

## LANGUAGE BUILDING ACTIVITIES FOR HOME

You can use the following activities to create language opportunities with your child at home. Use whatever you feel is your strongest language.

Activity	What to do?
<p data-bbox="164 434 427 465"><b>Everyday activities</b></p>   	<p data-bbox="528 434 1437 600"><i>Make every opportunity a language learning activity – if it's a trip to the shops, or bath-time, you can make every activity a language learning activity. Point to things, name them, sing a nursery rhyme, or ask a questions. You don't have to set aside a specific time of day to learn language; every activity is a language learning activity.</i></p> <p data-bbox="528 633 695 665">For example:</p> <p data-bbox="528 698 823 730"><b>Cooking / play dough</b></p> <p data-bbox="528 734 1437 799">Grab some play dough or set up a supervised cooking station with your child. Comment on what he is doing and focus on verbs:</p> <ul data-bbox="580 804 983 965" style="list-style-type: none"> <li>- <b>"Cutting</b> the play dough"</li> <li>- <b>"Washing</b> the plate"</li> <li>- <b>"Pouring</b> the water"</li> <li>- <b>"Rolling</b> the play dough"</li> <li>- "We are <b>cooking</b> some food"</li> </ul> <p data-bbox="528 1003 1398 1034">Give simple instructions and encourage him to give you instructions</p> <ul data-bbox="580 1039 868 1133" style="list-style-type: none"> <li>- <b>"pour</b> the milk"</li> <li>- <b>"add</b> the sugar"</li> <li>- <b>"cut</b> the play dough"</li> </ul> <p data-bbox="528 1171 927 1202"><b>Washing clothes/cleaning up</b></p> <p data-bbox="528 1207 1437 1238">Focus on concepts e.g. dirty/clean, wet/dry, empty/full, first/last, colours</p> <ul data-bbox="580 1243 1166 1538" style="list-style-type: none"> <li>- "My hands are all <b>wet/dry</b>"</li> <li>- "The table is <b>dirty/clean</b>"</li> <li>- "The green bowl is <b>full</b>"</li> <li>- "The sink is <b>empty</b>"</li> <li>- "Can you find the <b>last</b> cup?"</li> <li>- "This jumper is <b>soft</b>"</li> <li>- "Let's find all the <b>black/long/stripey</b> socks"</li> <li>- "Here are <b>two</b> gloves"</li> <li>- "I have found Daddy's <b>big</b> socks"</li> </ul> <p data-bbox="528 1576 730 1608"><b>Making a drink</b></p> <p data-bbox="528 1612 1422 1706">Talk through the steps. Focus on sequencing e.g. "First we get a cup", "then we pour the water", after that...". This can be done for doing the washing, making toast, making a cup of tea etc.</p> <ul data-bbox="580 1711 975 1906" style="list-style-type: none"> <li>- <b>"Cold</b> water in the cup"</li> <li>- <b>"Big/small</b> cup"</li> <li>- The glass is <b>full/empty</b>"</li> <li>- <b>"Long/short</b> straw"</li> <li>- <b>"Pour</b> the squash in the cup"</li> <li>- <b>"Add</b> the cold water"</li> </ul>

Activity	What to do?
<p data-bbox="164 277 309 309"><b>Story time</b></p> 	<p data-bbox="523 277 895 309">Read stories with your child:</p> <ul style="list-style-type: none"> <li>- Give him choices of books “Do you want Dear Zoo or The Hungry Caterpillar?”</li> <li>- Name things on the page e.g. – “look, he’s running”, or “wow, it’s big”.</li> <li>- Pause and see if your child can join in (this is particularly good with books like <a href="#">“Dear Zoo”</a> and <a href="#">“We’re Going on a Bear Hunt”</a>, that have repetitive phrases in!)</li> <li>- Get a word wrong and see if your child notices and can correct you e.g. “two furry ears, one shiny wet nose, it’s a... caterpillar”. Kids love to catch adults making mistakes and are usually quick to correct you, learning new words as they do!</li> <li>- Ask him simple questions, e.g. ‘Who is in the picture?’, ‘What is he doing?’, “Where are they?”</li> <li>- Build on your child’s comprehension skills e.g. “wow, I see a train! Can you see it?” or “that’s a big cat – is there a small one?”</li> <li>- With a new book, see if your child can guess what might happen next. You can make this into a game – you predict something and they predict something – turn the page and see if either of you are right.</li> <li>- Acting out stories – Be silly with stories and act them out together. This develops understanding of emotions, imaginative play, joint attention and co-operation, and expressive language skills!</li> <li>- Read the same books again and again and again! Repetition will help your child to learn language</li> </ul>
<p data-bbox="164 1218 272 1249"><b>TV time</b></p> 	<ul style="list-style-type: none"> <li>- TV can be used to help educate BUT always remember that too much TV can effect talk, pay attention, listen, and learn. Interaction between your child and another person allows them to learn socially and helps them develop their skills</li> <li>- Point out and name things on the TV e.g. “oo look the elephant!”</li> <li>- Where possible, watch along with your child – watch how they react.</li> <li>- Talk about what is happening e.g. “Lola’s climbing the tree” or “Thomas is angry”.</li> <li>- Join in with what is happening during the programme e.g. clapping, doing actions, counting, singing, or making different facial expressions.</li> <li>- If your child enjoys certain TV programmes – use the toys to encourage play when the TV is no longer on.</li> <li>- Videos are better than TV as this is repetitive and shows your child familiar objects and words that they can learn. Whilst this may be boring for you, it is most beneficial for your child.</li> <li>- Don’t use as background noise – when a programme has finished turn off the TV because:             <ul style="list-style-type: none"> <li>* Inappropriate programmes may be on TV</li> <li>* Too much television is not recommended</li> <li>* It can distract you and your child from interacting.</li> </ul> </li> </ul>