

Core Word Programme

Parent information meeting
6/11/2025



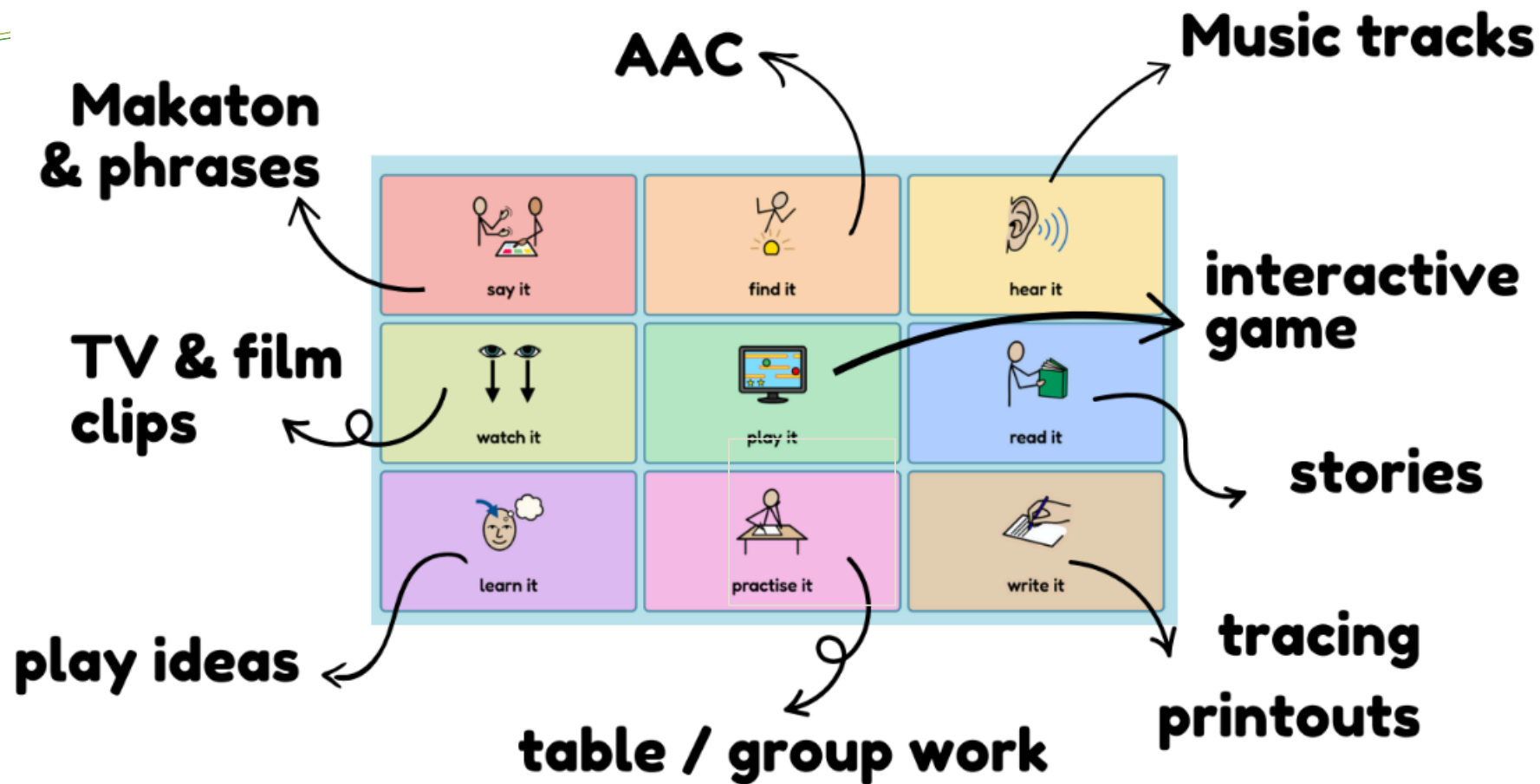
What is the Core Word Programme?

- At our Resource Provision, we know that every child learns to communicate in their own way.
Some children may not develop speech or reading skills through traditional phonics- instead, they might learn through recognising whole words, symbols, AAC systems, or familiar phrases.
- To support all our pupils to communicate, we have implemented, **The Core Word Programme**.
- It was designed by Jordan Garrett to teach speech and language in a way that suits how Gestalt Language Processors and neurodiverse children learn. Through weekly sessions, it covers the first core words that a neurotypical child would learn.
- Each week, we focus on one **core word**, using fun, structured, and repeated sessions to help children understand and use that word in different contexts. The aim is to build communication, confidence, and early literacy skills in a way that suits each child's unique way of learning and expressing themselves.

What is the Core Word Programme?

We follow DLM's (Dynamic Learning Map's) 'First 40' recommended core vocabulary words

1.	I	like	not	want
2.	help	it	more	different
3.	who	she	you	he
4.	where	up	on	in
5.	me	make	get	look
6.	what	need	are	is
7.	some	put	all	this
8.	don't	that	go	do
9.	when	finished	can	here
10.	open	turn	stop	over



The sessions are delivered in nine fun sections, which can be covered all at once or separately, depending on your schedule and the needs of the children.

finish / all done



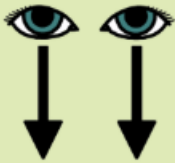
say it



find it



hear it



watch it



play it



read it



learn it



practise it



write it

Word of the week

“finish”



Sign it:



Hear it:



Learn it: an activity to try at home

Set-up: Use a bubble machine or blow bubbles manually.

Play: Encourage learners to reach, look, or move towards the bubbles while they're active.

"Finish" Support: Clearly say and/or show a symbol for "all done" or "finished" before turning off the bubbles. Wait for a reaction (e.g. looking, turning, vocalising) to the bubbles stopping. Repeat to provide multiple chances to notice the "end" and build anticipation.

Write it: use a pen to make marks or trace the word

