

Understanding Language // Age 7-9

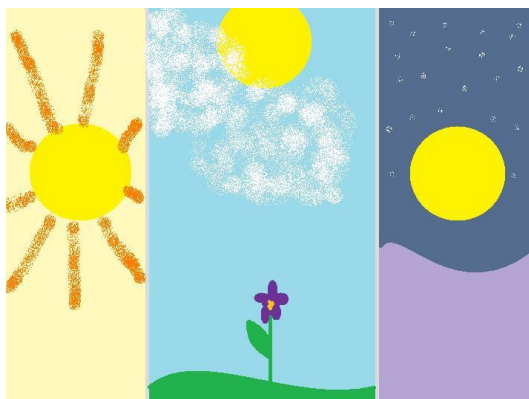
Reading books

Ask your child questions about the book they are reading. Start with *who* and *what happened* and *when* questions e.g. who is going on holiday? What did Jack do? Progress to *why* and *prediction* questions e.g. why do you think Katy hid the map? What do you think will happen next?



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.' Progress the actions activity by including 'before' and 'after' e.g. 'after you turn around, shut your eyes.' Clap your hands before you sit down.' Start by using commands that name the actions in the order you want them done. Once your child has mastered these, use commands that require the child to understand the concept of before or after to respond correctly .e.g. 'before you touch your nose, say your name' or 'click your fingers after you stand up'



Time concepts

Are particularly difficult for children with language difficulties to grasp. Start by helping your child to identify activities that happen in the morning, afternoon, evening and night. Then talk about the time of regular activities e.g. school starts, break time etc. Use visual timetables to show the order events take place. Help your child learn the order of the days of the week and identify activities they regularly do on each day

Barrier Games

Use two identical photocopied pictures or a blank piece of paper each. Put a barrier between you (e.g. a folder) so you can't see each other's piece of paper. Give each other instructions about what to colour in or draw. For example 'colour the man with a hat blue' / 'colour the big square red' etc or 'draw a small yellow circle in the top right hand corner of the paper'.