

2.1

2.2

Understanding single words.

Play a shopping game with toys or food items. Ask your child to buy one item at a time from a small selection. Talk about each item, e.g. teddy, car.....

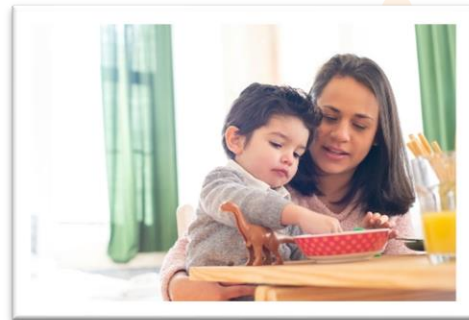
Hide objects around the room and ask your child to find the one we...

'Drink out of' (cup)

'Dry our hands with' (towel)

'Eat with' (spoon)

Find an empty box (cereal packet) and ask Your child to post a collection of items e.g. ball, toy animal etc.



2.3

Understanding what real things are for.

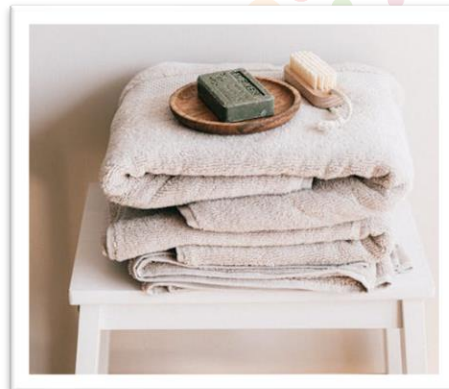
Gather together some everyday objects (real items not toys). Let your child handle the objects and encourage them to show what you would do with them.

Drink from a **cup**.

Type or scroll on a **mobile phone**.

Brush hair with a **brush**.

Put **keys** in the door.



2.4

Learning that toys represent real things/objects.

Use a selection of toys that represent real items such as pretend keys, toy spoon, toy tea set.

Choose an object and encourage the child to demonstrate what to do with it, as they would with the real thing.



2.5

Understanding instructions using everyday routines.

There are lots of routines that you do every day with your child:

- Getting washed
- Getting dressed
- Cleaning teeth
- Mealtimes

Choose at least one routine a day and talk about what is happening.

'Putting socks on'.

'Brushing your teeth'.

Involve your child in the routine,

'find your coat, pass me the spoon'.



2.6

Learning to take the initiative/ lead.

Encourage your child to ask for help or for more. If they want a story reading, wait for them to come to you, encourage them to say 'read' or 'story'. When completing a puzzle, wait for them to ask for help. If they gesture encourage them to say 'help'. If they want to be pushed on the swing or bounced on your knee encourage them to say 'more'.

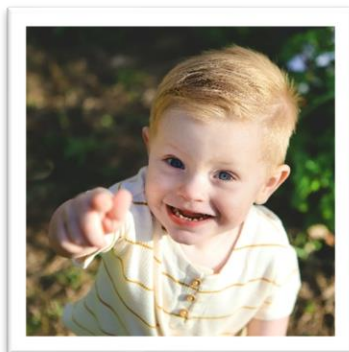


2.7

Pointing to things or people that are interesting.

At story time point things out in the book, if your child points to something, then name it immediately so the child's understanding of words increases.

When out and about point and name things and encourage your child to do the same.



2.8

Using those important 'first words'.

Place items in a bag or pillowcase and encourage the child to pull out an item and name it.

When putting the shopping away or folding the washing encourage your child to help and name items.



2.9

Learning to ask for things by gesturing.

When completing everyday routines use gestures to indicate drinking, eating, washing your face, brushing teeth etc.

These could be a recognised sign such as Makaton or your own gestures that you might use if you were playing charades.



2.10

Learning to use 'my own name'.

Play turn-taking games such as rolling a ball to each other or building a tower. Say whose turn it is by saying 'Mummy's turn', 'Sofia's turn'.

Give your child time to respond to see if they say their own name.

