

Speech and Language Therapy Activities

Understanding of Language

Verbs



It is best to learn verbs by doing them!

- First of all demonstrate a range of actions to your child and label them. For example "look! Jumping!"
- Encourage your child to copy the action. You can label what they are doing, for example "Adam's dancing!"



- Once you have spent some time labeling the different actions see if your child can tell you what you are doing. For example, jump up and down asking "what am I doing?" If your child finds this difficult give them a choice, for example "am I sleeping or jumping?"
- You could also include other children, adults or toys in this game!

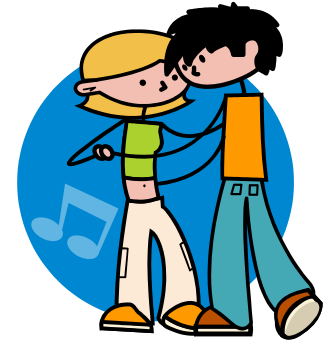
Activities

- **Simon Says!**
To begin with use regular verbs e.g. touch, jump, clap, nod, blink, dance, hop, stamp
Your child can take the turn of teacher to give the instructions.
- **What did teddy do?**
Have a toy and ask your child to make it do things e.g. "walk to the door". Ask your child "what is teddy doing?"

- **Musical Actions**

Play some music. When the music stops everyone stands still while the 'teacher' chooses an action that has to be done as the music plays. Start the music again and the children do the action. When the music stops, the first person to stand still is the next 'teacher'.

If your child can't think of an action or keeps choosing the same verb, display pictures of actions. When one is selected, take it away and he has to choose a different one!



- **Teddy/doll play**

When playing with toys at home / nursery, try giving each other instructions. For example, you could ask your child to 'make dolly eat' or 'make teddy jump'. Encourage your child to tell you what to do as well, e.g. 'what should my teddy do?'

- **Books**

When looking through books together, talk about what is happening on each page. Emphasize the action words for your child to hear, e.g. 'look, the cat's **eating**'. You can also ask your child to point things out for you, e.g. 'show me who's **crying**'.

- **Routines**

Talk about what you are doing during familiar routines, for example, washing and dressing:

E.g. Adult labels: 'wash hands'

'wash face'

'socks on'

'trousers on'



This way you are keeping your language very simple so your child can understand. As they know the routine they can also focus completely on the language you are using and the activity they are doing.

- **Post Boxes**

Your child will enjoy posting pictures into a home-made postbox. Try to find some different action pictures to use. See if your child can find and post a picture from a choice of two. If your child is successful at this increase their choices to three.

