

## Children's Speech and Language Therapy Service

# Sentence Building and Sentence Structure

The information below is designed to support your child to develop the length of the sentences they say. Please use the picture sheets provided. These are numbered for you to use one per week.

### How we describe a sentence -

To describe the different parts of a sentence we use the following three words -

Subject (who?)

Verb (what doing?)

Object (to what?)

Each sheet has a range of pictures featuring a person (the subject) doing something (the verb) to something else (object). For example, "the monster (subject) is brushing (verb) his hair (object)."

These are important elements for your child to learn so they are able to create longer sentences.

### What to do -

- Choose a set of pictures which have the same verb (doing word e.g. running, jumping, brushing etc.
- Point to the first picture and say what is happening e.g. "the monster is brushing". Pause and see if child responds (don't worry if they don't say anything). If the child does respond then model target sentence back to them "you're right, the monster is brushing"
- Do this for all pictures with the same verb e.g. "brushing". Then go back through the pictures, point to one at a time and ask the child "what's happening?"
- Your child may use a single word e.g. "brush" "monster" or put 2 words together "monster brush". After the child has responded the adult says "you're right, the monster is brushing"
- Repeat this for different verb pictures
- When your child starts to consistently repeat back subject-verb sentences "monster is brushing" you can then repeat these steps and begin to add in the object e.g. "the monster is brushing his hair" or "the monster is brushing his arm". Remember to start by modelling the target sentences to your child before asking them what is happening.

### Things to remember -

- At first we are not expecting the child to use full sentences, initially they may use single words which is okay.
- Keep it fun and stop when the child has finished. Work through the sheets weekly targeting a different verb each week.
- It's useful to try and write examples of the sentence your child uses on the back so that you are able to monitor the progress and date it. This is what the Speech and Language Therapy team will want to know when discussing your child's progress.
- If you've got toys at home (dolls, teddies, animals etc.) you can do the same activity outlined above but with real toys instead of pictures. E.g. with a toy teddy "the teddy is walking" - it's important to choose a verb which is obvious when acting it out with the toy.