

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

### Monday

#### Tea Party



Tea Party: set up a tea party with your child, yourself and some toys. You could use toy food and cups if you have it or if not you could use plastic cups and plates and food that you have in your house.

Encourage your child to be the waiter and ask the toys what they want e.g. do you want apple juice or orange juice, do you want a biscuit or cake, do you want a banana or grapes etc. You can answer for the toys and then your child will learn that it has communicated with something.

If this is too difficult for your child, you can be the waiter and offer your child options – you could also visually present these options so say 'do you want an apple or a banana?' whilst showing the apple and banana so they can choose by pointing if they are not yet able to verbalise words. If they can verbalise words and say 'apple', remember you can expand on their language and say 'apple please' or 'want apple' or 'red apple' etc.

Encourages: waiting, listening, forming questions, learning vocabulary, social skills of responding to questions.

## Tuesday

### Baking



Baking: this is a great way to get your child involved and learn new language which they might not hear everyday! You can make something easy like rice crispy buns, pancakes or you can even get them to help you out when you are cooking.

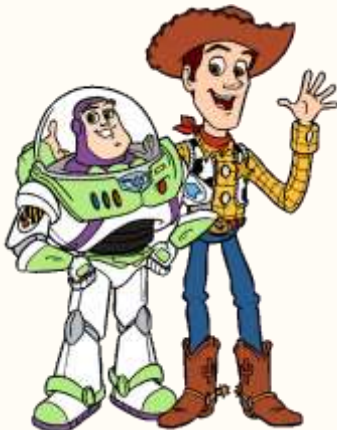
Give your child simple instructions e.g. put the flour in the bowl, put the carrots in the pan, pour the milk in, mix the chocolate. Give an action alongside these instructions so they are easier for your child to understand.

You can describe the food you have made/baked using adjectives – hot, cold, spicy, sweet, crunchy, soft etc.

Encourages: following simple instructions, new vocabulary, concepts, verbs, adjectives, prepositions.


## Wednesday

### Naughty toys!



Naughty toys: whilst your child is asleep or busy doing something else around the house, you could choose a toy or multiple toys and hide them somewhere e.g. in a box, behind a door, on top of the fridge. Try choose a place for each preposition: in, on, under, behind, in front. If these are easy for your child then use harder prepositions e.g. between, above, next to, below.

Encourages: listening, waiting, using and understanding prepositions, forming sentences.

	<p>Take pictures on your phone of the toys hiding and look through each one and support your child with telling you where it is using a preposition e.g. the bear is <b>on</b> the table, Spiderman is <b>under</b> the bed. Once your child has told you where it is, they can go find it!</p>	
<p style="text-align: center;"><b>Thursday</b></p> <p style="text-align: center;">Tidy up time</p>  <p style="text-align: right; font-size: small;">pixtastock.com - 27900237</p>	<p>Tidy up time: at the end of the day when your child has finished playing with their toys, get them to tidy them away into different boxes. Have a box for each category e.g. animals, transport, lego etc. Ask your child why he is putting certain toys in boxes or why do a bus and a car go in the same box e.g. bus and car both have wheels.</p>	<p>Encourages: vocabulary, categorising, explaining why items go together.</p>
<p style="text-align: center;"><b>Friday</b></p> <p style="text-align: center;">First and Last</p>	<p>First and Last: these can be difficult concepts for your child to understand. Start with getting 4 toys and putting them in a line. Talk about who is at the front of the line and this means they are first. Talk about who is at the back of the line and they are last. You can</p>	<p>Supports: time concepts, sequencing, retelling stories, understanding of more difficult concepts and can begin to introduce other ordinal</p>



switch the teddys round and ask your child to point to who is first and who is last. If this is too easy you can use these key words in instructions e.g. wash teddy's ears first and his feet last. If all of this is too hard you could just line the teddys up and learn the concepts of front, back and middle.

numbers such as 2<sup>nd</sup>, 3<sup>rd</sup> etc.