
	Subject	Homework	Due		Subject	Homework	Due
					<i>Maths</i>	<i>Finish division worksheet</i>	<i>16/11/20</i>
	<i>French</i>	<i>Write a paragraph about my weekend</i>	<i>Tomorrow</i>			<i>Sports day</i>	
				NOTES			
				Zach has shown excellent behaviour this week, well done Zach! (Miss Crossley, History)			
				Teacher Signed _____		Parent Signed _____	
		<i>Bring in cake ingredients for food technology</i>					

Page 12 - Packing My School Bag

The goals for these activities:

- For your child to understand what they might need to bring with them in their school bag each day
- For your child to be able to check a timetable to know what to bring in to school on different days

1. You or your child read loud the information in the pink box under the title, and the activity instructions above the word search.
2. Point out to your child that the words that they needs to find in the word search are written in a list on the left of the page, and the words won't have spaces between them in the word search. Point out that the words may go across, down or diagonal in the word search (point to the arrows about the word search that show this). Here are the answers:



1. books for lessons (booksforlessons)
2. bus pass (buspass)
3. homework
4. ingredients
5. instrument
6. lunch pass (lunchpass)
7. map
8. PE kit (pekit)
9. Pencil case (pencilcase)
10. pencils
11. pens
12. planner
13. rubber
14. ruler
15. sharpener
16. timetable

Page 13 - Packing My School Bag for Different Days of the Week

1. You or your child reads aloud the instructions in the pink box under the title.
2. Have a look at the example list for what would need to be packed for lessons on a Tuesday (based on the timetable on page 7). Ask your child to point to or say which items from the list they will probably have to bring in everyday.

On Tuesday I will need to bring:

- My planner
- My timetable
- My map of the school
- My pencil case with all of the things that I need, e.g. pens, pencils, a ruler
- My lunch pass / packed lunch
- The homework that is due in
- My PE kit
- My RE book
- My maths book
- My French book

Your child will probably have to bring these 6 items into school each day

These other items will change each day, depending on what lessons they have. Use the timetable on page 7 of your child's work book to find out what needs to be brought in on Thursday and Friday. For example:

		PSHE book	No book needed (on computers)	English book	Ingredients for cooking	French book			
THURSDAY	Morning Registration / Assembly	PSHE MRS GILLS ROOM H6	I.C.T MR KHAN ROOM ICT2	Break	ENGLISH MS COLLINS ROOM E5	LUNCH	Afternoon Registration	TECHNOLOGY (FOOD) MRS GILLS KITCHEN 1	FRENCH MS BIRD ROOM L1
FRIDAY	Morning Registration / Assembly	HISTORY MR BAKER ROOM H2	HISTORY MR BAKER ROOM H2	Break	FRENCH MS BIRD ROOM L1	LUNCH	Afternoon Registration	ART MRS SMITH ROOM ART1	RE MR FORNI ROOM H1
		History book (one for the double lesson)		French book	Art book / sketch book			RE book	

Page 14 - Listening Skills

The goals of this section are for your child to:

- Understand how to use all of their body parts to listen
- Understand why it is important to listen

How to do this activity:

- 1) You or your child read out the information and instructions in the red box at the top of page 14.
 - 2) Support them to draw a line between the body part, and the action that they should be doing with that body part whilst they are listening
 - 3) Discuss how this is called 'whole body listening'
 - 4) Discuss why whole body listening is important and how it makes people feel when we don't listen with our whole body.
- Shows us that someone is interested in what we are talking about
 - Helps us to listen to the person speaking.
 - Helps us to respond appropriately to the person speaking.
 - Helps us to take turns during conversations.

Here are the answers:

Are looking at the person talking - eyes

Are ready to listen to the speaker - ears

Is quiet, not speaking/making sounds - mouth

Are quiet, placed nicely in your lap, on the table or by your side - hands

Are quiet on the floor or under your body - feet

Is facing the speaker - body

Is thinking about what the speaker is saying - brain

Is caring about what the speaker is saying - heart

Page 15 – Asking for help

The goals of this section are for your child to:

- Know what to do if they don't understand something or hear something clearly
- Practice using these skills in a game of Simon Says

How to do this activity:

- 1) You or your child read out the information and instructions in the yellow box at the top of page 15.
- 2) Support them to complete the questions by filling in the gaps

Here are the answers:

Too fast – Please say that again, slower?

Too long – Please say that again, shorter?

Too quiet – Please say that again, louder?

Used a word you don't understand – Please can you tell me what that means?

Page 15 – Simon Says

How to do this activity:

- 1) Introduce the Simon Says game by telling your child that you're going to give them instructions but there might be some problems, for example the instruction might be too long, there might be a word they don't understand., etc.
- 2) They have to spot what is difficult about the instruction and ask you to fix this is the right way e.g. 'can you break the instruction down?' Or, 'what does that word mean?'
- 3) Give the child the instruction and ask them to tell you what you need to do to make the instruction easier to understand.

Suggested Instructions: (the mistake for you to make is in brackets after the instruction)

- Simon Says sit on the floor and shut your eyes (too quiet)
- Simon Says stand up and touch your shoulders then touch your head (too fast)
- Simon Says stand up, sit down, stand up again, walk to the door, come back to your spot, hop on one foot once, sit back down, tap your head 2 times then touch your nose and clap your hands 3 times (too long)
- Simon Says arrange your body into an elongated shape (vocabulary)
- Simon Says stretch up high, do a star jump and spin in a circle (too quiet)

- Lie on the floor and clap your hands (no Simon Says)
- Simon Says tell the person next to you your favourite TV programme (too quiet)
- Simon Says clap your hands, touch your knees, jump up and down, then go to the window, pretend to make a cup of tea, find a chair and walk round it in a circle before sitting down (too long)
- Simon Says walk to the door furtively (vocabulary – means suspicious/sly)
- Simon Says stand on one leg and stick out your tongue (too quiet)
- Pretend to read a book (no Simon Says)
- Simon Says touch your ears, clap you hands 4 times, pat your head 3 times, make a silly face, stand up, bounce on the spot once, clap your hands once then sit back down (too long)
- Simon Says say hello to the person on your right (too quiet)
- Simon Says pretend to be a herbivore animal (vocabulary)
- Simon Says jump up and down 5 times then sit down again (too fast)
- Sit on a chair, stretch your arms and stamp your feet (no Simon Says)
- Simon Says pretend to be a monkey (too quiet)
- Simon Says make an ecstatic face (vocabulary)
- Simon Says touch your nose, jump up and down 3 times, sit down again, touch your left knee, stand up, hop on one leg 4 times, flap your arms and sit back down (too long)
- Spin in a circle whilst barking (no Simon Says)
- Simon Says touch your toes, do a star jump, clap your hands and run to the window singing Old MacDonald had a farm and then sit on your chair (too long)

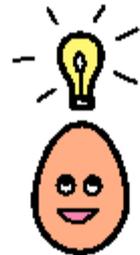
Pages 16 and 17 - Problem solving

The goals of this section are for your child to:

- Be able to independently think of a solution to a school based problem
- Be able to identify people they can ask for help if there is a problem at school and they don't know what to do

How to do this activity:

- 1) You or your child read out the information in the purple box at the top of page 16.
- 2) Read through the questions that we can use to help solve a problem.



What should
I do?

Who can I
tell?

What
should I
not do?

What could
I do next
time?

- 3) Read through the ideas of people you can speak to if you have a problem e.g. teacher, friend, parent, school office. Think about the kinds of problems you would speak to these people about.
- 4) Read through the instructions at the top of page 17.
- 5) Support your child to draw a line between the question and the most appropriate answer
- 6) Consider other things they could do in the situation – discuss good ideas and bad ideas

Here are the answers:

Problem: You have forgotten your homework

- What should I do? – Stay calm
- Who can I tell? – Your teacher
- What should I not do? – Go home and get it
- What could I do next time? – Pack your bag the night before

Problem: You don't know where your English class is

- What should I do? – Have a look at your map
- Who can I tell? – Ask a teacher/older student in the corridor
- What should I not do? – Miss your lesson
- What could I do next time? – Find your classroom during some free time

Now that your child has practiced some problem solving activities, have a go at discussing what you would do in some other situations.

Here are some examples:

- You have forgotten one of your ingredients for food technology.
- Your bus is late. You will be late for school.
- You don't have your P.E. kit
- You feel ill in class
- You need the toilet just as the end of break bell goes
- Your French homework is too hard
- You have lost your blazer
- You don't have any dinner money
- Someone is being nasty to you at school
- You don't have time to write your homework from the board

Page 18 - Using a Map

The goals of this section are for your child to:

- Understand how to use a school map

How to do this activity:

- 1) You or your child read out the information in the yellow box on page 18.
- 2) Start by giving the child time to look at the map on their own, just to look at it all and take it in.
- 3) Talk through **the different things that a map can show us**. Talk about how to use the key to show us what each colour means.
 - How can we use the key to check which building is what?
 - Floors – what shows the different floors?
 - Subject areas/rooms – what subjects are new? Why do you think the rooms are named that way?
 - Toilets – what symbol shows this?
 - Stairs/doors – what symbols show these?
 - Sports facilities (gym, fitness suite, sports field)
 - Hall
 - Canteen
 - Library
 - Staff room
 - Where to get help (reception, First Aid, staff room, SEN department – if appropriate)
- 4) Demonstrate a few **examples of reading a map**, e.g.
 - What building is room L3 in? -> 'Modern Foreign Languages'
 - What room is next to ICT 2? -> the library
 - Where is room H3? -> in the 'Humanities' block, opposite H5 and next to the stairs.

After you have demonstrated a few times, give **2-3 turns to the child in response to similar questions**. This gives the child practice at reading the map.

Page 19 - Map quiz

The goals of this section are for your child to:

- Be able to use and find information on a school map
- Become familiar with buildings names they may not have heard before.

How to do this activity:

- 1) Ask the child the following questions (also found on page 19)
 - 2) Give the child time to consider and write down the answer.
 - 3) Repeat the question as many times as needed.
 - 4) At the end, go through and mark the answers with the child and discuss the answers.
-
1. Where do you need to go to for your lesson after break on Thursday? Tell me the room, name/colour of the building and the floor. -> *Room E5, English (dark pink), ground floor*
 2. Where would you go to buy lunch? -> *Canteen*
 3. Which room do you need to go to for your last lesson on Thursday? Tell me the room, the name/colour of the building and the floor. -> *Room H3, Humanities (yellow), ground floor*
 4. Where do you need to go for PE? -> *Gym*
 5. Where do you need to go to for your lesson after lunch on Friday? Tell me the room, name/colour of the building and the floor. -> *Room Art1, Art and DT (pink), ground floor*
 6. If you needed to find out some information for your homework, which 2 places could you go to find out information? -> *Library and ICT rooms*
 7. Where do you need to go for your last lesson on Tuesday? Tell me the room, name/colour of the building and the floor. -> *Room L1, Modern Foreign Languages (green), first floor*
 8. What room is next to music room 1? -> *Drama studio/store*
 9. If you missed your bus and got to school at 11.30 on Monday, which building and floor would you go to? -> *Sciences (dark blue), first floor*
 10. Where do you think you would have to go for assembly? -> *Main Hall*

Page 20 - Directions

The goals for this activity are:

- Follow instructions that include directional vocabulary (e.g. left, right, down, up)
- Give instructions that include directional vocabulary (e.g. left, right, down, up)

You and the child each need to look at the **school map**.

1. Work out directions together.

- Together, pick a start point (e.g. main hall) and an end point (e.g. library)
- Discuss how you would get there, using appropriate terminology (see picture cards in child workbook)
- Trace with a finger or draw the route on the map with a pencil as you discuss it

2. Adult and child take turns to give directions

- Choose a start and an end point. Tell the child where to start with their pencil but don't tell them the end point.
- Give instructions to direct the child to your end point, drawing it onto your map at the same time without allowing them to see.
- At the end, compare to see whether the maps match. If they do not match, discuss where the miscommunication happened and correct it.
- Repeat with the child giving the directions to the adult. Have 2-3 turns each.

Page 21 - Making friends

The goals for this section are for your child to:

- Understand what makes someone a good friend

How to do this activity:

1. You or your child read out the information and instructions at the top of page 21.
2. First, think about what makes someone a 'good' or 'bad' friend.
3. Look through the pictures and discuss whether the characteristic makes someone a good friend or bad friend
4. You could circle 'good' things in green and 'bad' things in red
5. Discuss what kind of friend your child would like to be
6. Discuss with your child other things that make someone their friend: Kind to you, share things with you, makes you laugh, cheers you up, like to do/play the same things as you, looks out for you, helps you, listens to you, stick up for you

Page 22 - Having a conversation

The goals for this section are for your child to:

- Understand what a conversation is
- Understand appropriate ways to join a conversation
- Reflect on their own interests, likes and dislikes
- Practice what to say in response to different conversation topics

Before completing these activities...

- Briefly discuss **'What is a conversation?'**

- More than 2 people talking
- Talking about the same thing
- Take turns to talk
- Listen to what the other people are saying
- Respond to what they say

- Ask **'When do you join in a conversation?'**

- When there is a gap in the conversation – we do not interrupt

- Discuss **'How do you join in a conversation?'**

- By asking a question or making a comment on what has been said

For example:

- Question – ask a question about something they have said e.g. "What's your favourite chocolate bar?"
- Comment – talk about something they have said e.g. "I like chocolate too"
-

How to complete this activity:

- 1) Read the information in the green box at the top of page 22.
- 2) Discuss that when we meet someone new, we have to get to know them by sharing information about ourselves
 - Support your child to fill out the list of their favourite things
 - Discuss things that your child wouldn't share with someone they have only recently met e.g. their address, phone number or email address
- 3) Read the information in the green box at the top of page 23.
- 4) Discuss with your child that sometimes people might talk about something that we don't know very much about.
 - Support your child to think about what to say when they are told something they don't know very much about.
 - Look at the examples and fill out the table with ideas for responses to things people might say.

My Communication Profile

The goals for this section are for your child to:

- 1) Reflect on how they would like to be supported at their new school
- 2) Create a communication profile about themselves to give to their new teachers

How to complete this activity:

- 1) Explain to your child that it will be useful for their new teachers to know how to support them in school
- 2) Discuss things that your child would like others to know about them, for example things that they find difficult, and what they find helpful
- 3) Fill out the communication profile

If you have any questions about anything in this resource pack, then please do not hesitate to get in touch with your schools Speech and Language Therapist or SENCo.

We wish you and your child the very best of luck with their transition to their new school – they will be great!



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