



# Language Activities Pack For Parents

Covid-19 Home Programme to support  
receptive and expressive language  
Ages 5-9



**words first**

Speech. Language. Literacy. Communication.

## Dear parents and carers

I hope that you and your loved ones are well and healthy during this difficult time. I appreciate that home schooling is very challenging and you may be juggling work and the household chores alongside managing your child's learning journey. For children with language, literacy or communication difficulties, this can be a particularly difficult task. My heart goes out to you. The ideas below are usually part of our ChatterTots™ programme but I decided they may be very useful for home-based activities to support children with a range of communication needs.

There is only ONE rule for using the programme and that is to HAVE FUN!!! Please don't worry about getting anything right, the only thing you can do wrong is to stress too much about getting it right;) Boost your child's confidence in any way possible and when they're back at school, we will have a happy and confident child to support with our specialist knowledge.

I wish you all the very very best. If you have any concerns, please contact your SENCO:)



Please do like and follow our [FaceBook page](#) for more tips and resources to support you and your child.

Amanda



# 5 minute Receptive and Expressive Language Games For ChatterTots™

## 1. Prepositions

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### Animals and a bucket

*contributed by India Arundell, Words First Speech and Language Therapist*

You will need buckets of different sizes or colours, plastic animals and a screen or sheet.

Demonstrate the prepositions by showing the pupils and naming an animal IN, ON, UNDER, NEXT TO, NEAR TO, FAR FROM the bucket.

Choose a pupil to come up and, behind the screen, select an animal and place it somewhere around the bucket. The other pupils must guess which animal and where. You can rephrase their sentences to expand grammar.

Reveal the animal and bucket by removing the sheet and ask the pupil to say, in a full sentence, where the animal was, e.g. "The cow was under the bucket". The pupil who guessed correctly goes next.

This can be stepped up to include buckets of different colours or sizes as well as two-three animals.



## Body Jumble

Everyone stands at the back of the room. Place the chairs and table around the room. As you walk past one pupil, tap them on the head and give an instruction such as: "Zara you stand behind a chair", "Kyle you stand next to Sara".

You can step this up by adding a verb or another preposition such as: "Zara you stand behind the chair and jump up and down/put your hands on your hips".

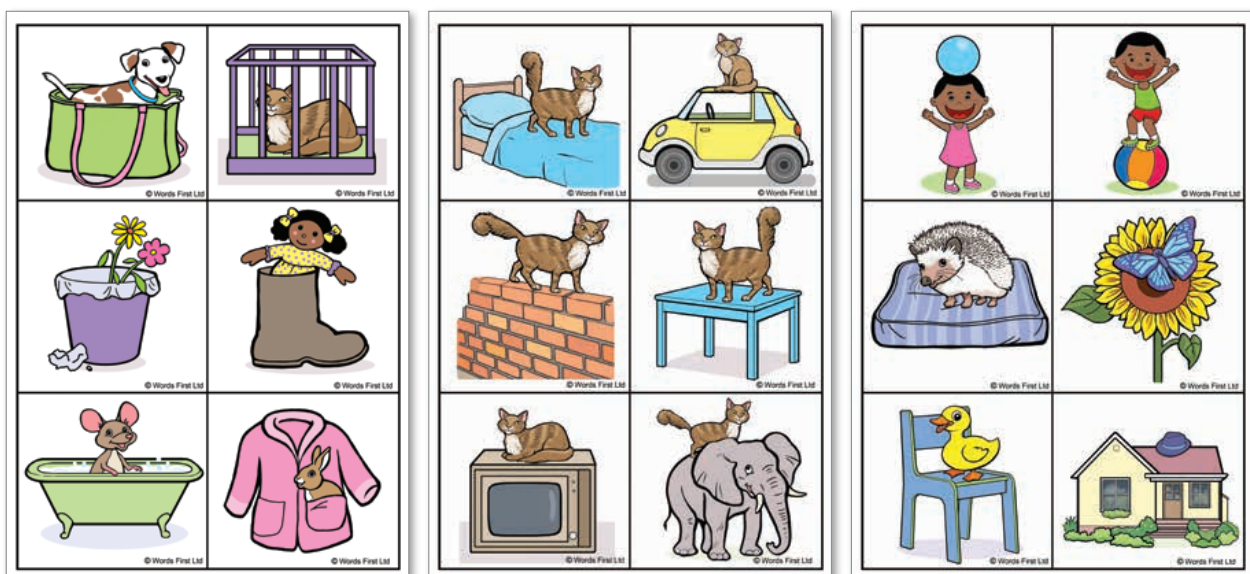
Once everyone is in position you can ask, "Where is Kyle standing?", or "What is Zara doing?" for expressive language. Pretend to take a picture and then un-jumble by standing at the back of the room again.

## Hide 'n Speak

*contributed by Nichola Mundy*

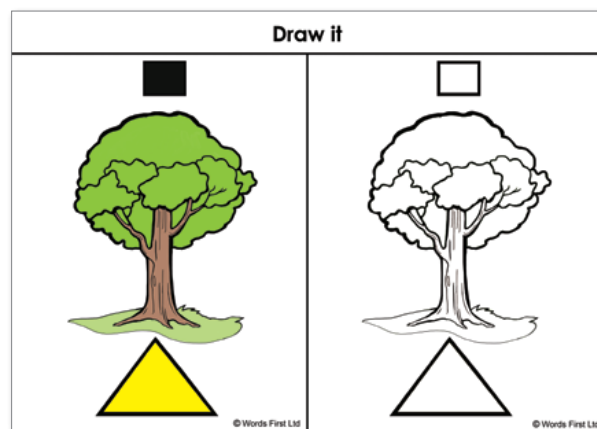
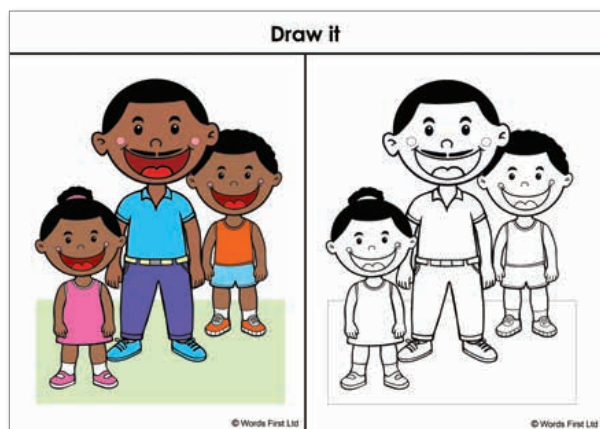
This game can be played with any pictures or small objects, depending on the goals of the group.

Using the ChatterTots™ core vocabulary cards or the *prepositions in Appendix VI*, hide them around the room. Give selected pupils an instruction to follow, such as: "Find a traffic jam under something that is yellow". You can step this up by including actions such as: "Find the strawberry jam behind something blue after you have touched your nose". Always ask the students to explain what they found and where to enhance expressive language. Be sure to rephrase anything so that they hear the correct grammar and syntax.



## Draw it!

Pupils work in pairs. One pupil gets a copy of the drawing (see *Draw It pictures, Appendix I*) and has to explain it to his/her partner using given prepositions or vocabulary. You can draw your own pictures to target the concepts you need or to step it up or step it down.



## 2. Following Instructions

### Colour my picture

Using the black and white version of the *Draw It* pictures, give instructions to colour the pictures in. Use sentences that include your target vocabulary/ concepts such as: "Before you colour the bee yellow, draw a pink flower". Ask the pupils to describe what they did to expand their expressive vocabulary.

### Listen and do

Using 2 sets of coloured balls and 3 different coloured hoops, split the group into 2 teams. Place hoops around the room. The pupils at the front of each line must follow an instruction such as: "Put the blue ball in the yellow hoop and then jump up and down three times". When finished they run to the back of the line. If you want to make it competitive, continue giving instructions until someone gets it wrong; they are out or they can be your helper.



## ChatterTots™ scenes

Using the ChatterTots™ scenes, place a picture in front of the pupils. You can give various instructions/directions that meet the goals of the group. Pupils have to use their pointy finger to place on the items you say, or you can use tokens to place on the items in the picture. For example, you can say: "Point to something that is round." Remember to encourage asking for repetition.



## Stand Up if...

*contributed by Kathryn Jennings*

The students will sit in a line in front of the TA who will give the students instructions, such as: "Stand up if ... you have brown hair/striped socks/pigtails/ are a boy" and the child (or children) will have to jump up if it applies to them. Let the students have a turn at 'being teacher' by giving an instruction to the rest of the group. Use this as an opportunity to model grammar/full sentences by encouraging them to say the whole sentence (e.g. "Stand up if you have blonde hair") rather than just "blonde hair". Simon Says would be another variation.



### 3. Sequencing

#### Sequencing Stars

Using cards from the *Sequencing Stars pictures (Appendix II)*, tell a short story and allow the pupils to place the cards in the correct order. For expressive language, allow the students to tell the story.



#### Picture Stories

This activity is to strengthen children’s ability to understand language, ask for repetition and remember important information. You will read the story and the children have to put the pictures (*Appendix III*) in the correct order. You can also get them to retell the story.

##### Story 1

Once upon a time there was a little girl called Sally and her brother, James. They lived in a big house next to the forest. Their friend Brian lived in a small house next to a river. They enjoyed many walks in the forest but their favourite was fishing in the river near Brian’s house.

##### Story 2

One day Zara decided to take her dog out for a walk. They met a lady with a large dog, a boy on his bicycle and then a man with a small dog. After they passed the green house they bumped into Zara’s friends so they stopped and had a long chat.



### Story 3

Mohammed and Devon were playing football in the garden. Devon kicked the ball passed the goal and straight through the window. Devon was shocked. Mum came running out the house and she was very angry. Mohammed had to go home and Devon was sent to his room.

### Story 4

Ellie and her family packed the car and set off on their family holiday. They arrived at the beach but it was raining so they decided to stay indoors and play board games. The next day the sun was out so Ellie went swimming and her brother built a sandcastle.

## 4. Auditory discrimination

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### Same Same - DROP

March around in a circle – you say two words that are either the same or different. If the words are the same, you continue to march. If the words are different, everyone DROPS to the floor. Stand up and listen again.

You can play this game for rhyming words as well – remember to only introduce rhyming words at the appropriate point.

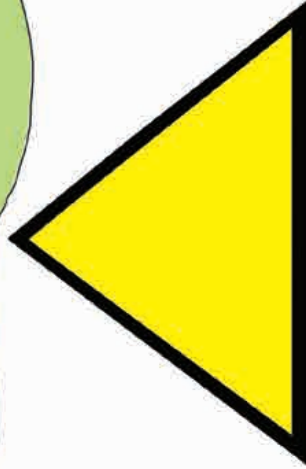
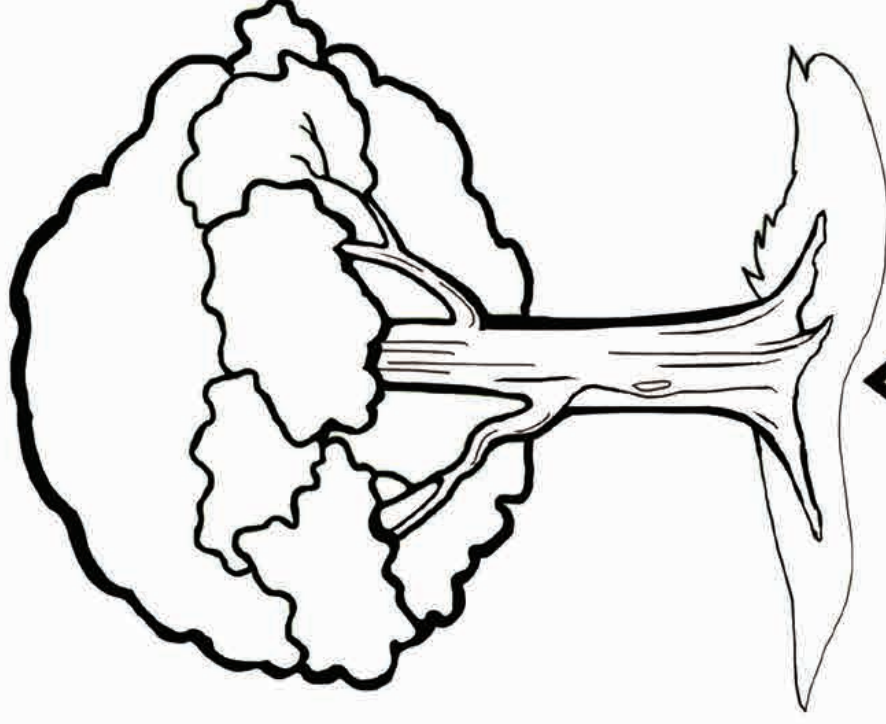
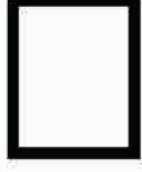
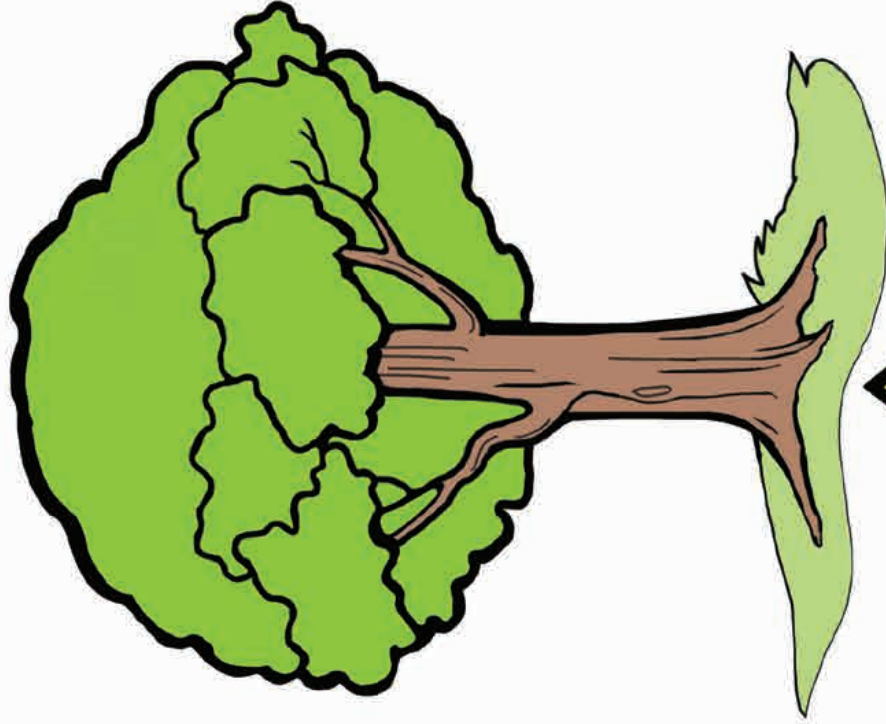




# Appendix I: Draw It



**Draw it**



# Draw it

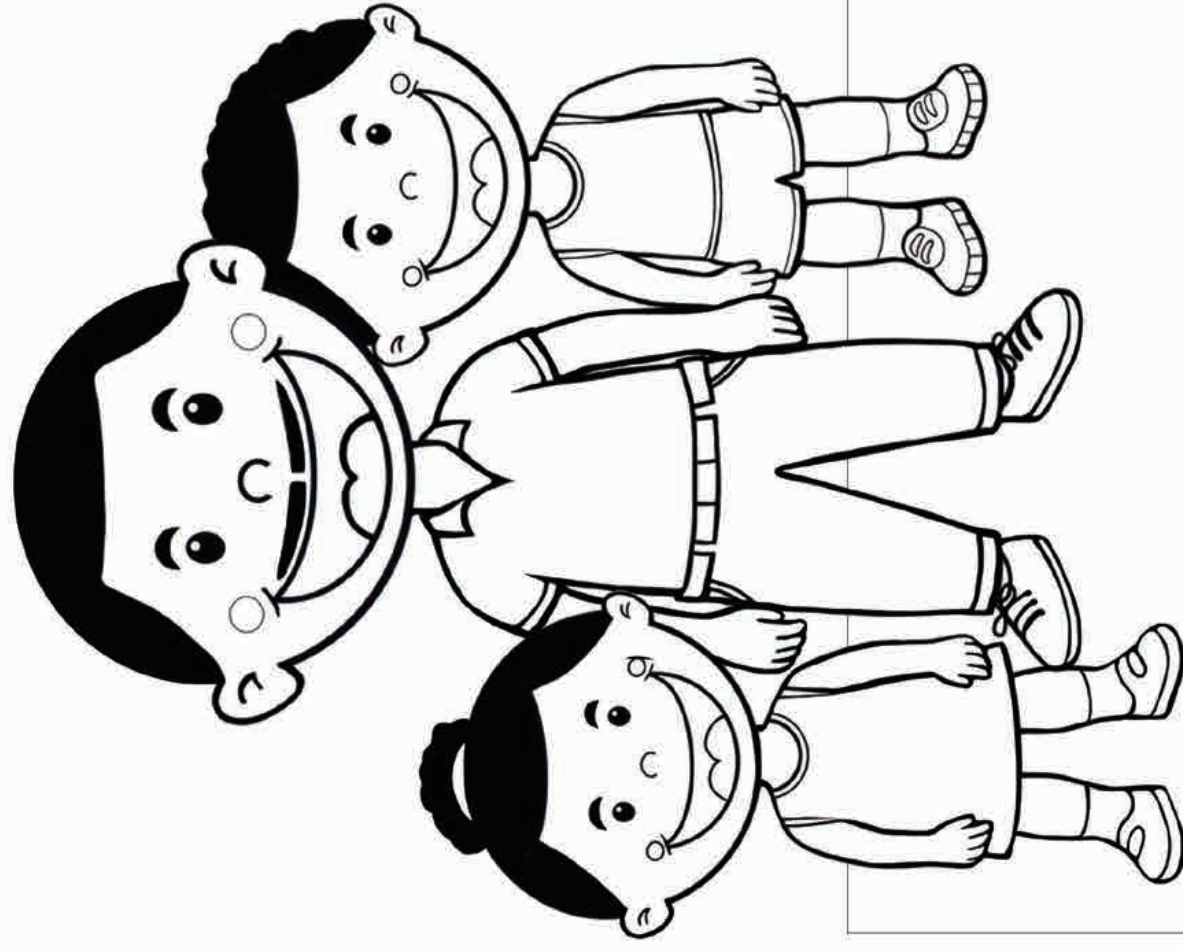
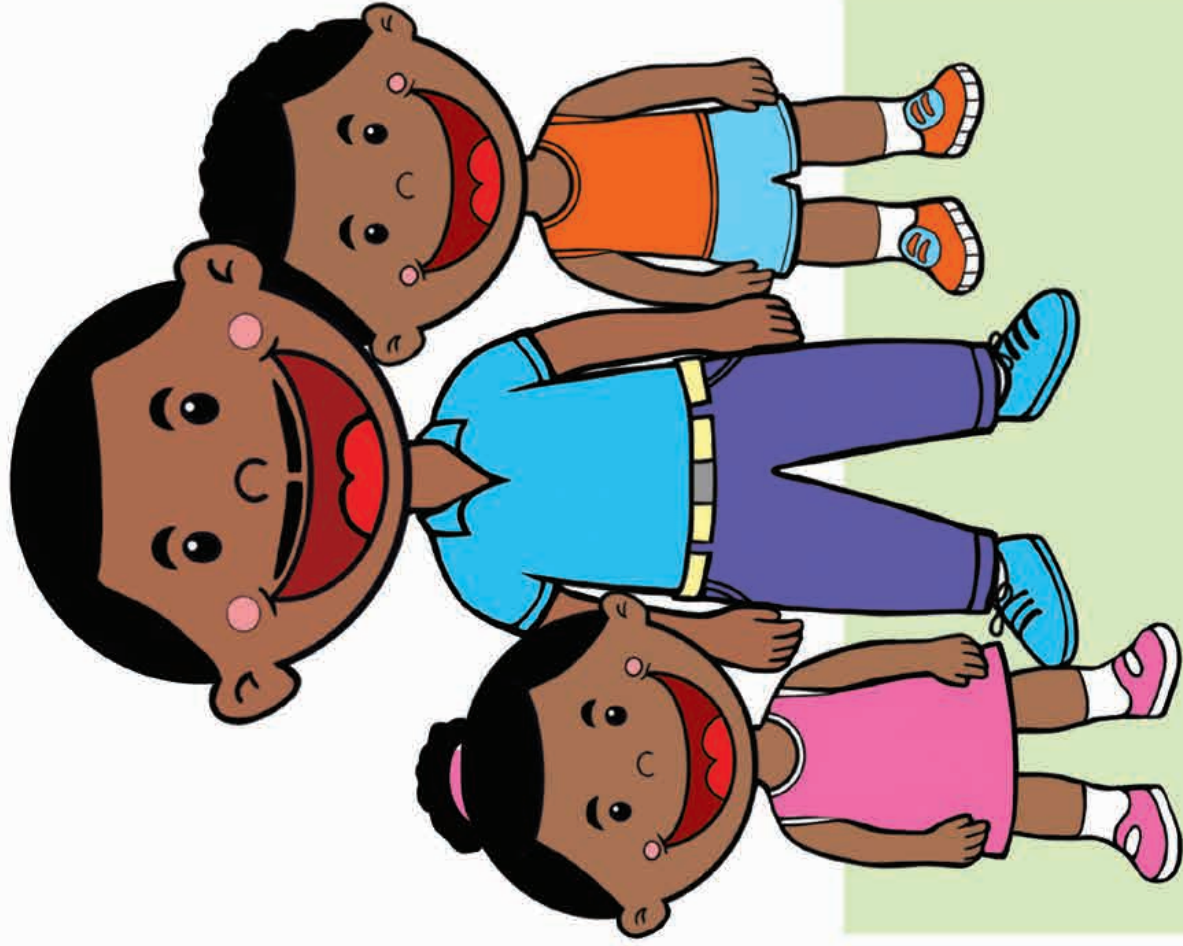


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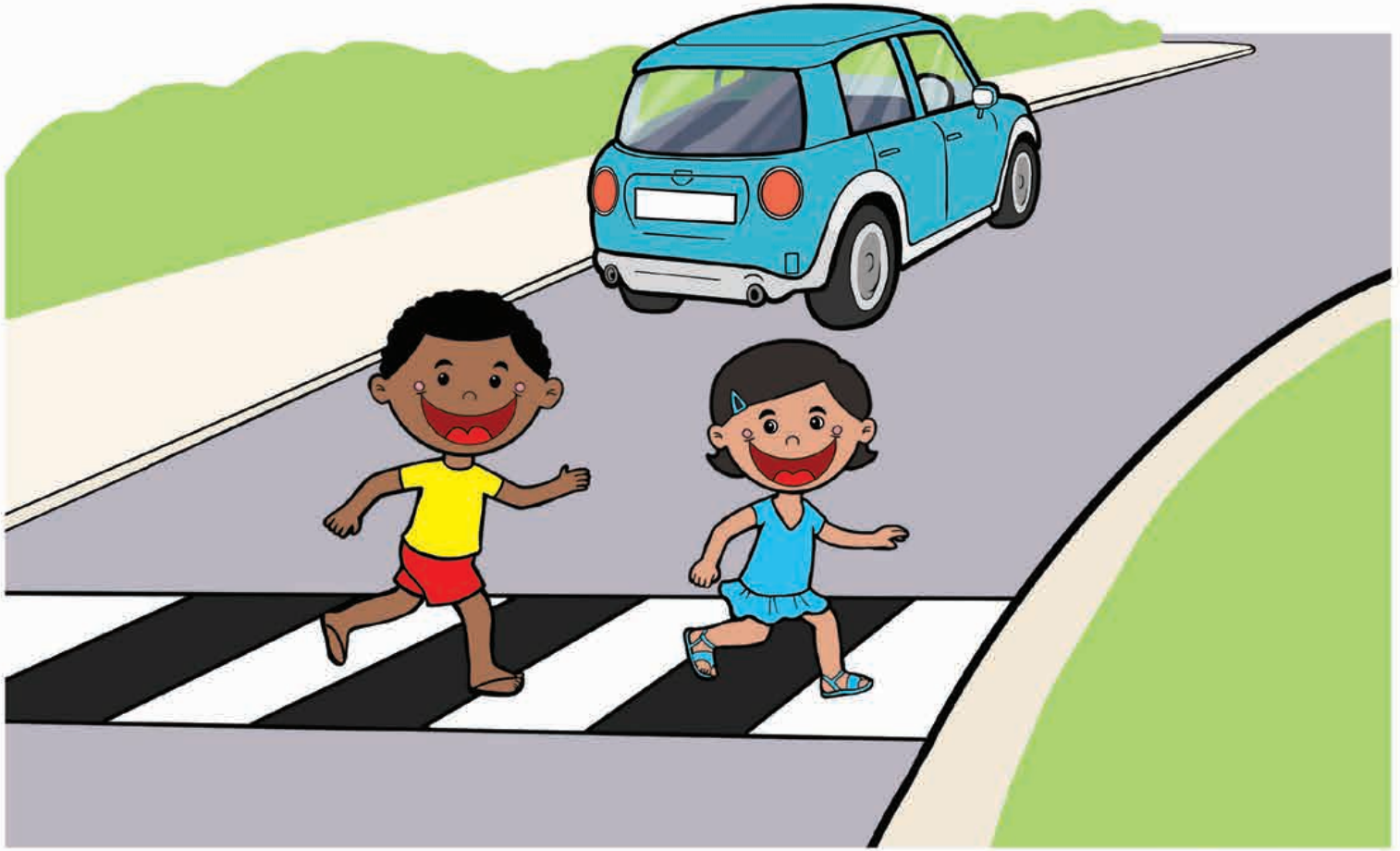


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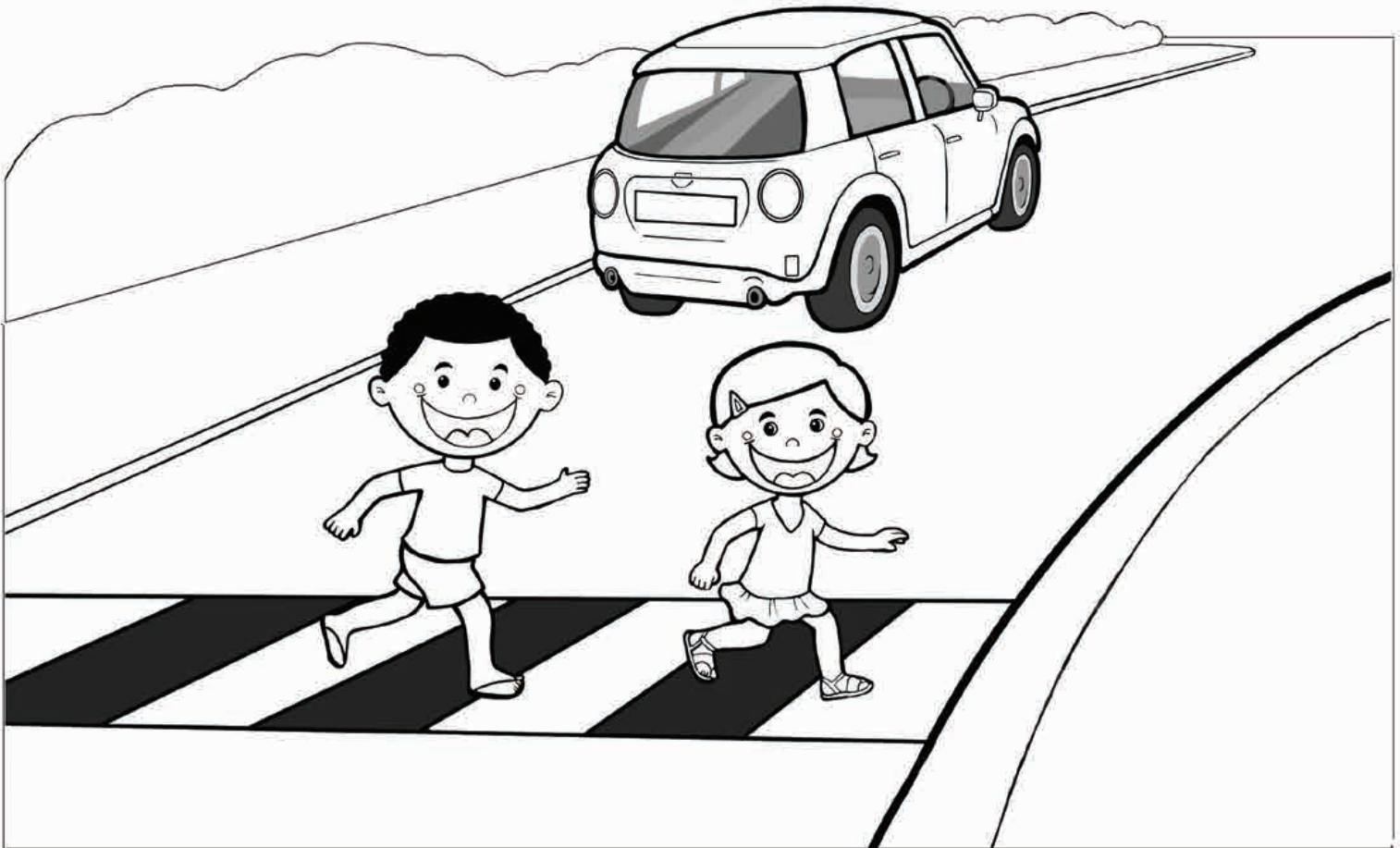
Draw it



# Draw it



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# Draw it



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## Appendix II: Sequencing Stars





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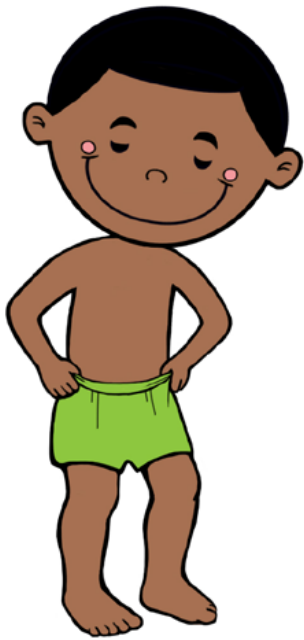
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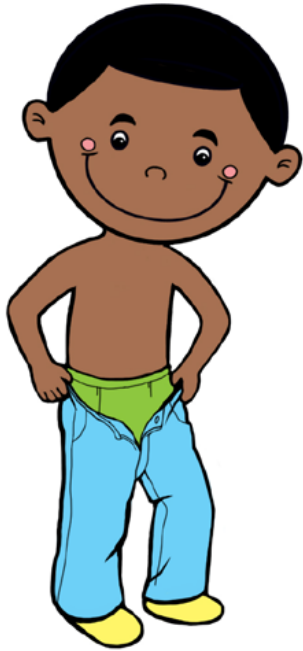
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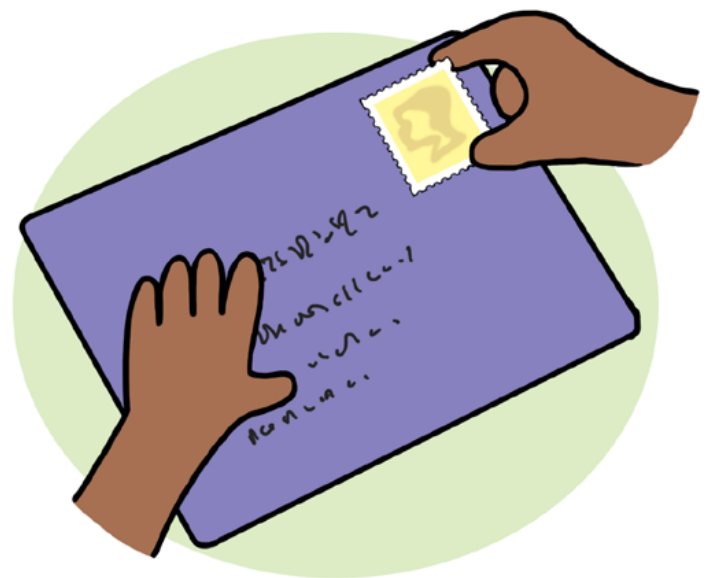
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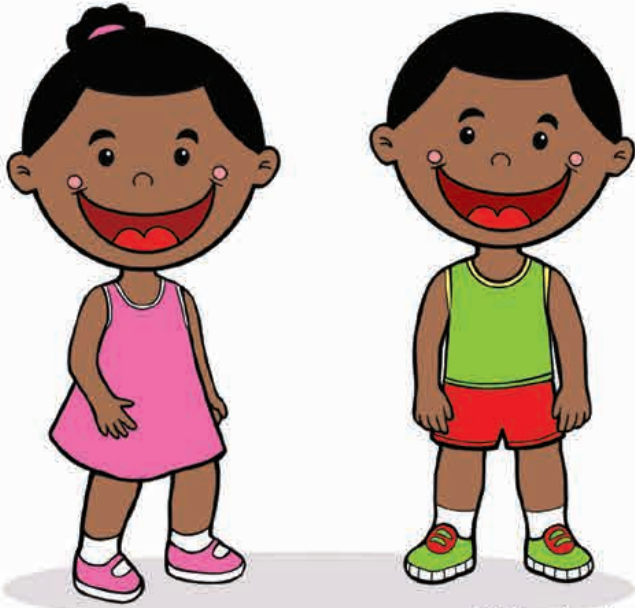
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## Appendix III: Picture Stories



# Picture Stories



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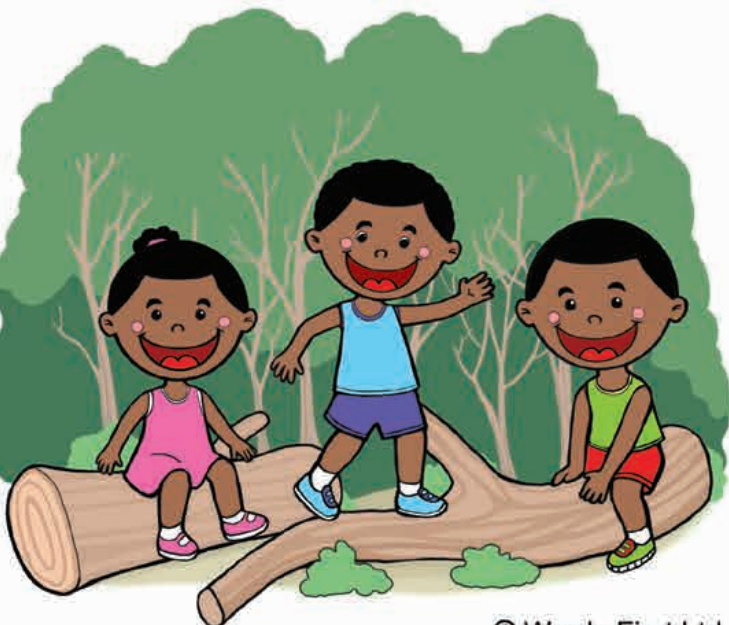
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# Picture Stories



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# Picture Stories



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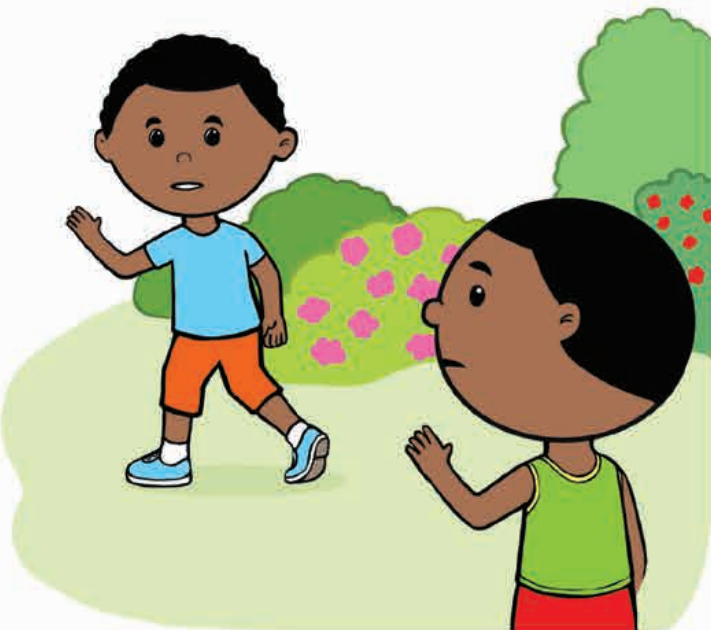
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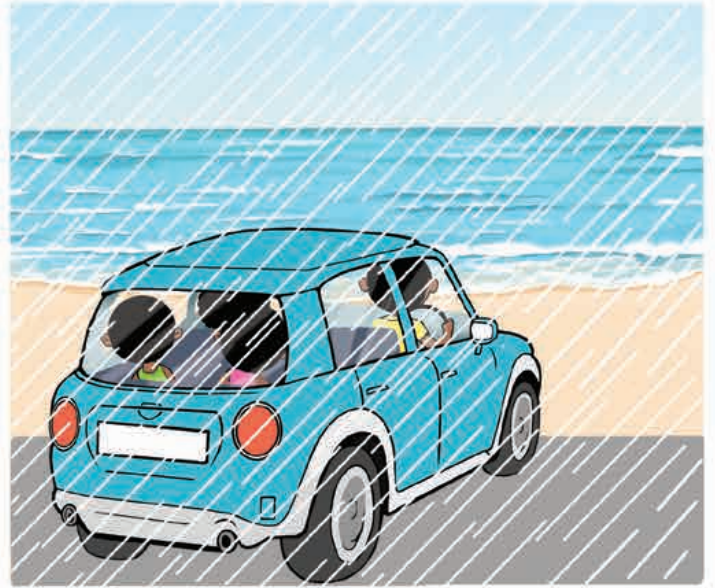
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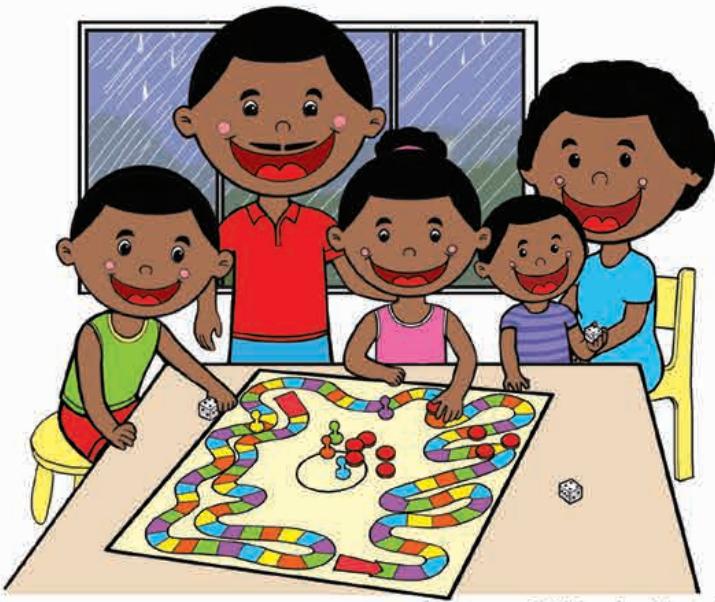
# Picture Stories



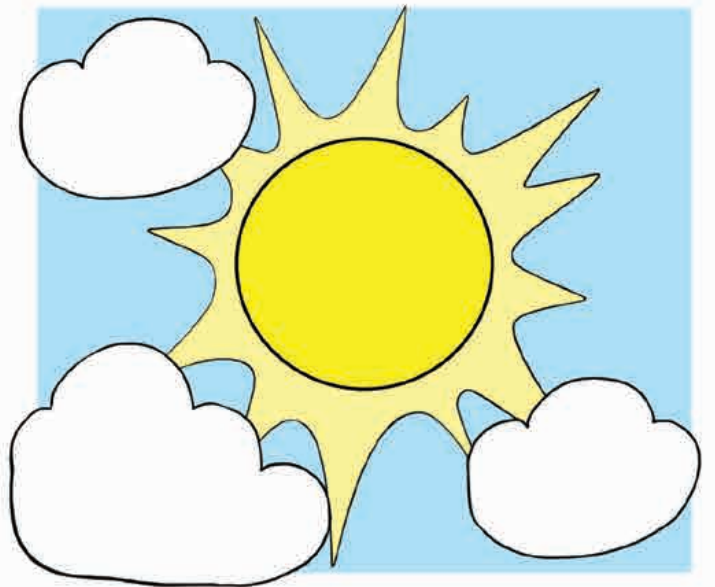
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## Appendix IV: ChatterTots scenes



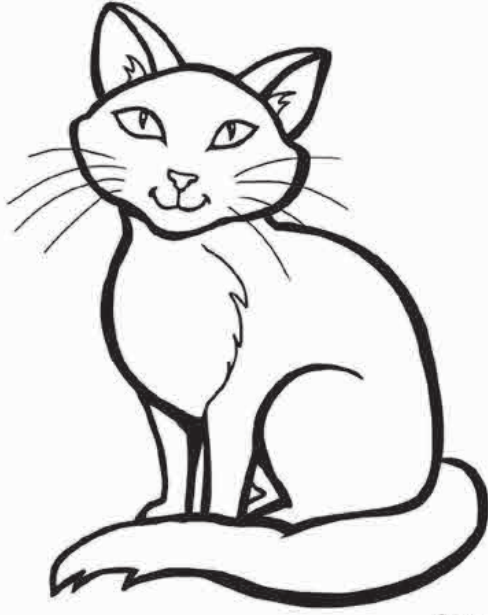




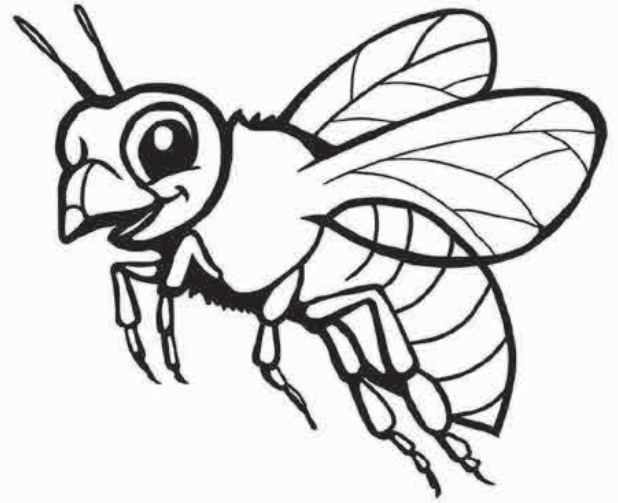




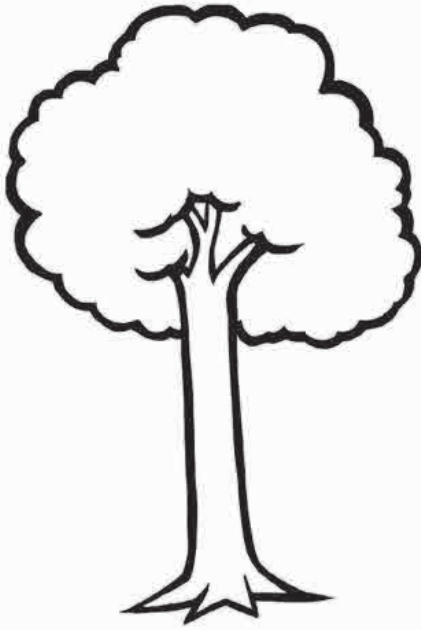
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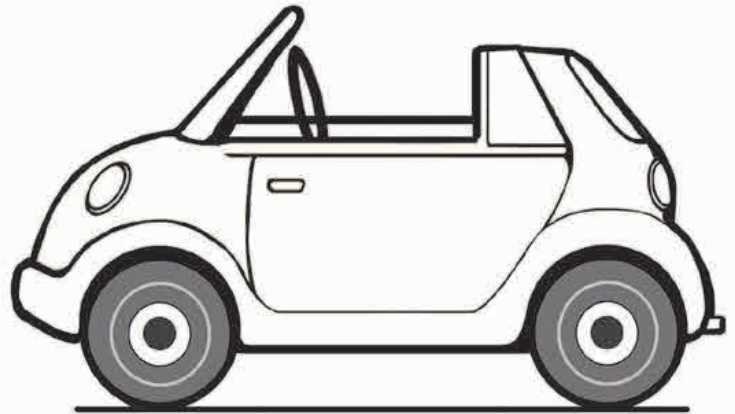
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