

Level 1

Vocabulary

You need:

Feely bag
Selection of items

- Put a selection of objects or pictures out and ask the child to find one, eg. “where’s the *tiger*?”.
- Place pictures face down on the table or put the pictures/objects in a bag. Ask the children to pick a picture or object and name it.
- This can be done with a variety of objects within a category and can be linked to the topic you are working on. It is useful to recap previous topic vocabulary to continually reinforce vocabulary items.

Give prompts (the first sound of the word) if the child is struggling. Model the vocabulary if the child gets it wrong.



Level 2

SV sentences

You need:

People pictures
Whiteboard

(Subject-Verb)

- Get a picture of a person.
- Ask the child to make up a sentence about what the person is doing, then act it out.
- Eg. “the fireman is jumping”.
- If the child misses words, draw a line for each word in the sentence on the whiteboard (4 lines). Explain we need ‘the’ at the start and we need ‘is’ in the middle. Write these words on the relevant lines if needed. Point to each line as you are practising the sentences.
- When the child is confident, take the visuals away. You might need to prompt verbally to start with.



Level 3

Developing sentences

You need:

People pictures
Whiteboard

- *SVO* – when the children are comfortable creating simple sentences (eg. “the postman is eating”) ask them to add a bit more information. Eg. ‘what is the postman eating?’ - “the postman is eating a sandwich”.
- *SVOP* – ask the child *where* it is happening to encourage them to add the place to their sentences. Explain that we need to paint a really good picture in the reader’s/listener’s mind. Eg. “the postman is walking in the park”.
- *Adjectives* – explain what adjectives are and give some examples. Give a list of examples and ask the child to choose one for the person in their sentence. Explain that we use the adjective just before the person or thing. Practice this first (eg. the ugly witch, the brave girl, etc). Then use the adjectives in sentences. Eg. “the handsome postman is walking”. See if the child can create his/her own adjectives.



Level 4

Connectives

You need:

Yourself
Whiteboard

(joining words—eg. and, but, because, etc)

- Introduce one connective at a time and explain how you use it. Write it on the whiteboard as a reminder if needed.
- You could play a game where one child says the start of the sentence and the next child has to use a connective to extend the sentence. This could be done in pairs or when the child gets better at it, a small group could make up a really long sentence. It can be as silly as they like!
- Eg. Person 1: “superman is flying” ; Person 2: “but he lost his power”; Person 3: “because the evil king stole it”.
- At the start, keep the connective used the same each time. You can then start to use different connectives as they become more familiar with them.



Level 5

Story Tennis

You need:
Yourself!

- As a family/small group, make up a story by asking each person to take turns adding a sentence.
- Let each person have a turn at starting the story. It can be about any topic/character.
- Let your imaginations run wild and create some fantastic (maybe even silly!) stories.
- Prompt the child to add extra detail (eg. adjectives/describing words and connectives) if taught previously.
- Record your stories and listen back to them. What could you change to make them even better?



Level 2

Prepositions

You need:
Bag
Animal

(where words—eg. on, in, under, next to)

- Get a bag. Model the prepositions 'in, on, under' with an animal.
- Ask the child to place the animal in different positions. Eg. "put the [tiger] *under* the bag".
- Put the animal in different places and ask him/her to say where it is. Start by just expecting the preposition as an answer, eg. "*under*".
- When he/she finds this easy, ask for a small phrase, eg. "*on* the bag".
- When he/she finds this easy, ask for a full sentence. Eg. "the tiger is *under* the bag".
- Repeat the steps above with other prepositions. Introduce one new preposition at a time: next to; behind; in front; etc.



Level 2

Pronouns

You need:
Pronoun pictures

- Get the picture of a boy and a girl. Explain that we use 'he' for a boy and 'she' for a girl.
- Show the pictures of boys and girls and ask the child to say whether it is 'he' or 'she'.
- When the child is confident with this, ask the child to describe what the boy or girl is doing using 'he' or 'she', eg. "she is reading", "he is eating".

Step up:

- Explain that when we give something to the boy, we say 'his ___' and when we give something to the girl, we say 'her ___'.
- Give objects to the boy and the girl and ask the child to use 'his' and 'her'. Eg. "her bag", "his bed".



Level 4

Past tense

You need:
Teddy

- Explain that we use the *past tense* when something is finished.
- Talk about different times we would use the past tense (eg. last week, 2 years ago, yesterday, etc).
- Explain that when something is finished, we put "t" on the end of doing words (not 'ing'), and this is spelt 'e-d'.
- Get teddy. Make teddy do something (eg. jumping). Say "*now* teddy is jumping". Make teddy stop. Say "teddy has *finished* jumped, what *did* teddy do?, teddy jumped".
- Repeat with different doing words and ask the child to say what happened using the "t" sound on the end of the doing words.
- Use regular past tense words, eg. jumped, played, walked, danced, cooked, talked, climbed, hopped, brushed, watched, etc.




Level 4

Future tense

You need:
Teddy

- Explain that we use the *future tense* when something has not happened yet.
- Talk about different times we would use the future tense (eg. next week, 2 years from now, tomorrow, etc).
- Explain that when something is going to happen, we use the word 'will'.
- Get teddy. Ask the child to say what teddy will do next. Eg. "next, teddy *will* jump". Then make teddy jump.
- See how many you can think of. Eg. "next, teddy will eat", "next, teddy will climb", etc.
- Talk about things you are going to do in the future (tonight, at the weekend, next week, next year, etc.)




Level 1

Generating in a category

You need:
Yourself!

- Pick a category and ask the child to think of as many things as possible in that category.
- This can be done with one child or a small group - go round the group and get each person to say one item.
- Examples of categories:
 - animals
 - transport
 - food
 - things in a house
 - a topic you are studying




Level 2

Who am I?

You need:
Feely bag
Selection of animals

- Get a bag of animals.
- Pick an animal and keep it hidden in the bag.
- Give clues about the animal and the other person/people have to guess what it is. Take it in turns to give the clues.
- If the child struggles to give clues, provide a visual structure of sentences:

It has a ____ It can ____ It is ____ It lives ____
- Eg. It has a long neck, it can eat leaves, it is yellow and brown and it lives in the zoo. [giraffe].
- This can be done with people/other objects as well.



Level 3

Word maps

You need:
Word map
Whiteboard pen

- Choose a word. This could be a word the child is learning at school or a new word he/she has recently learnt/heard.
- Get the child to write the word in the middle of the page and draw a picture of it.
- Get the child to think of all words related to the meaning of the word; what it looks like, smells like, feels like, tastes like, etc; where it lives; what it eats; what it does. Write these on the word map.
- Get the child to think of the structure of the word - what sound does it start with?; how many syllables does it have?; what rhymes with the word?. Write these on the word map.

