

Understanding Language // Year 3-4

Reading books

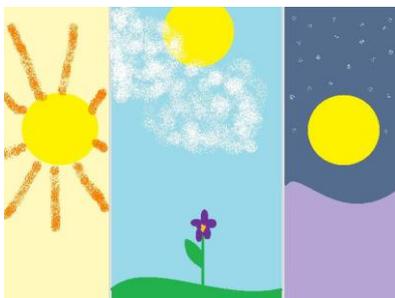
When reading with the child ask them questions about the story. Start with *who* and *what happened* and *when* questions e.g. who is going on holiday? What did Jack do? Progress to *why* and *prediction* questions e.g. why do you think Katy hid the map? What do you think will happen next?



Sequencing

Use pictures showing the sequence of a story or activity e.g. making a sandwich, wrapping a present. Ask the children to arrange the pictures in the correct order. Talk about what happened *first*, *next* and *last*. Introduce the concepts of *before* and *after* e.g. what do you have to do before you put the filling in the sandwich.

Concepts



Continue to teach specific concepts as they arise in the curriculum such as hard and soft, light and heavy by collecting a range of objects. Ask the child to sort the objects into groups e.g. hard things and soft things –When teaching these sorts of concepts use only one pair at a time e.g. hard and soft OR heavy and light.

Time concepts are particularly difficult for children with language difficulties to grasp. Start by helping them 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 in class to show the order of lessons. Help the 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'.