

Prepositions (Position Words): Above and Below

General Advice

- Ensure that you have the child's **full attention** before giving an instruction.
- **Activities** should be completed **little and often**. 1-2 activities completed a few times a week will be more effective than 6 activities completed in one go.
- Use **real objects** to start with. Pictures/photos can be used for additional activities once the child is fully confident at above/below with objects.
- Use the words above and below as **forced alternatives** e.g. "Is the car above the book or below the book?" This provides a good model for the child to copy.
- Use objects/toys you feel are more **motivating** for the child
- Try to make the activities into **fun games**
- Remember to let the child have a turn to give instructions so they can practise using above/below.

The child needs to understand the concepts of above/below on their own before they will be able to follow longer instructions.

Activities

Daily routines describe/point out things around you e.g. "the timetable is below the whiteboard"

Play practical games use shelves in the classroom and play games where the child follows instructions e.g. "put the pencil on the shelf below the rulers"



Drawing draw a line across the centre of a piece of paper. Ask the child to put objects above/below the line or draw pictures above/below the line.

Animals talk about animals/insects that live above/below the ground e.g. "does a dog/worm live above or below the ground?" Draw pictures of animals that live above/below the ground.

Plants talk about vegetables that grow above/below the ground i.e. potatoes/carrots vs. broccoli/beans and carry out similar activities to the animals activity.

