




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

<p style="text-align: center;"><b>Monday</b></p> <p style="text-align: center;">Walk</p> 	<p>Go for a walk: if you are able to go out for a walk during the day, try and model lots of different words to your child:</p> <p>NOUNS: tree, dog, bird, grass, field, bus, car, aeroplane.          VERBS: running, walking, driving, flying, kicking, throwing, hopping          CONCEPTS: fast, slow, colours, big, small.          ADVERBS: quickly, slowly, high.</p> <p>You could form simple sentences with your child to talk about what you can see e.g. a big brown dog, the dog is running, the dog is running quickly.</p> <p>TIP: if your child produces a short sentence or says a word e.g. 'dog' – add on one key word to what they have said e.g. 'it's a <b>big</b> dog' or 'the dog is <b>running</b>' or if they said 'dog running' you could say 'yes the dog is running <b>quickly</b>'.</p>	<p>Encourages: waiting, listening, learning new noun and verb vocabulary.</p>
<p style="text-align: center;"><b>Tuesday</b></p> <p style="text-align: center;">Cleaning</p> 	<p>Cleaning: activities around the home are great for your child's language as well as helping you out! You could choose a cleaning task to do together such as cleaning the windows or surfaces using a spray bottle with some water in and a cloth. Talk about what you are doing and teach your child some new vocabulary such as 'spray', 'wipe', 'cloth', 'clean', 'shiny', 'sparkle', 'dirty'. This is</p>	<p>Encourages: new vocabulary, concepts, verbs, adjectives.</p>

	<p>helping your child learn new concepts including clean and dirty as well as new describing words.</p>	
<p><b>Wednesday</b></p> <p>Pretend play</p> 	<p>Pretend Play: Use a cardboard box or any household items you have to help your child with imaginative play. The box could become a car, a boat or an aeroplane. You could make the cardboard box into a slide by cutting out a piece and leaning it against a chair/sofa. It could become a bed for a doll or teddy if you have a smaller box like a shoe box.</p> <p>You can introduce simple <b>who doing what</b> sentences at this stage and tell the child what is happening e.g. <b>the teddy is sleeping, the man is driving the car.</b></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>Encourages: following simple instructions – you tell your child what to do e.g. make the car o fast/slow/up the ramp/down the ramp. Your child can give you instructions and you can introduce simple sentences.</p>

# Thursday

Read a story



Books: these are a great way to introduce new vocabulary to your child. First let them choose the book so that they will be interested. You do not have to just read the story as this may be too much information for some children. You can look at the pictures and talk about what you can see using simple sentences, you can ask your child to point to things e.g. can you find the ... frog, book, plate etc. This will inform you of if your child is understanding simple vocabulary. If that is too easy for your child you can ask them questions if it is a book they know so who, what, doing where questions – e.g. who is on the broom? What is the witch doing? Where is the witch? Choose a book with pictures and find one page with different pictures on and get your child to guess what you are describing e.g. it is cold, you can eat it and it melts – an ice cream. Take it in turns to do this if you think your child is able to describe pictures to you. You can also choose a new book which you haven't read before – this idea may be best for older children (6+). You could read a page and ask your child what they think will happen next. You can also get a child to tell you the story in their own words just by looking at the pictures. This is good to encourage them to use sentences when talking.

Encourages: vocab, inferencing, sequencing, story telling, event telling – these are crucial skills when at school so that your child can discuss with friends what they have done over the weekend or last night etc so retelling stories is a good place to start!

# Friday

## Sequencing



Sequencing: this activity will depend on your child's age and abilities. You could choose anything you have done for this e.g. a walk, baking, or something that you regularly do as this may be easier for your child e.g. bedtime routine, brushing teeth etc. You will need to do the first part alone and draw out your activity e.g. bedtime – you might draw out – putting PJs on, brushing teeth, reading a book, sleep. You can then give these pictures to your child and ask them to put them in the correct order and then tell you about what is happening in each picture. Try include 4 stages as a **maximum** as otherwise this can get too confusing. You can have two stage sequences – see next column for examples.

TIP: if you have access to a printer then you could take photos of you doing something e.g. baking (mixing, putting mixture in tin, putting it in the oven, cake. You could then print these out rather than drawing them. Twinkl also have lots of sequencing images but again internet and a printer will be needed to access these.

Supports sequencing skills, retelling events.

Ideas:

- Bath-time (fill bath, wash, dry)
- Making toast (put in toast, spreading butter/jam)
- Making a sandwich (butter, fillings, put together)
- Putting shoes on (socks, shoes)