The following advice and activities are aimed at helping the child **progress** from understanding **two information carrying word to understanding three information carrying words**.

Children often try to copy language they hear. They may start to imitate and use a bigger range of two words phrases and may start to use three or more words in a simple phrase.

**General Advice**

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

At a three key word level you **can start to introduce concepts such as ‘under’ and ‘big/little’**.

**Examples:**

* ‘Put big cat in the car’ (objects: big cat, small cat, big dog, small dog, car, boat)
* ‘Make teddy stand on the table’ (objects: teddy, dolly, chair, table)
* ‘Wash/brush teddy’s foot’ (objects: teddy, dolly, brush, sponge)
* ‘Put the spoon in teddy’s cup/box’ (objects: teddy, dolly, spoon, brick, two cups, two boxes)
* ‘Put teddy on/under the table’ (objects: teddy, dolly, chair, table)
* ‘Put dolly in/on/under the bag’ (objects: teddy, dolly, bag, box)
* ‘Put the spoon in the red cup’ (objects: spoon, brick, red cup, yellow cup)
* ‘Put dolly in the little box’ (objects: teddy, dolly, little box, big box)

There are lots of different ways that three words can go together. Try activities from each of the sections to support learning about three key words **– remember to make sure there is a choice for every key word.**

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| **Person and Action and Place** | e.g. ‘Make teddy stand on the chair’, ‘Make dolly sleep on the table’, ‘Make teddy sleep on the table’ |
| **Action on Object (inc. possession)** | e.g. ‘Wash teddy’s foot’, ‘Brush dolly’s tummy’, ‘Brush teddy’s sock’e.g. ‘Wash teddy’s sock’, ‘Iron dolly’s jumper’,‘Iron teddy’s jumper’ |
| **Person and Action and Object** | e.g. ‘Make dolly throw the ball’, ‘Make teddy kick the bottle’, ‘Make dolly kick the bottle’ |
| **Object and Possession and Place** | e.g. ‘Put the spoon in teddy’s cup’, ‘Put the brick in dolly’s box’e.g. ‘Put the car in dolly’s box’, ‘Put the ball in teddy’s bag’ |
| **Action and Object and Person** | e.g. ‘Kick the ball to teddy’, ‘Throw the beanbag to monkey’e.g. ‘Push the car to ……………. (insert name), ‘Give the boat to ………….. (insert name) |
| **Person and Action and Place** | e.g. ‘Make dolly jump to the table’, ‘Make teddy walk to the chair’ |
| **Object and Preposition and Place** | e.g. ‘Put the brick in the cup’, ‘Put dolly on the chair’e.g. ‘Put the man under the box’, ‘Put the book in the box’ |
| **Preposition and Possession and Place** | e.g.      ‘Put the spoon in teddy’s cup’, ‘Put the spoon under duck’s chair’e.g.      ‘Put teddy under Mummy’s bag’, ‘Put teddy on Daddy’s chair’ |
| **Object and Adjective and Place** | e.g. ‘Put the spoon in the red cup’, ‘Put dolly in the little box’ |
| **Adjective and Object and Person** | e.g. ‘Give the little cup to teddy’, ‘Give the big ball to monkey’e.g. ‘Give the little cup to teddy’, ‘Give the big ball to monkey’ |
| **Action and Adjective and Place** | e.g. ‘Make dolly stand in the red hoop’, ‘Make dolly sit in the blue box’e.g. ‘Make teddy jump on the big table’, ‘Make teddy sleep on the little chair’ |
| **Action and Adjective and Object** | e.g. ‘Brush the little teddy’, ‘Wash the big dolly’e.g. ‘Wash the blue boat’, ‘Push the red car’ |
| **Action and Adjective and Place** | e.g. ‘Jump to the red house’, ‘Walk to the red car’e.g. ‘Walk to the little boat’, ‘Run to the big boat’ |

The following advice and activities are aimed at helping the child **progress** from understanding **three information carrying word to understanding four information carrying words**. Children often try to copy language they hear. They may start to imitate and use short phrases that include some elements of grammar.

**General Advice**

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

At a **four key word level you can introduce colours and more complex position words such as ‘behind’ and ‘next to’.**

* ‘Give Alice the big red brick’ with a choice of Alice or Matthew, and red/blue/yellow bricks and cars which are big and small
* ‘Put Sponge Bob in the box and Barbie in the house’, where there is a choice of Sponge Bob/Barbie/cow and box/house/basket
* ‘Put the car behind the big tree’ with a choice of car/lorry, big/small tree, big/small house and different options for position (e.g. behind/next to/on).