

8.1

Learning the meaning of 'when'.

Share a simple story book and using the book ask questions relating to 'when' particular things happen.

'When do we have a bath?'

'When do we put up an umbrella?'

'When do we go to sleep?'



8.2

Understanding that things that go together are not always the same.

Gather together items or pictures from the same category e.g. food, animals, transport.

Talk about the different items and how they might be divided e.g. fruit and vegetables, fast and slow animals, transport in the air and on the ground. Ask the child to put the pictures or objects into categories.



8.3

Learning the meaning of 'after'.

Gather together objects for particular routines such as toothbrush, socks, shoes, hand towel, snack time...

Talk to your child about brushing your teeth 'after' you have eaten, putting shoes on 'after' socks and having snack 'after' washing hands. Can your child put these objects in order and use the word 'after'?



8.4

Understanding post modified sentences.

Postmodifiers are words that come after a noun and give information about it e.g. the car is fast, or the rope is long.

Gather together some big and little toys e.g. teddies, and some big and little objects e.g. chair, blanket, box. Say to your child ' the teddy sitting on the chair is big', the teddy in the box is little'. Can they put the correct teddy in the right place?

N.B. You will need a big and little teddy and a big and little chair because your child may process the last part of the sentence as 'the chair is big' rather than 'the teddy is big'.

8.5

Understanding sentences containing 'either' and 'or'.

Gather together a selection of toys or pictures.

Ask your child to point to something, e.g.

'Point to either teddy or monkey.'

'Point to either the slide or the swing.'

'Give the cup to either the boy or the girl.'



8.6

Using an increasing range of prepositions: 'behind', 'in front', 'next to' and 'between'.

Place several toys around the room- put them 'behind', 'in front', 'next to' and 'between' other things.

Ask your child to locate a toy. 'Where is monkey?'

As they find the toy say 'Well done! Monkey is next to the lamp!'



8.7

Understanding emotions from facial expressions.

Collect pictures from magazines or catalogues of faces showing emotions. Talk about the different emotions e.g. 'Look, the girl is scared.' Demonstrate a scared face and ask the child to copy. Try this for other emotions 'happy', 'sad', 'surprised'.

Put out pictures and ask your child to point to the person who looks surprised etc.



8.8

Understanding question words using stories.

Read a simple story together and ask questions about it.

e.g. Goldilocks and the Three Bears

'Where did the Bears go?'

'What were the bears having for breakfast?'

'Why did baby bear's chair break?'

'Who found Goldilocks?'



8.9

Learning to remember and then say five things.

Use a selection of pictures and place them face down on the table. Turn one over and make a five-word sentence about the picture e.g. 'Giraffes have very long necks.'

Ask your child to repeat what has been said.



8.10

Using superlatives: 'biggest' and 'tallest'.

Gather together groups of objects that vary in size e.g. cups, pencils, dolls.

Put out a set of three items e.g. cups. Point to each cup in turn saying, 'This cup is small, this cup is big and this cup is the' Can your child fill in the gap and say 'biggest' when you pause?

Build three towers of assorted sizes and point to each saying, 'This is short, this is tall and this tower is the' Can your child fill in the gap and say 'tallest'?

