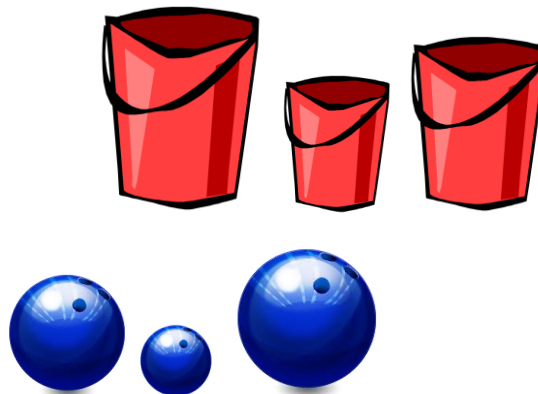**NHS**
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Understanding Language // Age 5-7

Comparatives and Superlatives

Develop awareness of comparatives (big/small) and superlatives (big/bigger/biggest). Start by categorising objects or pictures into big vs. small. Then look at each group separately, saying that "they are all big but look, this one's bigger that that one, and this one's the biggest". Repeat the task using different resource and then question the child to find one bigger, the biggest, smaller, the smallest, longer, the longest, taller, the tallest, etc. You can then get your child to apply the skill, e.g. can you put the smallest ball in the biggest bucket.

Bring me...

Ask your child to bring you things, describing...
- the way the object looks, e.g. bring me something that's big and red
- where you'd find the object, e.g. bring me something you would find in the bathroom
- what you do with the object, e.g. bring me something you wear when it's cold

You could ask your child to bring you items based on a topic they are studying at school (e.g. minibeasts – bring me something that can fly, bring me something you'd find under a rock – use pictures if you can't collect objects).

Barrier Games

Collect two identical sets of objects, one for you and one for your child. Put a barrier between you (e.g. a folder) so you can't see each other's objects. Give each other instructions about where to position the objects in relation to each other (e.g. "put the book under the pen") Remove the barrier and see if the objects are in the same place?

Actions

Give your child a sequence of two to three actions to do. For example 'touch your nose and then clap your hands' or 'stamp your feet, touch the floor then put your hands in the air.' To help the child initially you could do the actions as you say them so they have a visual clue. As they improve stop your demonstration of the actions. You could also add an action the child shouldn't do, as in Simon says, e.g. 'Stand up, turn around, but don't sit back down again'.