

# EYFS: Ready for school package



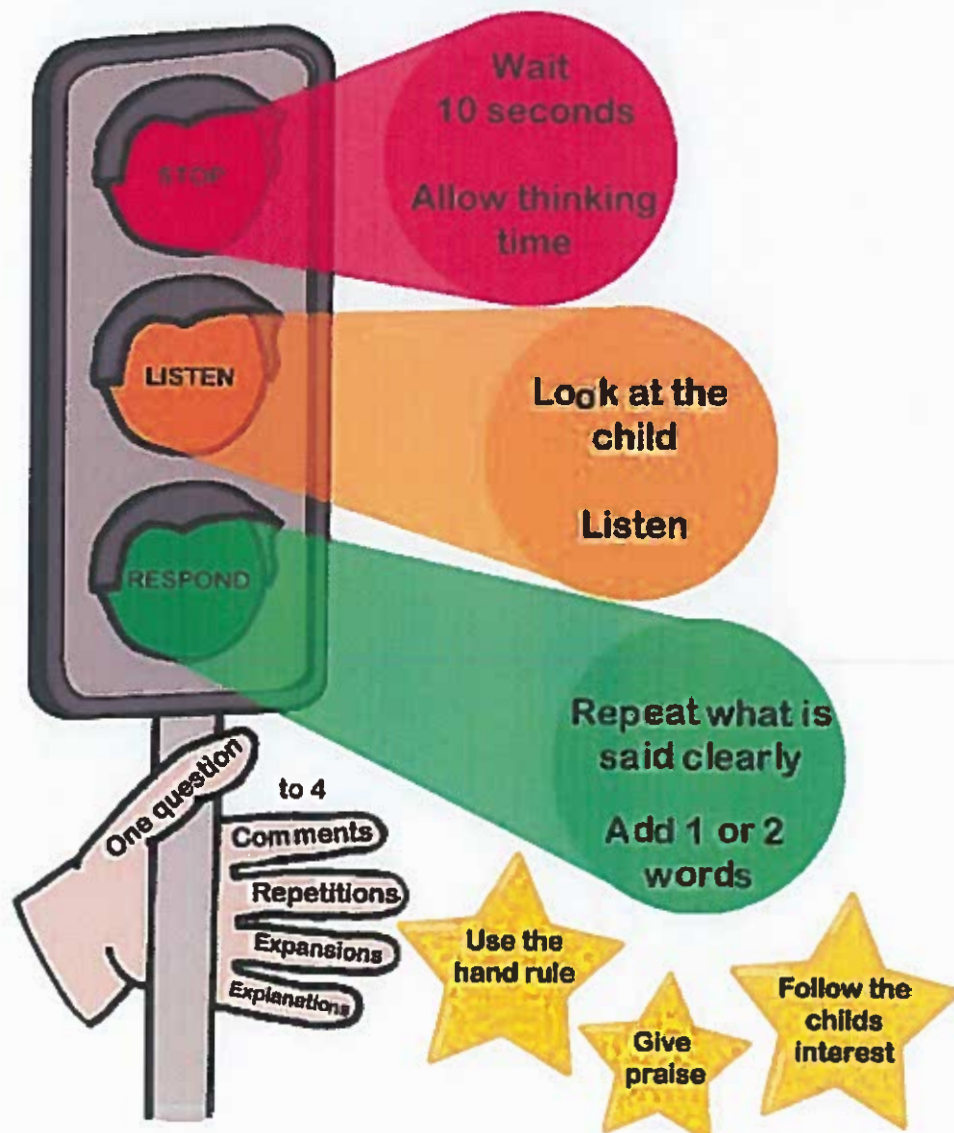
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While carrying out all activities, encourage talking throughout. Follow this traffic light system and magic hand to help support your communication with your child.

## Interaction



This is a checklist for you and your child to complete. Once you have completed an activity from one of the topics, you can stamp the topic on this checklist and write which task it was. See if your child can complete the chart to show their teacher when they start school!

Speech sounds Task:	Play Task:	Receptive language Task:	Speech sounds Task:	Expressive language Task:
Receptive language Task:	Attention and listening Task:	Literacy Task:	Play Task:	Pre-verbal and social interaction Task:
Literacy Task:	Pre-verbal and social interaction Task:	Expressive language Task:	Attention and listening Task:	Literacy Task:
Play Task:	Receptive language Task:	Speech sounds Task:	Pre-verbal and social interaction Task:	Attention and listening Task:

# Pre-verbal and social interactions

## Task 1: Copy me

Encouraging your child to copy actions will develop their attention, listening and physical skills.

**What you will need:** You need imagination to create actions for your child to copy!

**How to play this game:** Explain to the child that you will be making actions and they need to copy what you do. Create verbal instructions such as, “touch your nose” and/or non-verbal actions (jumping up and down without saying the action). Once the child has copied your actions and instructions, you can swap over so the child is giving the adult instructions and actions to copy.

## How to build your child’s language during the activity?

**What:** After the child has copied an action, ask the child what action they copied, e.g. “I touched my nose”

- Encourage staying quiet, sitting still, looking at who is talking and listening to all the words! These skills will help support the child’s ability to attend and listen to what a person is saying, which will support their learning during classroom activities.
- Give sentence starters for child to create their own actions if they find this challenging, such as “Touch your...” and allow the child to fill the gap for you to imitate.

## Pre-verbal and social interactions



### Task 2: Sorting colours

Sorting colours into categories will develop the child's colour recognition ready for when they start school. This game requires 2 people, so it will support the child with working as a team and developing 1:1 interaction skills.

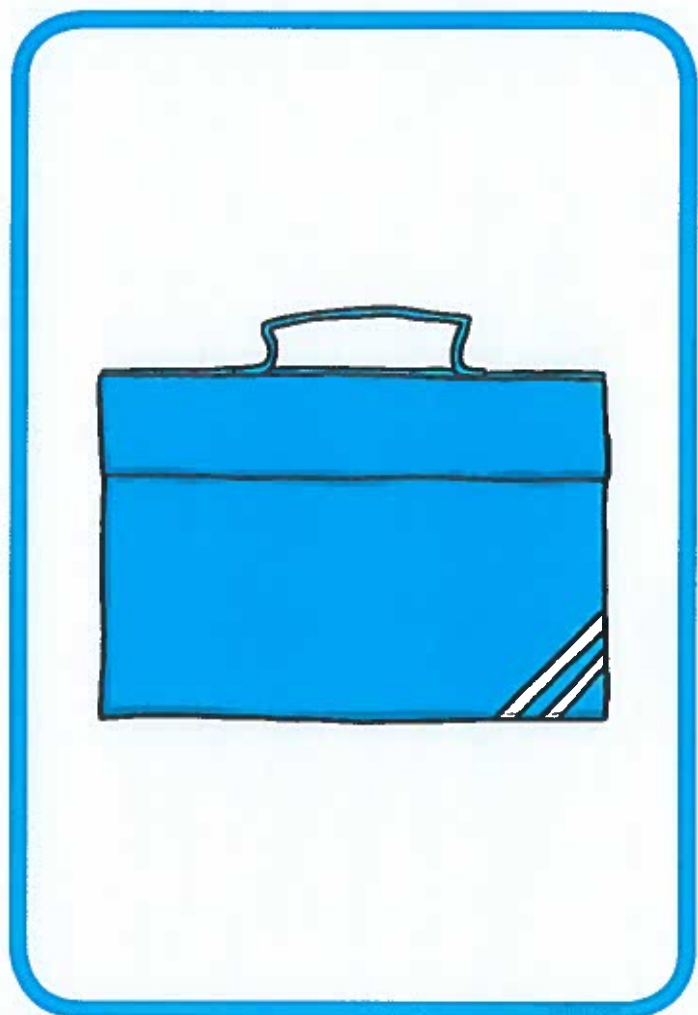
**What you will need:** We have provided colour sorting sheets in the resources; the child or adult will need to cut the pictures symbols so they can place them on the colour categories, but do not cut the paper with the written colours on, e.g. blue.

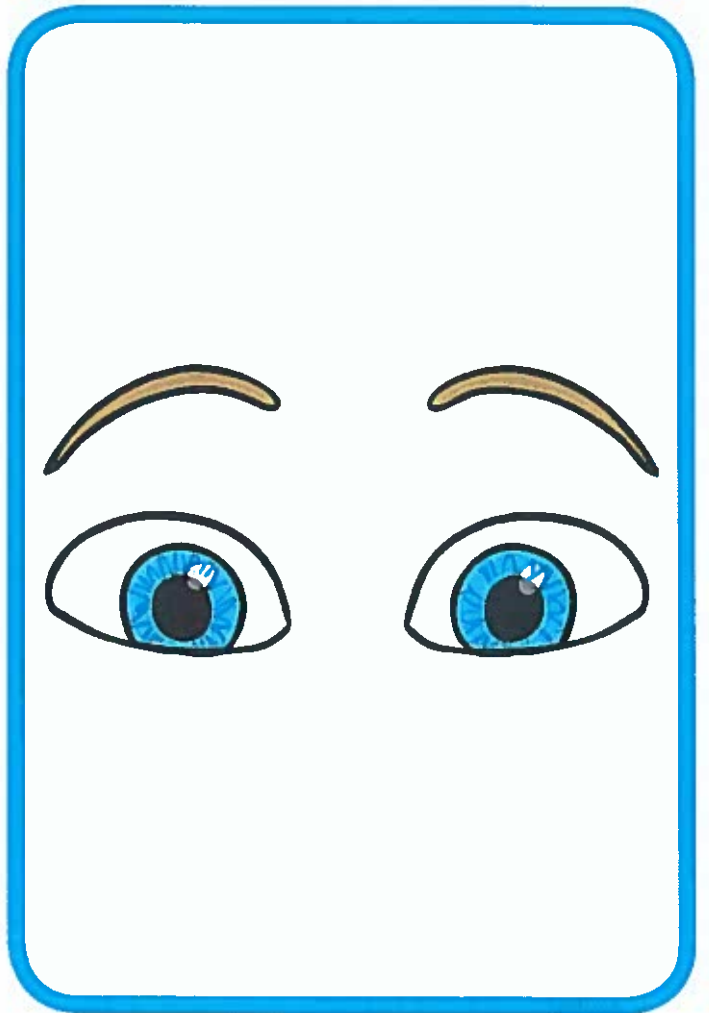
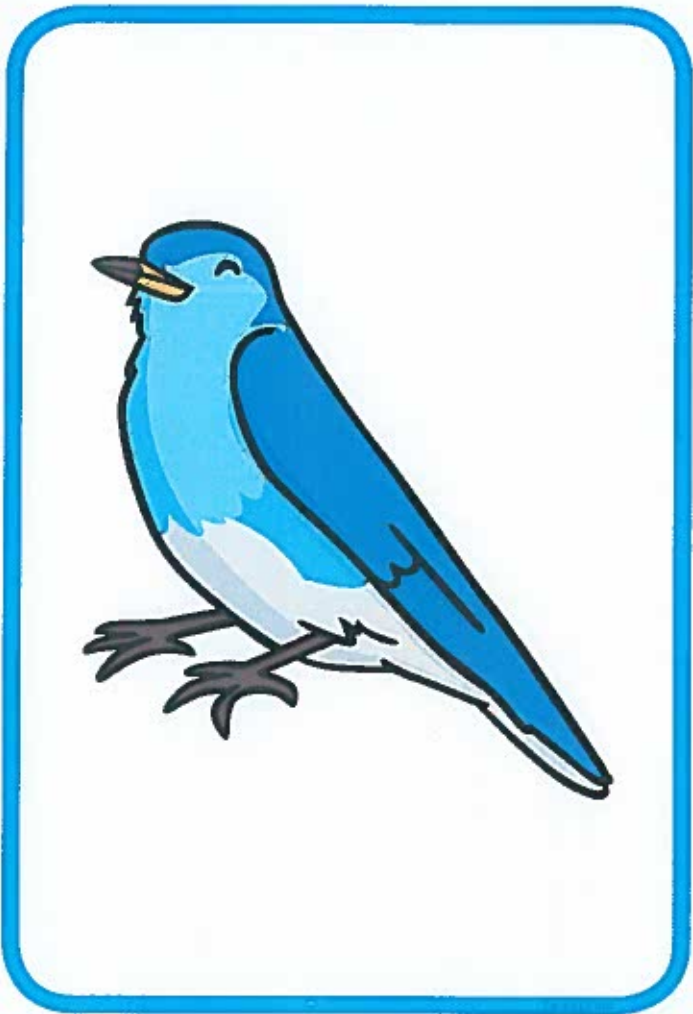
**How to play this game:** Cut the picture cards out and put them face down on the table. Take it in turns to turn over a picture card and discuss together what colour the picture is. Once agreeing on the colour, place it on one of the colour categories, e.g. put the red apple in the red category.

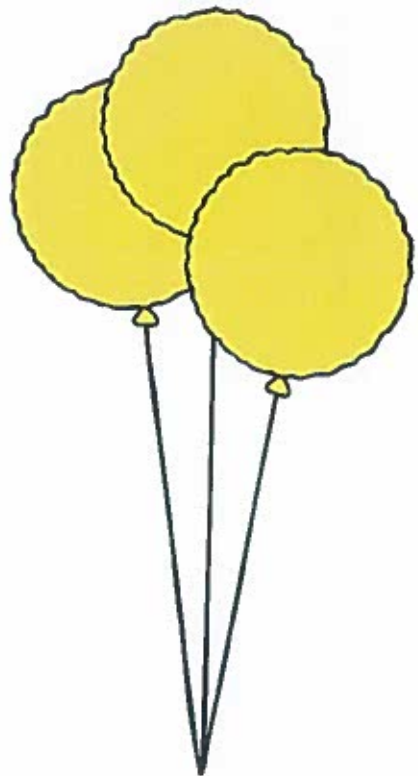
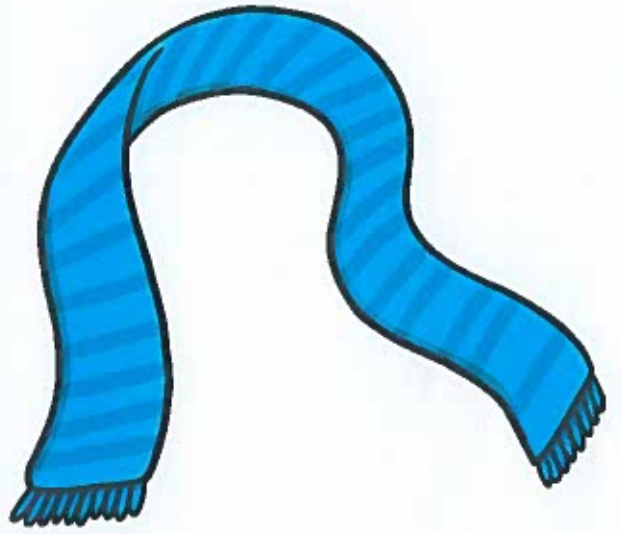
### How to build your child's language during the activity?

**What:** Talk about what the object is and what colour this is, e.g. the yellow duck

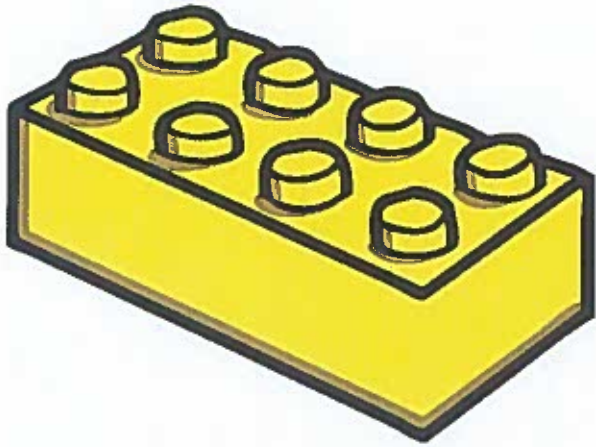
- Talk about each object and the colour with the child so you are both working together, taking turns and contributing to discussions
- **Repeat back** what your child says and add one or two words to extend their sentence e.g.  
Child: "blue scarf"    Adult: "yes, the blue scarf, the long blue stripy scarf"
- Give **sentence starters** to take the pressure off your child and allow him/her to succeed. These are often better than questions. E.g. "The car is..."
- Repeat back correct sentences to show you have understood their sentences and to support their language  
Child: "yellow balloon"    Adult: "oh yes, the balloon is yellow".







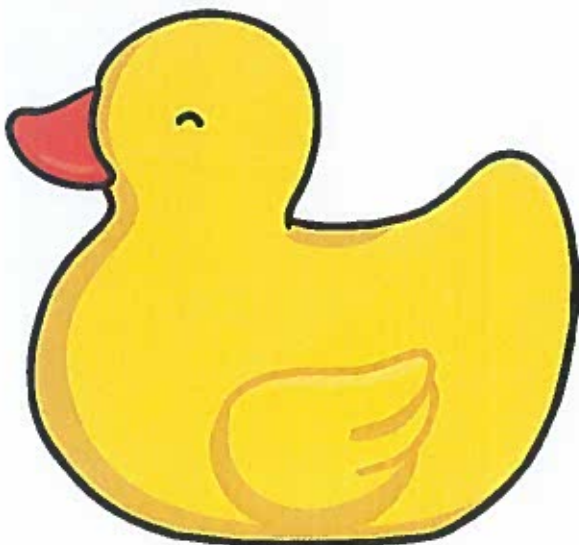




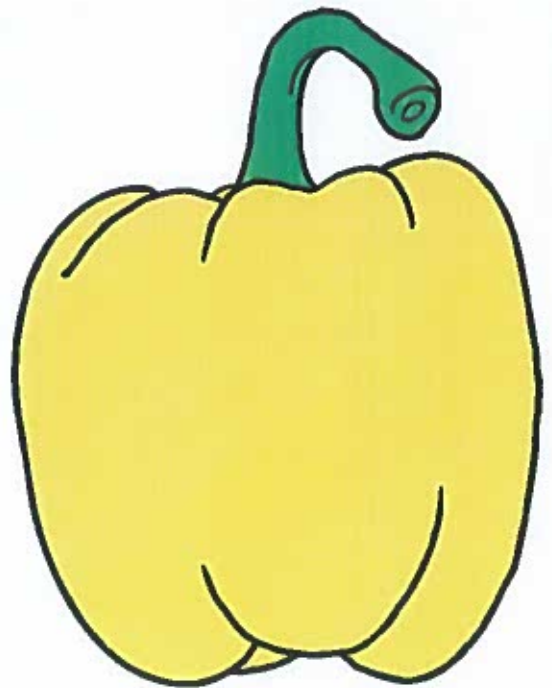
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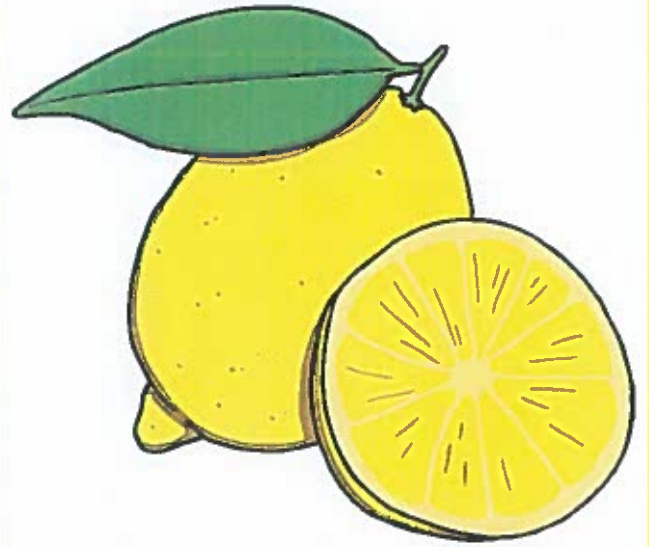
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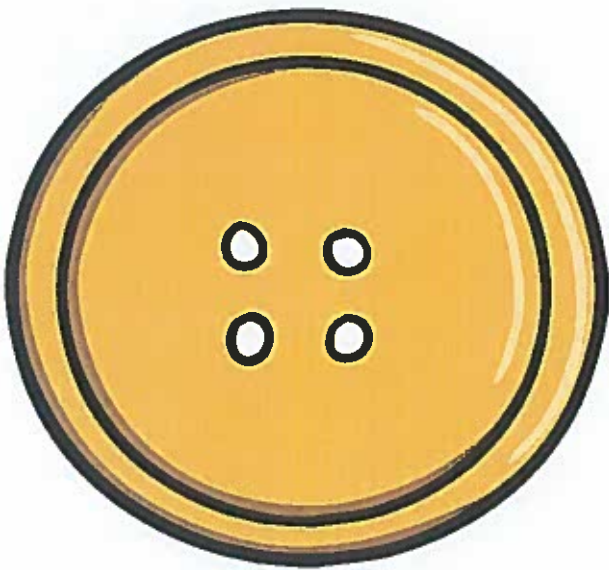
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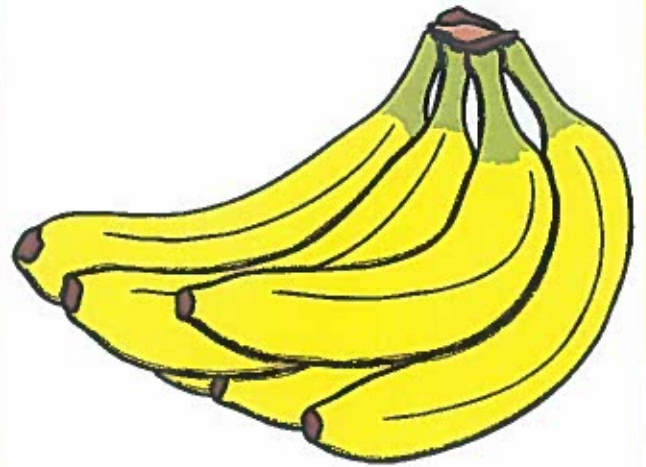
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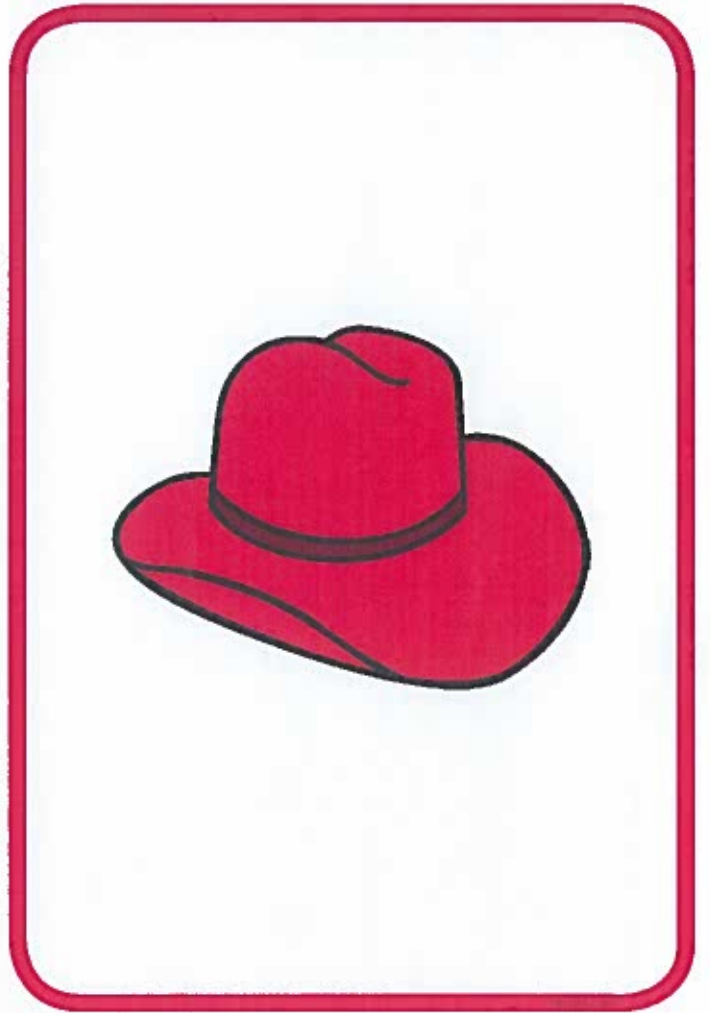
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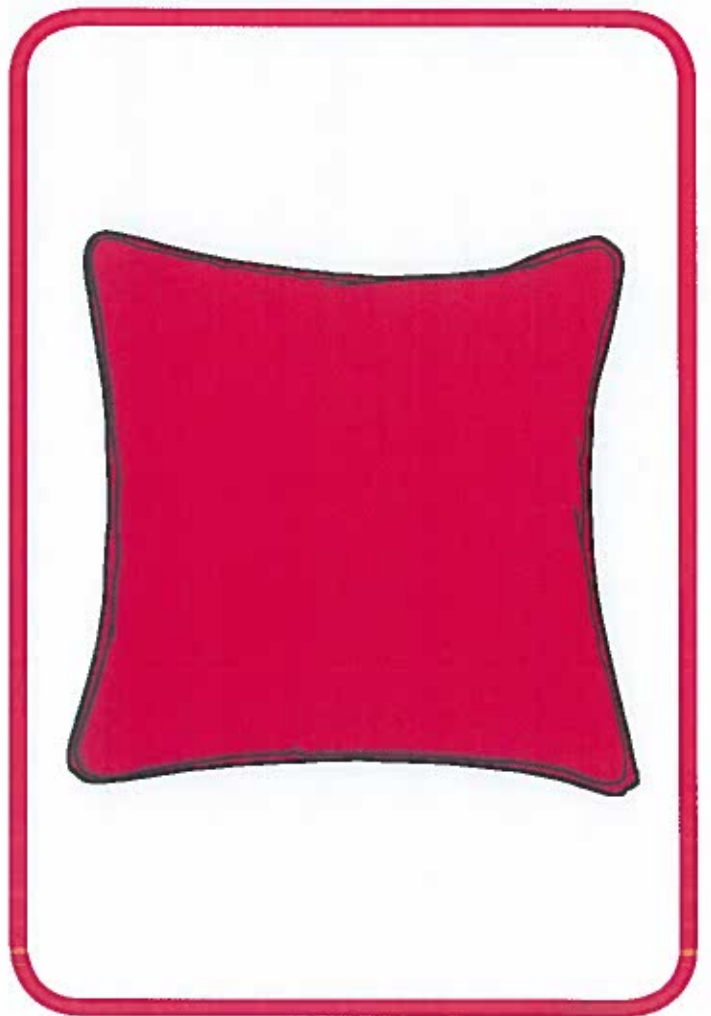
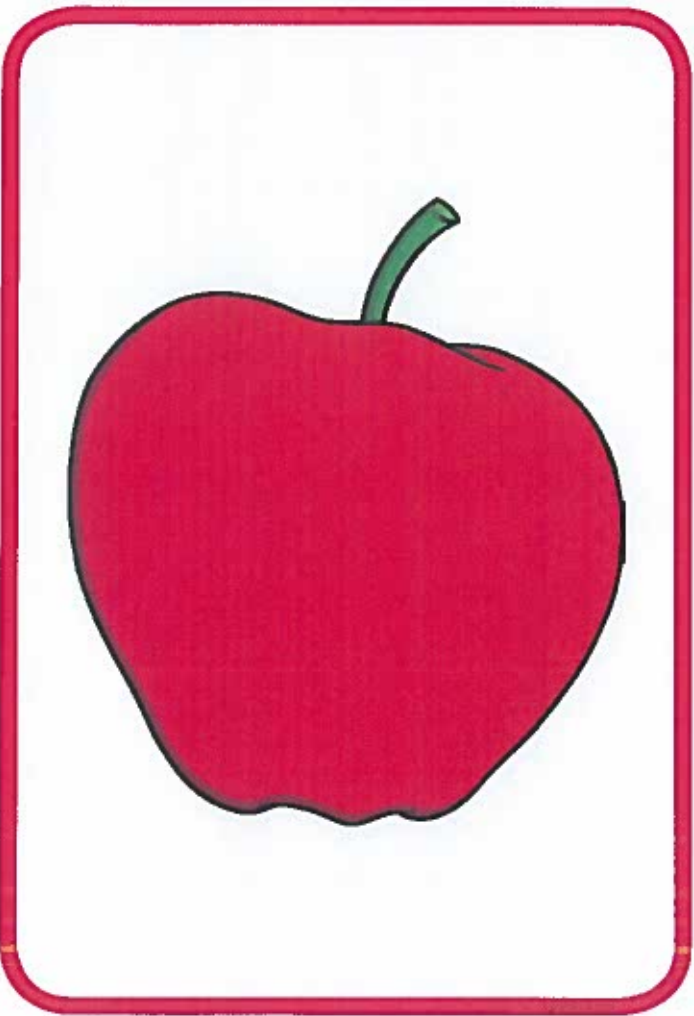
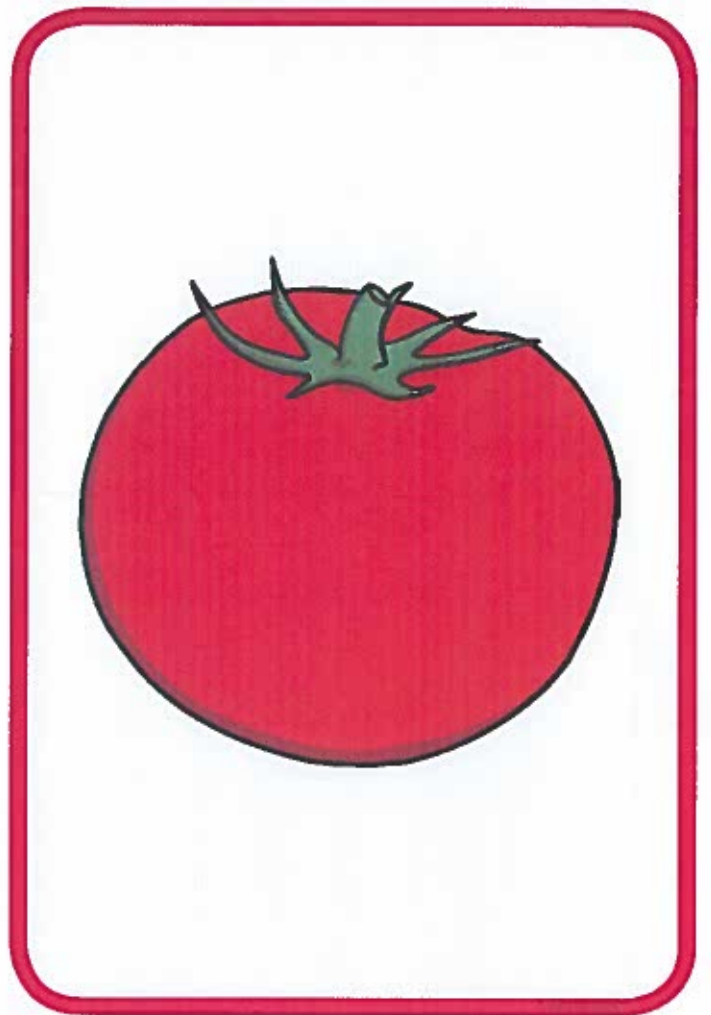


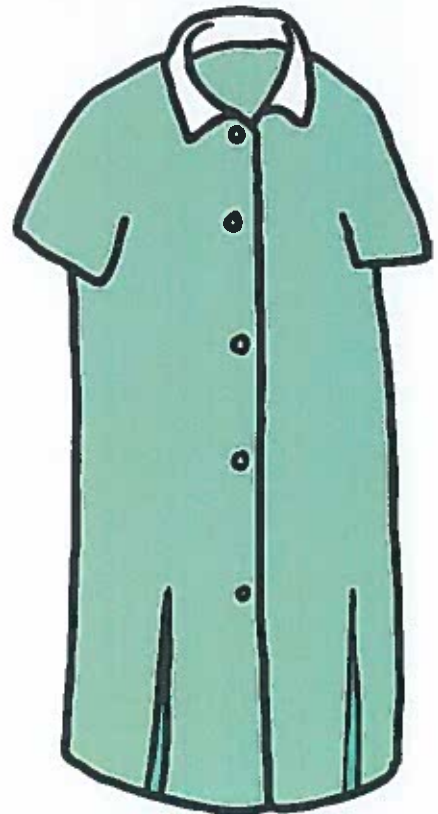
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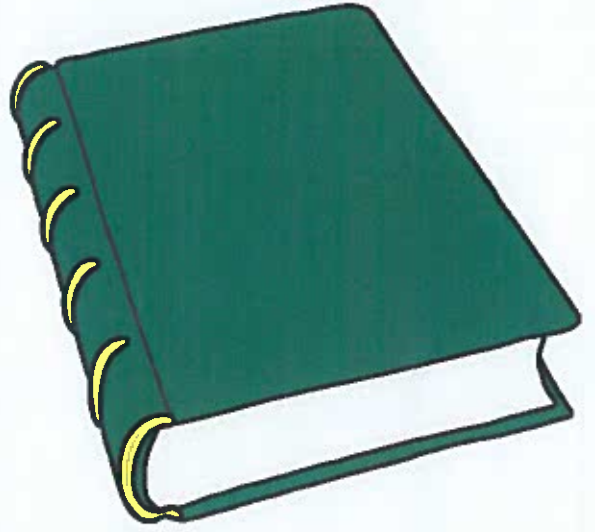


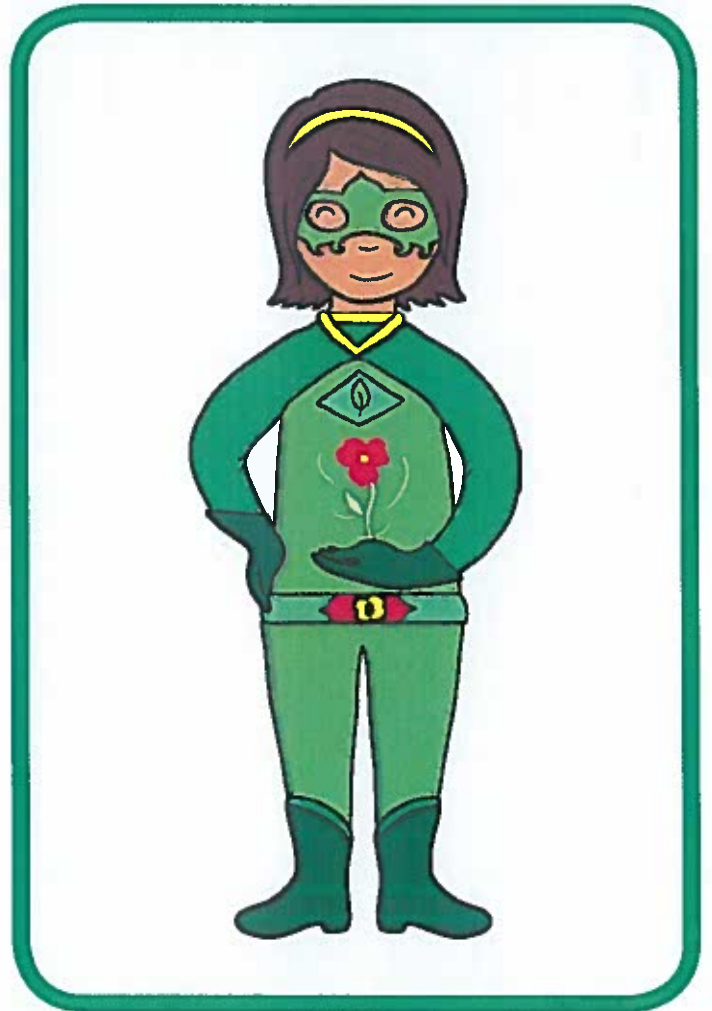
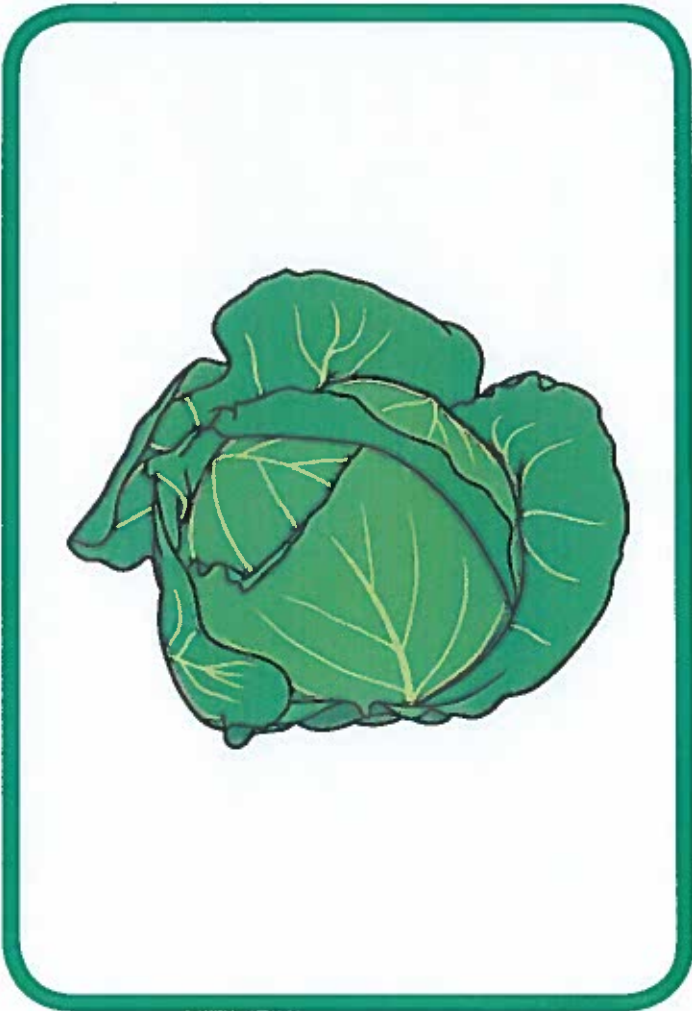
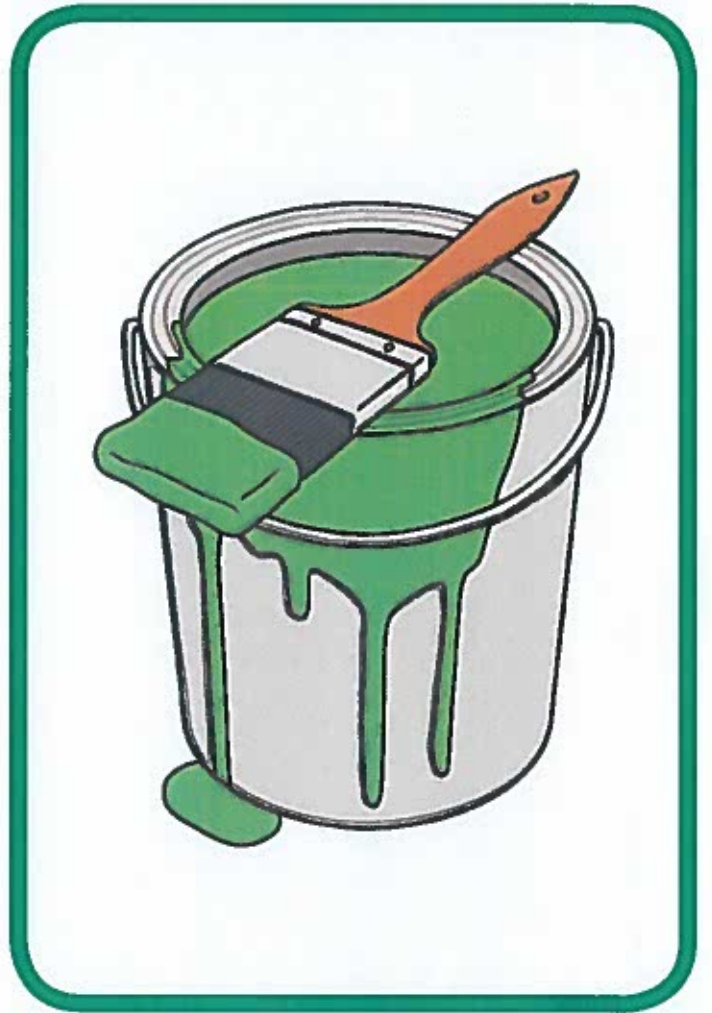
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**Blue**



**Red**

**Yellow**

**Green**

## Pre-verbal and social interactions

### Task 3: Joining in with a social event

Joining in with social events is a great way to socialise with your child and encourages your child to socialise with others. It will support their language, communication and social skills.

**What you will need:** This social event does not have to cost, it could be visiting family and friends or going to the park, so it is cost effective! You can use magazines, billboards, newspapers or the internet to explore social events, such as play dates or local social events. The child can take an object with them to support their conversation starters, such as taking a doll and talking about this doll with a peer.

**How to participate:** Before arriving, you can discuss with the child what the social event is and who will be participating in this event so it may be less daunting for the child. You can encourage your child to initiate a conversation with someone by either using their own imagination to create a topic or by using a prop, such as a doll and relating a conversation around this toy. Encourage the child to explore their setting and talk to others.



### How to build your child's language during the activity?

*Say new words which the child may not have come across, as this could be a new social event for them which they have not yet experienced.*

**Who:** Talk about who is at the social event, e.g. "There's Karen, Dad's friend"

**What:** Talk about what is happening at the social event, e.g. "Playing, talking"

**Where:** Talk about where this social event is, e.g. "We are at the museum".

**When:** Talk about when this social event will/has happened, e.g. "We are going to the museum tomorrow" "We went to the museum yesterday and saw..."

- Can provide conversation starters to help the child, e.g. "Yesterday, you went to the.."
- You can encourage conversational skills for the child, such as turn taking, sharing a conversation, starting and finishing a conversation etc.

## Pre-verbal and social interactions



### Task 4: Obstacle course

Creating an obstacle course together will allow the child to explore their environment, using their imagination and creative skills to make a course that will challenge their physical abilities.

**What you will need:** You can use indoor and outdoor objects to build an obstacle course. You can stack objects safely such as stacking crates, using tunnels, blankets and chairs to crawl through, poles to limbo under, hoops to hop through, cushions to jump on etc.

**How to play this game:** Make an obstacle course using various indoor and/or outdoor objects, following the suggested resources. Encourage your child to use their imagination and ensure they challenge their physical skills. Include in, on and under instructions such as, “jump in the hoop”, “sit on the chair”, “lie under the table”.

### How to build your child’s language during the activity

- Talk to your child throughout this activity, discussing what resources you are using to make your obstacle course, how you are making the obstacle and how you will complete this obstacle course.
- **Repeat back** what your child says, adding one or two words to extend their sentences  
Child: “Big tunnel” Adult: “Yes, the big tunnel, the big long red tunnel”
- **Linking:** Join your child’s phrases together to make a longer sentence  
Child: “Windy, blanket fallen” Adult: “The blanket has fallen because it is windy”
- Repeat back correct sentences to show you have understood their sentences and to support their language  
Child: “Crate tall” Adult: “Yes, the crate is tall”

# Play

## Task 1: Role Play

Opportunities to act out real life experiences is a great way of supporting your child's understanding of the world around them.

**What you will need:** You can use real everyday objects, such as pots, pans, wooden spoons, handbags, scarves or boxes (it could be a spaceship!). You could provide dressing up clothes, dolls or teddies.

**How to play:** Allow your child to explore these objects, using their imagination and their own experiences. Interacting with your child during the activity is a way great of developing adult and child interaction. Discuss with your child what they are role playing and joining in with the experience, while letting your child lead.

## How to build your child's language during the activity

- **Linking:** Join your child's phrases together to make a longer sentence e.g.

Child: "Baby crying, she hungry"

Adult: "Yes. She's crying because she's hungry"

- Comment on what your child is doing, so they are hearing the vocabulary with their actions e.g.

Child is pretending to pour a cup of tea

Adult: "that looks like a hot cup of tea"

- Repeat back and model correct words if they make a mistake or have difficulty finding the word

Child: "that one"    Adult: "yes, the teapot"

# Play

## Task 2: Creative play

Being creative with shapes and colours is a great way to of developing your child's ability to be able to identify basic shapes and colours, which will support their mathematics.

**What you will need:** Get creative! You can use different sized boxes, different shape templates, paper, pencils, food containers, glue, cello tape, mixture of coloured paint.

**How to play:** Together, create a model using recycled resources/objects, such as cereal boxes, drink bottles, food containers etc. You can use shape templates to decorate your model with paints (can also use crayons, felt tips etc).

## How to build your child's language during the activity

- Use lots of language linked to maths such as the different colours and shapes being used, concepts such as big and little, verbs such as painting, building, drawing, mixing etc.
- Encourage your child to use the language e.g.  
Adult: "what colour are you going to use?" Child: "that one"  
Adult: "what colour is that?" Child: "its blue"
- Give choices for the child to choose from. **If using concepts, only use one concept at a time e.g. small box and not small, little and not little.**  
Adult: hold up the big and not big box, "what size shall we use"  
Child: "the big box"
- See if the child can identify the shapes, they are using e.g.  
Adult: "can you find a circle", "what shape are you drawing?"
- Include numbers and counting (this can be done during the activity or when you have finished your model) e.g.  
Adult: "how many are there?", "shall we count the squares?", "how many green objects can you see?", "can you find two lolly pop sticks?"

## Play



### Task 3: Make dens

Making your own dens indoors or outdoors is a great way of developing skills such as problem solving, co-operation, sequencing actions and self-monitoring.

**What you will need:** Together build a cosy den to play in. You can use fabric such as blankets, pillows, sheets, table, chairs, torch, clothes drying rack, cardboard box.

**How to play:** Build a den with the child using various everyday object such as hanging the fabric over clothes drying rack or over a table. Allow the child to lead the activity and encourage them to make choices so they are developing independence and skills that will develop their ability to problem solve.

### How to build your child's language during the activity

- Extend vocabulary by asking questions like “tell me something else you could use?”, “how are these the same?”, “what shall we do next?”
- Let your child take the lead so they need to ask for things or questions
- Enjoy **reading** a story in the den
- Repeat back your child's language attempts to them to show you have understood whilst modelling correct sentence structures and linking phrases e.g.

Child: “it falled down, no roof now”

Adult: “yes, you don't have a roof because it fell down”

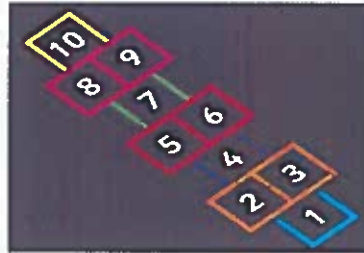


## Play

### Task 4: Hopscotch

An easy and fun game that you can play together that will support your child with their number recognition and physical movement!

**What you will need:** Grab some chalk and draw out the diagram on the floor outside, like the one below.



**How to play:** Throw a stone or beanbag into one of the numbered squares of the diagram marked on the pavement or floor and then hop and jump on each section to pick up the stone or beanbag. So, if your stone landed on number 4, you need to hop on one foot to number one, then jump over to 2 and 3, one foot on each number, and pick up the stone from number 4, returning the same way. Then the next player has a go.

### How to build your child's language during the activity

- Count as you go from one number to another e.g.  
"1, 2, 3, 4, 5, 6, 7, 8, 9, 10"
- Ask your child to tell you what number they have thrown the stone onto to build on their number recognition.

## **Attention and listening**

### **Task 1: Kim's game**

A fun game where items are placed on a tray, memorised, then they are covered up and one item is removed. The players need to identify the missing object. A great way of developing your child's visual memory and attention, which will develop their ability to follow instructions at school.

**What you will need:** You can use everyday objects such as a cup, orange, fork, book, toy car, stone etc, a tray or table and a towel or fabric big enough to cover all of the objects.

**How to play:** Select objects and place them on a table. Allow the child to look at the objects for a few minutes and explain that one object will be taken away. Cover the objects with a towel and remove an object, then ask the child which object has been removed. If the child has difficulties with this task, you can reduce the number of objects and give them clues, such as "it is round".

### **How to build your child's language during the activity**

- Discuss the objects and if they are having difficulty identifying the missing object, describe what it looks like such as "its red".

- Repeat back what your child says and add one or two words to extend their sentences, for example

Child: "The car"    Adult: "yes, it's the red car"

- Encourage sitting still, looking at the tray and staying quiet to develop their ability to maintain attention.

## Attention and listening

### Task 2: Shopping game

Matching the pictures of food to the shopping list is a great way of developing your child's ability to match and sort pictures, which will support their mathematics.

**What you will need:** You can use the pictures of food and shopping list that we have included, or you could use play food, real food or maybe take a trip to your local supermarket! Provide the child with a bag or basket to collect the food.

**How to play:** Using the resources, cut the food items for the child to go shopping for. Lay the picture food cards on a table and talk about the items for sale in the shop. Provide the child with a shopping bag and send them to buy the items on their shopping list, while ticking them off as you go!

### How to build your child's language during the activity

- Repeat back what your child says and add one or two words to extend their sentence e.g.

Child: "Apple"    Adult: "yes, a red apple"


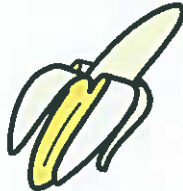

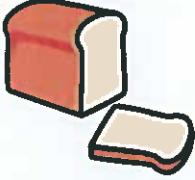








- Label foods being used e.g.  
"apple, orange, bread, milk"
- Ask questions about the foods, what we do with them, if the child likes or dislikes them e.g.

Adult: "What do you do with milk?"    Child: "drink it"

- Modelling response: If your child is having difficulty with giving a response you can model a response for them, e.g. "I pour milk on my breakfast"

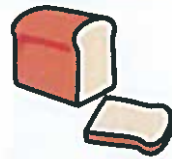
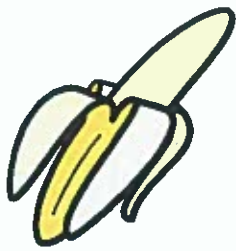


# Shopping list

 Apple <input type="checkbox"/>	 banana <input type="checkbox"/>	 milk <input type="checkbox"/>
 bread <input type="checkbox"/>	 eggs <input type="checkbox"/>	 carrot <input type="checkbox"/>
 sausages <input type="checkbox"/>	 pasta <input type="checkbox"/>	 tomato <input type="checkbox"/>
 cheese <input type="checkbox"/>	 pepper <input type="checkbox"/>	 grapes <input type="checkbox"/>

## Shopping game

Cut the follow images so the child can use them for their shopping.



bread



egg



carrot



sausage



pasta



tomato



cheese



pepper



grapes



## Attention and listening

### Task 3: Do as I say

Giving children instructions to follow is a good way to develop their attention and listening skills, ready for school!

**How to play:** Provide the child with instructions to follow, such as “can you give me the red pencil”, “Go and put your coat on”, “Can you wash your hands” etc. This is a great way of developing your child’s ability to use and understand language. When giving the child instructions, be mindful not to give too many visual clues such as eye gaze, pointing, showing object, so the child is only using what they hear to follow instructions and not what they see e.g. provide a range of objects and the teddy and dolly and ask “give the cup to teddy and the brush to dolly”. If this is difficult, reduce the objects but keep the teddy and dolly, and say questions like “give the cup and spoon to teddy”.

### How to build your child’s language during the activity

- Encourage staying quiet, sitting still, looking at who is talking and listening to all the words! These skills will help support the child ability to attend and listen to what a person is saying, which will support their learning during classroom activities.

- Use a range of nouns in sentences, as children identify nouns first e.g  
“Give me the pencil”

- Extend sentences if they able to follow longer instruction, by adding more than one noun or add a verb or adjective e.g.

“Give me the pen and book”

“Go and put the red coat on the peg”

“Run to the wall and touch your toes”

# Attention and Listening



## Task 4: Listening walk

Listening to sounds in the environment together is a great way of developing your child's ability to use both attention and listening, which will support their learning in school

**What you will need:** All you really need is some paper and a pencil. You could take a picture book to use on the walk and match the sounds to the pictures or some binoculars to look in the trees for the birds you can hear.

**How to play:** Go on a walk and explain to the child that they must listen carefully to the sounds they hear around them. Ask the child to draw a map of their route and add the sounds that they hear. For example, if they hear a bird, they can draw a bird where they heard it on the map.

## How to build your child's language during the activity

- Discuss and identify what they see and hear e.g what is that noise? Where is the noise coming from? Can you tell me what it does?

- Repeat back what your child says and add one or two words to extend their sentences, for example

Child: "choo choo" Adult: "yes, you can hear a train"

- Linking your child's phrases together to make a longer sentence

Child: "balloon broke, it went pop" Adult: "yes, the balloon went pop because it has burst"

- Listen for new sounds and encourage your child to stay still and listen to support them in being able to listen to one sound.

## Receptive language

### Task 1: Supermarket picture and questions

Asking questions allows the child to develop problem solving skills ready for school. Incorporating questions with a game enables children to think about their game and create solutions.

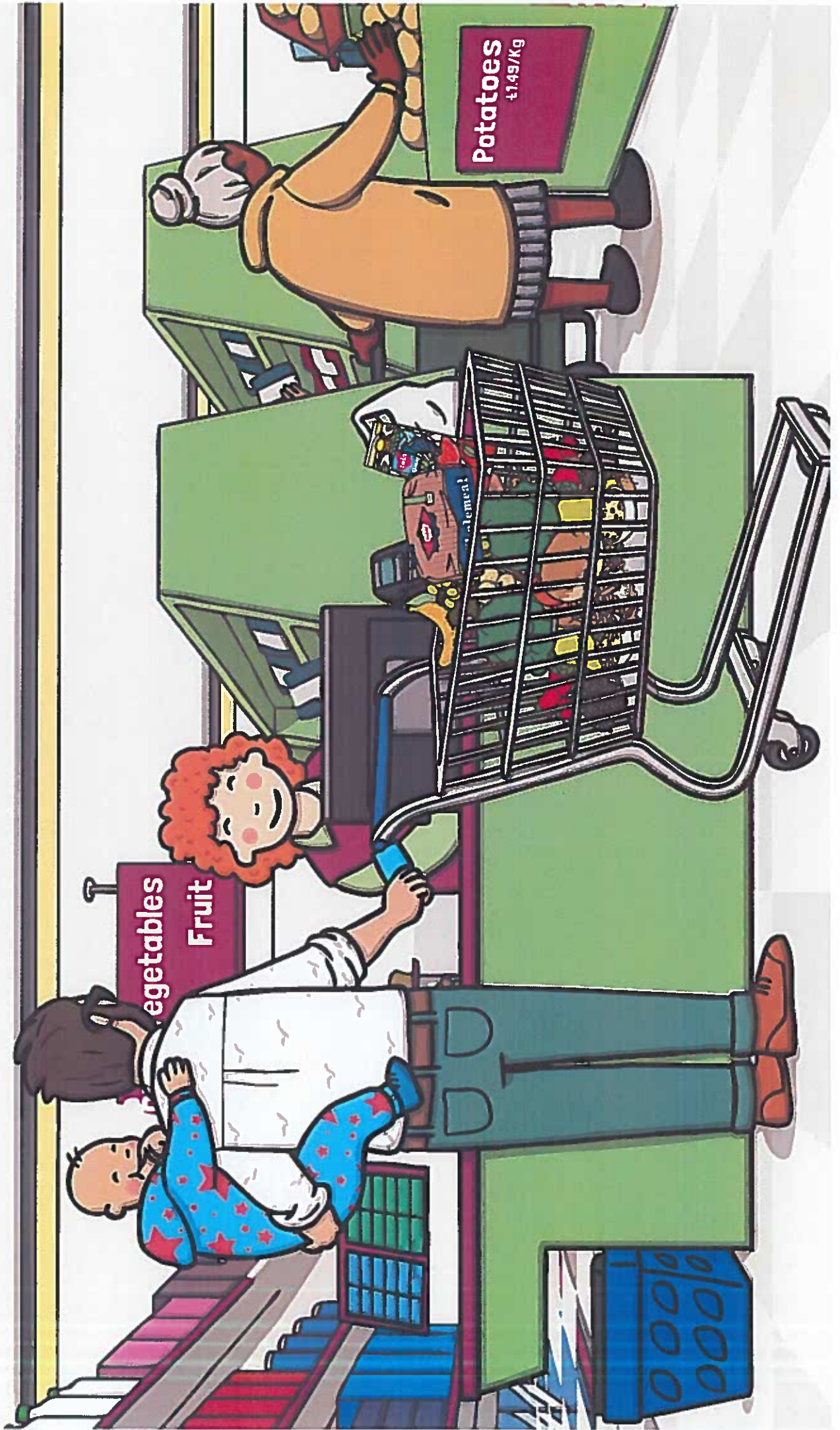
**What you will need:** We have added a supermarket picture scene with questions relating to this picture in the resources.

**How to play the game:** Show the child the supermarket picture from the resource list, allow them time to look at it. Ask the child questions which are provided in the resources, the questions are suitable for the child's age so they should be able to understand and answer them. If the child appears to struggle, discuss the question and answer with them to help them understand. It is important to use this style of questioning for the child in everyday situations, so they are familiar with them when they start school.

### How to build your child's language during the activity?

- Use the questions from the resources as a guideline, you can add more questions to extend the child's learning.
- **Repeat back** what your child says and add one or two words to extend their sentences  
Child: "Yellow banana" Adult: "Yes, the yellow banana, the long thin yellow banana"
- Repeat back correct sentences to show you have understood their sentences and to support their language  
Child: "Found the grapes!" Adult: "oh yes, you have found the grapes!"
- Give sentence starters to take the pressure off your child and allow them time to succeed, e.g. "The grapes are in the.."





What will happen next?

How do you think the  
baby feels?

What could the dad say?  
(Point to the dad and baby.)

(Point to the dad's trolley.)  
What else could he buy?

(Point to the dad's trolley.)  
Which ones are not fruit?

What is a supermarket?

How do you buy bread?

How are grapes and  
bananas the same?

How are milk and juice  
the same?

What is a banana?

Supermarket Scene  
Blanks Level 3 Recording Sheet

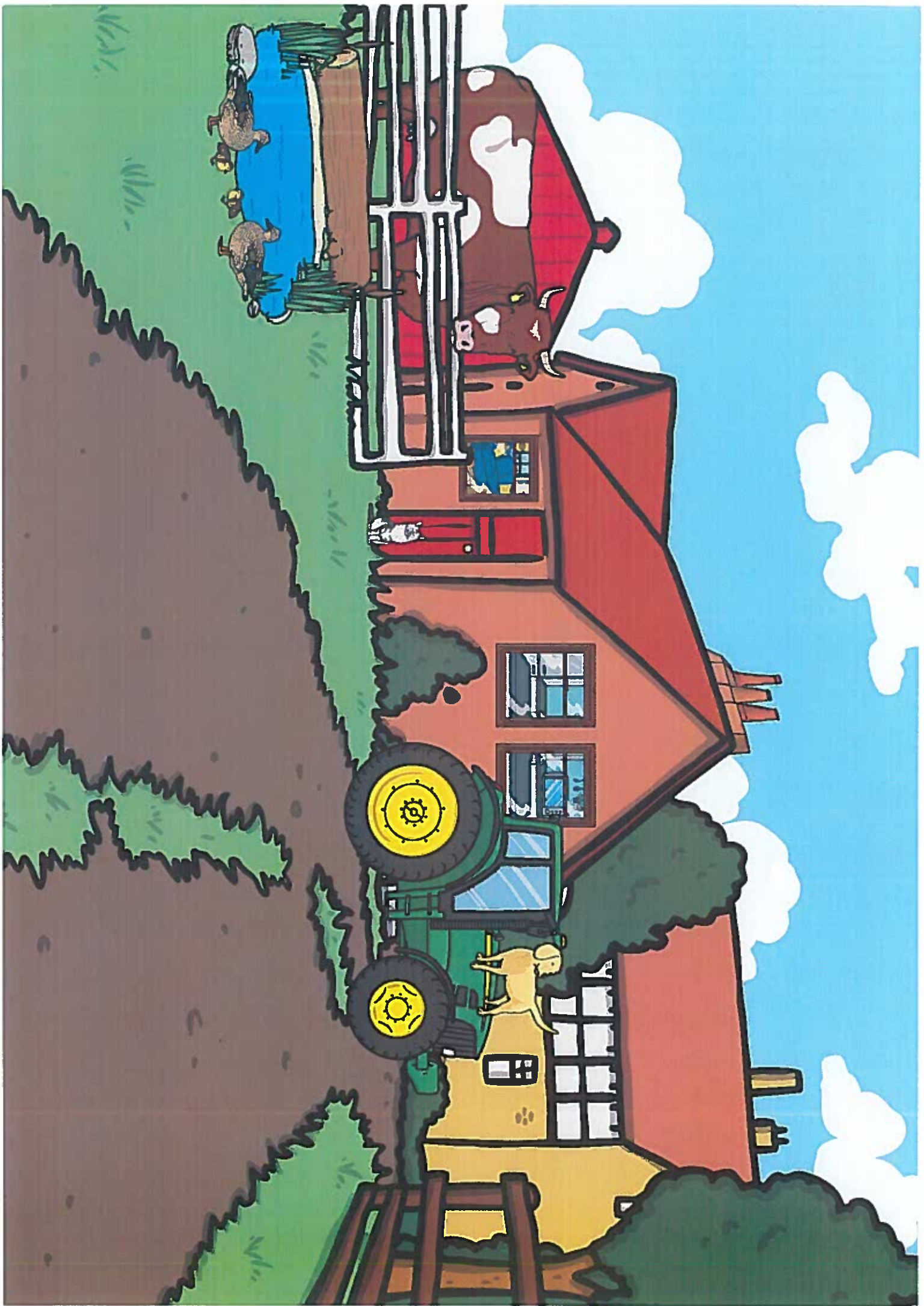
Student name:

Date:

What will happen next?	How do you think the baby feels?
What could the dad say? (Point to the dad and baby.)	(Point to the dad's trolley.) What else could he buy?
(Point to the dad's trolley.) Which ones are not fruit?	What is a supermarket?
How do you buy bread?	How are grapes and bananas the same?
How are milk and juice the same?	What is a banana?

score /10

Additional Comments e.g. prompts used:



Find something that  
can swim.

Where is the cat?  
(This requires a response,  
not just pointing, e.g. 'In  
front of the house'.)

How are the duck and the  
cow different?

Find something that is  
brown and white.

Where is the dog?

How many cows  
are there?

Name another farm animal.

Find something that quacks.



How many dogs are there?

Where are the ducks?

Farm Scene

Blanks Level 2 Recording Sheet

Find something that can swim.	Where is the cat? (This requires a response, not just pointing, e.g. 'In front of the house'.)
How are the duck and the cow different?	Find something that is brown and white.
Where is the dog?	How many cows are there?
Name another farm animal.	Find something that quacks.
How many dogs are there?	Where are the ducks?

score /10

Additional Comments e.g. prompts used:

## Receptive language



### Task 2: Sorting objects into categories

Encourage the child to use their detective and problem-solving skills to sort objects into their categories. This will support children to link categories to their language.

**What you will need:** You will need to find objects which children can put into categories, such as 3 animals, 3 foods, 3 vehicles.

**How to play:** Put the objects in front of the child mixed up and explain that we are going to put them into categories, putting the animals in one section, food in another section and vehicles in another section. Ask the child to sort the objects into their categories. After, talk to your child about what they have put in the categories, for example, "You have put the cars together".

### How to build your child's language during the activity

**What:** Describe what objects there are and what category the object goes in, e.g. "This is a tiger; tigers are animals"

**Where:** Describe where the objects are categorised, e.g. "Fruit goes in the food pile"

- Repeat back correct sentences to show you have understood their sentences and to support their language

Child: "Car goes there!" Adult: "oh yes, the car goes with the vehicles!"

- Give sentence starters to take the pressure off your child and allow them time to succeed. This is better than asking them questions, e.g. "It goes in the.."
- Encourage the child to verbally express what object they have and which category this goes in

## Receptive language



### Task 3: Barrier game

Barrier games are great as they develop children's communication and listening skills. They can also be used to extend vocabulary, encourage turn taking, develop attention skills and promote sitting still.

**What you will need:** You will need the barrier game resources provided, such as the two background pictures and picture cards which need cutting out.

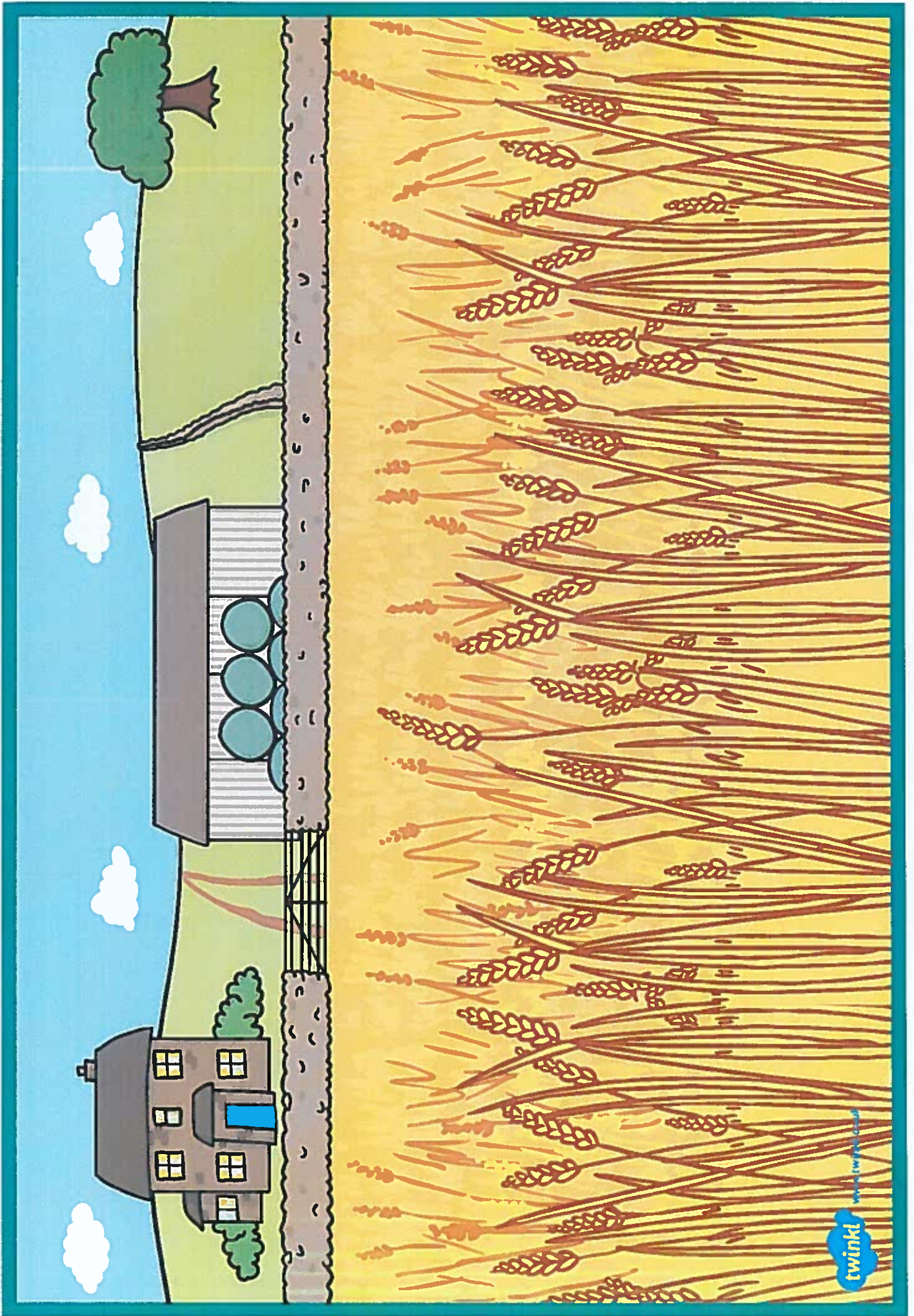
**How to play this game:** Each player has a background scene which is provided in the resource list and a set of picture cards which need to be cut out. Both players sit back to back so they cannot see each other's boards. Take it in turns to describe a picture card, for example "the cow", and describe to your player where you would like them to put it on their background scene, for example, "put the cow on the house". Take it in turns to tell each player where to put their picture cards until there are no picture cards left, after comparing your picture scenes and seeing if they are correct.

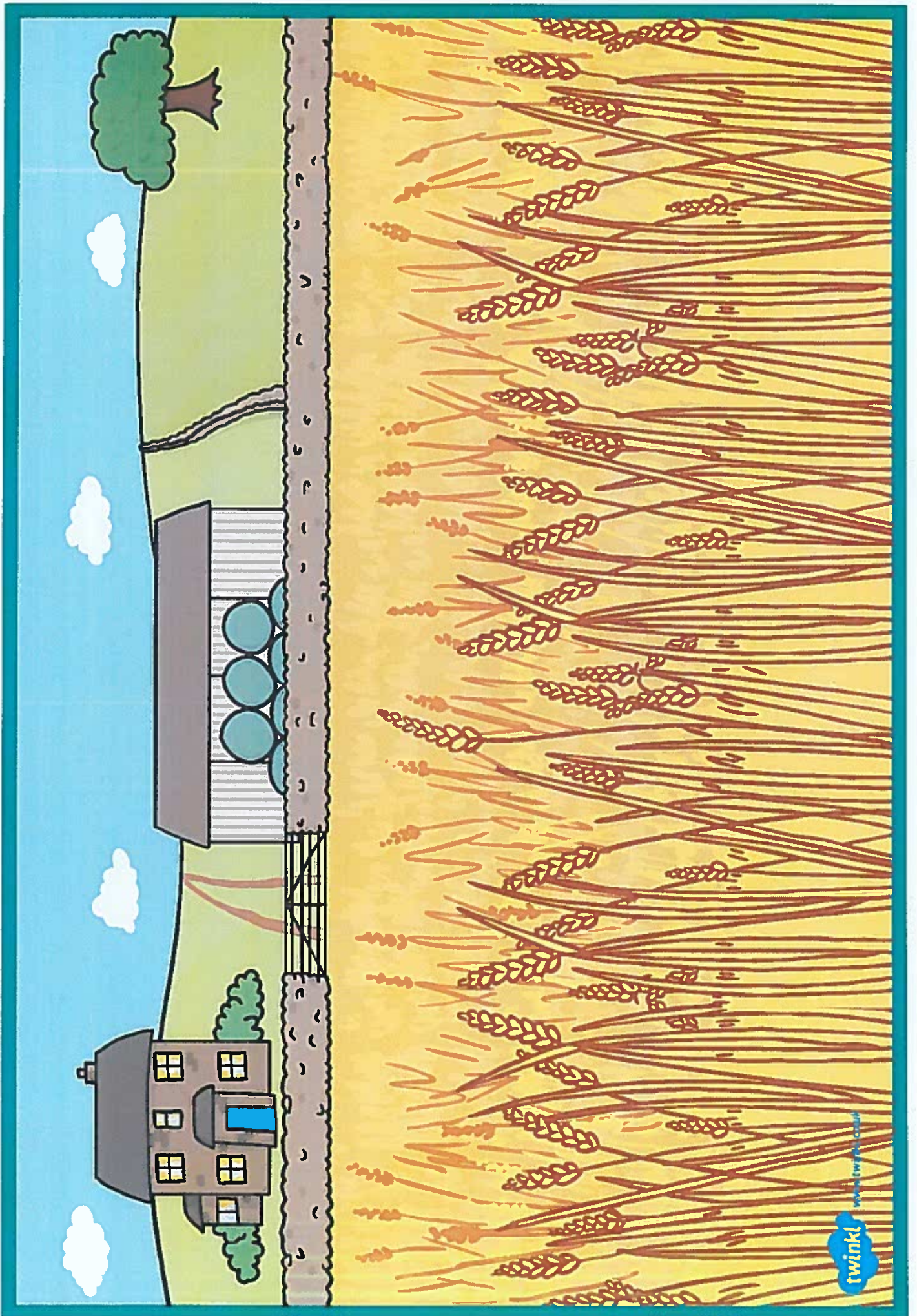
### How to build your child's language during the activity





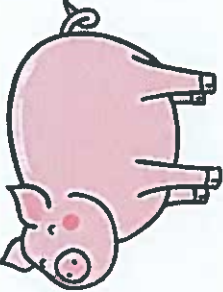
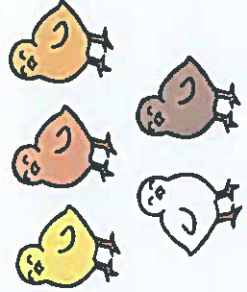



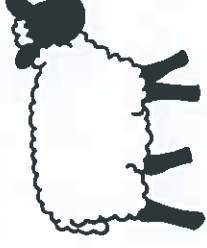
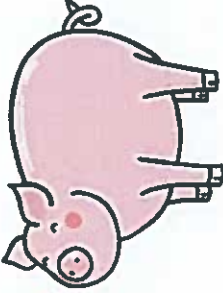
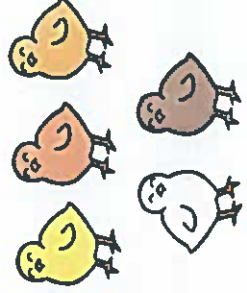
**What:** You could describe the picture card to them so they child can guess which picture card you want them to use, e.g. "It makes the sound.. moo"

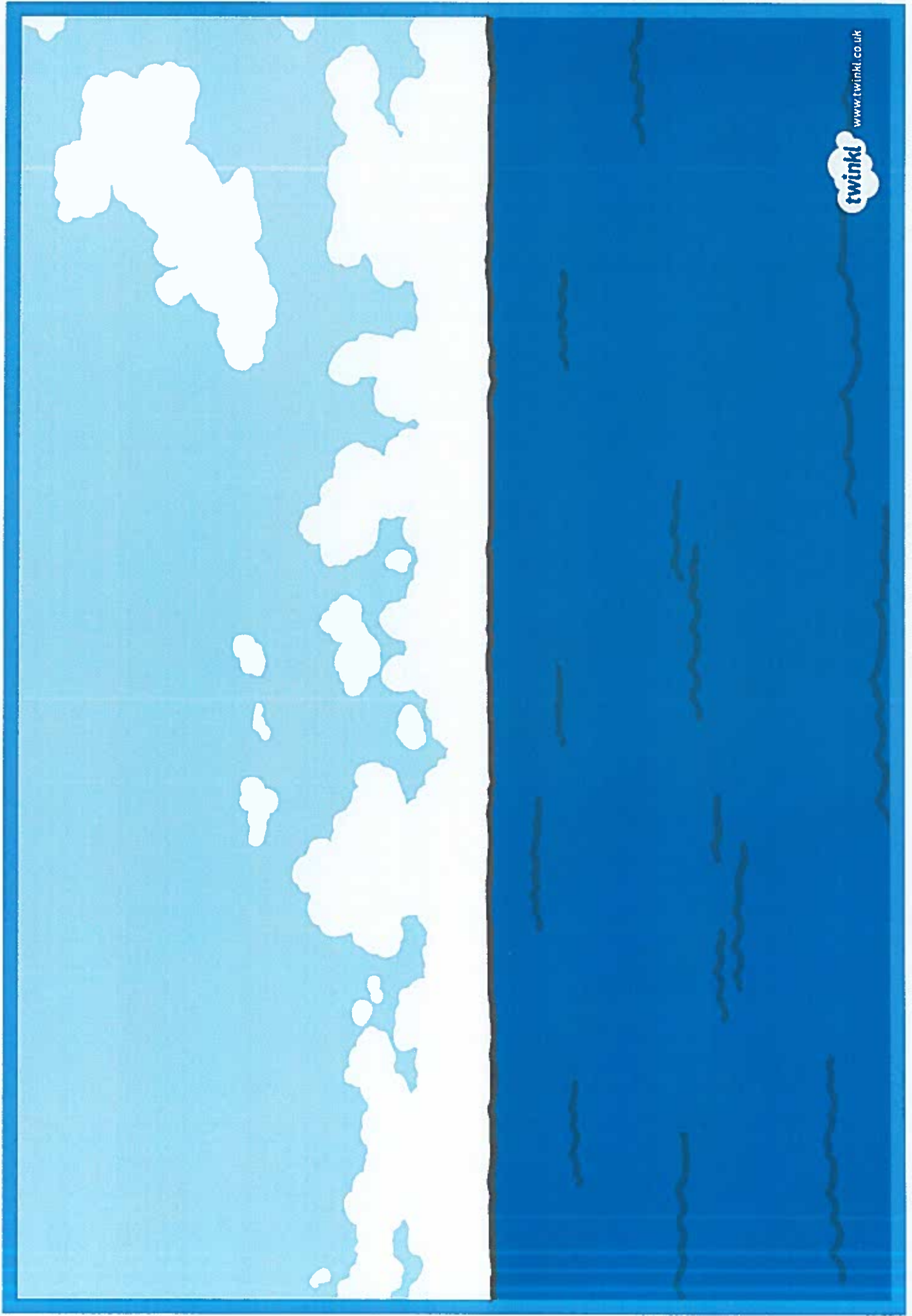
**Where:** Describe where you want the child to put the picture card using prepositions such as on, under and in, e.g. "Put the cow under the tree"

- Encourage the child to use prepositions such as on, in and under
- Encourage the child to describe what you are looking for instead of saying what the picture is, to encourage their vocabulary and attention to details

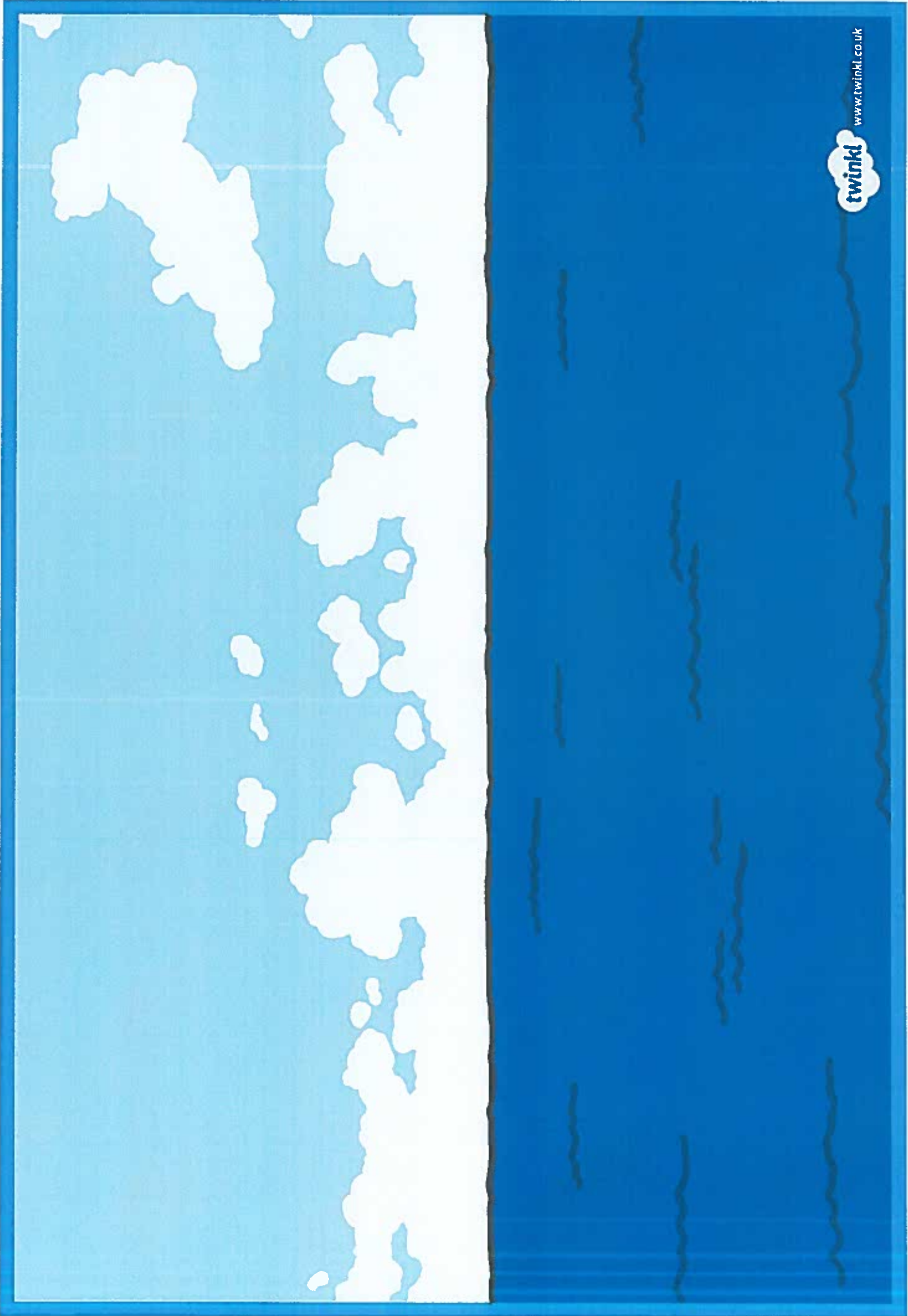


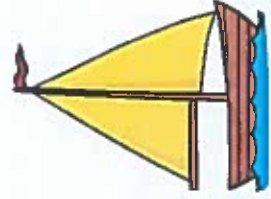


		
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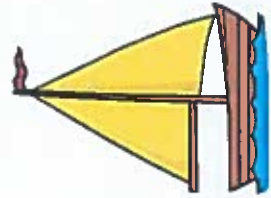




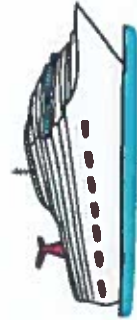


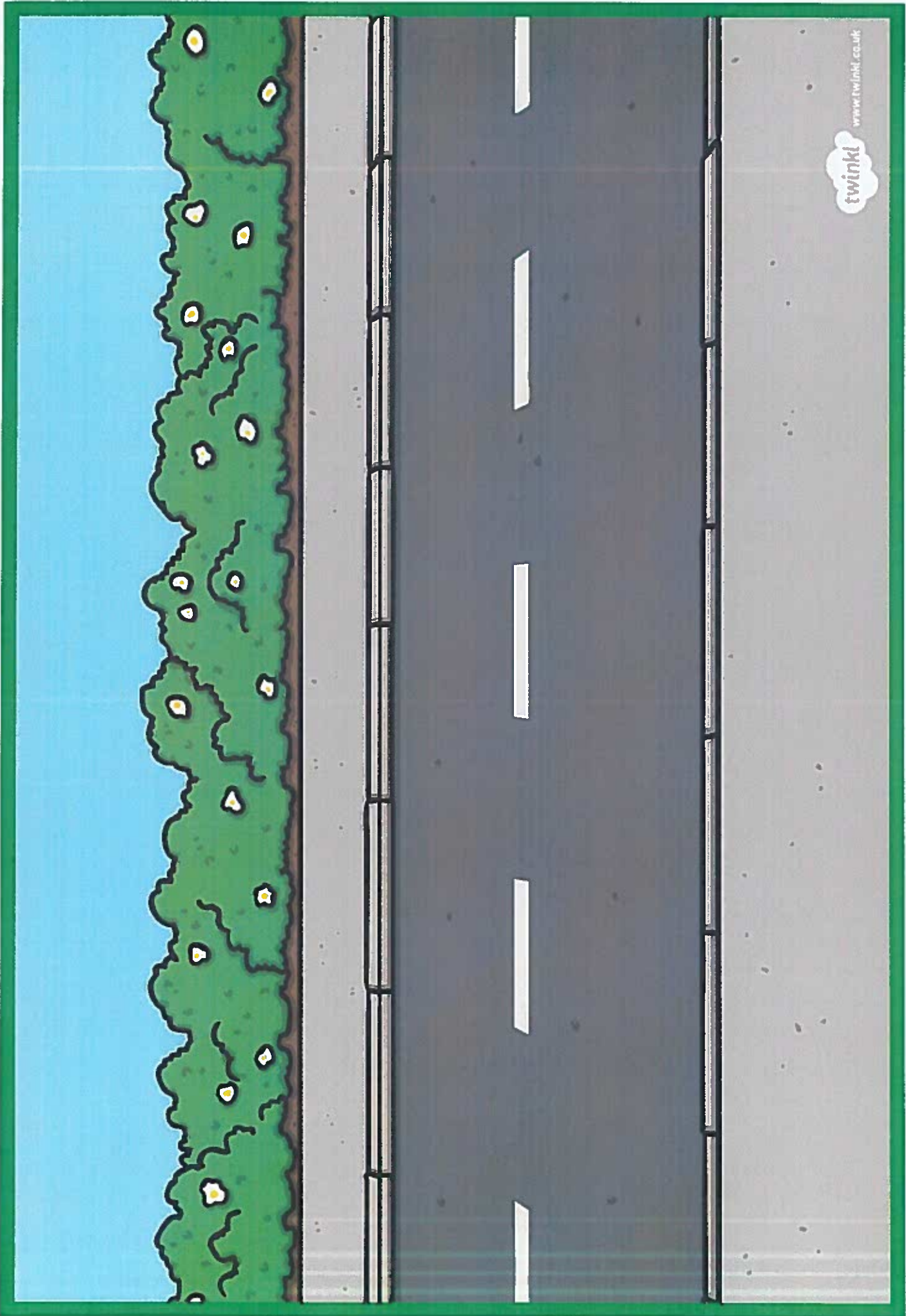


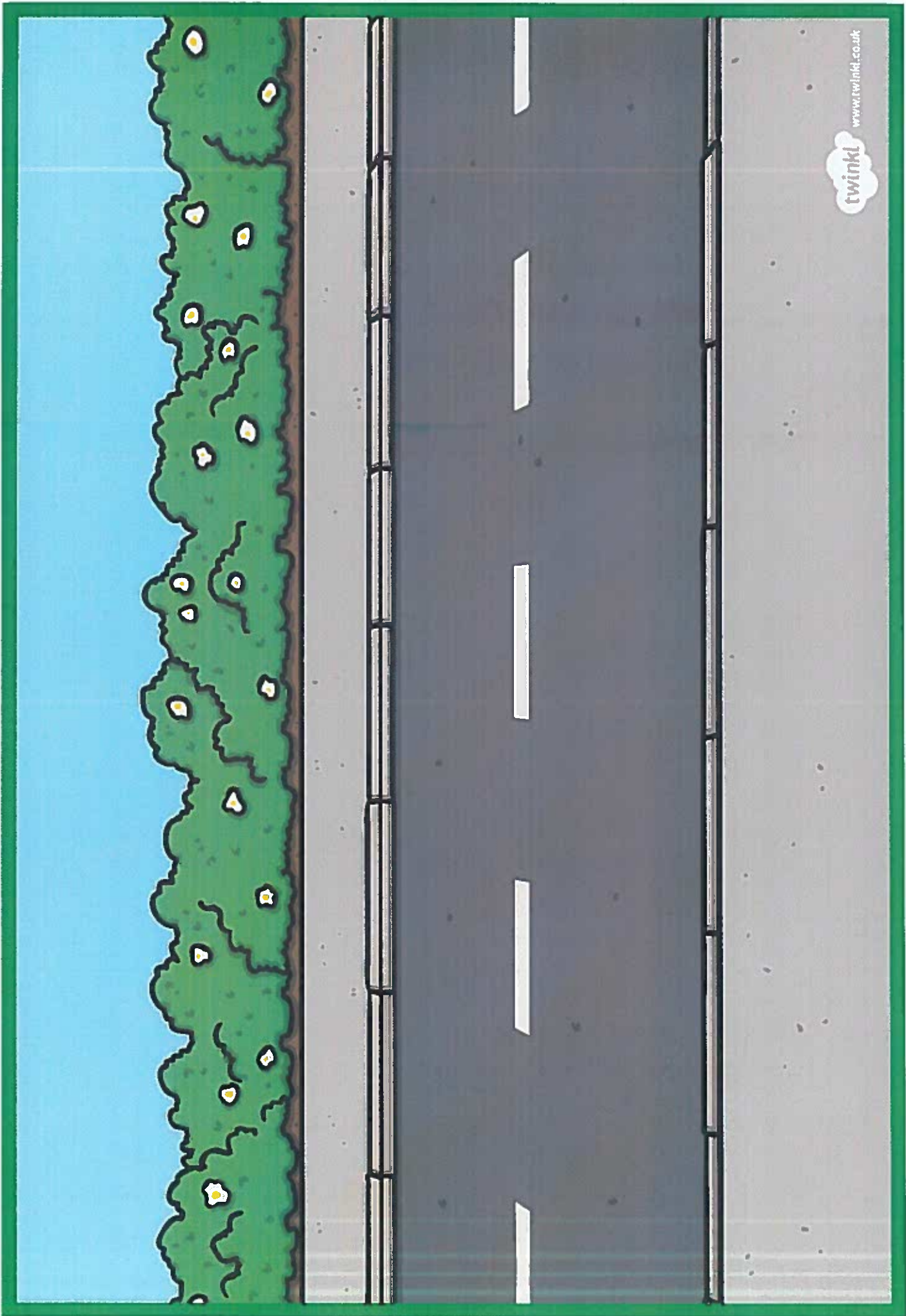
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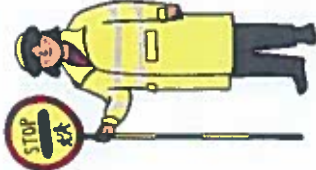


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## Receptive language



### Task 4: Making a jam sandwich

Exploring foods with your child is a great way to encourage their independence.

**What you will need:** You will need the jam sequence cards found in the resources; these will need cutting out. You will also need bread, butter and jam to make your jam sandwich. You will also need a plate and a knife.

**How to participate:** Before starting the activity, show the child the sequence cards provided in the resources which show step by step stages of making a jam sandwich. Ask the child to put them in the correct order so the child knows the stages of making a jam sandwich.

After this, involve the child in preparing the resources needed to make the jam sandwich, by asking them to get the bread, jam, butter, plate ready. Ask the child to spread butter and jam on the bread. Ask the child to talk through step by step what they are doing so they can explain how they are making the sandwich. If the child is unable to explain this, talk to your child about the steps which they are making. Encourage the child with independence, such as washing hands, tidying away etc.

### How to build your child's language during the activity

**What:** Talk about what you are making, e.g. "We are making a jam sandwich"

**Where:** Talk about where you make jam sandwiches e.g. "We make sandwiches in the kitchen"

- **Repeat back** what your child says and add one or two words to extend their sentences  
Child: "Made sandwich" Adult: "Yes, we made a sandwich, we made a lovely jam sandwich"
- **Linking:** Join your child's phrases together to make a longer sentence  
Child: "Sticky, jam" Adult: "Yes, you are sticky because of the jam"
- **Repeat back** correct sentences to show you have understood their sentences and to support their language  
Child: "Finished making " Adult: "Yes, you have finished making the sandwich"

## Expressive Language

### Task 1: Sensory bag

Feeling, describing and identifying objects in a bag is a fun way of developing your child's ability to describe and identify objects they are unable to see, which will develop their ability to recall objects from their memory and extend their descriptive vocabulary.

**What you will need:** You can use about 10 everyday objects that are different in size and texture such as, a pencil, brush, spoon, pinecone, sponge, cup, stick, banana, pasta, stone, toy car etc. A large bag that will fit all the items in.

**How to play:** Ask the child to put their hand in the bag and feel an object. Ask them to describe what it feels like and see if they can guess what it is before they take it out of the bag.

### How to build your child's language during the activity

- **Model** correct words e.g.  
Child: "it squidgy"  
Adult: "it's squidgy"
- **Ask questions** to elicit language such as, "What does it feel like?", "is it soft?"
- **Extend** vocabulary by adding descriptive words when they have identified the object e.g.  
Child: "it's a sponge"  
Adult: "yes, it's a soft sponge" or "yes, it's a yellow sponge"

## Expressive Language

### Task 2: Singing nursery rhymes

Repetition of rhyme is a great way to develop your child's language, which will support their reading and writing.

**What you will need:** Use your favourite nursery rhymes that has lots of repetition such as 'twinkle twinkle little star', 'wind the bobbin up'. We have included some nursery rhymes that you could use. Have fun doing the actions together or use finger puppets for the characters.

### How to build your child's language during the activity

- Repeat rhyme to build your child's confidence
- Give your child the opportunity to finish sentences during nursery rhymes e.g

Adult: "twinkle twinkle....."

Child: ".....little star"

- Tap or clap out the syllables e.g

"wind        the        bob-bin        up"

**1 clap        1 clap        2 claps        1 clap**





# Baa Baa Black Sheep

Baa baa black sheep,  
have you any wool?

“Yes sir, yes sir, three bags full!”

One for the master...

One for the Dame...

And one for the little boy  
who lives down the lane.



# Five Little Ducks

Five little ducks went swimming one day...

...over the pond and far away.

Mother Duck said "Quack, quack, quack, quack!"

But only four little ducks came back.

Four little ducks went swimming one day...

...over the pond and far away.

Mother Duck said "Quack, quack, quack, quack!"

But only three little ducks came back.

Three little ducks went swimming one day...

...over the pond and far away.

Mother Duck said "Quack, quack, quack, quack!"

But only two little ducks came back.

Two little ducks went swimming one day...

...over the pond and far away.

Mother Duck said "Quack, quack, quack, quack!"

But only one little duck came back.

One little duck went swimming one day...

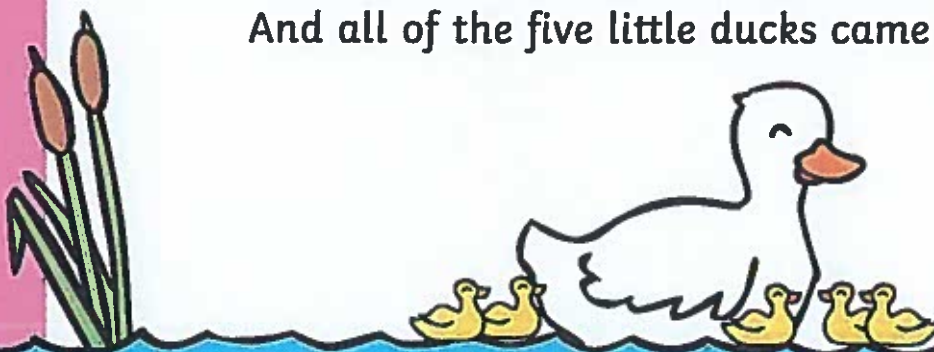
...over the pond and far away.

Mother Duck said "Quack, quack, quack, quack!"

But none of the five little ducks came back.

The sad Mother Duck said "Quack, quack, quack!"

And all of the five little ducks came back!



# Humpty Dumpty

Humpty Dumpty sat on a wall.

Humpty Dumpty had a great  
fall.

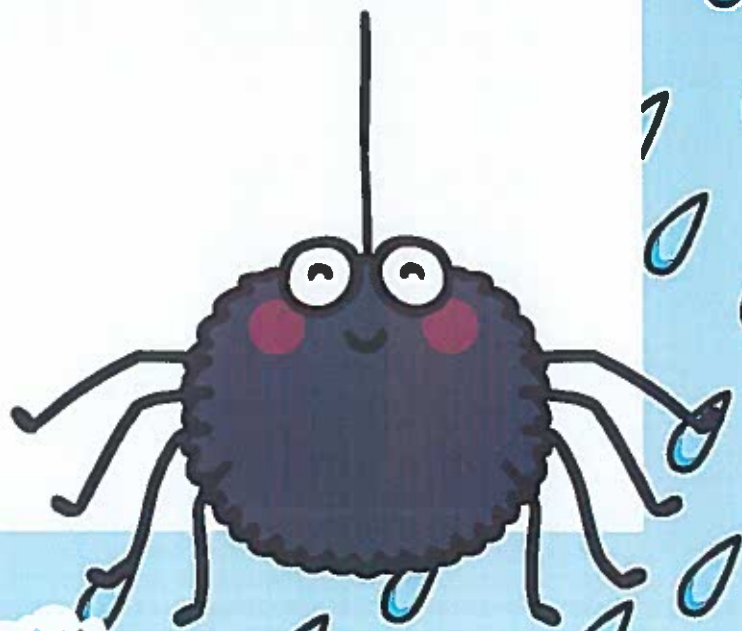
All the King's horses and all the  
King's men...

Couldn't put Humpty together  
again.



# Incy Wincy Spider

Incy wincy spider  
Climbed up the water spout  
Down came the rain  
And washed poor Incy out.  
Out came the sun  
And dried up all the rain  
And Incy wincy spider  
Climbed up the spout again.



# Twinkle Twinkle Little Star



Twinkle, twinkle, little star,  
how I wonder what you are.  
Up above the world so high,  
like a diamond in the sky.  
Twinkle, twinkle, little star,  
how I wonder what you are.



## Expressive Language

### Task 3: Talking about events

Allowing at least 10 minutes a day talking together with your child is a great way of developing your child's social communication, which will support their interaction and social skills with new children when they start school.

**How to participate:** A great way to include this in your day is at mealtimes when everyone is sat together around the table! Allow at least 10 minutes during the day talk time with your child, to discuss topics such as, their day, their likes/dislikes etc. This will allow your child to express their thoughts and feelings, learning the rules of conversation such as turn taking and active listening.

### How to build your child's language during the activity

- Include **who, what, where, when** in sentences to develop sentence structure

**Who:** Talk about the person/character e.g. mummy, daddy, the postman, the dog etc

**What:** What is happening, who is doing what e.g. painting, shopping, running, walking etc

**Where:** Where is the action happening e.g. in the park, in the shop, at the cinema etc

**When:** When is all this taking place e.g. today, this morning etc

### Example of a sentence: "Mummy was walking in the park today"

- Ask questions to help your child sequence events and actions e.g. "what happened next?"
- Stick to one topic at a time e.g. talk about feeding the ducks first and then talk about playing on the swings. Discourage switching between topics because this can be confusing for the listener.
- Repeat back to your child's language attempts to them to show you have understood whilst modelling correct sentence structure e.g

Child: "dog wet"    Adult: "yes, the dog is wet"

## Expressive Language



### Task 4: Who is your favourite character?

Talking together about your favourite character is a great way of developing your child's ability to use language to describe others appearance, actions, feelings and how they live, which will support their social communication and their ability to put themselves in another person's shoes.

**What you will need:** All you need is a picture of your favourite character! This could be their favourite character in a book, cartoon, mascot or even an imaginative character!

**How to participate:** Together, choose your favourite character and encourage your child to discuss that character with you. Encourage your child to discuss their appearance, feelings, characters role, what they like and dislike, their friends, hobbies etc. The child can use drawings to express their thoughts.

### How to build your child's language during the activity

- **Comment** on your child's drawing if they are unable to find the words to say what they mean by giving them the word after to extend their vocabulary e.g.

Child: draws a cape

Adult: point to the cape and say "cape, he is wearing a cape"

- **Repeat back** what your child says and add one or two words to extend their sentences e.g.

Child: "dog got stickman"

Adult: "yes, **the dog has** got stickman"

- **Modelling** correct sentences to support language use e.g.

Child: bear bad head

Adult: "the bear has hurt his head"

## Speech Sounds

Use all the following sounds in your activities. Children may already use some of the sounds, however using them in activities will support their accuracy.

m	n	p	b	t	d	w	k	g	f
s	l	y	h						

---

### Task 1: Search for sounds

Searching for sounds is a great way to develop your child's sound awareness. Identifying sounds will support your child's speech, language and communication.

**What you will need:** You need to have access to indoor and/or outdoor objects which begin with m, n, p, b, t, d, w, k, g, f, s, l, y, h, such as a ball, paper, dog, teddy, hoop etc.

**How to play the game:** Encourage children to explore their environment to find objects, such as pans, bed, television, soap etc, or sounds such as birds tweeting, the washing machine and the toilet flushing etc. All objects/sounds should relate the following sounds: m, n, p, b, t, d, w, k, g, f, s, l, y, h. Ask the child to repeat the sound they hear or find, such as d for dog.



### How to build your child's language during the activity

- Encourage the child to create sounds that they hear. If they are unable to identify a sound, produce it yourself and ask them to repeat this.
- Repeat back correct sentences to show you have understood their sentences and to support their language  
Child: "k... car!" Adult: "oh yes, k is for car!"
- Give sentence starters to take the pressure off your child and allow them time to succeed, e.g. "W is for...."
- Discuss what sounds you have come across, where you have found them and what makes that sound



## Speech Sounds

### Task 2: Sorting sounds

Sorting sounds into categories with your child is a great way to problem solve together, supporting the child to recognise sounds and categorise objects.

**What you will need:** Access to indoor and/or outdoor objects which begin with the following sounds:

m	n	P	b	t	d	w	k	g	f
s	l	Y	h						

**How to play this game:** Gather 4 objects; 2 beginning with one sound such as b (ball, bear) and another 2 objects beginning with another sound such as k (car, key). The child is to sort the objects into 2 categories according to their initial sounds – b and k. Ask the child to produce the sound first and then the word. The child should be able put the objects in 2 piles depending on their initial sounds. If the child can do this, collect more objects beginning with different sounds and ask them to categorise them to extend their learning further.

### How to build your child's language during the activity

- Discuss each object with the child and the objects initial sounds
- If the child can identify sounds, ask them what other words fit into the categories: b – ball, bear, bottle, binoculars
- Repeat back your child's language attempts to them to show you have understood whilst **modelling** correct sentence structures  
Child: "K for car" Adult: "oh yes, Kis for car!"
- Give sentence starters to take the pressure off your child and allow them time to succeed, e.g. "k is for..."

# Speech Sounds

## Task 3: Sound lotto

Playing a game together supports turn taking, social play and problem solving. Matching sounds to their letters will support the child to link sounds with letters and will support their literacy skills.

**What you will need:** We have added a 'My phrase 2 sound mat' in the resources, each individual letter will need cutting out. We have also added four lotto boards; the boards do not need cutting as they are the players boards.

**How to play the game:** Adults are to cut the 'My phrase 2 sound mat' symbols individually from the resource list. Each player has a lotto board. Put the sounds you have cut up face down on the table. Players take turns to turn over a sound and try to match it to a sound on their lotto board. If the sound does not match, the card is put back and the next player has their turn. The winner is the person to match all the sounds on their lotto board. Make sure every time a sound is turned over; the child should attempt to make the sound.

## How to build your child's language during the activity

- Repeat back correct sentences to show you have understood their sentences and to support their language  
Child: "n for nose" Adult: "oh yes, n is for nose!"
- Give sentence starters to take the pressure off your child and allow them time to succeed, e.g. "b is for...."
- Encourage the child to produce the sounds and discuss what sounds they have produced and completed on their board
- Give praise if they produce the sound correct. If they produce the sound incorrect, show them how to produce it correctly by sounding it out yourself and asking them to repeat it, giving praise when they produce the sound correctly

# My Phase 2 Sound Mat

s



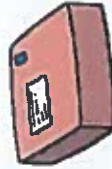
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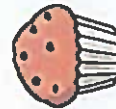
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<p>n</p> 	<p>k</p> 	<p>h</p> 
<p>ff</p> 	<p>a</p> 	<p>e</p> 

## Speech Sounds



### Task 4: Clapping to syllables in words

Clapping beats in words with children helps them to recognise syllables in words. It is a good way to extend their vocabulary and production of long words.

**What you will need:** You will need access to indoor and/or outdoor objects. You will also need a bag or container/box to put the objects inside.

**How to play this game:** Find 10 objects which begin with the following sounds and place in them in a bag, such as a car, apple, dinosaur etc.

m	n	p	b	t	d	w	k	g	f
s	l	y	h						

Once you have collected all 10 objects, ask the child to take an object from the bag. Ask the child to identify what the object is and then ask the child to clap the beats in the word, such as car (1 clap), apple (2 clap), dinosaur (3 clap) etc. To extend this, you could also include clapping syllables to players names. Encourage counting whilst clapping throughout so the child can see how many beats are in the word.

### How to build your child's language during the activity

- Give sentence starters to take the pressure off your child and allow them time to succeed. This is better than asking questions, e.g. "It's a..."
- Repeat the word with the child, clapping your hands and counting how many beats are in the word
- Discuss with the child which words have long and short syllables

## Literacy

We encourage adults to read children stories to develop their literacy skills. However, it is fine if you are not a confident reader, as you can share stories by talking about the pictures and what you and the child can see.

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### Task 1: Sequencing stories

Retelling stories will develop the child's ability to use and understand language, which will support their writing and reading skills.

**What you will need:** You will need access to the Hungry Caterpillar book. In the resource list is the Hungry Caterpillar story sequence, the child or adult is to cut this out ready for the activity.

**How to play this game:** Read the Hungry Caterpillar story to your child and ask them to retell this story. If you are not a confident reader, don't worry! You can look at the pictures and tell the story by talking about what pictures you can see. Using the story sequence resource, ask the child to put this together in order by remembering how the story goes. If the child is unable to do this, read the story to them so they can listen and put the cards in the correct order as they are listening to this story.

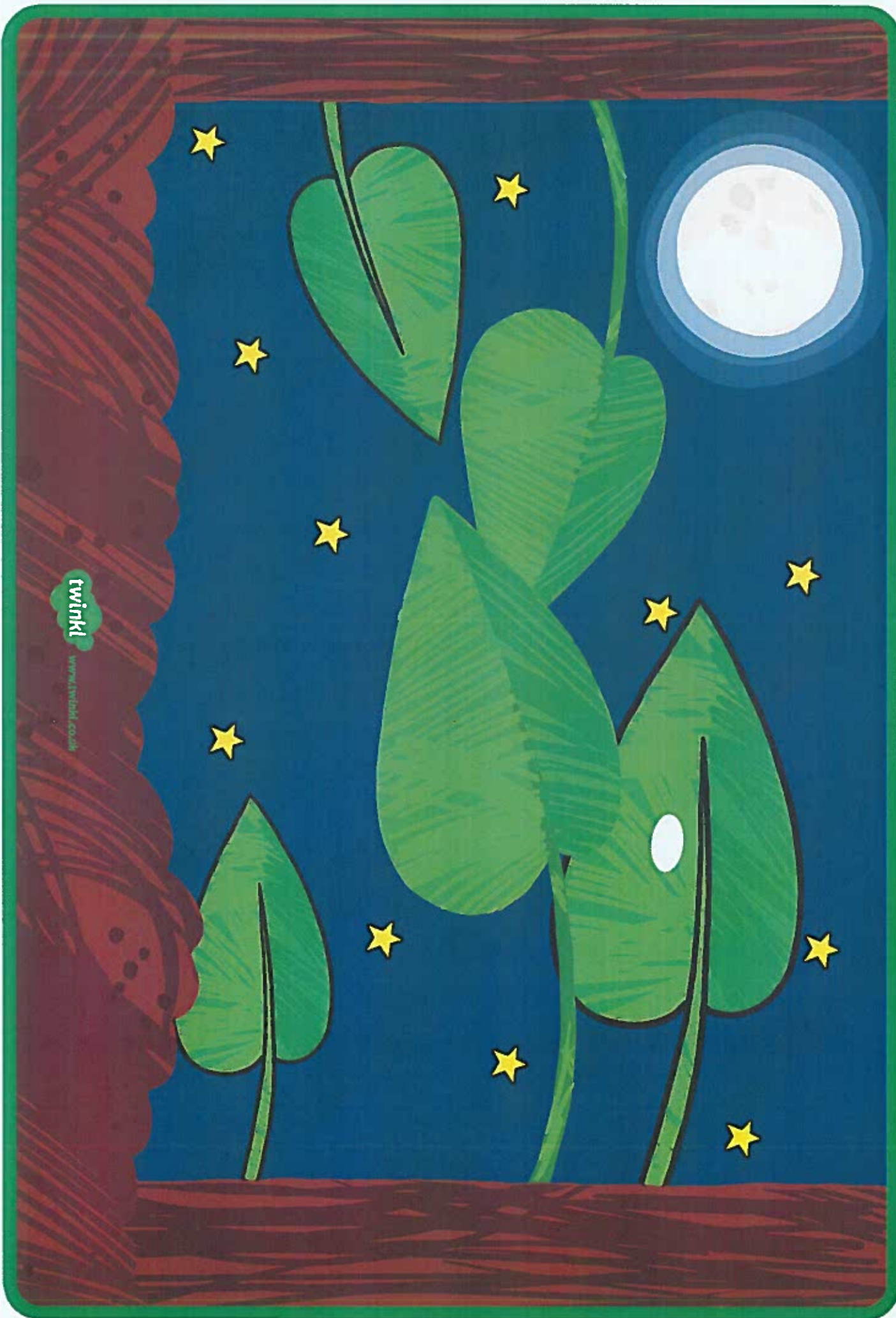
### How to build your child's language during the activity



**Who:** Talk about who is in the story (the character) e.g. butterfly

**What:** Talk about what is happening in the story e.g. who is doing what

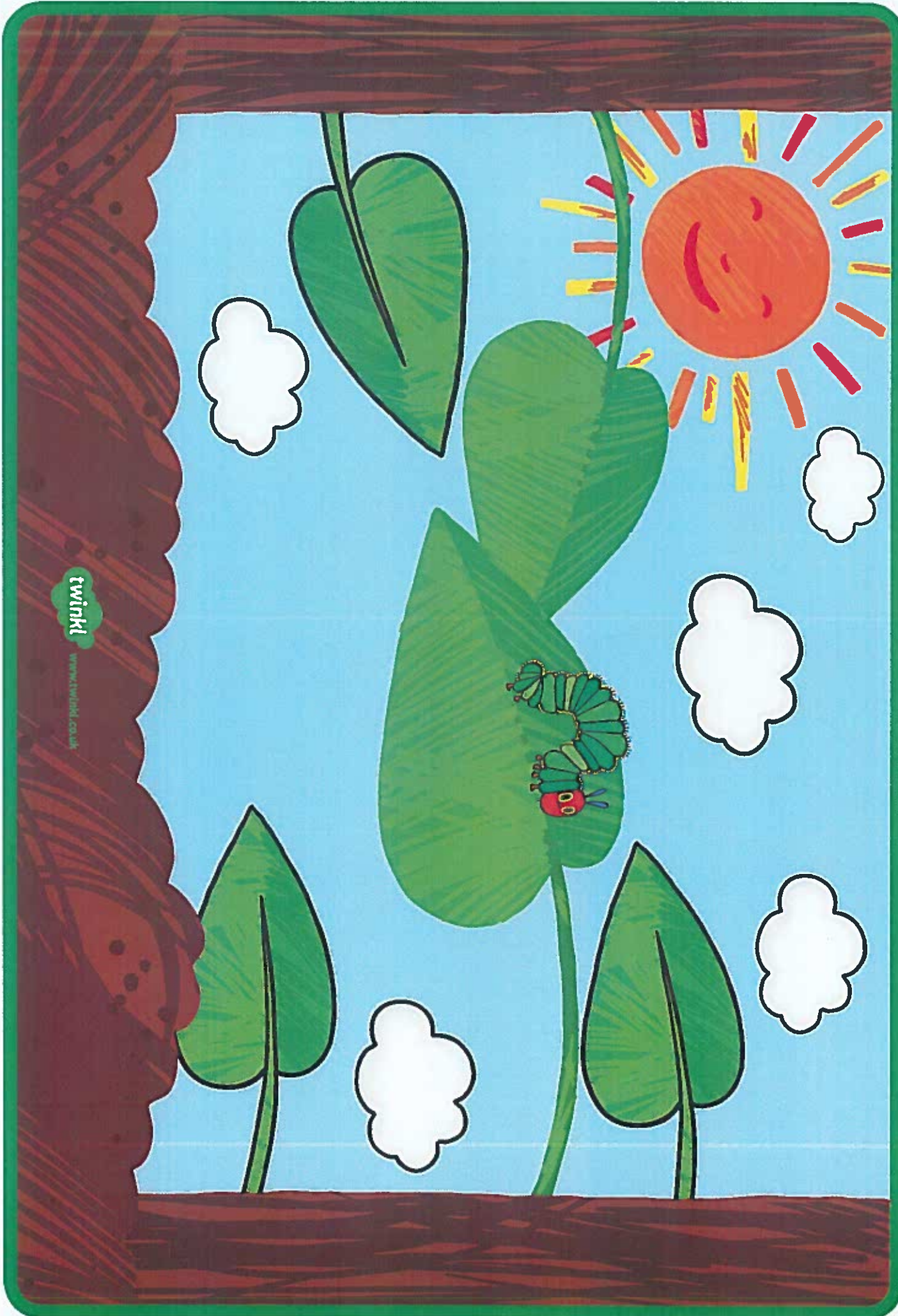
- **Linking:** Join your child's phrases together to make a longer sentence  
Child: "Caterpillar sick, too much food" Adult: "The caterpillar is sick because he ate too much food"
- Repeat back your child's language attempts to them to show you have understood whilst **modelling** correct sentence structures  
Child: "There butterfly!" Adult: "oh yes, there is the butterfly"
- Give sentence starters to take the pressure off your child and allow him/her to succeed. These are often better than questions, e.g. "The hungry caterpillar ate.."



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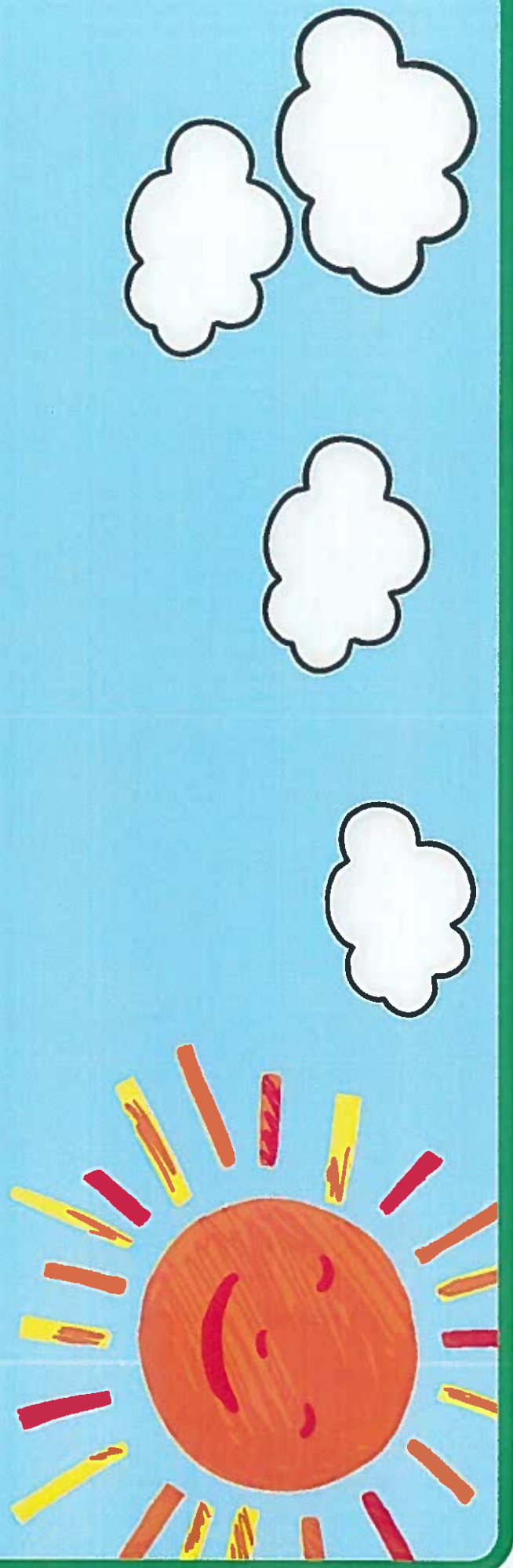
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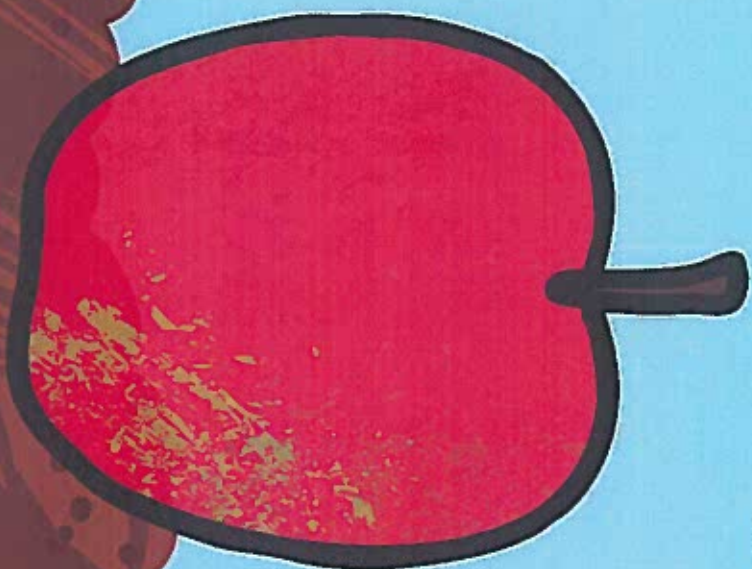
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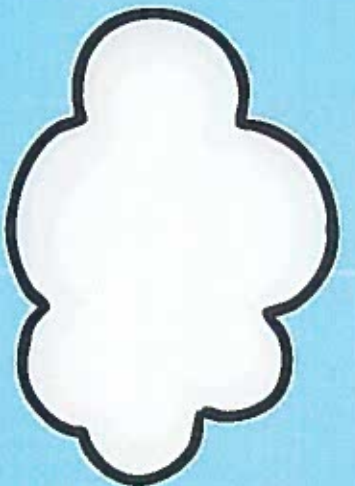
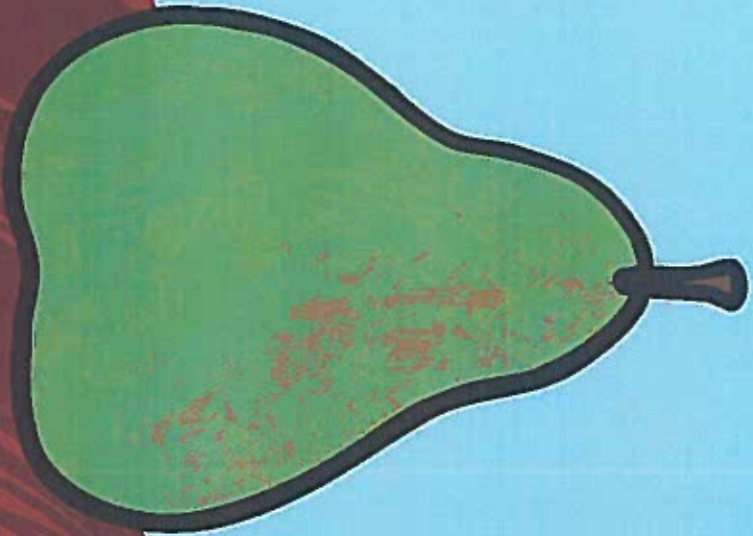
# Monday



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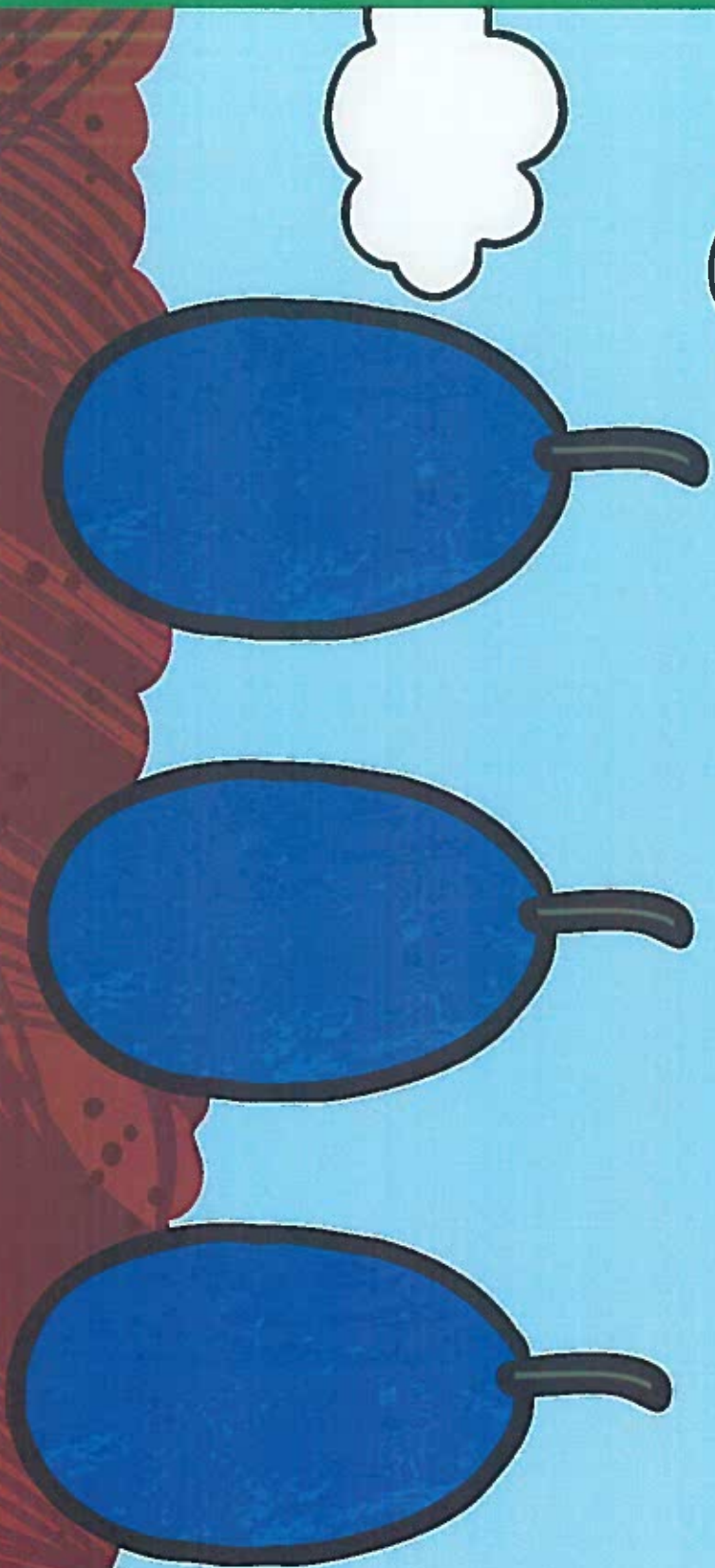
# Tuesday



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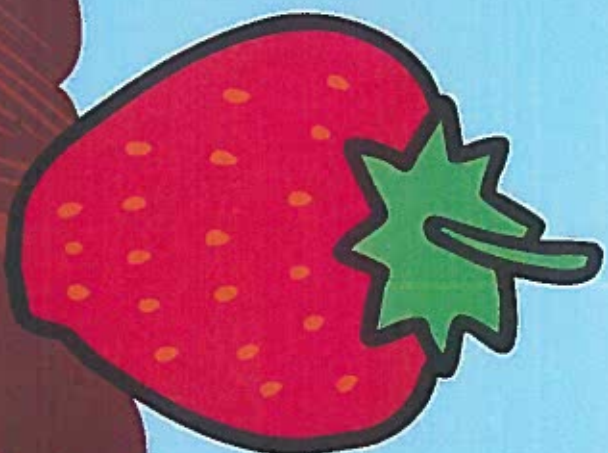
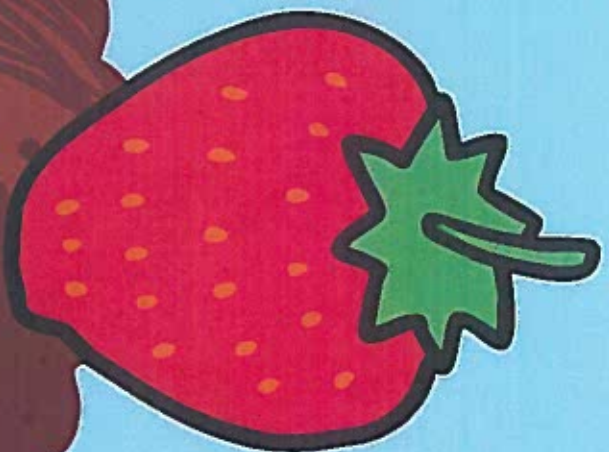
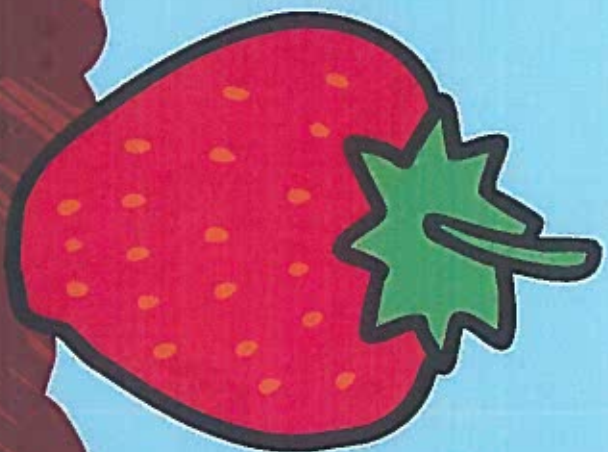
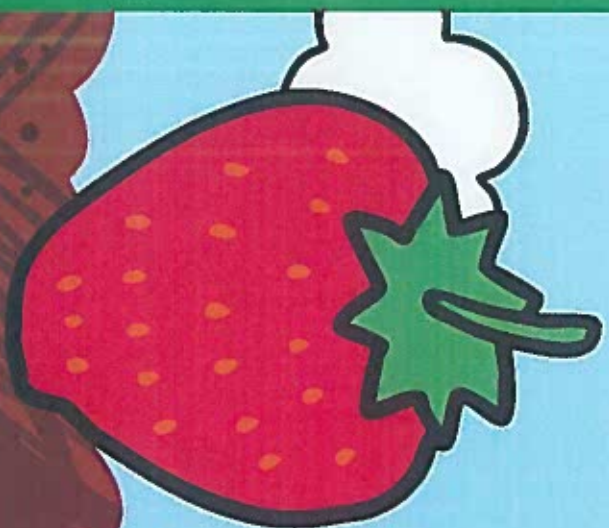
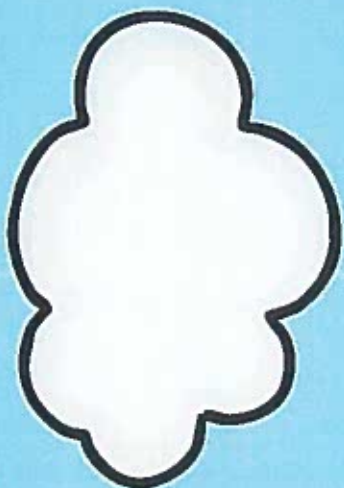
# Wednesday



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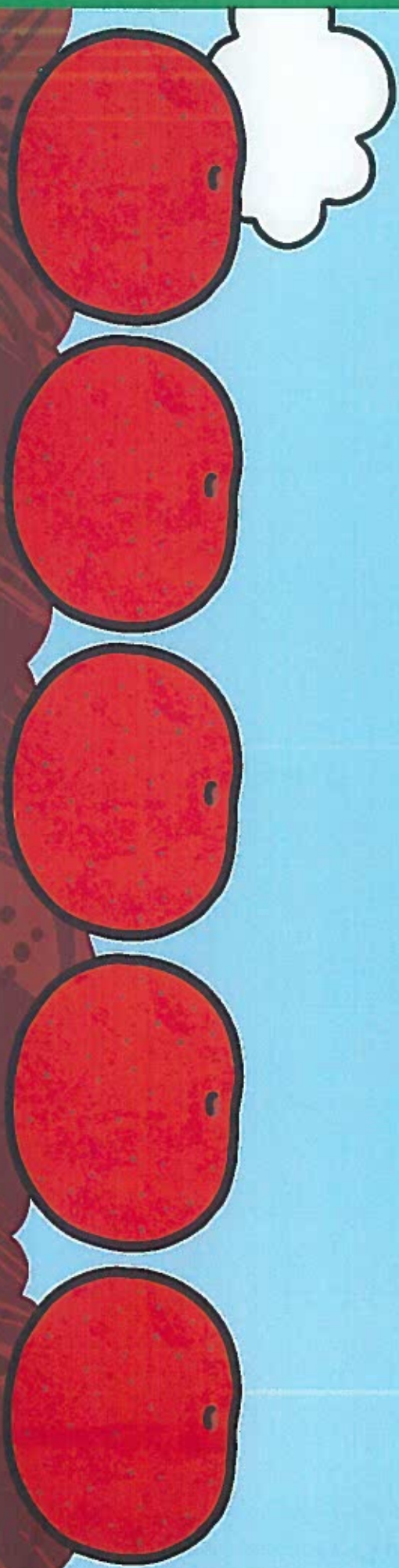
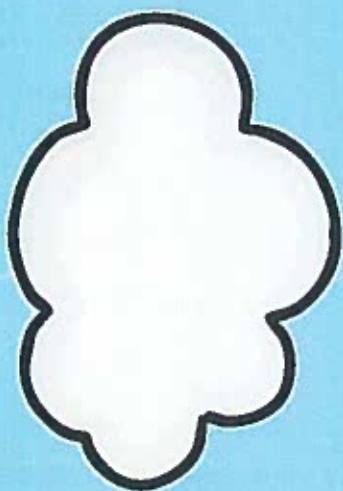
# Thursday



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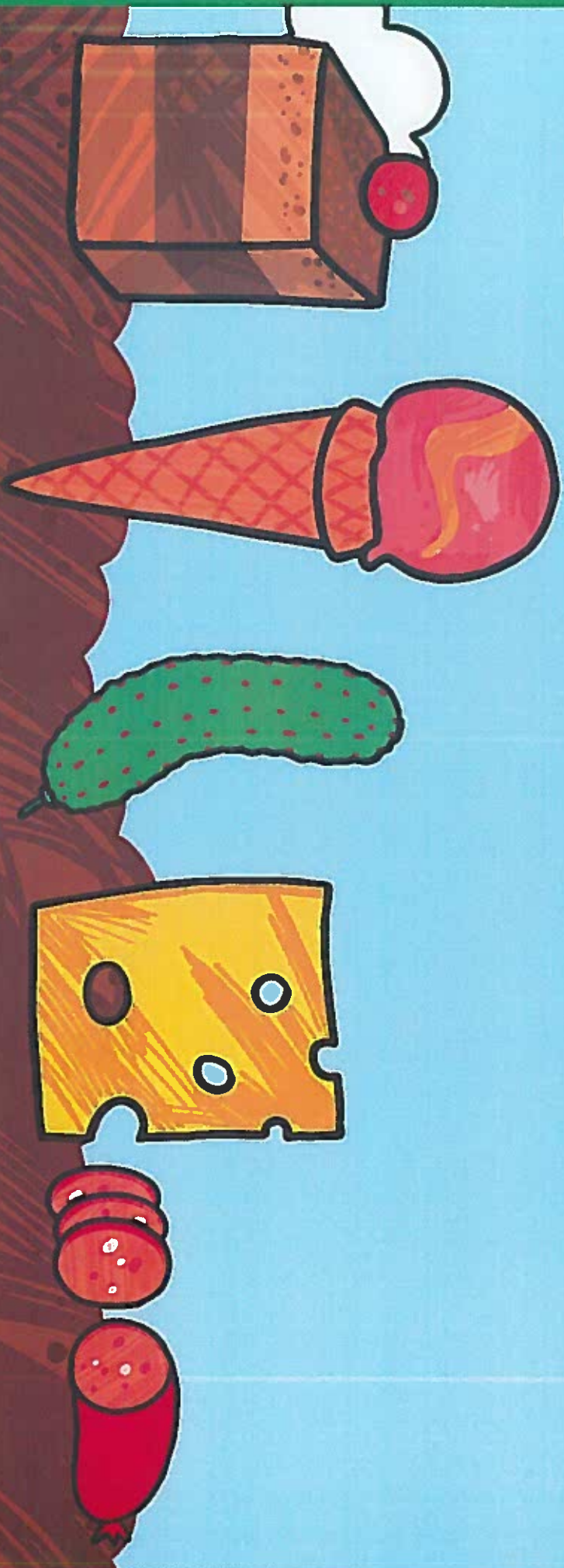
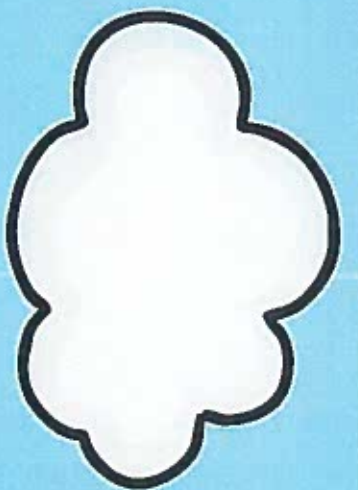
# Friday



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# Saturday

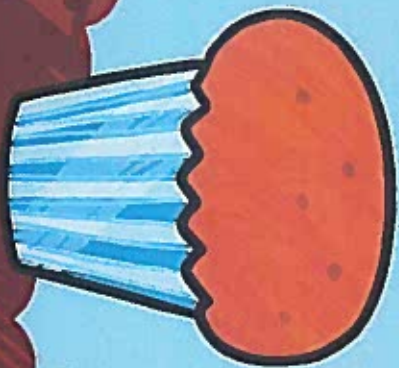
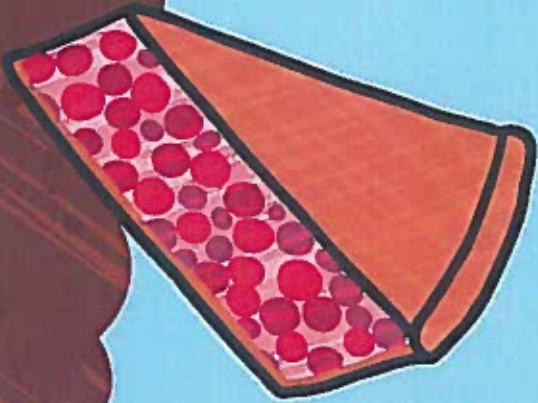
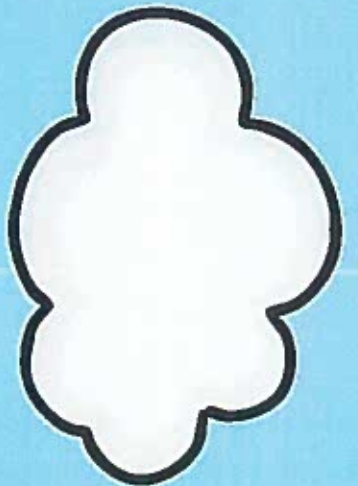


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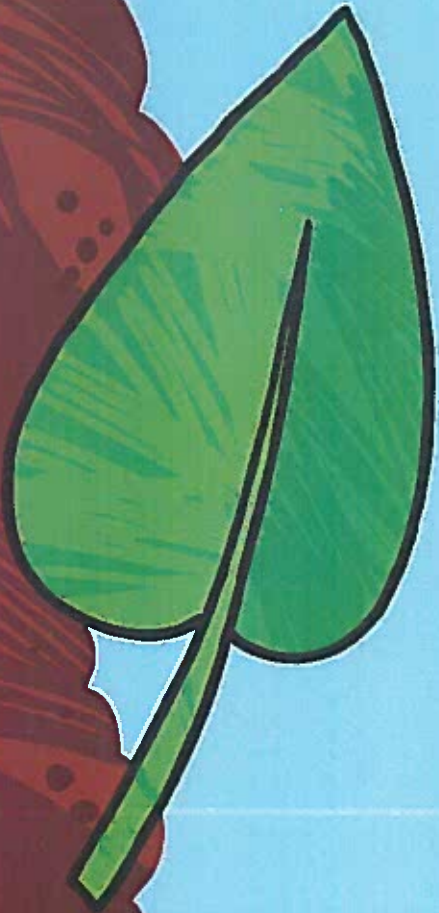
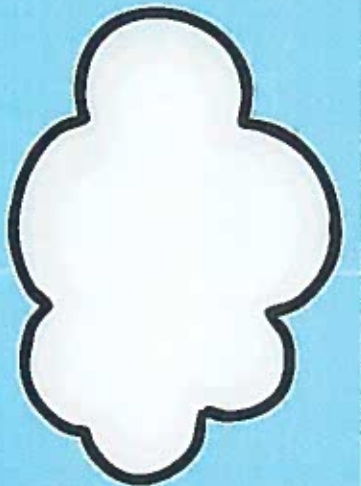
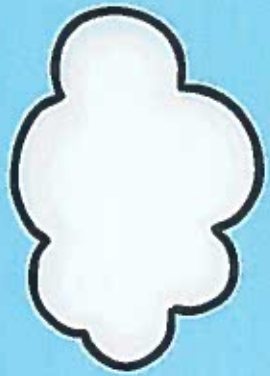
# Saturday



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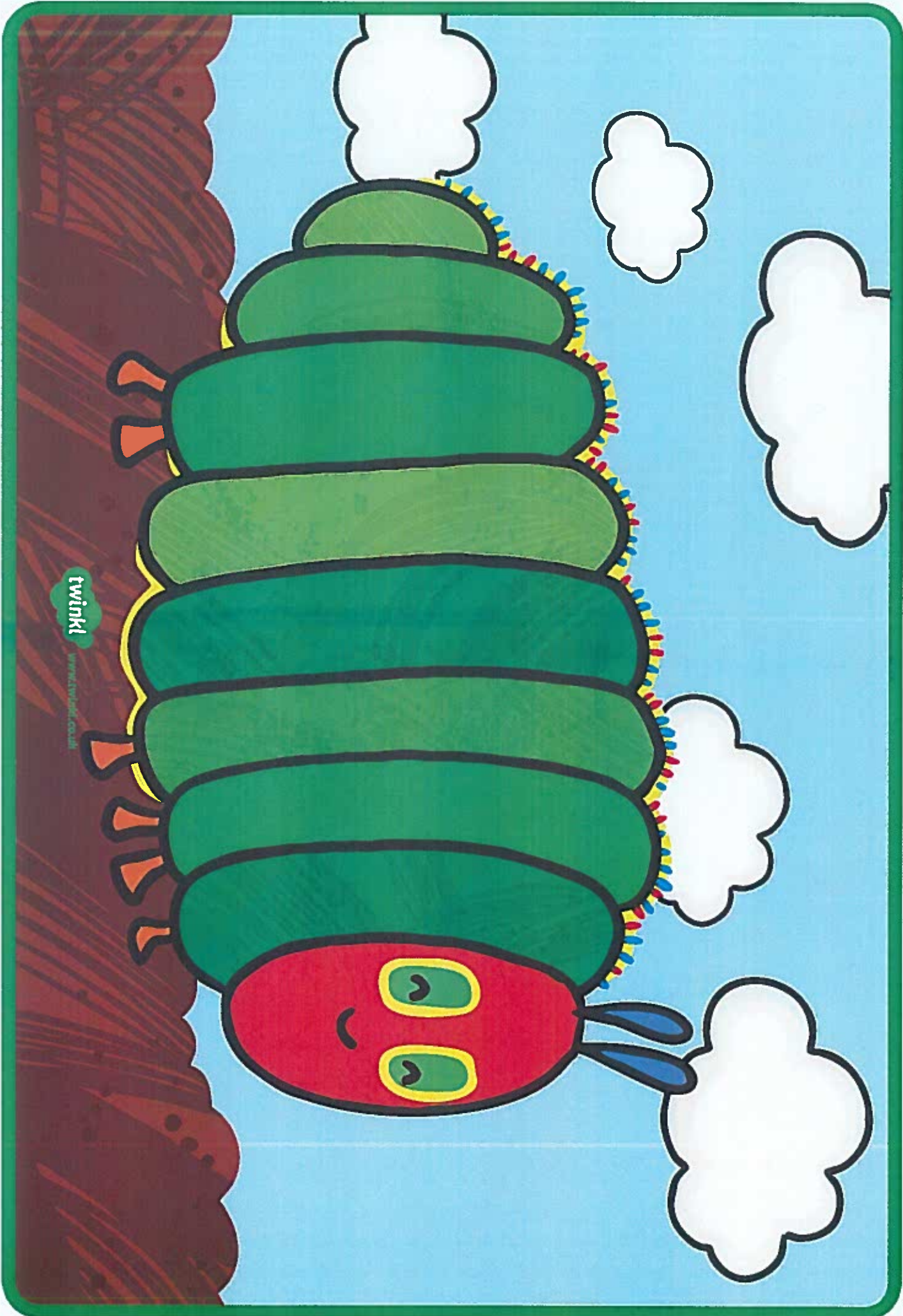
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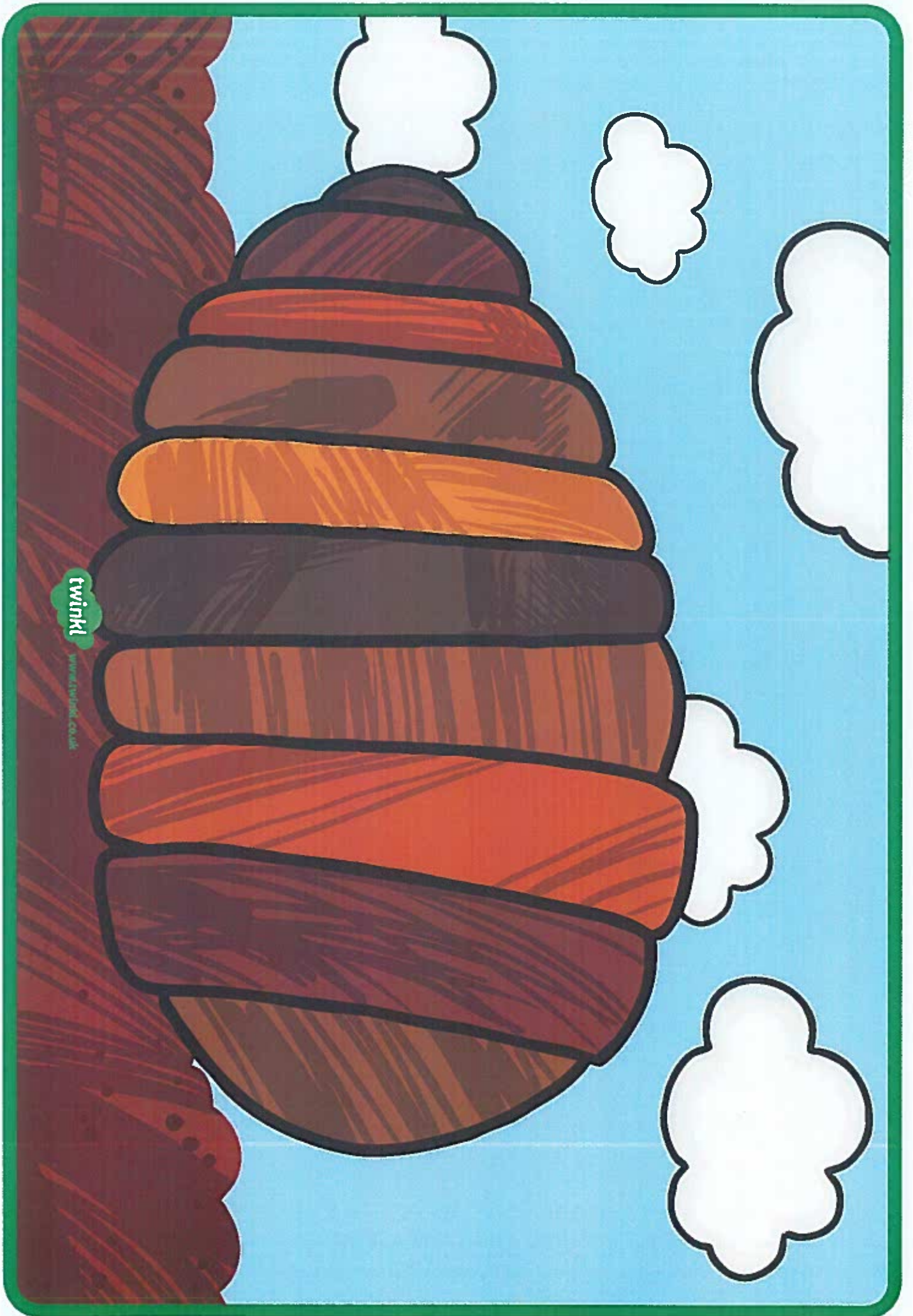
# Sunday



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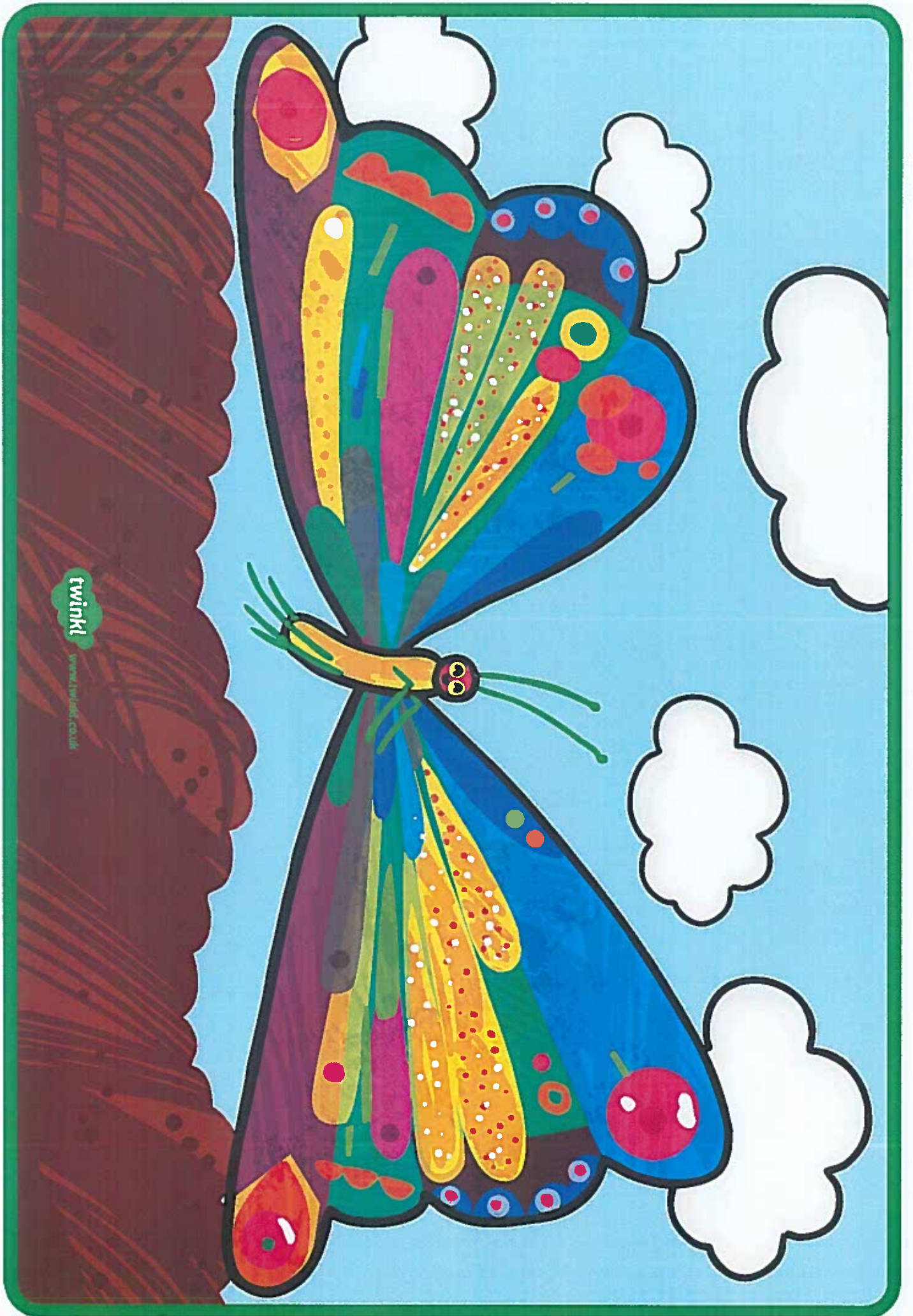
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## Literacy



### Task 2: Puppet stories

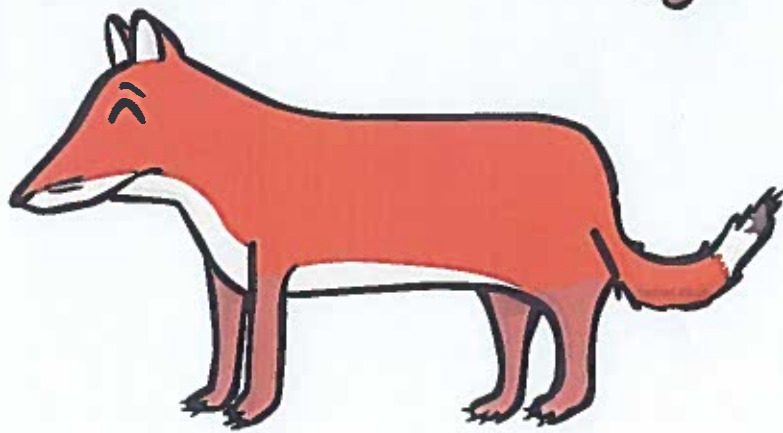
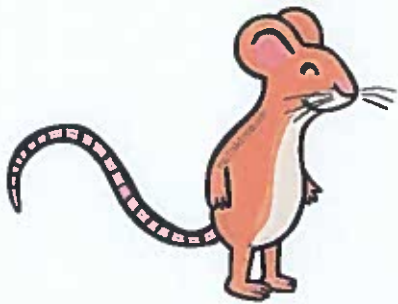
Making your own stories and using puppets to support this will encourage your child's ability to understand and use language, which will support their reading and writing.

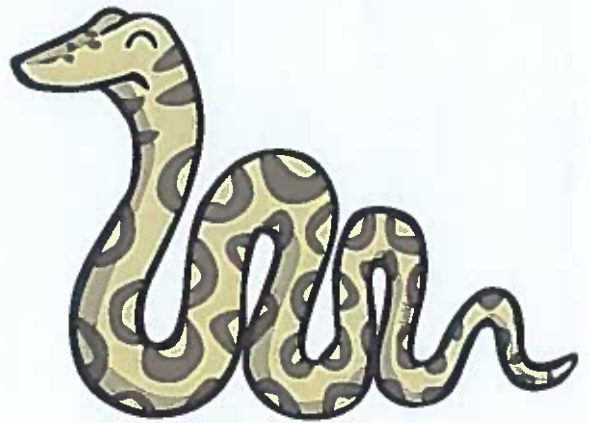
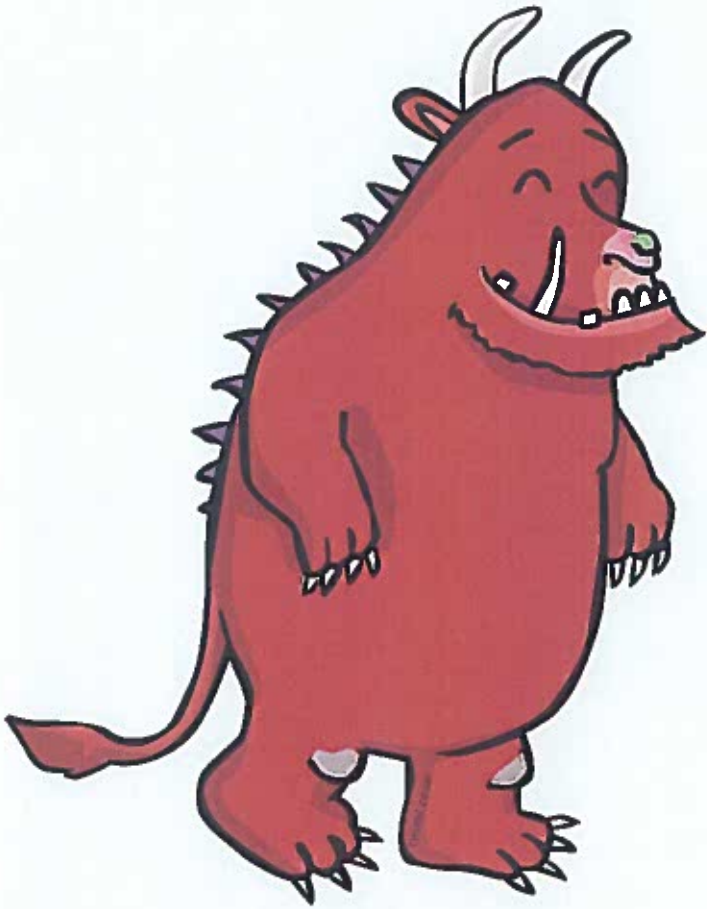
**What you will need:** We have added some puppets in the resource list which may support the child's story making. The child can cut the puppets out themselves using child scissors and can stick a straw or stick on the back using glue or sello tape. The child could look at books for ideas and objects around the house to support their story as well as using puppets.

**How to play this game:** Cut out the puppet resources and use glue or sello tape to stick a straw or stick on the back so the child can hold the puppet. Allow the child to choose which story they would like to read and ask the child to retell the story using the puppets provided, such as the character, setting, story line, events and ending. The child can also make their own story up using puppets.

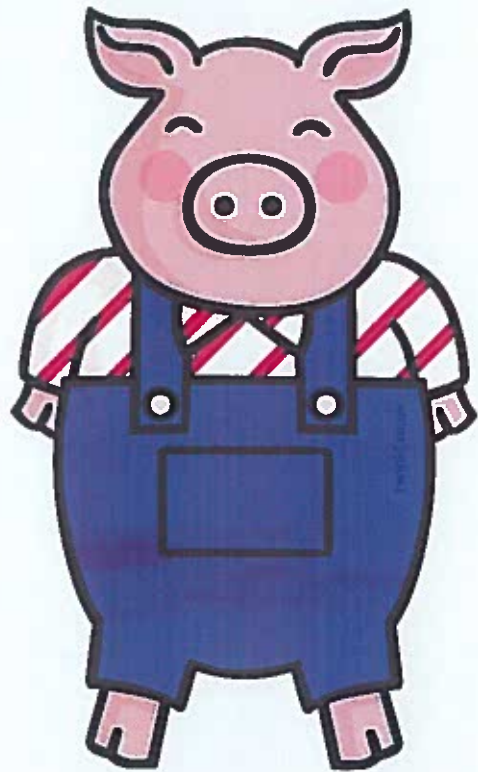
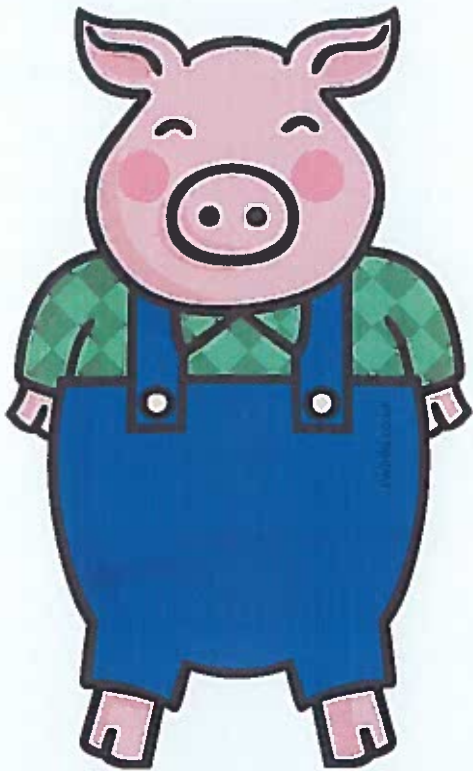
### How to build your child's language during the activity

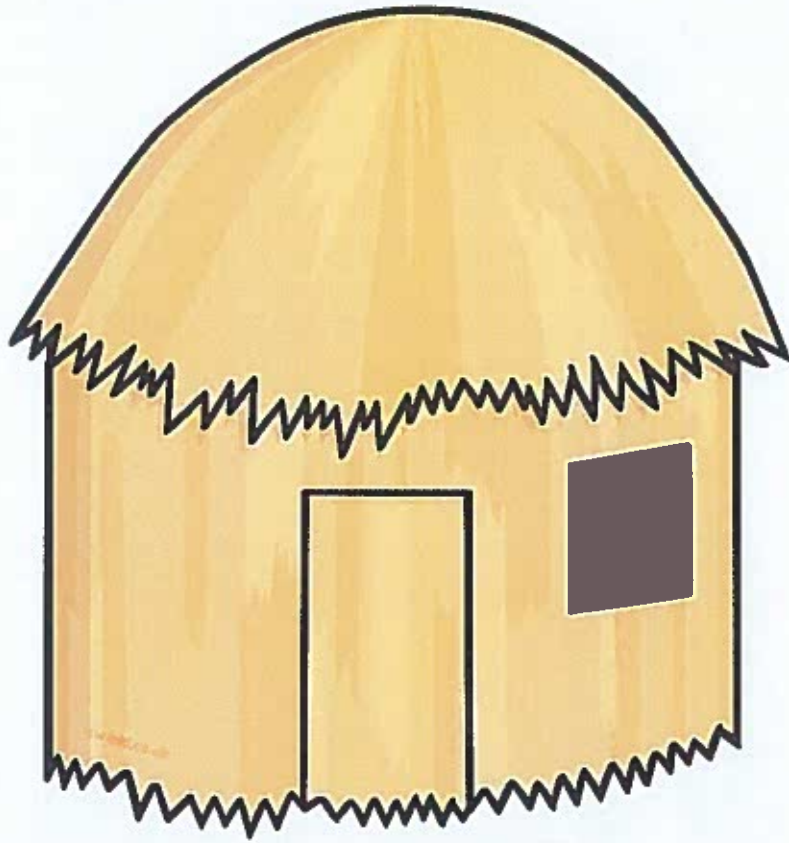
- **Repeat back** what your child says and add one or two words to extend their sentences  
Child: "small bear" Adult: "Yes, the small bear, the small fluffy brown bear"
- **Linking:** Join your child's phrases together to make a longer sentence  
Child: "bear cross, no porridge" Adult: "The bear is cross because there's no porridge"
- **Repeat back** correct sentences to show you have understood their sentences and to support their language  
Child: "Goldilocks broke chair!" Adult: "oh yes, Goldilocks has broken the chair"
- **Give sentence starters** to take the pressure off your child and allow them time to succeed, e.g. "Daddy bear is..."













## Literacy



### Task 3: Trip to the library

Taking your child to the library is good for their social experiences, listening and looking at books.

**What you need:** You will need access to a library to explore with your child!

**How to participate:** Take your child to the library to explore books. Allow the child to choose a book and read this to your child whilst in the library. If you are not a confident reader, don't worry! You can look at books with your child and talk about what pictures you can see in the book. If possible, borrow a book of your child's interest from the library and read this at home.

### How to build your child's language during the activity

- **Repeat back** what your child says and add one or two words to extend their sentences  
Child: "Purple bottle" Adult: "Yes, the purple bottle, the long purple bottle"
- **Linking:** Join your child's phrases together to make a longer sentence  
Child: "I'm happy, like book" Adult: "You're happy because you like the book"
- Repeat back correct sentences to show you have understood their sentences and to support their language  
Child: "There's the dog!" Adult: "oh yes, the dog is there"
- Give sentence starters to take the pressure off your child and allow them time to succeed, e.g. "The dogs on the.."

## Literacy

### Task 4: Silly stories

Replacing a word in a story with a silly word will help the child to understand and identify non-words and real words. It will enable them to identify errors in books, developing their reading, attention and listening skills.

**What you will need:** You will need a familiar book for the child to understand so they can recognise changes to words.

**How to play this game:** Allow the child to choose a familiar book which interests them. Read the story to the child but change a word on each page, to create a 'silly word'. The child is to identify this silly word. For example, reading a page from the 'We're going on a bear hunt' book and changing the word 'bear' to 'monkey' - "We're going on a monkey hunt".

### How to build your child's language during the activity

- Discuss with the child why they are silly words and what word should be there instead, so they understand the concepts of a silly word
- Repeat back your child's language attempts to them to show you have understood whilst **modelling** correct sentence structures  
Child: "Bear, not monkey!" Adult: "oh yes, it is a bear"
- Give sentence starters to take the pressure off your child and allow them time to succeed, e.g. "The mud makes a.."



Well done for completing the activities!



If you wish to extend the child's learning further, below are recommended resources. All resources below should involve adult and child social play and interactions, with communication throughout.

- ❖ Board games (Orchard games)
- ❖ Building blocks to create castles, cars, towers
- ❖ Sand play: Making marks, sandcastles
- ❖ Water play: Measuring jugs, filling and pouring
- ❖ Gardening: Watering plants, looking for worms, snails, lady birds, looking at different coloured flowers
- ❖ Getting toys dressed, such as dolls, teddies, figures

