

Let's Get Started

Section 2	Section 3	Section 4
1. Key 2. Cup 3. Spoon	1. Sponge or flannel 2. Cup 3. Brush 4. Teddy 5. Key 6. Spoon 7. Plate	1. Ball 2. Cup 3. Key 4. Plate 5. Doll 6. Teddy 7. Brush 8. Sponge or flannel
Section 5	Section 6	Section 8
1. Box with lid 2. Spoon	1. Chair	1. Card Inserts: These can be found in Section 8 of The Big Picture Book.

WHY?

WellComm plays a crucial role in identifying children with potential language difficulties, both within their expressive and receptive language skills.

Let's get screening

REMEMBER

Don't give the child any hints or clues
 Stick to the words highlighted in **bold** and try to not to reword questions or phrases.
 Don't 'eye point' or make any hand gestures to support the child.

Consider how you can share ideas with parents; do you use an electronic platform to share WellComm activities? Do you have a parent notice board to display WellComm ideas?

1. Find your WellComm Toolkit and check that you have all four books.
2. Create a 'grab bag' containing all the resources required to begin screening.
3. Attend free training and/or discover how to begin screening your children from another member of your team.

4. Time to plan- consider who to screen first and group all the children on the same section together.

5. Find a quiet and familiar space to screen the children- in the home corner or in your reading area etc.

6. Top tips; Choose a key phrase to say to the child after each answer, only use the words included in the rules and accept the child's first answer.

7. If a child achieves **RED** or **AMBER**, keep screening the section below until the child achieves a **GREEN** score.

Let's look at the results

Look at the children's results for each age phase and make a positive plan of action, using The Big Book of Ideas.

Consider creating language groups, weekly key focuses, interaction prompts.

Digital Reporting tool

Log on to the Digital Reporting Tool (DRT) and input all of your children's information- ensuring the spell group/room names the same each time.

Use the DRT alongside screening the children, input their responses whilst you screen.

Produce individual reports to share with keyworkers and parents.

Create group planning sheets for each age phase to get a clear picture of key areas of development. These could inform group activites and interactions.

Generate groups reports to look at progress and look in more detail at different groups of children.