

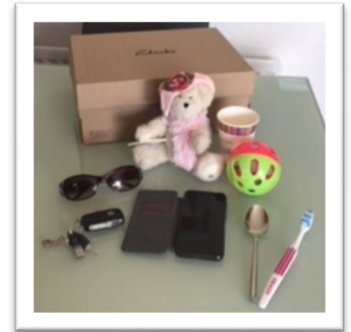
# Using Spoken Language Activities

## What is in the box?

Place some objects from around your home in a box. Sit with your child and show your child the box. Tell your child that there are lots of things in the box and that you are going to take turns to take one thing out of the box and tell each other about the object.

You take something out of the box and use simple sentences to talk about the item, for example, "This is a teddy. I hug it. I play with it".

Now encourage your child to have a go.



## Lego Challenge!

Gather some Lego with your child and tell your child that you are going to build something together. You could perhaps do a 'Lego Challenge'!

While you are building, comment on what your child is doing using simple sentences. For example, "Oh you are using a blue brick!" or "I have made a wall!".

You can comment on lots of different areas of language through building. For example:

What your child is building or making : *"I am building a house. What are you building?"*

- Concepts - up/down top/bottom : *"I am putting my blue brick on top of my red brick."*
- Size - big/small: *"I have a big red brick! Do you have a big red brick?"*
- Colour - red, yellow, blue, green: *"I have a red brick! What colour is your brick?"*
- Verbs - making, building, knocking down: *"You are building a house!"*



## Let's go for a walk!

Tell your child that you are going to go for a walk to look for things!

When you are out with your child, talk about the things that you see and hear.

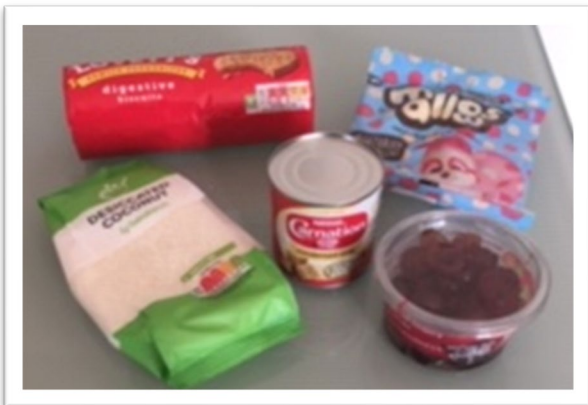
You could talk about:

- The things you hear. For example, "I hear birds", "I hear music playing", "I hear dogs barking". Give your child lots of things that you hear before you ask your child to tell you what they hear.
- The things you see - "I see pink flowers", "I see big tall trees", "I see a dog in the garden"
- What people are doing - "He is walking", "The girl is running", "The man is cutting the grass", "The lady is driving a blue car."



You could also play 'I Spy' using simple language. For example, "I spy with my little eye something green", or "I spy with my little eye something beginning with t".

## Let's bake together!



Tell your child that you are going to bake something together. You could choose something simple, for example, 'Fifteens'.

Look at the recipe together with your child.

Talk to your child as you work through the instructions, for example "*We need to wash our hands!*", "*We need marshmallows next*" or "*we are going to chop the cherries*". Use simple language in your sentences.

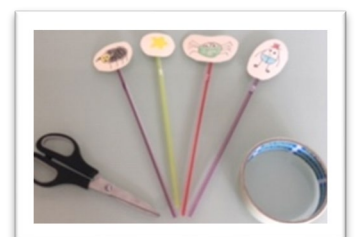
You could also develop more complex language skills by making comparisons, for example, "*Look! the tin of condensed milk is heavy, but the bag of marshmallows is light!*" or "*We need more marshmallows*", "*We need less coconut!*"

When your child and you are enjoying your baking later, you could ask your child to remember some of the ingredients? You could also ask your child if they can remember what they did first, next and last?

## Nursery Rhyme Lollypop Sticks!

Tell your child that you are going to make Nursery Rhyme straws together. You can draw these pictures together or print off free images from the internet and attach to the end of the straws. Once the straws have been made, place them in a cup.

Choose a straw from the cup and talk to your child about the picture. You could say or sing the rhyme together.



## 'He' or 'she'?

Tell your child that they are going to play with their boy and girl toys. Place the dolls in different areas of the room. Put objects in the middle of the dolls. We have used fruit and vegetables to demonstrate, but you could use lots of different objects you have in your home.

Give your child short instructions using 'he' or 'she', for example, *"he wants an apple"*. Your child has to listen to 'he' or 'she' in your sentence and give the doll the object.

Ask your child to tell you sentences using 'he' and 'she' too.

You can try this with activity with lots of other objects such as toys, food, clothes, toy vehicles or anything that sparks your child's interest!



## I



Cut out food pictures together with your child or you could use actual food. Talk about the food with your child.

Pick a picture or an object up. Use a simple sentence, 'I like \_\_\_\_\_' (put in the object you picked up). Pick up another object and repeat the phrase, changing the object word. When you use 'I', it can be helpful to point your finger into your chest as you say the word.

Encourage your child to choose a picture and have a go. Initially your child may say *"Me like chips."* Continue to take turns picking up an object using the simple phrase *"I like \_\_\_\_\_"* each time.

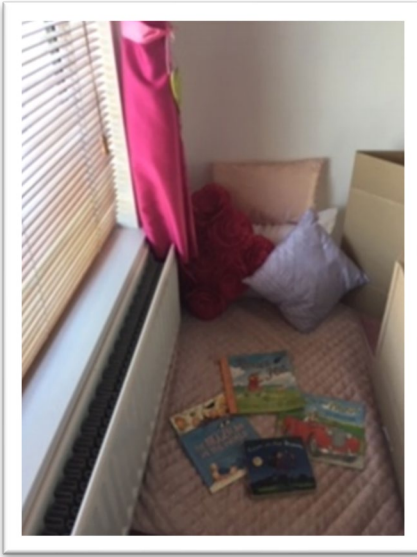
When all the objects have been chosen, you could try a different simple sentence such as:

- *"I don't like \_\_\_\_\_"*
- *"I have a \_\_\_\_\_"*
- *"I don't have a \_\_\_\_\_"*
- *"I need a \_\_\_\_\_"*
- *"I don't need a \_\_\_\_\_"*

Try this activity with lots of different objects!



## Reading Corner



Make up a 'snuggly' area for book/story time. Use cushions, pillows and throws. You can separate your cosy area with a cardboard wall. Provide a variety of books and encourage your child to choose one.

Sit in the cosy corner with your child. Look at the chosen book's cover and discuss what the book might be about. Talk about and name the pictures. Ask open ended questions, e.g. *"What is he doing?"* or *"What do you think will happen?"*. Encourage your child to predict what might happen on the next page.

At the end of the story, you could talk to your child about they remember in the story. What happened first? Ask your child to tell you about the book by asking simple questions starting with the question words who, what and where.

## Using action words!

Gather together a doll and a teddy bear with your child.

Decide an action word to work on and only work on one action word at a time. We are going to focus our example on the word "running".

Tell your child to 'run' around the room. As your child is running, tell your child *"running, you are running!"*.

Next use a teddy bear and pretend the bear is running. Show your child and say, "Look! The bear is running!"

Give your child the doll and tell your child *"the doll is running!"*. Your child will move the doll to do the action "running".

Next, put the teddy and the doll out in front of your child and tell your child *"dolly is running"*. Your child has to choose the correct object and make the object do the action.

Once your child is familiar with the verb 'running,' move onto another verb and repeat!

