

Early Interventions

Speech, Language and Communication

Support Materials



Area of concern:

Understanding – Receptive Language: 22 - 36 months

This will help the child to:

Identify action words by pointing at the right picture

Activities:

- Look at a book together which has good examples of characters doing different actions. Talk about what the characters are doing together.
- Go outside with a group of children. Talk about what the children are doing. Eg: Sarah's jumping' 'Freddie's sliding'. 'Can you see someone climbing?'
- Use 2 toy animals and/or character dolls (e.g. dog and Fifi). Show the child how to make the toys do different actions, e.g. '**Fifi's jumping**' or '**the dog's sleeping**'. As the child plays with the toys talk about what is happening using 2 key words sentences. To extend this you could ask the child to tell you to make the animal / doll do different actions, e.g. 'Give the **dog** to **Dora**'.
- With the child look at what is going on in the room around them. Discuss together what the children are doing. 'Zippy is reading a book', 'George is building a big tower', etc.
- Play 'Simon Says' to introduce action words, eg jump, sit, sleep. Say and do the action to link the word with what it means for the child.
- Have set of photographs or cards showing children doing actions. Place these face down on the floor, children to choose one, turn it over, say the action and then copy the action.
- Use a character doll and furniture in the nursery. Make the doll do different actions on different pieces of furniture, eg '**sleeping** on the **chair**', '**jumping** on the **box**', '**standing** on the **table**'. As you and the child play with the doll talk about what is happening.

Adult Role:

- Display pictures and photographs showing familiar events, objects and activities and talk about them with the children.
- Use talk to describe what children are doing by providing a running commentary
- Provide opportunities for children to talk with other children and adults about what they and others are doing.

Look, Listen and Note:

How children show what they understand, by what they do and say, for example, actions, questions and new words.

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**Area of concern:**

Understanding – Receptive Language: 22 - 36 months

This will help the child to:

Understand 'who', 'what', 'where' in simple questions

Activities:

- With a small group of children ask one child to stand at the front and the other children to line in front of him/her. Whisper an action to each child lining up and have them do the action all at the same time on your cue. Ask the child to say/point to the child who is jumping / hopping / walking / sleeping, etc.
- Look at a book together which has clear illustrations and simple language. Read the story together and talk about what is happening to the characters. Ask simple 'who', 'what', 'where' questions as you go through the story. Start with simple things in the picture and then later on move on to more detailed things.
- Hide and Seek – hide objects or people. This can be played around the room, outside, and also with smaller items in the sand/water tray, doll's house, with the child's favourite resources. Use the question 'Where's ...?'

Adult Role:

- Include things which excite young children's curiosity, such as hats, bubbles, shells, story books, seeds and snails.
- At first ask and answer these simple questions yourself until the child starts to understand how to answer the questions. 'Where is the cat?' 'There it is!' 'What is that? It's a cow'.

Look, Listen and Note:

How children show what they understand, by what they do and say, for example, actions, questions, and new words.

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Area of concern:

Understanding – Receptive Language: 22 - 36 months

This will help the child to:

Develop an understanding of simple concepts

Activities:

- Use a teddy, a doll and a variety of clothes where you have both big and little examples of each item (so you have both a big sock and a little sock etc). As you and the child dress the toys talk about what you are doing, eg 'big hat' and 'the little sock is on dolly'.
- Display pictures and photographs showing familiar events, objects and activities and talk about them with the children.
- Water tray – use toys in the water tray, before you put them in say 'not wet'. Put the toy in and take it out and say 'wet'. Repeat. Let the child handle the toys and as they play use 'wet' and 'not wet' as appropriate. Could also use a towel together to make the toys 'not wet'.
- Sorting activities – sort a range of different objects by size eg: put all the 'big' things in one box and the things that are 'not big' in the other box.
- Matching activities
- Find the colour – show a red object (make sure it is all red) and go on a hunt together to find more toys/objects the same colour. As you go on your hunt also look at toys/objects that are not the same colour and compare them saying 'no, not red'.

Adult Role:

- Use simple concepts such as: hot, wet, big, red, dirty
- Some children find it very hard to understand concepts – for these children ensure you introduce concepts individually rather than in pairs of opposites, e.g. Big / not big, rather than big / little. Once the child understands big / not big you can then move on to little / not little. Once this is understood introduce big / little. This is the same for colours, e.g. Red / not red, etc.
- As much as possible use real objects rather than pictures.
- Give plenty of opportunities to generalise a concept once learned – use the language in different situations and with different resources.
- Make sure the child is attending to you before you start to talk.
- Give the child extra time to process what you have said

Look, Listen and Note:

How children show what they understand, by what they do and say.