

## Building Sentences // Reception

### Shopping Game

Collect a group of recognisable objects the child could buy from a shop. Lay them out for the child to see and begin the game by saying: "I went shopping and I bought..." [pick up an item and name it]. Next the child takes a turn using the same phrase "I went shopping ..." but chooses a different object. The adult should model the phrase "I went shopping and I bought \_\_\_\_\_ and \_\_\_\_\_". Keep the objects visible as this is not a memory task it is a game to develop sentence building.



Expand the shopping game at the end with the question: "What did you buy?" Encourage the child to list the objects they chose within the game

### Actions game

Use a hoop or a carpet square as an 'actions' space. Everyone playing sits around the hoop so that they can all see the action. Take turns to stand in the hoop and do an action (sticking your tongue out, jumping up and down, waving your hand). Once the child has sat back down in the circle, ask the question 'What did .... do?' This prompts the past tense answer - 'She jumped!' Provide lots of opportunities for repetition of regular past tense verbs – those that end in '-ed' (e.g. hopped, jumped, waved, clapped).



### Lotto

Each child has a board and the other pictures are face down. Take it in turns to choose a picture, describe the picture (e.g. the boy is kicking the ball) and then match it to the board. If any of the main components of the sentences (i.e. boy, kicking, ball) are missing, then encourage the child to repeat the sentence with the missing bit added e.g. "You said 'kicking the ball', can you describe the picture again and tell me *who* is kicking the ball?" If any of the small grammatical words are missing e.g. *is*, *the*, you can repeat the sentence back to the child emphasising the words they have missed out e.g. *The boy is kicking the ball.*