

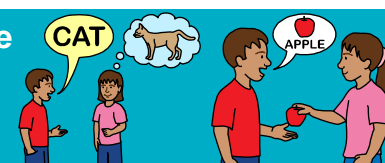
Developing Comprehension and Expression at the Two Key Word Level

The following advice and activities are aimed at helping the child progress from understanding and using single words to understanding and using two words together.

It is important to take turns throughout all the activities so that the child has an opportunity to give the instructions to practise their expressive language skills.

General Advice

- Gain the child's full attention before giving an instruction.
- Use words the child already knows when moving from one word level to two word level activities.
- Activities should be completed little and often.
- Start by using real objects or people, then move onto using pictures or photos.
- Gather together objects that will be useful for working on prepositions e.g. small box, bag, toy animals, action figures, pretend food, toy furniture.
- Use objects that are motivating for the child e.g. their favourite toys/interests
- Use choices to help the child use prepositions initially e.g. "Do you want Emma's coat or John's jumper?" This provides a good model for the child to copy.
- Make the activities fun and use them during the daily routine.
- The child should be able to complete all activities at this level before they are ready to progress to the next level.
- Remember to give the child a turn to give instructions.



Possession

Activity One

You need a dolly, a teddy and a sponge. Ask the child to wash different parts of the toys:

- e.g. 'Wash teddy's feet'
'Wash dolly's face'

Activity Two

Within a small group take one item of clothing from each child, e.g. jumper, coat, shoe. Put these items in a pile in the middle of the group. Give each child a turn at finding a specified item of clothing and returning it to the owner:

- e.g. "Find Ryan's shoe"
"Find Iqra's jumper"

Activity Three

You need a range of toy vehicles. Ask the child to point to different parts of these.

- e.g. 'Show me the train's wheels'
'Where are the bus' windows'?

Activity Four

You need two soft toys, e.g. bear/cat/dog and some plain white stickers. Tell the child that the toys have been playing outside and hurt themselves and they need plasters putting on the bits they have hurt.

- e.g. "On bear's hand"
"On cat's leg"
"On cat's face"



Person and Action

Activity One

You need a dolly, a teddy and objects such as a cup, bed, chair, toy food, ball etc.

- e.g. 'Make dolly drink'
'Make teddy kick'
'Make dolly sleep'

Activity Two

You need picture cards of people doing different actions. Put out four cards and take it in turns to find a particular picture.

- e.g. "Find Mummy eating"
"Find baby crying"

Absence / Disappearance

Activity One

You need objects with a very obvious part missing e.g. one car with no wheels, one normal car.

- e.g. 'Which one has no wheels?'
'Which one has no mouth?'

Activity Two (expressive only)

You need pictures of objects and matching real objects. Put out three-four pictures and place the matching objects on top. The child covers their eyes and one object is removed. Ask the child 'What's gone?' or 'What's missing?' Support the child to describe this using a two-word combination:

- e.g. 'ball's gone'
'no shoe'

Activity Three (expressive only)

You need pairs of associated objects (e.g. knife and fork, cup and spoon, table and chair). The child covers their eyes and one object is removed. Ask your child what is missing. Ask the child 'What's gone?' or 'What's happened?' Support the child to describe this using a two-word combination:

- e.g. 'no fork'
'chair's gone'



Action to a Place

Activity One

You need a teddy and a chair, table, bed.

- e.g. 'Make teddy dance on the chair'
'Make teddy sit on the bed'
'Make teddy stand on the table'

Activity Two

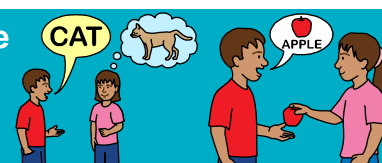
In PE or during a structured game take turns to tell each other what to do:

- e.g. 'Jump in the hoop'
'Crawl to the chair'
'Walk to the table'

Activity Three

Make up stories using small world toys such as a toy farm with sheep

- e.g. 'Make sheep walk to the tractor'
'Make sheep jump to the pond'



Object and Person

Activity One

You will need a teddy and a dolly and a selection of foods. Give instructions to the child:

- e.g. 'Give the apple to teddy'
'Give the banana to dolly'

Activity Two

You will need two boxes with different animal faces drawn / stuck on to them. Cut out the mouths so that the child can post pictures through. You will need pictures of food. Give instructions to the child to feed the animals:

- e.g. 'Give the milk to cat'
'Give the apple to the dog'

Activity Three (Comprehension Only)

Ask the child to help give things out in class and in small group activities.

- e.g. 'Give Emma a pencil'
'Give James a book'.

Object and Place

Activity One

You will need a variety of everyday objects (e.g. ball, spoon and key) and a range of containers e.g. box, bucket and pan.

- e.g. 'Put the ball in the box'
'Put the spoon in the bag'

Activity Two

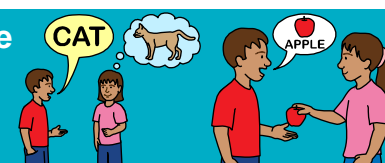
Put a table and chair in front of the child and place a teddy and dolly near them.

- e.g. 'Put the teddy on the chair'
'Put dolly on the table'

Activity Three (Comprehension Only)

Ask the child to help you to tidy up.

- e.g. 'Put the pencil on the desk'
'Put the book on the table'



Action on Object

Activity One

You need a ball, plastic bottle, beanbag, etc.

- e.g. 'Throw the ball'
'Kick the bottle'
'Throw the beanbag'

Activity Two

You need a sponge, a tea towel and a cup, plate, knife, fork.

- e.g. 'Wash the cup'
'Dry the knife'
'Wash the knife'

Activity Three

You need a teddy, a dolly and two objects that you can perform actions with, e.g. a brush and a sponge.

- e.g. 'Brush teddy'
'Wash dolly'
'Wash teddy'

Activity Four

You need picture cards of actions being done to objects. Put out four cards and take it in turns to find a particular picture.

- e.g. 'The boy cuddling the cat'
'The boy washing the cat'
'The boy cuddling the teddy'

