

# Understanding Language // Reception

## Form boards/Lift out puzzles

Using a form board with a range of different objects, get the child to replace the pieces according to instruction. e.g. start with “put in the tree”; advance to “put in the ball and the telephone”; then try “put in something that flies”, “put in something you can wear”. You can progress to “put the ball in before you put the telephone in”.



## Guess the object

Have a selection of object pictures. Players take turns to take a picture without showing it to the other players. They describe the object in the picture. The others have to guess what the object is from the description, e.g. “It’s woolly and has four legs”.

## Concepts

Specific concepts such as big and little can be taught by collecting a range of pairs of objects – one big and one little of each, e.g. a big car and a little car, big and little spoon, big and little brick. Ask the child to: ‘give me the big spoon’ or ‘point to the little car.’ When teaching these sorts of concepts use only one pair at a time e.g. big and little OR long and short.

## Shopping game

Using pretend items and ask the child to ‘buy’ two or three items depending on their level of understanding. You can then develop this so the child has to “buy” some “fruit”, or some “meat”, displaying understanding of categories.



## Everyday sequences

Use digital camera to record children doing simple actions, e.g. eating a biscuit, drinking, building tower of blocks. Take series of pictures to show beginning, middle, and end of the action. Then get the children to arrange the pictures in the correct order. This can also be done by drawing simple pictures. The activity can be progressed to develop the child’s prediction skills. Show the start of a series of pictures and get the child to draw what they think will happen next. Similarly, show the end of the sequence and ask them to draw what would have happened first