

6.1

Understanding and using pronouns: 'he' and 'she'

Share books and use pronouns to talk about what's happening e.g. she is walking, he is eating.

When you are in the car, at the park, on your street talk about what people are doing. Use a lead in phrase to help the child relate the pronoun to the male/female e.g. 'Look at that boy, he's hopping'. 'Can you see that lady? She's sitting.'



6.2

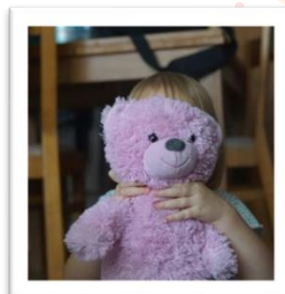
Understanding behind and in front.

Collect some teddies or character toys. Explain that the toys are going to play a game and the child will put them in different places.

Ask the child to 'Put teddy behind the chair.' 'Put dolly in front of the window.' 'Put dinosaur behind the curtain.'

You might play hide and seek and ask the child to hide behind the sofa or in front of the TV.

You could introduce other prepositions such as 'next to' and 'between'.

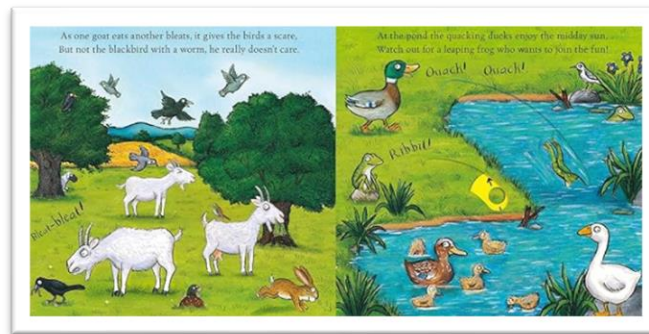


6.3

Understanding the negative form.

Gather some pictures of children doing various activities or find a book with characters inside doing various activities.

Encourage the child to use the negative form 'isn't'. Look at your pictures, depending on what your pictures show you might ask your child to point to the picture of a child eating and then a child who isn't eating.



6.4

Understanding functions of body parts.

Draw a picture of your child or encourage them to do this.

Suggest body parts that need to be added e.g. arms and legs.

Ask questions relating to body parts.

'What can we do with our hands?' -clap, wave, hold things.

'What do we do with our ears?' -listen, hear, wear earrings.



6.5

Playing sociably and learning to share.

Encourage your child to play with other children. This might be through playgroups, nursery, going to the library or playing at the park.

Set up activities where two children can play together such as a simple game, jigsaw, playing at shops. You might have to suggest what the children play and model for them initially (e.g. how to take turns when playing a game or one child can be buying the shopping and another is the shopkeeper.)



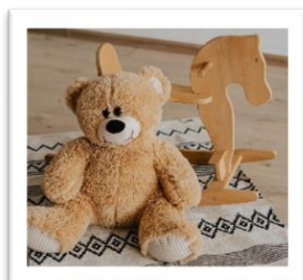
6.6

Developing expressive language.

Gather two favourite toys.

Draw/ print out/cut out pictures of someone sitting, standing, running and sleeping. Then draw/ print out/cut out common items in a room such as chair, table, television.

Choose a toy and then ask your child to take a picture from each pile and make a sentence e.g. 'Teddy is sitting on the chair' or 'Teddy is running to the table.'



6.7

Understanding and using verbs in the past tense.

After a regular routine such as lunchtime or playtime ask the child what they did, what they ate or what they played with.

Play 'Simon Says' and after the action ask your child what they did e.g. 'I jumped'.



6.8

Generating ideas about the function of objects.

Gather pictures or objects and put them on the table. Ask your child to choose one (e.g. chair) and ask, 'What do we do with a chair?'

Give your child lots of praise if they know we sit on a chair. Try other objects such as a spoon, sock, apple.



6.9

Understanding 'why' questions.

As you share a picture book ask simple 'why' questions.

'Why was the boy crying?' 'He fell in the mud'.

'Why did they have to go home?' 'It was raining'.



6.10

Learning to remember and then say the names of three things.

Place everyday objects in a bag or box. Take three objects and say, 'I've got a hat, cup and pencil.' Ask the child if they can remember and say what items you have.

Ask your child to get three objects and encourage them to say what they are.

