

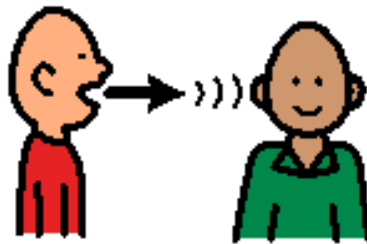
Language activities based on the Big Book of Ideas

WellComm

Home Language Activities

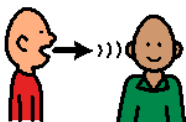
based on

The Big Book of Ideas.



This pack has been designed by The Better Communication Team for families whose children are being supported through the WellComm intervention in your setting.

The information is not designed to be given out to families as a whole pack, but to select the relevant section linked to what the child is working on and explain to the family how they can support language development by working on the activities provided and using the additional resources.



Language activities based on the Big Book of Ideas

WellComm Home Activities Section 1

Encouraging your child to respond when his/her name is called.

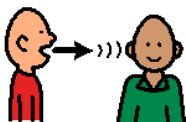
- ✚ Call your child's name using an exaggerated tone of voice to attract their attention.
- ✚ When your child turns to look at you, praise them and give them a reward, e.g., a toy, a piece of food, a tickle or a kiss!
- ✚ Remember that the reward is important because it shows that there is a reason for responding. Eventually the social contact will be reward enough.
- ✚ If you need to, use a noisy toy, e.g., bells, to help gain their attention. Gradually reduce the use of the noisy toy and encourage them to respond to their name only. You can prompt your child by gently turning them towards you.
- ✚ As your child becomes more responsive, reduce the prompts before calling their name, but make sure you still reward the child when they respond.
- ✚ Try moving away a little so that more concentration is required to focus on you.

Relating two things together.

- ✚ This is an important step as it demonstrates the beginnings of cause and effect (e.g., if children bang two bricks together, they make a noise). The noise provides the reward, and they will do it again.
- ✚ Sit your child on the floor and put out a selection of easy things to hold, e.g., tubs, spoons, bricks, etc. Encourage your child to hold something in each hand and then bash them together. Give lots of praise when this happens.
- ✚ You may need to put your hand over the child's hand to demonstrate how to bang the objects together.
- ✚ You can join in and model the action by gently bashing your own two items together.
- ✚ Introduce items that have different sounds or textures, e.g., a spoon, a small box, a plastic cup or a soft ball.

Understanding that words, sounds and gestures are associated with everyday actions and things.

- ✚ Naming items that your child begins to point to, is how early words begin to make sense.
- ✚ Label items your child can see, e.g., banana. Include interesting intonation in your voice, e.g., "banana, mmm, lovely!" Ensure you're face to face with your child so that they can see and hear you.
- ✚ Use a sign or gesture alongside what you're saying to support their understanding, e.g., "Mmmm" – licking your lips or rubbing your tummy.



Language activities based on the Big Book of Ideas

- ✚ Use opportunities to repeat and use the word “more”, e.g., **more** juice, **more** apple, **more** tickling, etc.
- ✚ When you are looking at picture books, playing, eating or just completing your daily tasks, look out for things that capture your child’s interests.
- ✚ Say what they see using single words. Make noises or gestures to add to the meaning and increase the fun! E.g., “Dog, woof, woof!”
- ✚ Let your child take the lead. When sharing a book, encourage your child to turn the pages. When playing with toys, let your child choose the activity.
- ✚ Your child will begin to understand words as they learn to connect them with what they are doing.

Following the movement of an object and an adult’s gaze.

- ✚ Use something of interest to your child, i.e., a toy car or a ball and move it slowly across the floor. If your child follows the movement, give them lots of praise. You can support your child by turning them towards the object if necessary.
- ✚ Try putting one of these objects just out of reach and gesture towards it with your eyes. When your child looks, reward them by giving them the object.

Beginning to understand language by using non-verbal clues and prompts.

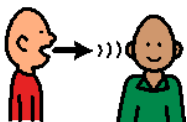
- ✚ Use words and sentences alongside objects to support your child’s understanding of what is going to happen, e.g. “Let’s go for a walk”, whilst holding out their coat. “It’s bath time”, whilst holding a towel. “Do you want some juice?”, whilst showing them a cup.
- ✚ Always use the phrase at the same time as the action so your child can make the link.

Learning to communicate to get an adult to make the right response.

- ✚ Your child may cry to be picked up or to be fed. Model actions to your child to link to what they want. E.g., outstretch your arms to demonstrate that they want to be picked up and use a word or phrase alongside, such as “up” or “pick up”.

Copying actions or gestures.

- ✚ If your child can copy actions or gestures, they can begin to communicate their needs and wants.
- ✚ Demonstrate how to wave when saying “hello” or “goodbye”. Encourage your child to join in and give lots of praise when they do.
- ✚ Link the action to a phrase at the same time, e.g., “Say bye bye”.



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Learning to reach and point.

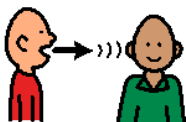
- ✚ Put a mobile or activity arch over your child and encourage them to reach for the toys. Ensure it's at the right level for your child to succeed. Reward their efforts with lots of praise.
- ✚ If your child doesn't reach out, encourage them by showing them what the toy can do.
- ✚ You could gently tie a ribbon around your child's wrist so that each time they move, the mobile toy moves too.
- ✚ Model pointing when your child sees something of interest. Point to and name the object or action.
- ✚ Offer your child a variety of 'noisy' toys then encourage them to point to the one they want. Reward the child by giving them the desired toy.
- ✚ Gradually put toys further away. Increase your child's effort to point/reach.

Playing with and listening to different sounds.

- ✚ Use sounds during daily routines or when playing with your child. If your child tries to copy you, give lots of praise and repeat the sound. Children need to hear sounds many times before they begin to copy them.
- ✚ Use actions alongside the sounds. Your child may copy the action before they make the sound.
- ✚ Include the following sounds: "Shh!" – when someone/a toy is sleeping. "Mmm!" – whilst eating. "Brrm!" – when driving a car. "Weee!" – whilst going down a slide. "Oh no!" – if something is wrong. "Ahh!" – whilst cuddling.
- ✚ Encourage animal noises when playing with or looking at animals. Sing Old MacDonald had a farm. [Old MacDonald had a Farm - BBC Tiny Happy People](#)
- ✚ Encourage copying through repetitive songs and rhymes with actions, for example; The Wheels on the Bus [The Wheels on the Bus: Nursery Rhyme for Babies - BBC Tiny Happy People](#) Round and Round the Garden [Walkies Round the Garden - BBC Tiny Happy People](#)

Learning that objects still exist, even when they can't be seen.

- ✚ Roll a ball or move a favourite toy across a table. When it falls off the edge, show your child where it has gone.
- ✚ When your child drops something, show them where it has gone.
- ✚ Partially hide a favourite toy with a cloth. Encourage your child to uncover the toy. Gradually cover more of the toy and praise your child when they uncover and find it.
- ✚ Play 'Peep O'. Hide behind something and encourage your child to look for you.
- ✚ With two adults, one can hide with the child whilst the other comes to find you. Use simple language and talk your child through the hiding game.
- ✚ Show pleasure, excitement, or surprise when a missing item is found.
- ✚ Comment on people leaving the room and when they come back again.



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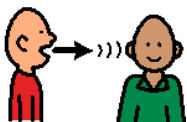
WellComm Home Activities Section 2

Understanding Single Words.

- ✚ Encourage your child to find things like clothes or favourite toys. Ask them to “Find the teddy” or “Find the ball”. You can also say “Show me your nose” or “Where are your eyes?”
- ✚ Share a book with your child and ask them to find things in the pictures, for example, “Where’s the boy?” “Find the dog.” “Show me a flower.”
[Sharing books with toddler - BBC Tiny Happy People](#)
- ✚ Use action words and talk about what you’re doing. E.g., I’m washing. You’re eating. We’re jumping, etc. [The name game - BBC Tiny Happy People](#)
- ✚ Use favourite toys with everyday objects like a brush, a cup, a sponge. Ask your child to ‘brush teddy’ or ‘make teddy drink’.
- ✚ When you’re sorting the washing and putting things away, let your child help you. Ask them to find various items like a sock or a t-shirt.
[Laundry time - BBC Tiny Happy People](#)
- ✚ Draw a simple picture of a face or use a favourite doll or teddy. Ask your child to find the nose, the ears, the mouth, etc.
[Ears, eyes, head, nose! - BBC Tiny Happy People](#)

Understanding what real things are for.

- ✚ Find a selection of real objects (not toys), e.g., spoon, keys, brush, phone, cup, etc. Put them into a bag and let your child take them out, one at a time. Model the correct action to your child, for example, put the cup to your mouth and pretend to drink or put keys in a lock and pretend to lock the door. Encourage your child to use the items correctly.
[Games with toddler: What's in the bag? - BBC Tiny Happy People](#)
- ✚ Have a tea party with your child. Pour drinks into cups, eat snacks from plates. Demonstrate stirring cutting. Invite favourite toys to the party and encourage your child to talk to their toy about what they’re doing.
- ✚ Let your child wash a doll or items in the sink. Use soap with a cloth and talk to your child about what they are doing, for example, “Look, you’re washing doll’s face.” Or “You’re cleaning the spoons.”
[Be a little helper - BBC Tiny Happy People](#)
- ✚ Play a telephone game with your child. Pretend to use the keypad and dial one another. Take turns on the phone talking to one another. Ask your child what they are doing, if they’ve had a lovely day, have they seen Grandma, etc.



Language activities based on the Big Book of Ideas

Learning that toys represent real things.

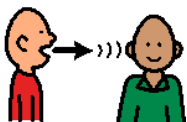
- ✚ Children learn that toys represent real things. Use dolls and teddys to act out every day routines, like pretending to put teddy to bed. Support this with appropriate language like, “Shh teddy, go to sleep.”
- ✚ When you give your child a snack, let them have a toy spoon and/or plate and encourage them to feed teddy at the same time.
[Let's pretend - BBC Tiny Happy People](#)
- ✚ Gradually you can extend their learning by playing with a doll's house or making a zoo with toy animals, etc. During play, comment to your child about what's happening, for example, “Daddy's sitting in the chair” or “Look, the man is feeding the animals”.

Understanding instructions using everyday routines.

- ✚ Think of routines that take place often like getting dressed, going shopping, bath times, etc. During the routine, talk to your child about what is happening, for example: Going shopping – Talk about what you need and write a shopping list. Name things as you find them in the shop. Ask your child to put things in the basket or trolley. Show them how you pay for your shopping. Involve your child in putting away the shopping. Make the activity fun.
[Shopping game - BBC Tiny Happy People](#)
- ✚ When getting dressed, ask simple questions like, find your socks, where's your jumper?
- ✚ Talk about what you're doing, for example, “Put your arms in”, “Pull it over your head”, “Fasten your buttons”. [Getting dressed - BBC Tiny Happy People](#)
- ✚ As your child becomes more confident you can model longer sentences, e.g., “Wash hands. Now your hands are clean” or “Put the apples in the bag. Look, the bag is full.”

Learning how to take the lead and ask for help.

- ✚ Offer a challenging activity, e.g., a shape sorter, a jigsaw puzzle or a book. Let your child make a choice and indicate to you what they want to play with, then comment and say “Oh, you want to do the puzzle.”
- ✚ Sing a favourite nursery rhyme and then wait, letting your child prompt you to do it again. You can encourage this by saying “Again?”
- ✚ Play with a pot of bubbles. Blow bubbles and then stop. Pause and let your child initiate more bubble blowing. You can encourage this by saying “More bubbles?”
- ✚ Use a shape sorter. Let your child post the shapes. When they have difficulty, pause before offering help and encourage your child to ask for your support.
- ✚ Try offering a snack in a container with a lid, but don't immediately take the top off. Let your child try, and then request your help when needed.



Language activities based on the Big Book of Ideas

Pointing to things or people that are interesting.

- ✚ When out and about, point to things of interest, for example, an aeroplane, a dog, something shiny, a person, etc.
- ✚ Point things out in books. Let your child turn the pages and point things out to you. Name the things your child points to immediately so that they can make the link between what they are pointing at and what you are saying.
[Reading books with toddler - BBC Tiny Happy People](#)
- ✚ Put things of high interest just out of reach so that your child must point to make you look at it. When you look at the object, name it and then praise your child for showing it to you.
- ✚ Play hide and seek with a favourite toy. Hide the toy and encourage your child to find it. Let your child point to the toy to show you where they've found it.
[Play hide and seek - BBC Tiny Happy People](#)

Use those important 'first' words.

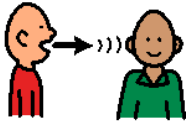
- ✚ Use a pillowcase and fill it with lots of everyday items. Encourage your child to pull things out one at a time and name what they've found.
- ✚ Take your child on a walk and name things that you can see. Make sounds to go with words, for example, "Ducks, quack, quack."
[Play the name game when out and about - BBC Tiny Happy People](#)
- ✚ Take your child shopping and name items as you add them to your shopping trolley. [Trolley time - BBC Tiny Happy People](#)
- ✚ Put the shopping away together. Encourage your child to name things as you unpack them and put them away. For example, "Milk, let's put the milk in the fridge" or "Apples, put the apples in the bowl."
- ✚ Hide pictures or toys around the room. Encourage your child to find them and name what they've found.

Learning to ask for things by gesturing.

- ✚ Use gestures for everyday objects and actions like drinking or washing hands just like you would in a game of charades. Make sure your gestures are always accompanied by the spoken word so that your child begins making the link between the two. For example, if you're going to wash your child's hands, rub your hands together in a washing action as you talk about what's going to happen and repeat this every time.
- ✚ If your child wants a drink, demonstrate a cupped hand to your mouth and say, "Do you want a drink?"

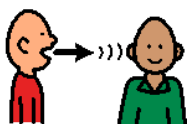
Learning to use 'my own name'.

- ✚ Roll a ball to one another and talk about who's turn it is, for example, "Mummy's turn, Jack's turn" As this becomes more familiar, pause and see if your child fills in with their name.



Language activities based on the Big Book of Ideas

- ✚ Take turns at blowing bubbles and encourage your child to use their own name when it's their turn.
- ✚ Repeat at other times like getting dressed or mealtimes. Model using names by saying "Mummy's spoon" or "Grandad's hat". Encourage your child to say their own name, e.g., "Jack's cup".



Language activities based on the Big Book of Ideas

WellComm Home Activities Section 3

Making sense of the world through pretend play.

- ✚ Use a large doll/teddy/character toy and some real objects e.g., cup/spoon/brush. Pretend to have a drink and then give the toy a drink. E.g., Say, “Give Peppa a drink” and let your child copy what you did. You can also do familiar actions like, washing face, brushing hair, wiping nose, feeding, putting to bed.

Using songs to learn the names of body parts.

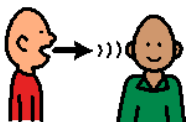
- ✚ **Heads, shoulders, knees & toes**
[Head, Shoulders, Knees and Toes - BBC Tiny Happy People](#)
- ✚ **Here we go round the Mulberry Bush:** You can add other actions – this is the way we pat our knees/wiggle our fingers/shake our shoulders.
<https://www.youtube.com/watch?v=LzYKpPGTkrl>
- ✚ **If you're happy and you know it clap your hands:** You can make up your own actions to this too.
<https://www.youtube.com/watch?v=hwTwt4oIW3U>
- ✚ **Everybody hide your toes** (to the tune of ‘London Bridge is falling down’)
https://www.youtube.com/watch?v=xaXCf_fPD2k
You and your child each have something to cover your toes e.g., a scarf or towel as you sing:

Everybody hide your toes, hide your toes, hide your toes.
Everybody hide your toes – now let's find them. 1...2.... 3.. woooo (as you uncover them)

Repeat with hiding your knees, tummy, chin, head.

Learning what ‘action words’ (verbs) mean.

- ✚ Use a large doll/teddy/character toy. Say to your child ‘Ready, steady, jump.’ and do it together. Let your child make the toy do the same actions – you could try jumping/hopping/kicking/dancing/clapping/waving.
- ✚ Play some music. When the music stops, choose an action to do.
- ✚ Video your child doing lots of different actions. Play back the video and name the action while your child copies it.
- ✚ While sharing books or watching favourite TV programmes, name the actions that characters are doing



Language activities based on the Big Book of Ideas

Understanding sentences with 2 key words.

- ✚ Put out 2 familiar toys, e.g., doll/teddy/character toy and 2 familiar objects e.g., box/chair. Ask your child to put the toy in or on one of the objects.

Understanding instructions without clues.

- ✚ Give your child instructions to go and get things from around the house, e.g. 'Go and get Mummy's shoes.'
- ✚ When outdoors, ask your child to run and touch something, e.g., the fence. When they are good at following one instruction, you could ask them to run and touch 2 things, e.g., the fence and the chair.

Putting 2 words together (using 'more' or 'gone').

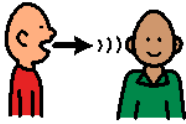
- ✚ Use bubbles – when your child indicates they want more, say 'More bubbles'.
- ✚ You could also do the same with small pieces of banana or toast.
- ✚ Get a large cardboard box with a hole cut in the top. Have a selection of small items to post through the hole and as you do this say, e.g., 'Keys gone'. Encourage your child to say 'gone', then put both words together.

Using 1 word to describe an action.

- ✚ Video family members doing different actions, e.g., eating/sleeping/washing/cooking/clapping/drawing/cutting/sweeping, then watch the videos and ask your child to tell you what the people are doing.
- ✚ Look at picture books together and ask your child what the characters are doing. If they are unsure of the word, you could give them a choice of 2, e.g. "Is she dancing or sitting?"
- ✚ Play some music and when the music stops choose an action for you and your child to do. When your child is familiar with the actions, let them say which action they want you both to do.

Naming everyday things.

- ✚ Play a 'naming game' together. Get a pillowcase and put about 10 everyday items inside. Let your child feel in the pillowcase and pull one item out, saying its name. If she/he doesn't know the name of the item, give a choice, e.g. "Is it a spoon or a bowl?" When all the items have been removed from the pillowcase, ask your child to pick up one at a time, name it and put it back in the bag.
- ✚ Play a sorting game. You could have 2 sets of familiar objects, e.g., clothes and toys mixed together. Choose 1 item at a time and put it either in the clothes basket or the toy box, naming each item as you do it.



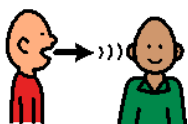
Language activities based on the Big Book of Ideas

Using actions in rhymes and songs.

- ✚ Play some simple songs and rhymes which have actions – you can find lots on BBC Tiny Happy Little People [Nursery rhymes for babies - BBC Tiny Happy People](#) : Twinkle, Twinkle Little Star, The Grand Old Duke of York, Wind the Bobbin Up, Row, Row your Boat (these are just a few). You can also make up your own actions and encourage your child to join in with you. Remember to repeat the same songs lots of times!

Talking about what I have seen and done.

- ✚ When you go out for a walk, point to and name things which may capture your child's interest, e.g., bird, dog, cat, flowers, car, bike, truck, traffic lights, items in a shop, etc. You could also take photos then let your child show another member of the family and talk about what they have seen.



Language activities based on the Big Book of Ideas

WellComm Home Activities Section 4

Remembering 2 things at a time.

- ✚ Play a shopping game – ask your child for 2 items at a time.
- ✚ Use toy animals – ask your child to put 2 animals at a time in the field.
- ✚ Ask your child for 2 items at a time to put in the washing machine.
- ✚ Outdoors: have a selection of items on the floor at a distance. Ask your child to get 2 of the items, wait until you say ‘Ready, steady, go’ then run and get the items.

Understanding describing words.

- ✚ Use describing words, e.g., wet/broken/dirty/big when describing things around your home.
- ✚ Choose 1 word each day and keep using that word at every opportunity (e.g., wet hands/wet clothes/wet floor/wet washing/wet shoes/wet hair).

Understanding ‘no’ plus an object.

- ✚ Take photos of your child with e.g., hat/no hat, coat/no coat, glasses/no glasses, shoes/no shoes. Ask them to point to the photo with **no** shoes/**no** hat, etc.
- ✚ Use 2 favourite toys. Give 1 toy an item e.g., a banana. Ask your child to point to the toy who’s got **no** banana.

Understanding and using action words.

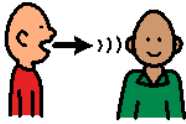
- ✚ Record short video clips of different members of the family doing different actions. Ask your child to talk about what they can see on the video, e.g., Mummy jump, Ella hop.
- ✚ Share books and take it in turns to say what one of the characters is doing in the picture.
- ✚ Use 2 favourite toys. Ask your child to follow an instruction, e.g., make teddy **jump**/ make dolly **wave**.

Using ‘in’ and ‘on’.

- ✚ Use some favourite toys and place them around the house/garden, either **in** or **on** things. As your child finds the toys, encourage them to say whether the toy is **in** or **on** the object.
- ✚ When sharing a book, encourage your child to use in/on to describe where things are, e.g. on the chair, in the bath.

Adding ‘ing’ to describe an action.

- ✚ Look at books, photographs or videos and describe what people are doing.
- ✚ Talk about what you and your child are doing throughout your daily activities.



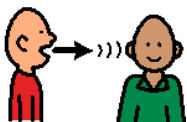
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Understanding and using 'I', 'you', 'we'.

- ✚ Have a pretend tea party. Say, e.g. 'I want a cake – what do you want?' Point to yourself as you say "I" then your child as you say "you".
- ✚ As above, but with a shopping game.
- ✚ Take photos of your child doing familiar activities. Encourage them to say what they are doing in each photo using the word 'I'.
- ✚ When doing activities together, use the word "we" and point to both of you, e.g. "We are watching TV".

Learning to use big and little.

- ✚ Find things around the home which are big and little, e.g., shoes/socks/jumpers/spoons/brushes/toys/books/chairs/cups/pencils/plates.
- ✚ Find pictures in books or online of things that are big and little. Model sentences to your child, e.g. "Here is a big bucket." "This is a little cat."



Language activities based on the Big Book of Ideas

WellComm Home Activities Section 5

Understanding in, on, under.

- ✚ Practise putting items **in** things around the house, e.g., **in** the drawer/sink/bin/washing machine/cupboard/toybox/bath. When your child is confident, repeat the same activity using **on**, then again with **under**.
- ✚ Get a box with a lid (it could be something like a food storage box or shoe box). Give your child an object/toy and ask them to put it in, on or under the box. Repeat with another object/toy.

Remembering the names of 2 things.

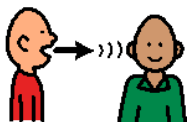
- ✚ Have a box of toy animals behind your back. Take out 2 but don't show them to your child. Say, e.g. 'I've got a horse and a pig'. Can your child remember the 2 animals you said? If not, repeat the names of the 2 animals. Your child can 'win' the animals.
You can try this with any small toys – vehicles/character figures or with picture cards.

Learning the names of colours.

- ✚ Go on a colour hunt around the house or garden. You could choose one colour each day and take photos on your phone of the items you have found.
- ✚ Use some red, yellow, green and blue bricks. Put out 1 of each colour. Build a tower by asking your child for one colour, e.g., 'Find me the red brick'. Make sure there are always 4 colours to choose from and repeat until you have built the highest tower you can! If your child is not confident, reduce the number of colours to play with.
- ✚ Talk about the colours of the clothes you and your child are wearing.
- ✚ If you are outside, talk about the colours of cars you can see.

Learning the meaning of 'Where'.

- ✚ Play 'Hunt the toy' with some favourite toys. Place them around the room then ask your child to find one at a time by saying 'Where's the.....?' When your child finds the toy, say the answer for them, e.g., 'Where's teddy? Teddy's on the chair'.
- ✚ Find familiar items that are not in the room, e.g., 'Where's your toothbrush/shoes/coat/pyjamas'.
- ✚ Let your child help to put away the shopping and ask, e.g. 'Where shall we put the milk?' You could also do this when putting away clean clothes or tidying away toys.



Language activities based on the Big Book of Ideas

Encouraging 3 word sentences.

- ✚ Use everyday routines to encourage your child to say longer sentences. Talk about what you are doing, e.g., 'Mummy's cooking dinner/Mummy's ironing the clothes.'
- ✚ Ask your child 'What are you doing?' If they answer with just 1 or 2 words, repeat what they have said, adding another word, e.g., Child: 'Building'. Adult: 'You're building a tower'.

Using the word 'Under'.

- ✚ Hide some favourite toys **under** things, either inside or outside. When your child finds something, they say where they found it, e.g., 'under box'. If they can't remember the word 'under' give them a choice, 'Is it **in** the box or **under** the box?'
- ✚ Make 'bridges' with different objects and roll a ball/car under the bridge, saying the word **under** as you play the game.

Beginning to use 'What' and Where'.

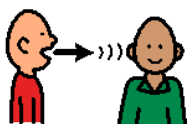
- ✚ Take turns with your child at pointing to something and saying, 'What is it?' while you are sharing a book.
- ✚ Put some favourite small toys into a bag. Take turns at pulling one out and saying, 'What have I got?'
- ✚ Sort shopping together and take turns at saying, 'Where does..... go?'

Understanding what things are for.

- ✚ Play a guessing game with familiar objects. Start with 2 objects, e.g., apple, pencil. Ask your child, e.g. 'What do we eat?' or 'What do we write with?'
- ✚ Hide some objects in a bag. Can your child guess what each object is from a clue, e.g., something we draw with/something you wear/eat, etc.

Using simple plurals.

- ✚ Use everyday activities to emphasise plurals, e.g., washing up (cup**s**/plate**s**/spoon**s**), sorting clothes (pant**s**/sock**s**).
- ✚ When playing with toys say, e.g. 'Here's one brick/here's lots of **bricks**'



Language activities based on the Big Book of Ideas

WellComm Home Activities Section 6

Understanding 'he & 'she'.

- ✚ Use favourite characters that are boys or girls (e.g., Elsa/Spiderman). Make them do actions e.g., jump/hop and say 'he's jumping/she's dancing'
- ✚ Take photos or videos of family members doing different actions. Say 'Look – he's clapping or she's waving' How many different actions can you do? Make sure you use the words he & she when talking about the pictures.

Understanding 'behind' and 'in front'.

- ✚ Play a game with favourite toys – these could be cuddly toys, character toys, dinosaurs, cars, animals. Ask your child to put the toys in a specific place, e.g., **behind** the curtain or **in front** of the TV
- ✚ If you are out for a walk, point out and talk about objects that are **behind** or **in front** of things.

Understanding the negative 'isn't'.

- ✚ Use 2 favourite toys. Make one of them do an action, e.g., sleeping, jumping, clapping. Ask, e.g. 'Who isn't sleeping?'
- ✚ Listen to a favourite song or piece of music. Take turns to do an action with the music (clapping/jumping/nodding/swaying/stamping/waving/swinging arms/rolling arms/shaking hands). Ask, e.g. 'Who isn't jumping?'

Understanding the function of body parts.

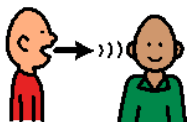
- ✚ Play a game together where you try and think of as many things as possible that you can do with your hands and act them out. You could also take photos. Repeat for things you can do with your feet.
- ✚ Take a photo of your child. Ask them to look at the photo and point to something we use to; see things with/smell things/hear things/taste things.

Developing spoken language.

- ✚ Share a favourite book and comment on what the characters are doing, e.g., Goldilocks is eating the porridge.
- ✚ When watching a favourite TV programme, comment on what the characters are doing, e.g., "Look, Peppa is painting a picture/George is brushing his teeth."

Using the past tense.

- ✚ Use photos of things your child has been doing and talk about them using the past tense, e.g. 'You **played** a game, then you **washed** your hands, then we **walked** the dog.' Keep using past tense words throughout the day to describe things you have done together.
- ✚ Share a familiar story and ask your child to tell you what happened while looking at the pictures.

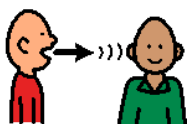


Language activities based on the Big Book of Ideas

- ✚ If your child uses the wrong word e.g., 'runned' simply model the correct word 'Yes, you **ran** around the garden'.

Remembering the names of 3 things

- ✚ Play a shopping game – ask your child to give you 3 items from a selection in front of them.
- ✚ Play Simon Says: ask your child to do 3 actions, e.g., clap, jump, wave.
- ✚ Use a set of picture cards. Put a few face down then pick up 3 cards – do not show them to your child. Say what they are and ask your child if they can remember what they are. They can win those that they remember!



Language activities based on the Big Book of Ideas

WellComm Home Activities Section 7

Role Play.

- ✚ Choose some items from the cupboard and play a pretend shopping game. Show your child how to ask for what they want, pay for their shopping and put it in a bag.
- ✚ Pretend to be at the hairdressers or beauty salon. You could make a price list for the different services on offer.
- ✚ Turn your kitchen into a pretend café and take turns to be a waiter and a customer. If you have play dough you could make pretend food items and then draw them on a 'menu'. You could also take photos and have a photo menu on a phone or tablet.

Understanding 'many' and 'few'.

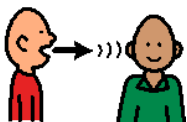
- ✚ Gather some objects from around your house, e.g., spoons, socks, felt tips, coins, sweets, crisps. Divide one group of items between you and your child so that one of you has a lot and the other only has two or three. Talk about who has, e.g., 'many crisps' and who has 'a few crisps. Repeat with other items. You could also do this with a favourite character toy or teddy.
- ✚ During everyday routines, e.g., mealtimes or snack times, talk about 'many' and 'few', e.g., you might have many raisins, but only a few slices of banana.
- ✚ If you have play dough you could use 1 finger to make many holes or just a few.

Understanding 'long' and 'short'.

- ✚ Talk about things you can see around your home that are long or short. You might see long and short hair, socks, trousers, phone charging leads, strands of spaghetti, scarves, radiators, even your fingers.
- ✚ If you have play dough, you could make long and short snakes.
- ✚ Have 2 bags, one for long socks and one for short socks and help your child to sort them out.
- ✚ Get a pack of uncooked spaghetti and sort on to 2 plates, 1 for long pieces and the other for short pieces.
- ✚ Draw some faces and ask your child to draw long or short hair on each one.

Learning what 'why' means.

- ✚ When you are sharing a book or watching a favourite TV programme, ask your child a 'why' question, e.g. 'Why is Peppa Pig wearing wellies?' 'Why does Daddy Pig need glasses?' Start to answer the question by saying 'Because.....' and let your child finish the answer. If they don't know how to answer, you can model the answer for them.
- ✚ Ask simple 'why' questions about your daily routine, e.g. 'Why do we need to wash our hands?', 'Why do we need to put our shoes on?'



Language activities based on the Big Book of Ideas

Understanding 'first' and 'last'.

- ✚ Line up some favourite dolls, teddies, small animals or toy cars and pretend they are in a queue for something or a traffic jam. Point to who is first in the queue. When your child is confident with 'first', do the same activity, but this time find who is last in the queue.
- ✚ You could point out who is first in the queue if you are in a shop. 'Look we are first in the queue now'
- ✚ Use the word 'first' for daily routines where members of the family are taking turns e.g., having a wash or playing with a game, or when eating 'You are the first to finish your food'

Using the words 'bigger', 'longer', 'smaller'

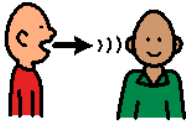
- ✚ Find some items that are different sizes e. big teddy/small teddy, big spoon/small spoon, big car/small car, big plate/small plate, big cup/small cup, big jumper/small jumper, big shoe/small shoe, big bag/small bag. Point to the big one and say e.g., 'Look this cup is bigger than that one'
- ✚ Talk about members of the family e.g., Mummy is bigger than Jack, Ava is smaller than Jack.
- ✚ If you are out for a walk, talk about things you can see e.g. 'The black dog is bigger than the brown dog' or 'The van is bigger than the car'
- ✚ Draw a snake or worm then draw a longer one. Ask your child to finish your sentence 'This snake is long but this one is even (longer)' You could also do this with playdough snakes.

Understanding opposites: wet/dry

- ✚ Start by finding things around the house that are wet (hands/towels/clothes/hair/drinks) and outside (rain/coat/puddles/trees/plants). When your child understands what the word 'wet' means, do the same with things that are 'dry'.
- ✚ Find and talk about things that are hot/cold, loud/quiet, big/little hard/soft.

Understanding and using 'his' and 'her'

- ✚ When sharing books or watching TV, talk about things that belong to a girl or a boy. 'Look Peppa has got **her** coat. George is eating **his** dinner'

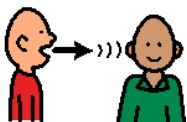


Language activities based on the Big Book of Ideas

- ✚ Take photos of members of the family and say, e.g. 'That is **his** bike' 'That is **her** bike'
- ✚ Use everyday routines like sorting washing 'That is his/her sock' 'He is washing his hands' 'She is eating her breakfast'

Using the word 'because'

- ✚ Play a guessing game: Put a few familiar items in a bag e.g., sock, apple, cup, toy car. Feel inside the bag without looking and guess what item you are holding. Say, e.g. I think it's the sock **because** it's soft, I think it's the apple **because** it's round, I think it's the cup **because** it's got a handle, I think it's the car **because** it's got wheels. Take turns and encourage your child to copy you.
- ✚ Use the word **because** as part of your everyday routines. Say, e.g. We are washing the clothes because they are dirty. We are putting our coats on because it's cold. We are making toast because we are hungry. You need to go to bed because you are tired. We are charging the phone because it's not working.



Language activities based on the Big Book of Ideas

WellComm Home Activities Section 8

Learning what the word 'when' means

- ✚ Draw 2 pictures – one of the sun to represent daytime and one of the moon to represent night time (or you could find photos on the internet). Ask e.g. 'When do we play outside?' or 'When do we go to bed? Ask your child to point to the sun or the moon. Say, e.g. 'Yes, we go to bed **when** its night time'
- ✚ Say a sentence and ask your child to finish it, e.g. You eat your breakfast when it's (morning) or 'We put our pyjamas on when it's..... (bedtime)
- ✚ You could ask questions, e.g. 'When do you need to wash your hands/brush your teeth?' or 'When do you need an umbrella / plaster/ coat / tissue / sunglass?'

Understanding that things that go together are not always the same

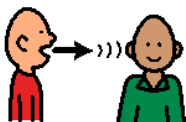
- ✚ Put out about 6 or 8 items – some fruit and some vegetables. Sort them into 2 containers, one for fruit and the other for vegetables.
- ✚ Sort a basket of clothes into things we wear at the top half/lower half of our body.
- ✚ If you have small toy animals, sort them into farm/zoo animals or animals that walk/swim.
- ✚ If you have toy vehicles, sort them into land/air or fast/slow.
- ✚ You could sort food into hard and soft foods.

Learning what the word 'after' means

- ✚ Line up some familiar toys. Say to your child, e.g. 'Which animal is **after** the cow? Which car is **after** the red car?'
- ✚ Use daily routines: when getting dressed in the morning say, e.g. 'Put your shoes on **after** your socks' or 'Brush your hair **after** you put your jumper on' or '**After** lunch we can go outside'
- ✚ Take some photos of your child doing a few different activities during the day then talk about the photos. You could say, e.g. '**After** we made some cakes, we did the washing up' or '**After** we played outside, we watched TV'

Understanding 'either'/'or'

- ✚ Give choices throughout the day using either /or: You can have **either** an apple **or** a banana, you can choose to play **either** inside **or** outside, you can wear **either** your red top **or** your blue top, you can have **either** a bath **or** a shower.
- ✚ Outside: Run to **either** the gate **or** the wall, do **either** 10 bounces **or** 10 star jumps, get **either** a ball **or** a skipping rope.



Language activities based on the Big Book of Ideas

Using the words 'behind', 'in front', 'next to' and 'between'

- ✚ Play 'hide & seek' with some favourite toys – put them behind, in front, next to and between other things. Ask your child, e.g. 'Where is Teddy?' If your child simply says 'there' and points to Teddy, tell them the correct answer, e.g. 'Teddy's behind the chair'. You could give them a choice – 'Is Teddy **behind** the chair or **in front of** the chair?'
- ✚ You could do this with family members outside – 'Is Mummy behind the wall or next to the wall?'
- ✚ Take photos of toys 'hiding' in different places when your child is asleep. In the morning, tell them the naughty toys have been playing a game when they should have been in bed. Show your child the photos and let them tell you where the toys are hiding – you could include photos of them **between** 2 objects.

Understanding how someone feels by looking at their face

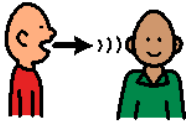
- ✚ Take selfies of your face looking happy, sad, scared and surprised. Show your child and make up a reason why you felt like that 'Mummy looks really happy because the children are all sharing their toys.' 'Mummy looks scared because she saw a big spider.'
- ✚ Have fun making happy/sad/scared/surprised faces and taking photos. You could get grandparents or other family members to join in and send you their photos too.
- ✚ Look at the different photos and ask your child 'Who's sad/happy/surprised?'
- ✚ Look at the faces of characters in books or in favourite TV programmes. Talk about how they are feeling and the reason why.

Understanding question words who, what, where, why, how

- ✚ Choose a favourite story. Ask questions starting with who/what/where/why/how. If your child doesn't know the answer, try giving them a choice of 2, e.g. Who ate a green leaf – was it the caterpillar or the butterfly?

Learning to remember then say 5 things

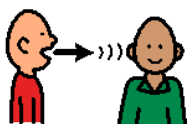
- ✚ Use a simple familiar story, e.g. 'The Very Hungry Caterpillar'. Look at one of the pictures and make up a sentence with 5 words, e.g. 'A tiny caterpillar popped out.' Ask your child to copy what you said. If they miss out some words, repeat the sentence for them. Do the same with another picture from the book. If your child struggles with remembering all 5 words you could try 3 words, then gradually build up to 5.



Language activities based on the Big Book of Ideas

Using the words 'biggest' and 'tallest'

- ✚ Collect sets of 3 different sizes of the same object, e.g., small/medium/large cups, books, spoons, dolls, toy dinosaurs, socks. Put out e.g., the 3 cups and point to each one in turn as you say: 'This cup is small, this cup is big and this cup is the.....' Can your child finish the sentence with the word 'biggest'? Do the same but in reverse: 'This cup is big, this cup is smaller and this cup is the (smallest).
- ✚ Talk about who is the tallest/smallest in your family.
- ✚ When you are outside, talk about the tallest tree, the smallest car, the fastest bike.
- ✚ If you have playdough, make some snakes and talk about which is the longest/shortest.



Language activities based on the Big Book of Ideas

WellComm Home Activities Section 9

Understanding which day comes next

- ✚ Write down the days of the week and draw a picture or take a photo of 1 thing your child does each day, e.g., Monday – go to the park, Tuesday – swimming, Wednesday – shopping.
- ✚ Point to the pictures and talk about which day comes next. Talk about which days are school days and which are home days.
- ✚ Sing songs about the days of the week.

<https://www.youtube.com/watch?v=mXMofxtDPUQ>

<https://www.youtube.com/watch?v=HtQcnZ2JWsY>

<https://www.youtube.com/watch?v=spi77By9-iA>

Understanding passive sentences

- ✚ Outdoors take turns with a ball. Say, 'Look, the ball was kicked by (name)'. Repeat for thrown/caught/bounced/dropped/rolled
- ✚ Use bubbles 'The bubble's been popped by (name)'.

Recognising emotions and feelings

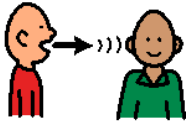
- ✚ Throughout the day, talk about how family members are feeling and look at their facial expressions. Make your own facial expressions very obvious and say how you feel. Talk to your child about how they are feeling 'I can see you've got a sad face'
- ✚ When sharing a story, talk about how the characters are feeling and point out their facial expressions in the illustrations.

Predicting what might happen next

- ✚ Read a story together and stop a few times before turning the page. Ask 'What do you think might happen next?'
- ✚ When cooking or baking, ask your child what they think will happen to the ingredients at each step.

Understanding periods of time

- ✚ Talk about events that are familiar to your child. Use the words 'yesterday', 'tomorrow', 'at the weekend', 'last night'.
- ✚ Look at photographs and talk about when they were taken (at a special celebration, on holiday in the Summer, last week)
- ✚ Talk about family birthdays and what month they are in.



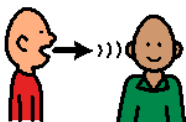
Language activities based on the Big Book of Ideas

Remembering more and more information

- ✚ Play memory games – this will help your child to remember longer pieces of information.
Say, 'I went to the shop and bought a banana.' The next person says 'I went to the shop and bought a banana and (something else). Keep taking turns and adding another item to the list each time. See how many you can get up to!

Using names for groups of things and finding the odd one out

- ✚ Get 3 different pieces of fruit, e.g., banana, apple, pear. Say that they are all fruit but one is soft and the other two are hard so the banana is the odd one out.
- ✚ T shirt, pants and sock are all clothes – sock could be the odd one out as you wear it on your foot.
- ✚ If you have some toy animals, talk about the similarities and differences between them (four legs, fur, tail).
- ✚ If you are in the park you could collect some leaves and talk about the similarities and differences.



Language activities based on the Big Book of Ideas

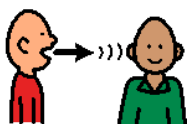
The Big Book of Ideas: Section 4 – Additional resources for activities.

Understanding describing words: wet/broken/dirty/clean/big/little

Play the Lotto game. Use anything for counters, e.g., pasta shapes, buttons etc.

Ask your child to put a counter on the correct picture, i.e., “Put a counter on something that is broken.”





Language activities based on the Big Book of Ideas

The Big Book of Ideas: Section 4 – Additional resources for activities.

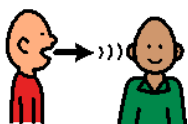
Cut out the objects.

Use the pictures of the doll and teddy or you could use pictures of your child's favourite characters such as Peppa Pig and Paw Patrol.

Understanding that 'no' plus an object is a negative.

Take turns to select an object and place it on the one of the characters, then ask your child, "Who's got no keys?", etc.

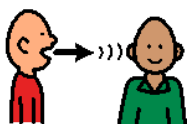




Language activities based on the Big Book of Ideas

The Big Book of Ideas: Section 4 – Additional resources for activities.

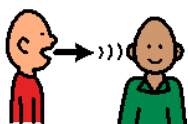




Language activities based on the Big Book of Ideas

The Big Book of Ideas: Section 4 – Additional resources for activities.





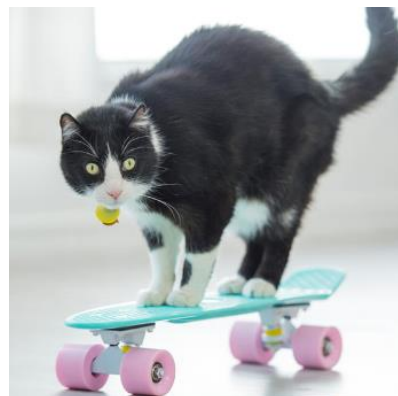
Language activities based on the Big Book of Ideas

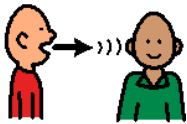
The Big Book of Ideas: Section 5 – Additional resources for activities.

Understanding in, on, under.

Share these pictures with your child.

Talk about where the cat is – in, on or under. Can your child tell you where the cat is?





Language activities based on the Big Book of Ideas

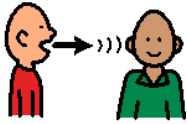
The Big Book of Ideas: Section 5 – Additional resources for activities.

Beginning to use 'What' and Where'

Take turns with your child at pointing to objects on the picture and saying, "What is this?"

Ask your child "Where?" different objects/animals/people are.





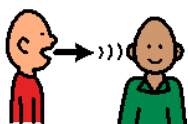
Language activities based on the Big Book of Ideas

The Big Book of Ideas: Section 5 – Additional resources for activities.

Understanding what things are for

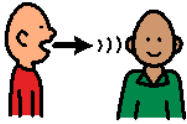
Cut out the cards and ask you child the following types of questions..... “Find something that you can sit on / Find something that you can eat with / Find something that you can catch / Find something that flies / Find something that burns.”





Language activities based on the Big Book of Ideas





Language activities based on the Big Book of Ideas

The Big Book of Ideas: Section 6 – Additional resources for activities.

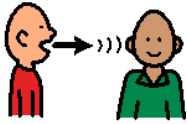
Understanding 'he & 'she'

Use the children's popular characters or cut out pictures of popular characters from magazines or drawing etc. Ask your child to make them do actions. E.g., Show me she's jumping / Show me he's flying / Show me she's dancing / Show me he's sleeping.

Understanding the negative 'isn't'

Ask your child to point to someone who isn't.....sleeping / jumping / eating / clapping / drinking / brushing.





Language activities based on the Big Book of Ideas

The Big Book of Ideas: Section 7 – Additional resources for activities.

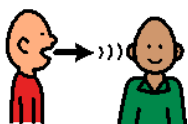
Understanding ‘many’ and ‘few’.

Talk to your child, explaining that ‘many’ means lots of something and ‘few’ means a small number of something.

Cut out the boards and cards below. Help your child to sort the pictures, putting them onto the correct boards.

Many

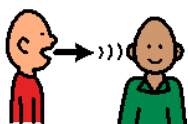




Language activities based on the Big Book of Ideas

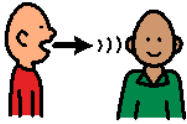
Few





Language activities based on the Big Book of Ideas



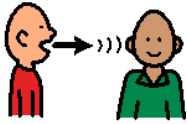


Language activities based on the Big Book of Ideas



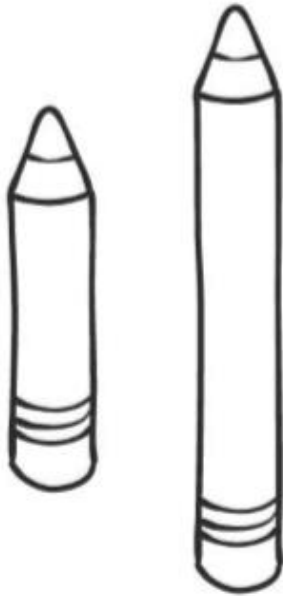
Understanding 'long' and 'short'.

Look at the pictures on the following sheet. One at a time, read each instruction with your child, then colour the correct item.

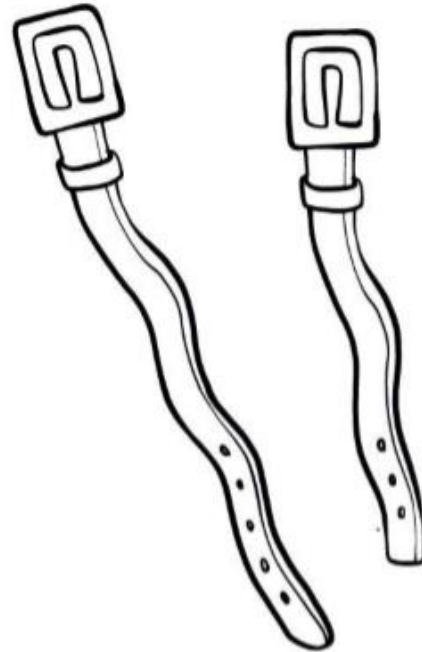


Language activities based on the Big Book of Ideas

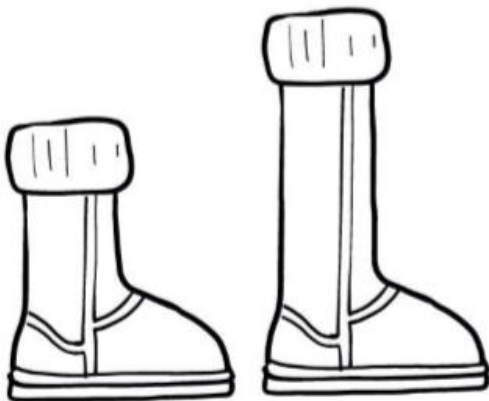
Colour the short crayon.



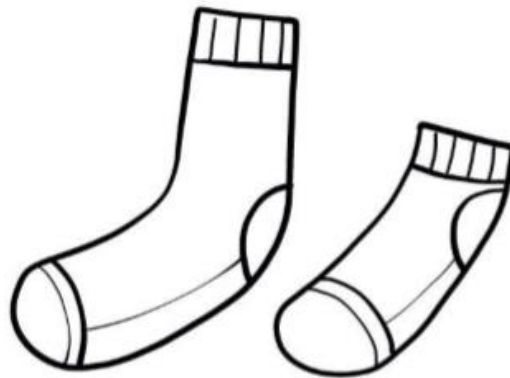
Colour the long belt.

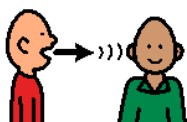


Colour the long boot.



Colour the short sock.



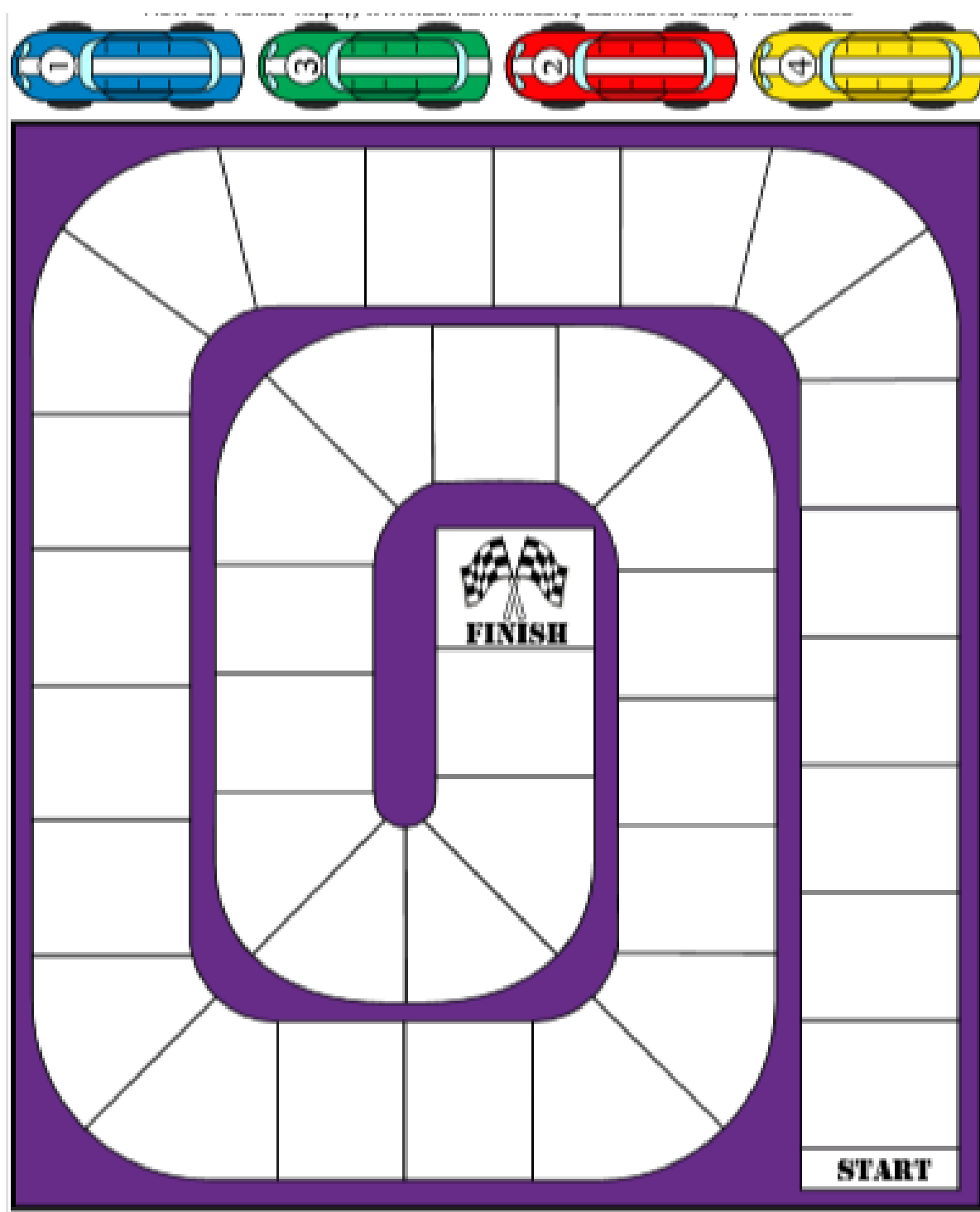


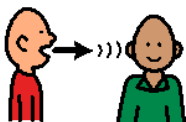
Language activities based on the Big Book of Ideas

Understanding 'first' and 'last'

Cut out the racetrack board and the cars. Choose which colour car you would like. Take turns to throw a dice. Move your car the same number of squares as on the dice.

Talk to your child about which car has come first and which one has come last.





Language activities based on the Big Book of Ideas

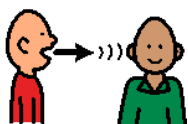
The Big Book of Ideas: Section 8 – Additional resources for activities.

Understanding that things that go together are not always the same











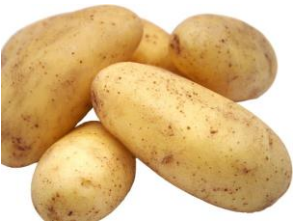

Share the pictures below with your child. Talk about how they all belong to the same groups, but are also different, for example: Pictures of food – can you sort into hot and cold foods?

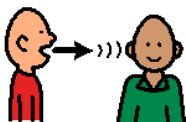
Have a look at the following sets of pictures and see if you can sort them into different groups.

Clothes – Do we wear all these clothes at the same time of year?		
		
		
		
		



Language activities based on the Big Book of Ideas

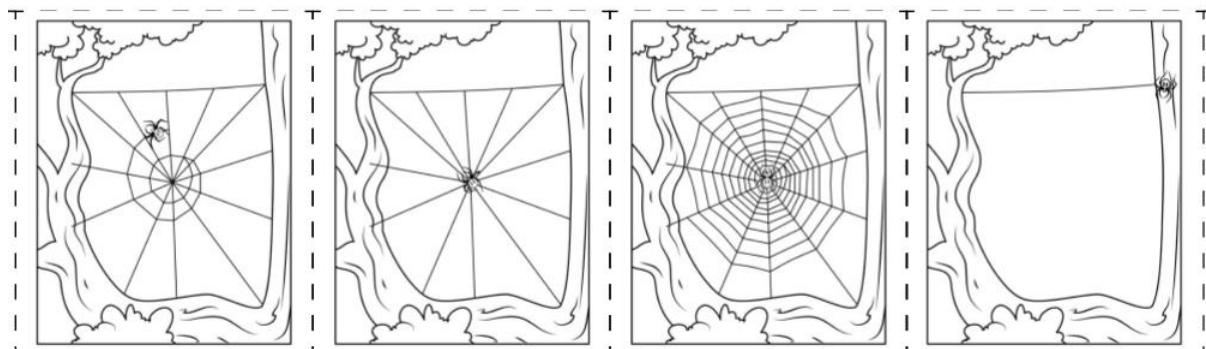
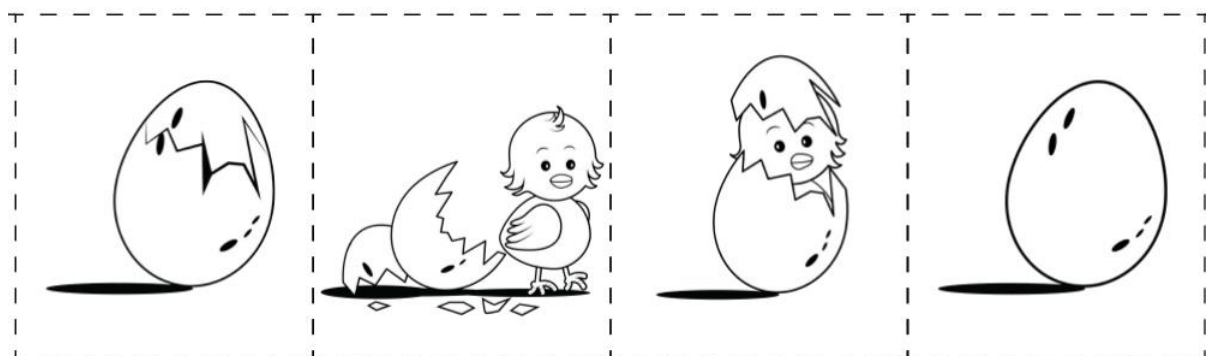
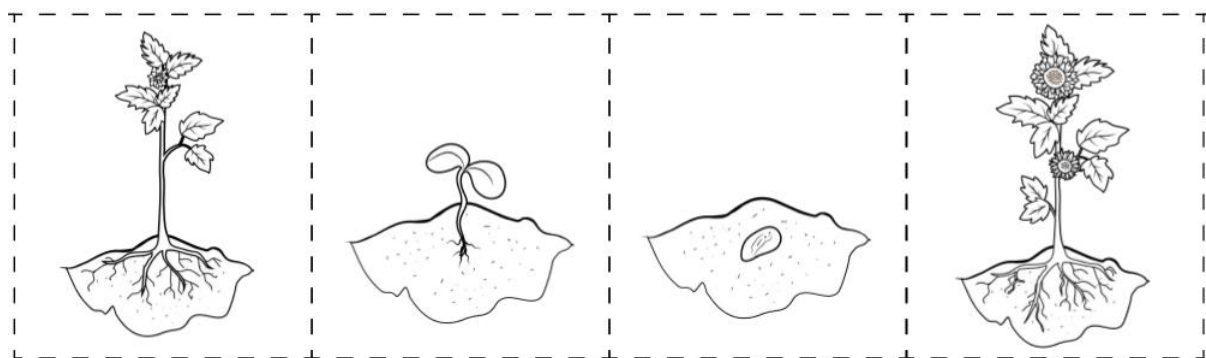
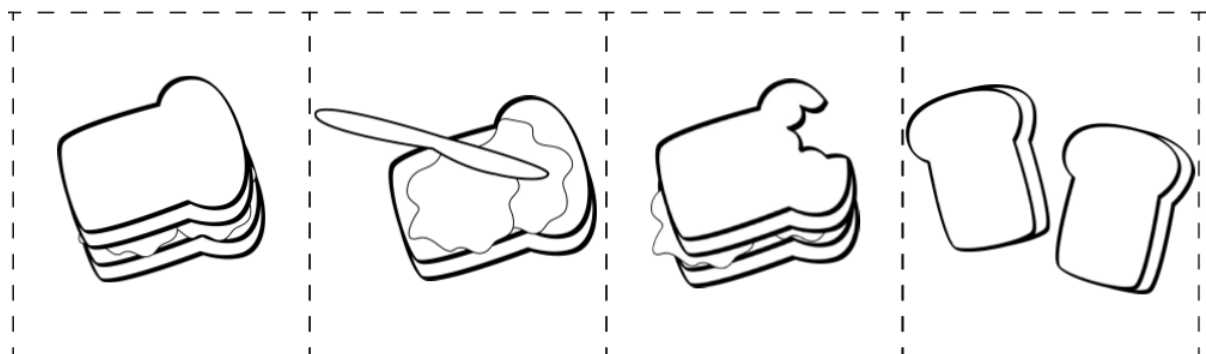
Food – What types of food can you see? Are they all fruits?		
		
		
		
		

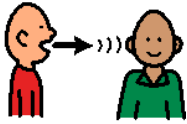


Language activities based on the Big Book of Ideas

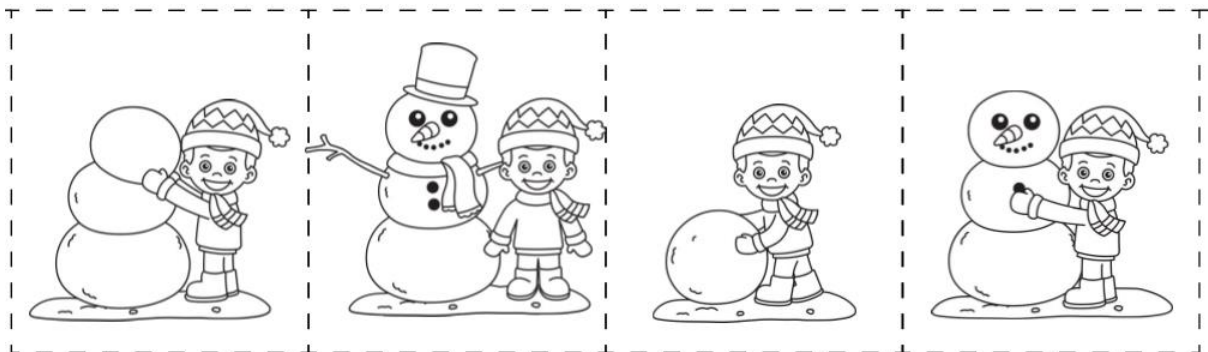
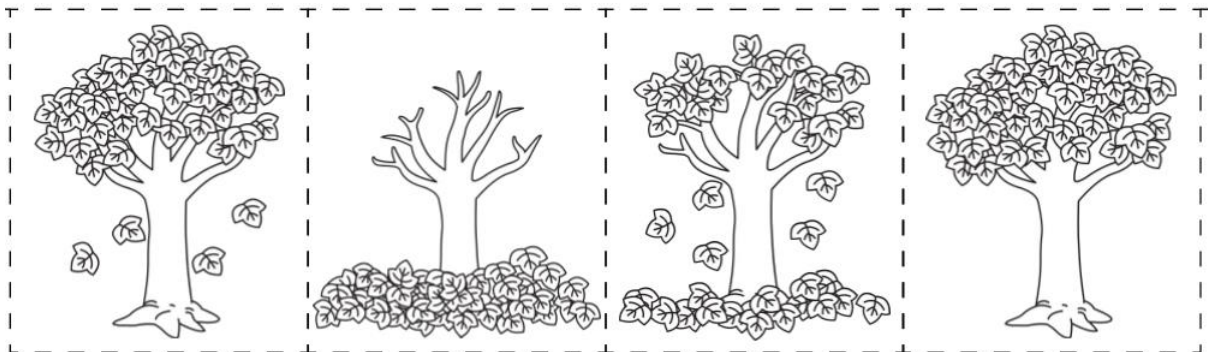
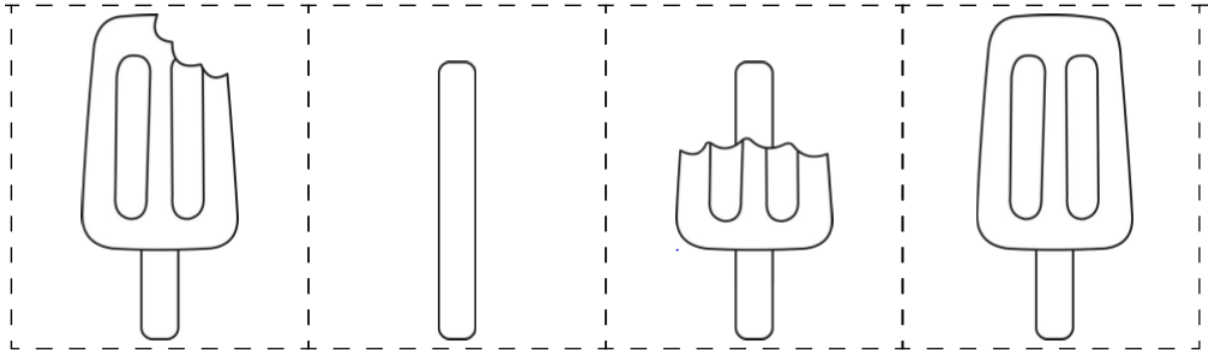
Learning what the word 'after' means

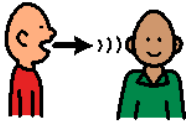
Cut out each strip of picture sequences. Talk about which picture is first in the sequence, then ask your child what happens 'after', e.g., making a sandwich – “What happens **after** you butter the bread?”





Language activities based on the Big Book of Ideas





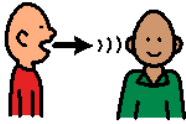
Language activities based on the Big Book of Ideas

Understanding how someone feels by looking at their face

Use the photos below to talk about how each person / character is feeling – happy, sad, worried, excited, angry, tired, etc. Ask your child to tell you how they know. E.g., “How do you know the boy is sad?”

See if your child can make the same faces. E.g., “Show me your happy face.”





Language activities based on the Big Book of Ideas

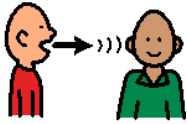
The Big Book of Ideas: Section 9 – Additional resources for activities.

Understanding which day comes next:

- ✚ Talking to your child about the days of the week will help them understand routines and accept change if something else is going to happen on a particular day.
- ✚ Cut out the chart below and help your child to stick it together in sequence on a large piece of paper. Say and point to the days of the week, including the weekend.
- ✚ Let your child draw pictures in each section of the things that happen on those days, e.g., Monday – Swimming, Tuesday – Grandma's for tea, Wednesday – shopping, etc.
- ✚ Begin to talk to your child about specific days, e.g., Tuesday, then ask them what the day after that will be. "The day after Tuesday is Wednesday."

Monday	Tuesday	Wednesday

Thursday	Friday	Saturday



Language activities based on the Big Book of Ideas

Sunday

Identifying an increasing range of emotions in ourselves and others:

- ✚ Talk to your child about how others are feeling by looking at their faces.
- ✚ Make some different faces, e.g., angry, scared, surprised. Can your child copy? Can they tell how you are feeling by looking at your face?
- ✚ Share some of the pictures below with your child. Tell your child how you know a person is feeling a certain way, e.g. "I know he is happy because he is smiling."



excited



worried



tired



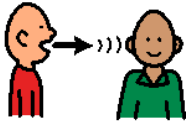
shocked



angry



shy



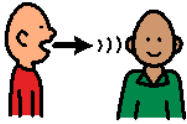
Language activities based on the Big Book of Ideas

Understanding periods of time:

- ✚ Use the pictures below to talk to your child about the months of the year, i.e., what happens in different months, e.g. holidays, Halloween, Eid, Christmas, birthdays, other celebrations, etc.
- ✚ Cut out the pictures and practise sequencing them with your child.
- ✚ Sing a months of the year song, e.g.

<https://www.youtube.com/watch?v=Fe9bnYRzFvk>












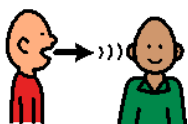


Language activities based on the Big Book of Ideas

Using category names:

- ✚ Talk to your child about categorising things, for example animals; some animals live on the farm and some live in the zoo.
- ✚ Look at the following creatures, some live in the water and some live on the land.
- ✚ Use the attached sheets to help your child sort the creatures into categories.
- ✚ Help your child to cut out the creatures and talk about why they are different.

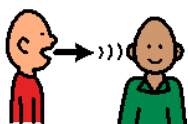
		
		
		



Language activities based on the Big Book of Ideas

Water





Language activities based on the Big Book of Ideas

Land

