

Level 2

Sorting

You need:
Category cards

- Have pictures of objects in two different categories.
- Ask the child to pick a card, name it and say what category it belongs to, eg. 'Is it a *food* or is it an *animal*'.
- Make a pile of cards for each category.
- Some category options: clothes vs food, animals vs transport, transport vs food, etc.
- Use prompts if the child is struggling, eg. 'do we *eat* it or do we *wear* it?', 'we *wear* it, so it's *clothes*'.

Teacher says

Verbs (doing words)

Level 1

You need:
Yourself!

- Ask the child to do different things.
- Eg. jump, walk, run, hop, sit down, stand up, eat, drink, sleep, crawl, etc.
- When he/she is comfortable understanding the verbs when the adult says them, ask the child to be the 'teacher' and call out the verbs. Give everyone a turn being the teacher.

Level 1

Naming

You need:
Feely bag
Selection of items

- Get a feely bag with different objects in it.
- Ask the child to pick an object out the bag and name it.
- Swap the objects when the child is confident and consistent with the items.
- Categories that you can use:
 - animals
 - food
 - clothes
 - transport
 - body parts
 - furniture.
- When the child is comfortable naming the objects, ask for a sentence. Eg. "I have a ____" or "it is a ____".

What's teddy doing?

Level 2
Verbs (doing words)

You need:
Teddy

- Make a teddy bear (or other toy) do something.
- Ask the child what the teddy is doing.
- At first, only expect the verb as a response, eg. "running".
- When they are able to do this, ask for a full sentence, eg. "teddy is running".
- You could also do this with animals or a doll.
- Eg. "the tiger is sleeping".

- If the child has to wait for something, you can play the body parts game.
- Ask the children to put their hands on different parts of their body. Eg. 'Put your hands on your head', 'Put your hands on your nose', 'Put your hands on your knees'.
- Vary the body parts. Wait for the child to point to the right body part before you do the action as well - this means they are not just copying the action, but understanding the word.
- This will help to keep the children occupied while they have to wait, as well as helping to build their vocabulary knowledge.

Body parts game

Level 1
Time filler

You need:
Yourself!

- For example,
- The wheels on the bus.
- Head, shoulders, knees and toes.
- Wind the bobbin up.
- Old MacDonald had a farm.
- Twinkle, twinkle little star.

Try to choose songs with actions.

Songs are really good to encourage language.

Songs

You need:
Yourself!

Level 1

Level 3

Prepositions

(where words—eg. on, in, under, next to)

- Get a bag. (Can also be done with a box with a lid)
- Model the prepositions 'in, on, under' with an animal or object.
- Ask the child to place the object in different positions. Eg. "put the [tiger] *under* the bag".
- Put the object into a position and ask the child where it is. At the start, only expect the preposition as an answer and then work up to a small phrase and then a sentence.

You need:
Bag
Object, eg. teddy or animal

Bingo

Level 3

You need:
Bingo chart.
Picture cards

- Put different pictures on the chart and have a pile of picture cards separately.
- Give each person a chart, turn over a card at a time and call out the pictures. The child gets to cover up the picture or stamp the picture if it is called out.
- You can use animals, clothes or any other category of vocabulary.
- Outside bingo - make a chart of pictures of objects that children can find outside. The children take the chart and mark off the things that they see as they go round the garden/playground. The child can then tell you what they have found.