



# Super Core

Manual

Symbol based core vocabulary for Grid Software  
Daisy Clay, MSc Cert MRCSLT

# Smartbox

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Welcome to



Symbol based core vocabulary for Grid Software

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Super Core makes it easier for early AAC users to get started and experience success with symbol communication. Core vocabulary sits alongside activity specific language, with powerful features that make it simpler to form phrases and communicate meaning.

This 54-location grid set is designed around real-life situations, everyday routines, and motivating play activities to provide functional yet simple language for children with additional communication needs.

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# How Super Core Works

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Built on experience and grounded in research, Super Core uses activity specific language which can be used in everyday situations. The design of the grid set enables parents and professionals to easily see how AAC can be used all day, every day in a variety of situations.

The single home grid of core vocabulary in Super Core gives you a powerful way to communicate. Core vocabulary refers to a small set of basic words which we can use all the time – words like *“I”, “go”, “want”, “this”, “and”, “more”*.

Core vocabulary makes up about 80% of what we say [1]. By combining core vocabulary with words that are specific to a particular topic (also known as fringe vocabulary), we can communicate about different topics, in different situations, to different people, whenever we want to. In Super Core, you can select single words or build phrases and sentences using core and fringe vocabulary, with support from Smart Grammar and Next Word Suggestions, often without needing to leave the grid you are on.

# How Super Core Works

who 👤?	what 📦?	why 👤?	where 📍?	when 🕒?	now 🕒	then 📅
I 👤	to ➔	want 👤👉	come 👤➔	see 👤👁️	this 👤👉	that 👤👉
my 👤	be 👤	stop 🛑	go ➔	put 👤📦	in 📦	on 📦
it ➔	can 👤	like ❤️	get 👤📦	good 👍	a 📦	the 📦
you 👤👤	do 👤	need 👤📦	help 👤👉	more 👉	and 👤👤	with 👤👤
people +	have +	questions +	actions +	describe +	little words +	not -

Core vocabulary

## How Super Core facilitates successful use of AAC

- Providing access to a full and robust core vocabulary
- Organising activity specific vocabulary alongside a consistent core vocabulary
- Focusing on the most functional and commonly used vocabulary, with quick access to early concept vocabulary supports users to learn their meaning
- An emphasis on communication within daily routines and play activities provides regular opportunities to integrate AAC throughout the day
- Suitable for a range of ability levels, with Learning Grids for very early AAC exploration of communication within daily and play activities

# Using Super Core

- Support for literacy development throughout, with features such as a phonetic keyboard, selective use of symbols, and story book vocabulary

Super Core provides a way for a very early AAC user to get started and experience success with symbol AAC, even if they have never used AAC before or who have limited experience. It is simple to learn and simple to use for those supporting the learner, enabling easy language modelling and editing of the grid set.

AAC users can get started easily and experience success straight away by exploring the functional language available in the daily activity and play grids. The language selected supports effortless learning as the words available are all relevant to the chosen activity. This promotes positive experience for the AAC learner, essential to continuing success.



Daily activities



Play activities





# Features of Super Core

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- Use the “magic wand” grid to fix things. Fix words by making tense changes and adding suffixes, for example, change “go” to “went” or “big” to “bigger”. Also fix any device issues such as changing your volume or checking your battery, and use quick phrases such as “I need to charge my battery” to get help with your device
- Wherever you are in the grid set, you can always get back to the previous grid or return to the home grid with one selection
- Jump and function cells are always in a consistent location and, wherever possible, the vocabulary is in a consistent position, with consistent symbols used to support learning
- The dynamic columns on the right-hand side jump to grids that include topic-specific fringe vocabulary alongside core words, with an option to expand to get further fringe vocabulary. Categories include:
  - **Daily** activities including washing, dressing, sleeping and going places
  - **Play** activities including bubbles, music, trains and pretend play
  - **Chat** words and phrases to give quick access to social words and language for conversation and commenting
  - **Position** words like “up”, “down”, “here”, “there” can be accessed quickly, with the option to expand to get more words like this
  - **Places** like “home” and “school” can be found easily, with the option to expand access more places, grouped together by inside places, buildings, shops and restaurants, outside places, and world places

# Features of Super Core

- **Feelings** are quick to get to, full of important words for learners whose communication difficulties may affect their ability to clearly express their emotions
- **Time** words help learners to express time concepts such as “before” and “after” as well as “yesterday”, “today”, and “tomorrow”, with the option to expand to find more specific time vocabulary
- **News** to give learners an easy way to share their news between home and school. This is motivating for the learner and helpful to encourage families and schools to engage in AAC together
- **Topics** where you can find all your other words, for example, transport, clothes, food, etc
- **School** to access pages for learning and school vocabulary
- **Messages** for all your pre-stored quick messages, arranged into categories based on language functions with simple labels allowing you to quickly say and add commonly used phrases
- **Spelling** with a phonetic keyboard to support the development of early literacy skills and allow learners to start exploring sounds independently



Daily



Play

# Features of Super Core



Chat words and phrases



Position & places



Feelings



Time



News



Topics



School



Messages

# Features of Super Core

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- Function cells are differentiated through styling, so that cells which speak, jump or perform a function are visibly different, to support learning of the high-tech system
- A limited number of self-closing grids have been used to enable faster, more efficient communication – each with a clearly visible ‘stay here’ command
  - **People**
  - **Questions**
  - **Actions** (and sub pages)
  - **Describe** (and sub pages)
  - **Little words** (except for “any”, “every”, “some”, “no”, “all” to allow the learner to build words like “anywhere”, “everywhere”, “nowhere” and “somewhere”)
- Repetition is key to learning language, which is why words are often repeated across different grids in Super Core. For example, the word “again” appears on many of the play activities and all the story grids
- School pages include subject specific functional language alongside core vocabulary with the option to expand to a grid with subject specific fringe vocabulary
- Learners intuitively touch the chat writing area to speak or, for eye gaze users, look at the speak cell. An alternative version of Super Core with rest cells is available for Grid 3
- Optimised scan blocks to increase the efficiency for switch users - cells they are most likely to need are available first, in the order they are most likely to be needed

# Language, literacy & learning

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- Colour coding for the different parts of speech, based on the modified Fitzgerald Key [2, 3] to help learners find the words they need to build their sentence

	Modified Fitzgerald Key
People Words - <b>Pronouns</b>	Yellow
Action Words – <b>Verbs</b>	Green
Naming Words - <b>Nouns</b>	Orange
Describing Words - <b>Adjectives</b>	Blue
Little Words – <b>includes Prepositions, determiners, conjunctions and adverbs</b>	Grey
Question words	Purple

Super Core is based upon key research that identifies the most common core vocabulary [4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16]. This research included samples of vocabulary from a range of sources, including pre-schoolers [5, 15], school-aged children [6, 7, 8] and adults [4, 14]. Specifically, the samples which were studied included individuals with and without disabilities, including AAC users [14], and children with disabilities such as Down's Syndrome [11, 12, 13]. Sources reviewed also included the Makaton Core Vocabulary [16], Down's Syndrome Education [11, 12, 13], and early written vocabulary [8] as useful sources of the most functional core and fringe vocabulary.



# Language, literacy & learning

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- Adult spoken language [4]
- Adult SGD language [14]
- Preschool spoken language [5, 15]
- School aged spoken language [6, 7]
- School aged written language [8]
- Down syndrome spoken and signed language [11, 12, 13]
- Makaton core vocabulary [16]

Adults, pre-schoolers, school aged children, with and without disabilities, written and spoken language.

## **Vocabulary layout**

- Vocabulary has been organised in a way that aims to make it simple to teach as follows:
  - The describing grid is grouped by:
    - \* Looks (words which describe how something looks or some thing you can see)
    - \* Quality (words which describe how good something is)
    - \* Feels ( words to describe what something feels or tastes like)
    - \* Colour
    - \* Shape
    - \* Size

# Language, literacy & learning

- The Describe and Feelings Expanded grids also include helpful sentence starters and phrases such as “it’s”, “is it” and “a little bit” to remove the need for navigation between multiple pages, and support sentence building



Describe

- Vocabulary on all of the activity grids is always in a consistent location
- Semantic links:**
  - Words that are semantically linked together are located together, such as easy/difficult or hard/soft
  - Words on different grids which are linked by their meaning are also in the same location. For example, fire fighter, fire engine and fire station



Easy/difficult, hard/soft

- Consistent locations**
  - Words which appear multiple times on different activity grids are always in consistent locations, to support motor planning and learning, for example “again” which appears on several play activity grids and the story grids in the School section, always in the same location.

# Language, literacy & learning

- The Actions grid is grouped by:
  - Thinking actions (the things we do every day which is a useful part of learning)
  - Everyday actions (actions related to thinking, feeling and talking)
  - Doing actions (actions we do with objects)
  - Moving actions (action words where movement happens)
  - There is also space to add more words



Actions



Everyday actions



Thinking actions



Doing actions



Moving actions



# Language, literacy & learning

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- **Symbol selection:**

- Every symbol has been chosen based on which symbols are:
  - \* Most commonly used in schools
  - \* Easier to teach using activities
  - \* More likely to relate to the child's everyday experiences
  - \* Visually clearer

- **Concept vocabulary:**

- Typically, access to early concept vocabulary is limited across a range of AAC vocabularies [17, 18] despite the importance of such vocabulary during early education [19]

- Super Core gives quick access to a range of concept vocabulary including links from the home page to the following range of concept vocabulary:

- \* **Colours** (e.g. red, yellow, blue) - located under Describe or School
- \* **Letters** - located under Spelling
- \* **Numbers** - located under Spelling and School
- \* **Size/ comparison words** (e.g. "big", "different") - located under Describe and School
- \* **Shapes** (e.g. "circle", "square") - located under Describe and School
- \* **Directions/ Positions** (e.g. "in front of", "over") - located under Position
- \* **Feelings** (e.g. "happy", "sad") - located under feelings
- \* **Texture words** (e.g. "smooth", "wet") located under Describe
- \* **Quantity words** (e.g. "more", "full") - located under Describe
- \* **Time/ sequence words** (e.g. "before", "after") - located under Time (with "now" and "then" included in the 32 core words)

# Language, literacy & learning

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- The concept vocabulary which is most high frequency and typically developed earliest in language is also available in fewer hits. For example, the words *“red”*, *“yellow”* and *“blue”* are accessed in fewer hits than *“turquoise”* and *“grey”*, and *“happy”* and *“sad”* in fewer hits than *“confused”* and *“proud”*. This supports learners to focus on and develop their confidence in using simpler concepts before developing more advanced concepts.

# Super Core and SIMPLE AAC

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It can be hard to know where to start with someone who is learning to use AAC. The internet is full of wonderful tips and ideas, but it can still feel overwhelming.

SIMPLE AAC (a handy mnemonic!) brings all of the big ideas about what we should be doing to support early AAC users to develop their communication, in a way that is easy to follow and understand.

Every letter of SIMPLE AAC represents a strategy – something you can do to help the AAC learner. But you don't have to do all of it at once!

Just focusing on one idea at a time will be much easier than trying to do everything straight away. Think about doing a little bit every day for a week or two, or even a month. See what happens!

# S = Show

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Show your user how to create messages in Super Core. Simply point to the words on the screen or select the cells as you talk. By doing this you are modelling the use of the language in the same way we do when we talk to babies from birth.

*“We all learned spoken language by watching and listening to other people speak before we started practicing ourselves. Similarly, if we wanted to learn a foreign language then it’s well known that the best way to learn it is to go to the country where the language is spoken to be surrounded by it. This is what our AAC learners need to do too.”*

*Daisy Clay, SIMPLE AAC blog.*

*Available [thinksmartbox.com/blog/introducing-simple-aac/](https://thinksmartbox.com/blog/introducing-simple-aac/)*

Seeing others use their communication device can be really motivating for users learning a new AAC system. If you’re not sure where to start, have a go at showing the learner how to make some of the phrases below and then act them out:

- Go now
- Want more
- Want it
- Like it
- I want to
- Put it in

# I = INTERESTING

To motivate and engage an AAC learner you need to make it interesting and fun! The best place to start is by doing something the learner really enjoys – the play pages in Super Core might be a good starting point. If your user likes bubbles for example you can teach them lots of vocabulary related to bubbles and have lots of fun playing with bubbles in the process. Many of the words you might teach will also be useful for other activities and situations like “again” and “open”.

Using the two dynamic columns on the right hand side alongside the core vocabulary you can:

- Blow bubbles
- Pop bubbles
- Blow big bubbles
- Blow bubbles again

There are so many possibilities!



Play; bubbles



Play; bubbles, actions



Play; bubbles, questions



Play; bubbles, describe

# M = MONTHS & MONTHS

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For the introduction of a new vocabulary like Super Core, months and months refers not only to the amount of time a user will need to learn a new language but also the planning and support that we need to provide as communication partners to help them achieve this. When starting out with Super Core, think about what skills you want to support the learner to develop, and how you could help them do this. Not only day by day, week by week but also month by month.

Think about:

- What new language you want to introduce - you may want to choose one or two words to focus on each week
- Which daily activities provide excellent opportunities to play with the language in Super Core and become really familiar with it (hint: the *"daily"* and *"play"* activity grids on the right hand side are a great starting point for this)
- Is there any additional language you need to add in to Super Core to personalise it? What would the AAC learner really love to talk about? You could start by looking at the *"people"*, *"family and people"* and the *"friends"* pages to add the names of important people



# P = PAUSE

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Pausing is a really important part of conversation and turn taking.

It provides the conversation partner time to process what you have said and respond, and it indicates that it is someone else's turn in the conversation. When learning Super Core, it's so important to allow the learner time to find the language they are looking for and respond. Especially when they first start learning the vocabulary, it will take time to learn where words are and take time to explore and find new words.

Pausing gives the learner time to do all of this and gives them a cue in conversation that it's their turn to talk.

It's also important not to make users feel under pressure to respond too quickly or they may struggle to find the language they are looking for or even opt out of participating in conversation as it becomes too stressful.

Things you can do to support your learner:

- Use Super Core to talk to the learner, then just pause, giving them lots of time to try to use it themselves - but don't insist they do!





# L = LANGUAGE

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It is really important to think about all the different reasons we use language. Sometimes, in early AAC development, learners can be limited to simple requests and responding to questions. However, we know that requests are only a small proportion of what we actually use language for.

*“Consider the difference between an AAC learner who knows how to ask for play dough, compared to a learner who knows:*

- *How to **ask** for a different colour*
- ***Tell** someone that’s their favourite colour*
- ***Get** help to open some play dough*
- ***Ask** someone else to roll out the play dough if they can’t*
- ***Protest** if someone tries to take the rolling pin they want to use*
- ***Negotiate** with a peer to take turns with the shape cutter*
- ***Answer** the questions ‘what are you making?’ “*

*Daisy Clay, SIMPLE AAC Blog 2017*

With the right support, Super Core can enable learners to use language for lots and lots of situations, and this is what we should be aiming for. Language use should not just be limited to asking for things.



Play, play dough



# E= EXPLORE

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In the same way that verbal children explore language through babbling, AAC users should be given the opportunity to explore language and babble using Super Core. Whatever grid you are on, allow the user to press the cells, hear the words and see you respond to the language they are selecting.

There are lots of useful examples about responding to language in the original SIMPLE AAC blog available online at [thinksmartbox.com](http://thinksmartbox.com).

Exploring Super Core allows the user to:

- **Play** with language
- **Hear** the words
- Start to **learn the meaning** of new words (as you show them what the word means by how you respond when it is selected.)
- **Learn the location of words** within the grid set

# A = ALWAYS AVAILABLE

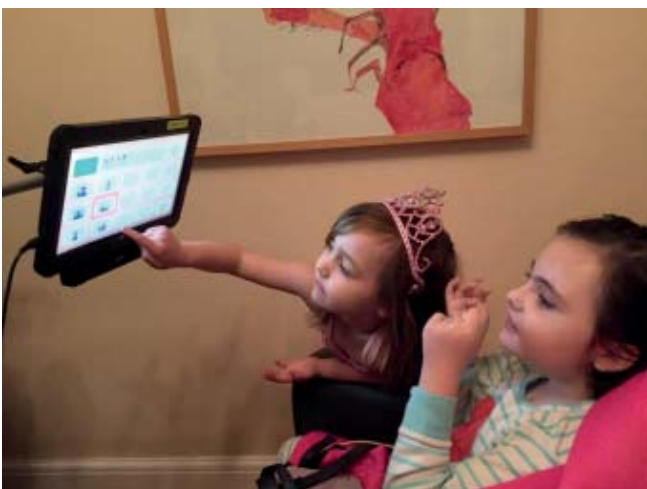
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In the same way we don't limit when and where a child developing verbal language can talk, your AAC learner should always have Super Core available.

If Super Core is always available, not only will the learner understand that it's something that they can use in lots of different situations, they're also likely to get to know it quicker because they will always have it with them.

There might be times when, for whatever reason, they can't have their device with them but a low tech version should be used as an alternative. Think about having a printed version of the sleeping grid at bedtime, or the washing grid in the bathroom to make sure there is always the opportunity to communicate.

Young children often interrupt, shout out, ask random questions and say silly things at the wrong time. A child learning AAC should be able to do exactly the same thing as part of learning to communicate is learning when and how to do it appropriately. That means it's OK if the AAC learner goes into *describe>quality* and selects 'rubbish' at the dinner table!



# A= ADD WORDS

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Your AAC learner might start using Super Core by just selecting one word to communicate their message. You can support them by responding to that message and helping them develop their language by showing them which other words are on that grid they could select.

The play grids in the dynamic columns are a really nice way to do this. For example, you could select *"blow bubbles"*, *"pop bubbles"*, *"pop"*, *"more"*, *"big bubbles"* etc.

The play grids in the dynamic columns are a really nice way to do this. For example, if you are using the Bubbles grid and the learner selects *"bubbles"*, you could respond with *"open bubbles"*, *"blow bubbles"*, *"big bubbles"*, *"more bubbles"*. This shows the learner that what they said was right, but also shows them how they could build upon what they said and add other words to the word they selected.

# C = COMMENT

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In her original blog, Daisy referred to Kate Ahern's (Assistive technology specialist and a teacher of learners with multiple or significant special needs) comment '*They're not on a quiz show*' when talking about how we interact with AAC learners. Far too often we can default to asking questions, sending the learner on a hunt for words to answer questions we already know the answer to. Or we might even be asking questions which the learner doesn't know the answer to – this can really take the fun and motivation out of learning AAC learning.

When thinking about getting started in Super Core and modelling, its use to the AAC learner, commenting is much more effective than just asking questions. It provides more valuable and realistic interactions. Think about some of the daily activities for example.

On the eat and drink grid it would be much more natural to say:

- '*I think you LIKE this BISCUIT*' rather than asking '*What are you eating?*'
- '*I LIKE BISCUITS too*'

Or on the sleep grid we could comment:

- '*It's STORY TIME NOW*'
- '*THEN BED TIME*'
- '*I LIKE THIS STORY*'
- '*TEDDY is TIRED*'

It's really important to try and make our interactions natural and model typical conversation. Super Core is designed to support you to do just that and model language to the AAC learners in everyday situations.

# Word list

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a	ambulance	art
about	America	art therapy
above	an	artist
abracadabra	and	artwork
accident	angel	as
actions	angry	Asda
actor	animal	Asia
actually	ankle	ask
add	anniversary	asleep
adult	annoyed	asparagus
advent calendar	another	asteroid
Africa	answer	astronaut
after	ant	at
afternoon	any	athlete
again	any time	athletics
agree	anybody	aubergine
air	anyone	August
airport	anything	aunt
Aldi	anyway	Australia
alien	anywhere	Austria
alive	apart	author
all	apple	autumn
alligator	apricot	avocado
almost	April	awake
alphabet	arcades	away
already	archery	awful
alright	are	baby
also	Argos	back
although	argue	backwards
always	arm	bacon
AM	armbands	bad
amazing	armchair	badger
Amazon	around	

# Word list

---

badminton  
bag  
bagel  
bake  
baked beans  
baker  
bakery  
ball  
balloon  
balloons  
banana  
bandage  
bang  
bank  
banker  
barrel  
baseball  
basement  
basket  
basketball  
bass guitar  
bat  
bath  
bathroom  
battery  
bauble  
BBQ  
be  
beach  
beach towel  
beaker  
bean bag  
beans on toast

bear  
beard  
bearded dragon  
beat  
beautiful  
beaver  
because  
bed  
bedroom  
bedtime story  
bee  
beef  
been  
beep  
bees school  
beetle  
before  
behind  
being  
Belgium  
believe  
bells  
belly button  
below  
belt  
bendy  
best  
best friend  
better  
between  
bicycle  
big  
bingo

bird  
birds  
birthday  
biscuit  
bit  
bite  
black  
black cat  
blackbird  
blackcurrant  
blanket  
blind  
blood  
blow  
blue  
blue tit  
blueberry  
Bluetooth  
boat  
body  
boil  
bone  
bonnet  
book  
book cover  
book report  
bookcase  
boots  
bored  
boss  
both  
bottle  
bottom

# Word list

---

bounce	bucket	call
bow	Buddhism	called
bowl	Buddhist	calm
box	budgie	camel
boxing	buffet	campsite
boy	buggy	can
brain	build	Canada
branch	building	candle
brave	bump	canoeing
Brazil	bunny	car
bread	burger	car horn
breadstick	Burger King	car park
break	burn	card
breakfast	bus	care
breast	bus driver	careful
brick	bus station	carer
bricks	but	carol
bridge	butcher	carpenter
bright	butchers	carpet
bring	butter	carrot
broccoli	butterfly	carry
broken	buy	carton
bronze	buzzer	casserole
broom	by	cast
broomstick	bye	cat
brother	cabbage	catch
brown	cafe	caterpillar
brush	Cafe Nero	cauldron
brush hair	cage	cauliflower
brush teeth	cake	cave
bubble bath	calculator	CD
bubble tube	calendar	ceiling
bubbles	calf	celebration

# Word list

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celery	chocolate cake	cockroach
cello	choose	coconut
cereal	chop	cod
cereal bar	chow mein	coffee
chair	Christian	coin
chairs	Christianity	coke
change	Christmas	cold
chapter	Christmas card	collect
character	Christmas tree	college
chase	church	colour
chat	cinema	colourful
cheap	circle	colouring book
cheek	city	come
cheese	clap	comfy
cheese on toast	clarinet	comic
cheeseburger	Clarks	computer
cheetah	classroom	confused
chef	clean	container
cherry	cleaner	continent
cherry pie	clementine	cook
chest	clever	cooker
chew	climb	cool
chewy tube	climbing frame	copy
chick	cloak	cork
chicken	clock	corner
child	close	Costa
children	clothes	costume
chimpanzee	clothes shop	could
chin	cloud	count
China	clown	country
Chinese	clue	countryside
chips	coach	courgette
chocolate	coat	court



# Word list

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cousin	cutlery	different
cover	cutter	difficult
cow	cycling	dig
crab	cylinder	digger
cracker	cymbals	dinghy
craft	Cyprus	dining room
crane	Czech Republic	dinner
crash	dad	dinosaur
crate	Daddy	diplodocus
crawl	daily	dirty
crayon	dairy free	disagree
cream	dance	disappointed
cricket	dancer	disco ball
crisps	dark	discover
crocodile	darts	disgusting
croissant	date	Disney Store
cross	day	divide
crossing	dead	diving
crow	decagon	Diwali
crutches	December	do
cry	decide	doctor
cub	deckchair	doctors
cube	decoration	does
cuboid	deer	dog
cucumber	Denmark	doing
cup	dentist	doll
cupboard	dentists	dolly
cupcake	deodorant	dolphin
curly	describe	dominoes
curry	dessert	donkey
curtain	diamond	door
cushion	diary	doughnut
cut	die	dove

# Word list

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cousin	cutlery	different
cover	cutter	difficult
cow	cycling	dig
crab	cylinder	digger
cracker	cymbals	dinghy
craft	Cyprus	dining room
crane	Czech Republic	dinner
crash	dad	dinosaur
crate	Daddy	diplodocus
crawl	daily	dirty
crayon	dairy free	disagree
cream	dance	disappointed
cricket	dancer	disco ball
crisps	dark	discover
crocodile	darts	disgusting
croissant	date	Disney Store
cross	day	divide
crossing	dead	diving
crow	decagon	Diwali
crutches	December	do
cry	decide	doctor
cub	deckchair	doctors
cube	decoration	does
cuboid	deer	dog
cucumber	Denmark	doing
cup	dentist	doll
cupboard	dentists	dolly
cupcake	deodorant	dolphin
curly	describe	dominoes
curry	dessert	donkey
curtain	diamond	door
cushion	diary	doughnut
cut	die	dove

# Word list

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down	Easter Sunday	everything
downstairs	easy	everywhere
dragon	EAT	excellent
draw	eBay	excited
drawer	edit	expensive
drawing	egg	eye
dream	egg box	eyebrow
dress	egg fried rice	eyelash
dressing gown	egg on toast	face
drink	Eid	FaceTime
drive	either	fair
driver	elbow	fairy
drop	electrician	fajitas
drum	elephant	fall
drumstick	else	family
dry	embarrassed	far
duck	empty	farm
duckling	enchiladas	farmer
dull	end	fast
Dumbledore	engine	fat
dumper	engineer	Father's Day
dumplings	England	favourite
duvet	English	fawn
DVD	enormous	feast
each	enough	February
eagle	equals	feed
ear	escort	feel
early	Europe	fence
earth	evening	ferret
easel	every	ferry
Easter	every day	few
Easter bunny	everybody	fibre-optic
Easter egg	everyone	fidget toy

# Word list

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field	flush toilet	funny
fierce	flute	furniture
fig	fly	furry
fill	foal	game
find	fog	game console
fine	follow	garage
finger	food	garden
finish	foot	garden centre
Finland	football	gardener
fire	for	garlic
fire engine	forest	garlic bread
fire fighter	forget	gate
fire station	forgive	gentle
first	fork	Germany
fish	fortune cookie	get
fish and chips	forwards	ghost
fish fingers	four	giggle
fit	fox	ginger
five	France	Giraffe
fix	freezer	girl
fizzy	Friday	give
flag	fridge	glasses
flamingo	friend	glitter
flannel	friendly	gloves
flash drive	frog	glue
flask	from	gluten free
flat	frost	go
flippers	fruit	goal
float	frustrated	goat
floor	full	God
flower	fun	goggles
flowery	funfair	gold
flush	funnel	golf

# Word list

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good	hair	hedgehog
good night	hairdresser	helicopter
goose	hairdressers	helmet
gorilla	hairy	help
Gourmet Burger	Halal	hen
Kitchen	half	heptagon
grandad	half past	her
grandma	hall	her
Granthi	Halloween	here
grape	hallway	Hermione
grapefruit	ham	hers
graph	hamster	herself
grass	hand	hexagon
gravy	hang	hey
great	Hanukkah	hi
Greece	happen	hide
green	happy	hide and seek
green bean	hard	high
grey	hare	hill
Grid Pad	Harry Potter	him
ground	Harvester	himself
group	has	Hindu
grow	hat	Hinduism
Gruffalo	hate	hip
grumpy	have	hippo
guess	he	his
guinea pig	head	hit
guitar	head teacher	hockey
gurdwara	headphones	hold
gymnast	health	holiday
gymnastics	hear	home
had	heart	honey
Hagrid	heavy	hoodie

# Word list

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hop	imagine	jar
hope	Imam	jealous
horn	in	jeans
horse	in front	jelly
horse riding	index	jellyfish
hose	India	Jesus
hospital	Indian	Jew
hot	injection	job
hot air balloon	insect	joey
hotel	insects	joke
hour	inside	Joseph
house	instead	Judaism
how	instrument	judo
however	interested	jug
hug	invitation	juice
huge	iPad	July
hum	iPhone	jump
hundreds	Ireland	jumper
hungry	iron	June
hurry	ironing board	Jupiter
hurt	is	just
I	Islam	kangaroo
ice	it	karate
ice cream	Italian	kebab
ice cream cone	Italy	keep
ice hockey	itchy	ketchup
ice lolly	its	kettle
Iceland	itself	key
idea	jacket	keyboard
if	jacket potato	kick
Ikea	jam	kid
ill	January	kind
illustrator	Japan	King

# Word list

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kiss	left	live
kit	leg	living room
kitchen	leggings	lizard
kitten	leisure centre	llama
kiwi	lemon	lobster
knee	lemonade	loft
knife	lentils	lollipop
knock	leopard	long
know	less than	look
koala	lesson	loose
La Tasca	let's	lorry
ladder	letter	lose
ladybird	lettuce	lot
lake	librarian	lotion
lamb	library	lots
lamp	lick	loud
lane	Lidl	louder
laptop	lie	lounger
large	lie down	love
largest	lifeboat	low
lasagne	lift	luck
last	light	lucky
late	lightning	lunch
later	like	lunch box
laugh	lilo	lung
lawn	lime	M & S
lawn mower	line	macaroni
lawyer	lion	macaroni cheese
lazy	lip	magic
leaf	list	magic lamp
leaflet	listen	magic power
learn	literacy	magic ring
leek	little	magic show

# Word list

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magician	melon	morning
main course	melt	Morrisons
make	memory	mosque
man	menu	mosquito
manager	mercury	most
mandir	messy	Mother's Day
mango	Mexico	motorbike
many	microwave	motorway
March	middle	mountain
margarine	might	mouse
marmalade	milk	moustache
marmite	milkshake	mouth
marry	milky way	move
mars	mince	Mr Potato
Mary	mince pie	much
mash potato	mine	mud
mask	minibus	multiply
Matalan	minute	mum
match	mirrors	Mummy
maths	miss	muscle
May	mist	museum
maybe	mistake	mushroom
mayonnaise	mistletoe	music
McDonalds	mix	music therapy
me	moisturiser	Muslim
meal	mole	my
measure	Monday	myself
meat	money	naan bread
meatballs	Monk	nail
mechanic	monkey	name
medicine	month	Nando's
medium	moon	nativity
meerkat	more	naughty



# Word list

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near	nothing	or
neck	November	orange
nectarine	now	orbit
need	nowhere	OT
neighbour	nuggets	other
Neptune	number	our
netball	numbers	ours
Netflix	nurse	out
Netherlands	nursery	outside
never	nursery rhyme	oval
new	nut	oven
new potato	nuts	over
New Zealand	occupational therapy	owl
news	o'clock	own
next	octagon	packet
next to	October	paddling pool
nice	of	paella
night	off	page
Nintendo DS	office	pain
Nintendo Wii	oh	paint
no	oh no	paintbrush
no one	oil	painting
no way	okay	pair
nobody	old	Pakistan
nod	Old MacDonald	pancake
noisy	olives	panda
nonagon	on	pants
none	one	paper
Norway	onion	paper bag
nose	only	paper chain
nose blow	open	paperclip
not	operation	paragraph
note	opticians	paramedic

# Word list

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park	pet shop	places
parrot	petal	plain
parsnip	petrol station	plait
party	pets	plane
party popper	phone	planet
pasta	phonics	plaster
pasta bake	photocopier	plastic bag
path	phrases	plate
patio	physio	play
pattern	physiotherapy	Play Station
patterned	piano	playdough
pavement	pick	playground
pay	pick up	please
PE	pickle	plum
peach	picnic	plumber
peacock	picture	Pluto
peanut butter	picture book	PM
pear	pie	pocket
peas	pie chart	poem
pebble	pier	point
peel	pig	Poland
pen	pigeon	polar bear
pence	piglet	police car
pencil	pillow	police officer
penguin	pilot	police station
penis	pineapple	pond
penny	pink	poo
pentagon	pirate	pool
people	pitch	poor
pepper	pizza	poorly
pepperoni	Pizza Express	pop
person	Pizza Hut	poppadum
pet	place	popcorn

# Word list

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pork	puppet	ready meal
porridge	puppy	real
Portugal	purple	really
position	purse	receptionist
post box	push	recorder
poster	put	rectangle
potato	puzzle	red
pound	pyjamas	referee
pour	pyramid	reindeer
pram	quality	relaxed
prawn	quarter	religion
pray	quarter past	remember
prayer	quarter to	remote
predict	Queen	restaurant
present	question	rhino
Pret A Manger	quiche	rhyme
pretend	quick	rhythm
pretty	quickly	ribbon
Prezzo	quiet	rice
price	quieter	rice cake
Priest	Rabbi	rich
Primark	rabbit	ride
prince	radiator	right
princess	radish	rip
print	rain	risotto
printer	rainbow	river
projector	raisin	road
proud	raspberry	road sign
pterodactyl	rat	roast
pudding	ravioli	roast dinner
puffin	read	robin
pull	reading	rocket
pumpkin	ready	rocky planet

# Word list

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roll	Santa	sell
rolling pin	Santa's grotto	semi-circle
Ron	satnav	sensory
roof	satsuma	sensory room
room	Saturday	sensory toy
roots	Saturn	sentence
round	sauce	September
rounders	saucepan	shake
row row	sausage	shaker
rowing	sausage and mash	shape
rubber	save	share
rubber duck	saxophone	shark
rubber ring	say	sharp
rubbish	scared	sharpener
rubbish truck	scarf	she
Rudolph	scary	shed
rug	school	sheep
rugby	school staff	shelf
run	science	shell
Russia	scissors	shepherds pie
sad	scooter	shiny
sailor	Scotland	ship
Sainsbury's	scrambled egg	shirt
salad	scratch	shiver
salad dressing	scream	shoe
salami	screen	shop
salmon	sea	shop assistant
salty	seagull	shopping
same	seaside	short
sand	second	shorts
sand pit	see	should
sandcastle	seed	shoulder
sandwich	seesaw	shout

# Word list

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show	smart	sorry
shower	smart phone	sort
shower gel	smell	sound
shut	smelly	sounds
sick	smile	soup
side	smoothie	sour
Sikh	snack	South Africa
Sikhism	snacks	space
silly	snail	space ship
silver	snake	spade
sing	snakes and ladders	spaghetti
singing	snorkel	spaghetti bolognaise
sink	snow	Spain
sister	snowball	sparrow
sit	snowman	speak
size	snowstorm	speaker
skin	so	speech and language
skip	soap	therapy
skirt	sock	spell
skittle	socks	spelling
sky	sofa	spend
Skype	soft	sphere
sleep	soft play	spicy
sleeping	soil	spider
sleigh	solar system	spill
slide	some	spinach
slimy	somebody	splash
slow	someone	sponge
slowly	something	spoon
SLT	sometimes	sport
slug	somewhere	sports
small	song	sports day
smallest	soon	spotty

# Word list

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spread	straight	swiss cheese
spring	straw	Switzerland
spring roll	strawberries	synagogue
sprout	strawberry	TA
square	street	table
squash	stretch	tablet
squeeze	string	tadpole
squirrel	stripy	take
stairs	strong	take away
stamp	study	talk
stand	subtract	talker
star	sugar	tall
Starbucks	sum	tambourine
starfish	summer	tap
start	sun	tape
starter	sun cream	taste
stay	Sunday	tastes
steak	sunshine	taxi
stem	Superdrug	tea
stencil	supermarket	teach
step-	surprised	teacher
steps	swallow	team
stick	swan	technology
sticker	sweat	teddy
sticky	Sweden	tell
stir	sweet	temperature
stir fry	sweet and sour	temple
stomach	sweet potato	tennis
stone	sweetcorn	tens
stop	sweets	Tesco
stories	swim	TGI Fridays
storm	swimming	than
story	swing	thank you

# Word list

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that	tidy	towel
the	tie	tower
theatre	tiger	town
their	tight	toy
theirs	time	toy shop
them	times	track
themselves	tin	tractor
then	tiny	traffic lights
therapist	tired	train
therapy	tissue	train driver
therapy bars	title	train station
therapy room	to	trainer
there	toad	trains
thermometer	toast	tram
these	toasted sandwich	trampolining
they	today	transport
thick	toe	trapezoid
thin	tofu	tray
thing	together	treehouse
think	toilet	t-rex
thinking	tomato	triangle
third	tomorrow	triceratops
thirsty	tongue	trick
this	tonight	tricycle
those	too	troll
though	tooth	trolley
three	toothbrush	trophy
throat	toothpaste	trousers
through	top	truck
throw	topics	trumpet
thunder	tortoise	trunks
Thursday	total	try
tickle	touch	try again

# Word list

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t-shirt	up	wand
tub	upstairs	want
tube	Uranus	wardrobe
tube station	us	warm
Tuesday	USA	was
tumble drier	use	wash
tummy	vagina	wash bag
tuna	Valentine's Day	washing
tune	van	wasp
tupperware	vanilla	watch
Turkey	Vegan	water
turn	vegetable	watering can
turquoise	vegetarian	watermelon
turtle	Venus	waterproof
TV	very	Waterstones
twinkle	vest	wave
two	vet	wavy
ugly	video	we
ukulele	village	weak
um	vinegar	wear
umbrella	violin	weather
uncle	visit	Wednesday
uncomfortable	vitamin	wee
uncomfy	volleyball	week
under	Wagamama	weekend
understand	wait	weighted jacket
undress	waiter	weird
unfair	Waitrose	well
unicorn	wake	welly
United Kingdom	Wales	were
units	walk	wet
university	wall	whale
unlucky	wallet	what



# Word list

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wheel	world	zebra
wheelbarrow	worm	zip
wheelchair	worried	Zizzi
when	worry	zoo
where	worse	zoo keeper
which	worship	
while	worst	
whisper	would	
whistle	wow	
white	wrapping paper	
whizz	wrist	
who	write	
whole	wrong	
whose	Xbox 360	
why	Xbox one	
wi-fi	xylophone	
wiggly	year	
wild	yellow	
will	yes	
win	yesterday	
wind	yet	
window	Yo Sushi	
winter	yoga	
wipe	yogurt	
wish	you	
witch	young	
with	your	
wizard	yours	
wolf	yourself	
woman	yourselves	
woods	YouTube	
word	yucky	
work	yummy	

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