

4.1

Remembering two things at a time.

Play a shopping game – ask your child for two items at a time.

Use toy animals – ask your child to put two animals at a time in the field.

Ask your child for two items at a time to put in the washing machine.

Outdoors: have a selection of items on the floor at a distance. Ask your child to get two of the items, wait until you say 'Ready, steady, go' then run and get the items.

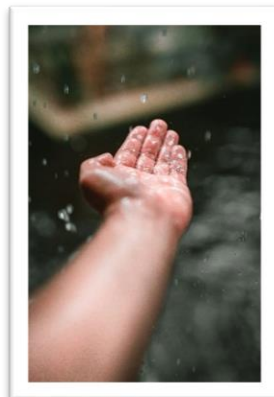


4.2

Understanding describing words.

Use words e.g. wet/broken/dirty/big when describing things around your home.

Choose one word each day and keep using that word at every opportunity (e.g. wet hands/wet clothes/wet floor/wet washing/wet shoes/wet hair)



4.3

Understanding 'no' plus an object is an early negative.

Take photos of your child with e.g. hat/no hat, coat/no coat, glasses/no glasses, shoes/no shoes. Ask them to point to the photo with no shoes/no hat etc.

Use two favourite toys. Give one toy an item e.g. banana. Ask your child to point to who has got no banana.



4.4

Learning to talk through play.

Encourage your child to play with familiar toys such as a tea set, play shop, doll, or teddy. Talk to your child about what they are doing. Play alongside and add commentary. *'I am going to buy some apples today.'* *'Teddy needs a nap.'*



4.5

Understanding more complex instructions.

Encourage your child to follow three key words in a sentence. Use a collection of resources such as doll, teddy, flannel and brush.

Encourage your child to listen and then give an instruction e.g.

'wash teddy's face',

'brush doll's hair.'

Can your child follow the instructions?



4.6

Understanding and using action words (verbs).

Record short video clips of different members of the family doing different actions. Ask your child to talk about what they can see on the video e.g. Mummy jump, Ella hop.

Share books and take it in turns to say what one of the characters is doing in the picture.

Use two favourite toys. Ask your child to follow an instruction e.g. make teddy jump/ make dolly wave.



4.7

Using 'in' and 'on'.

Use some favourite toys and place them around the house/garden either in or on things. As your child finds the toys, encourage them to say whether the toy is in or on the object.

When sharing a book, encourage your child to use in/on to describe where things are e.g. on chair, in bath.



4.8

Adding 'ing' to describe an action.

Look at books, photographs or videos and describe what people are doing.

'Is the boy running or walking?' 'That boy is running'.

Talk about what you and your child are doing throughout your daily activities.



4.9

Understanding and using pronouns 'I,' 'you,' 'we'

Have a pretend tea party. Say e.g. 'I want a cake – what do you want?' Point to yourself as you say 'I' then your child as you say 'you'.

Take photos of your child doing familiar activities. Encourage them to say what they are doing in each photo using the word 'I.'

When doing activities together, use the word 'we' and point to both of you e.g. We are watching TV.



4.10

Learning to use big and little

Find pairs of items around the home which are big and little e.g. shoes/socks/jumpers/spoons/brushes/toys/books/chairs/cups/pencils/plates.

Find pictures in books or online of things that are big and little.

