

7.1

Role play.

Gather some clothes for dressing up. Hats, scarves, bags and other accessories are especially useful.

Encourage your child to dress up and be someone different. Use books to show different characters or relate to real life experiences such as a trip to a café or shop.



7.2

Understanding 'many' and 'few'.

Draw pictures with your child and talk about adding 'many' flowers or 'few' trees. Gather the pencils or paper and talk about having 'many' pencils or a 'few' pieces of paper.



7.3

Understanding 'long' and 'short'.

Gather some pairs of items that can be described as 'long' or 'short'. This might be scarves, socks, rulers, trousers etc.

Put one of the pairs out (e.g. 'long' and 'short' pencil).

Ask your child to find the 'long' pencil.



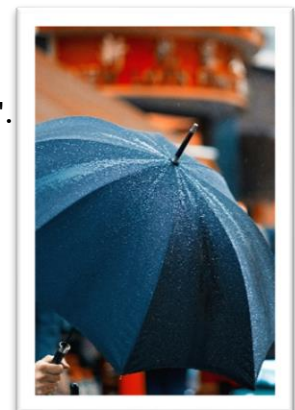
7.4

Learning the meaning of 'why'.

Collect some simple pictures that illustrate 'cause and effect' activities. Use 'why' as you talk about the pictures.

'Why has the man got his umbrella?' 'Because it's raining.'

'Why is the girl running?' 'Because she is trying to catch the bus'.

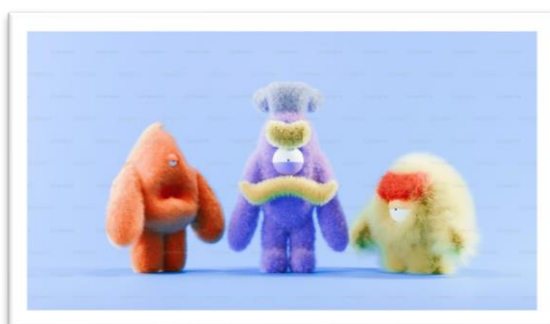


7.5

Understanding 'first' and 'last'.

Gather a selection of favourite toys and encourage your child to place them in a line. Imagine they are waiting for a bus or in a queue at the supermarket.

Ask your child to say who is first in the line and who is last.



7.6

Understanding and using four-word sentences.

Find two favourite toys, a table and a chair.

Explain that the toys keep hiding and tell the child where to put them.

Your child will need to understand four different parts of the sentence to get the instruction correct.

Person (toy) Action (jump/sit/lie)

Preposition (on/under) Place (table/chair)

Ask your child to 'Make teddy sit under the chair.' 'Make teddy jump on the table'.

Ask the child to say what teddy did.



7.7

Using comparatives: 'bigger', 'longer' and 'smaller'.

Gather some items that vary in size.

Put out two of the objects (e.g. two sizes of car).

Point to the smaller car and then point to the 'bigger' one, say 'This car is big and this car is.....'

Do this with other objects and encourage your child to say 'longer' and 'smaller' too.



7.8

Understanding opposites: 'wet'/'dry'.

Introduce the concept 'wet'. Talk about things that are wet such as wet washing, rain, puddles, tap, drink, paint. Feel and talk about 'wet' when washing your hands, painting etc.

Then discuss things that are dry. Talk about the washing being dry, hands are dry after using a towel.



7.9

Understanding and using pronouns: 'his' and 'her'.

Find a catalogue or magazine and cut out a picture of a boy and girl. Cut out lots of pictures of clothes and toys.

Ask your child to find 'His hat', or 'Her shoes.'



7.10

Linking sentences using 'because'.

Collect objects, show them to your child and then put them in a bag. Ask your child to delve into the bag and guess what they can feel without pulling it out.

Encourage them to say, 'I think it is a car 'because' it has wheels.' etc.

You might have to model the first part of the sentence and prompt your child to use 'because'.

