

SUGGESTED ACTIVITIES FOR THE CLASSROOM AND HOME

	CONCEPTS
A1:	<p>To sort objects into two categories, big and little Start by showing the child big and not big objects. Demonstrate "sitting on the 'big' chair", "sitting on the 'not big' chair". Using toy and real size matching objects get the child to follow instructions using 'big' and 'not big'. When achieved introduce 'little' in contrast with 'big'. Consolidate with a variety of objects and picture materials</p>
A2:	<p>To sort pencils into three colour groups and to name the colour groups Begin as a non-verbal activity and see if the child can join in sorting bricks according to colour. Use a blue piece of paper and a box. First demonstrate putting the blue bricks on the blue paper using the word 'blue' and the other bricks into the box using the words 'not blue'. The next step is to sort out two colours e.g. use blue paper, red paper and the box. Increase the colour names at the child's pace.</p>
A3:	<p>To touch the child who is first/last in a line at the door Demonstrate first and last in real life situations. Take one concept word at a time. Reinforce whenever possible during the day. E.g. "put up your hand if you are <i>first</i> in line. Put up your hand if you are <i>last</i> in the line". Once learnt in these situations see if the child can talk about a picture, e.g. a bus queue.</p>
A4:	<p>To sort pictures of shapes into three groups; circle, triangle, square, and to name those shapes As for colours B2.</p>
A5:	<p>To follow instructions containing 'many', 'less' and 'bigger' E.g. "get me the box with many bricks in it", "get me the box with less pencils", "get me the bigger book". Use the instructions in context and demonstrate how to follow the instruction. Gradually fade out the demonstrations.</p>

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VOCABULARY	
B1:	<p>To name 10 familiar items found in a classroom</p> <p>Begin by checking the child can understand the vocabulary, e.g. they can pick up the item from a selection on request. Devise a game so that the child picks up an object and gives it to another, naming the object, e.g. shopping games. Set up situations where the child has to ask an adult for the equipment they need for a task.</p>
B2:	<p>To listen to an instruction containing one action verb and to carry out the instruction</p> <p>The child must be able to understand without visual demonstration or reliance on context (e.g. don't show them the scissors and ask them to "cut"). It is easier to do this in the hall or playground. The instructions can be extended to involve prepositions or adverbs ('jump over', 'walk in front of me' and 'run softly').</p>
B3:	<p>To be able to touch five objects in the room made of metal/wood/glass</p> <p>Ask individual children to find something made of (say the word and show them a small item made of that material). The other children can all shout yes/no.</p>
B4:	<p>To be able to give five words from a category</p> <p>Select a category from a known area for the child, including topic work. Use a clock or timer as the child gets more confident, to speed up responses. Keep reinforcing the concept of a category by saying "yes, they are all types of..." Reinforce by continuing to ask the child to sort objects, or pictures of objects, into categories.</p>
B5:	<p>To be able to give a definition including features and functions of a word that is familiar</p> <p>Play games where one child is a monkey and the other child is teaching him how to talk. This means they have to explain what a is (start with easy examples such as 'baby' 'tree'). Give them the structure of "It is a kind of..... It looks like.....It is used for....."</p>

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** Always model the activity first*

SOUND AWARENESS	
C1:	<p>To walk 3 steps, using "stepping stones", saying each word of a sentence per stone E.g. "cats and dogs". Stepping-stones can be pieces of paper in a line on the floor. Start with two word sentences, e.g. dog barks. Use single syllable words. Build up to using the little grammatical words, e.g. 'the' and 'is'.</p>
C2:	<p>To clap out the syllables in their name and their friend's name Demonstrate clapping a child's name and ask them how many claps they heard. Ask each child to clap the syllables for their name with you and then independently.</p>
C3:	<p>To pick up two pictures that rhyme from a choice of three Put down three pictures; name each picture for the child. Ask them to give you the two that rhyme. The child may find it easier with toy objects. The child may need a visual reminder to listen to the 'end' of the word, e.g. have a picture of a train with carriages, put a brick on the 'end' carriage.</p>
C4:	<p>To listen to two spoken words and say if they do or do not rhyme Start with easy examples, e.g. use their name "Thomas, pie", "pie, sky". Refer back to the train picture and praise them for listening to the end of the words.</p>
C5:	<p>To listen to two sounds and blend to say the word <i>da + dy =</i> Start with blending syllables, E.g. "mu" + "mee" = mummy. Move onto simple words that have two sounds e.g. car, key. Use the actual sounds, e.g. "s" does not have "uh" on the end when you say it in isolation. Use cued articulation if you know it. Say the syllables or sounds with minimal intonation. If the child is able move onto three sounds in a word e.g. cup, rock.</p>
SPEECH CLARITY	
C6:	<p>To have speech that is clearly understood by unfamiliar adults When the child says a word incorrectly use a technique called "modelling". This means you repeat the word clearly for the child to hear but do not put on any pressure for the child to repeat. If they do attempt to repeat after you praise them for the effort "good try!". You can play games getting them to hear the difference between the word said correctly and incorrectly, e.g. "give me the tat" versus "give me the cat"</p>

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ATTENTION	
D1:	To be able to choose from two toys and play with it for 2 minutes Control and limit the available toys. Remove distractions. Comment on the child's actions as they play, e.g Jack is blowing the trumpet.
D2:	To sustain play with a chosen toy for 5 minutes Allow the child to choose from two favoured activities. Remove all other toys and distractions. Support and praise them for re-focusing on the activity. Build up to 5 minutes. Help the child to complete the activity e.g. do the first half of the jigsaw for him.
D3:	To end an activity, with preparation, and start a new activity Show the child the two activities they will be doing. Let them choose the activity they wish to do first. Warn the child that the first activity will end in one minute. Take away the first activity and show the second one. Warn the child that the second activity will end in one minute.
D4:	To listen to a story or information on the carpet and show attention through asking/answering questions or completing a follow on activity Check active listening for extended periods (e.g. a 5 minute story) by asking questions. Ensure the level of the language used is appropriate for the child's comprehension.
D5:	To colour in a work page whilst listening to a story or information about a different activity Choose simple activities and give simple information at the same time. Check the child has listened to you by asking a question. Praise them for being able to do both at the same time. Progress to giving instructions that they have to follow when the activity has stopped.

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	FOLLOWING INSTRUCTIONS
E1:	To follow an instruction containing two parts Place six toys on the floor or table. Ask the child to give you the 'ball' and the 'car'. The child repeats the two toy names first before finding them. Move on to pictures of objects.
E2:	To put a toy 'on' the table; to put a toy 'under' the chair Teach one instruction first in a variety of settings. Gradually reduce non-verbal cues until the child is following the verbal instruction alone. Use picture materials and ask the child to point to something in the picture using the target words.
E3:	To put a toy 'above' their head; to put a toy 'below' the window or light As for C2.
E4:	To collect three items in the classroom or playground Encourage the child to repeat the list, using their fingers as they say each item, before carrying out the activity. Extend by using objects further away so that the instruction has to be retained for longer periods of time. Use in game situations such as shopping.
E5:	To go to another adult in school and deliver a short verbal message Use familiar adults and a known route, e.g. to the office. Pair up with another child initially. Give the child a written back up in case they forget. Make them repeat the message back to you two times before they go.

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SOCIAL INTERACTION	
F1:	<p>To play with an adult using the same equipment, e.g. the sand tray The adult plays alongside the child commenting on her own actions and the child's actions. The adult Observes the child, Waits and Listens (OWL) so that any comments they make are relevant and non-directive. Questions are not used.</p>
F2:	<p>To play alongside another child, using the same equipment, imitating some of their actions Set up play situations with another child using sand, water, and small toy or construction materials. The adult can continue to comment and imitate the children's play.</p>
F3:	<p>To be able to turn take in play with another child Set up situations where each child has a different role, e.g. one child holds the brick bag and passes the other child a brick one by one to build the tower. The adult will need to support turn taking initially.</p>
F4:	<p>To be able to play and interact in the playground with another child Design a buddy system that rotates amongst children for one break time of the day. Use circle time to discuss how to be a buddy during play. You may need to supply the buddy with play equipment, e.g. a skipping rope.</p>
F5:	<p>To work as part of a group, taking turns, with adult support Remind the children about the rules for working in a group, e.g. good listening, and turns going around the circle. If necessary establish a visual sign to indicate whose turn it is now, e.g. holding the beanbag. Play a turn taking game to practice the rules and praise the children for observing them, before moving on to the work related task.</p>