
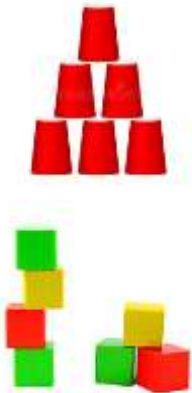






Activities/Games to support your child's language between ages 3-6

<p style="text-align: center;">Monday</p> <p style="text-align: center;">Simon Says</p> 	<p>Simon Says: Focus on nouns and verbs e.g. Simon says touch your nose, elbow, knee, foot. Simon says jump, sit, run, hop, crawl, high five, stomp, clap.</p> <p>Simplified: Write or draw the actions and take turns pulling them out of the bag/hat. Act them out and encourage child to copy you whilst you repeatedly say the action word.</p>	<p>Encourages: waiting, listening, turn taking skills, learning new noun and verb vocabulary.</p>
<p style="text-align: center;">Tuesday</p> <p style="text-align: center;">Build a tower</p> 	<p>Tower building: Get anything you have at home that you can use e.g. pillows, bricks, boxes, cups etc. Build it as high as possible until it crashes down. You can build your own tower or work together to build one and take it in turns to put the next brick on.</p>	<p>Encourages: turn taking (if building one together), cause and effect, prepositions (on, on top, in, under), comparative words (bigger, taller, smaller), superlatives (biggest, smallest), basic concepts of small, big, tall, short.</p>
<p style="text-align: center;">Wednesday</p> <p style="text-align: center;">Pretend play</p> 	<p>Pretend Play: Use a doll, teddy, action figure etc and begin to introduce pretend play by using a brush, cup, spoon, blanket etc. Play and pretend to feed teddy, brush teddy's hair, put teddy to sleep. You can give your child instructions to follow and they can also give you instructions helping them to learn new vocabulary (body parts and objects) as well as learning how to form sentences. You can introduce simple who doing what sentences at this stage and tell the child what is happening e.g. the teddy is eating an apple, the teddy is washing his hair.</p>	<p>Encourages: following simple instructions – you tell your child what to do e.g. wash doll's nose. Your child can give you instructions and you can introduce simple sentences e.g.</p>

	<p>* If you have been given Colourful Semantics work in your home packs, this activity will link with what you have been doing!*</p>	<p>teddy's eating an apple.</p>
<p>Thursday</p> <p>Categories</p>  	<p>Categories: Look through old magazines/newspapers or just gather objects from around your house e.g. kitchen objects, bathroom objects, toys such as animals, food. If using a newspaper/magazine, you can cut out pictures of items. Have your child sort these into categories e.g. animals, food, things we find in certain rooms. You could even go into specifics so farm animals, pets, wild animals. You could also categorise based on the colour of objects.</p>	<p>Supports your child to learn why certain objects might link and the meaning around them. We call this semantic groups when they can be grouped for a reason e.g. animals, food, insects, transport etc. are all semantic groups.</p>
<p>Friday</p> <p>Concepts</p> 	<p>Concepts:</p> <ul style="list-style-type: none"> - Play games of 'I spy' targeting different concepts e.g. 'I spy with my little eye something that is soft/crunchy/hard/big/little/green etc'. You can collect items from around your house/garden and put these in front of you both and the other person has to identify what you were spying depending on what clue you gave them. - You can also go on a treasure hunt and ask your child to find you something that is big/small/soft/hard/dirty/clean etc. - Take turns hiding an object either IN, ON or UNDER e.g. Hide teddy under 	<p>Supports your child's understanding of different concepts and describing words.</p>



the chair or get your child to tell you where to hide something e.g. shall I hide teddy in, on or under the box?