

Hide and Seek

Why : To identify key information from spoken language.

How : hide some familiar objects around the house. Tell your child you are having a very forgetful day, and you keep on losing things. Can they help you find them? Describe when you last had the item for example: “I last had my glasses when I was making a cup of tea.” Then let them go and look for the item.

Resources : Select some personal belongings to ‘lose’ around the house. These could be: a watch, a pair of gloves, a pen, glasses, or a bracelet.



Categories

Why : To be able to understand familiar categories

How : Give your child an object, for example, an apple. Ask them to name three other objects in that category e.g. orange, banana and lemon. Ask them if they can name the category the objects belong to e.g fruit.

Resources : An object



Word Machine

Why : To be able to think of adjectives (describing words e.g size, shape, colour) to match a target noun (object)

How : Ask your child to choose a picture of an object; they post it through the slot in the card and say what the picture is. Start the timer and write down all the adjectives your child can think of in one minute. You can help them to add to the list when the minute is up.

Resources : A one minute timer. Pictures of objects that can be posted. An A4 sheet of card with a slit cut in it, large enough for picture cards to be posted through.

Sour, yellow, shiny,



Guess What ?

Why : To develop descriptive skills.

How : Choose an object and describe it without naming it – see if your child can guess what the object is. Then swap and let your child choose something and describe it for you to guess. You could also play this when out for a walk or on a car journey using the things you see around you or swap objects for famous people or people you know.

Resources : No specific resources required



Tell Me More

Why : To develop thinking and describing skills

How : Use a picture that has lots happening in it. Take it in turns with your child to tell each other something about the picture (just naming something isn't enough). The winner is the one who doesn't run out of ideas.

Resources : Any pictures available from magazines, postcards etc



The answer is.....What is the question?

Why? To develop thinking skills and how to ask questions.

How? Explain that you are going to give your child the answer to a question, their task is to come up with a question to match that answer.

E.g.

The answer is '67', what is the question?

The answer is 'elbow', what is the question?

The answer is 'Spain', what is the question?

The answer is 10.44pm - what is the question?

Resources: None

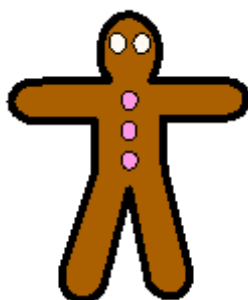


On my way to school...

Why? To develop talk

How? Describe your journey to work or the supermarket etc. Then, describe your journey again but this time in the role of a character or famous person e.g the Gingerbread Man, David Beckham. Your child has to guess who you are! Then swap and let your child describe their journey to school firstly as themselves then as a character.

Resources: None



Thunks

Why? To develop thinking skills and the ability to express opinions.

- Thunks are questions that are open ended (need a response rather than just a yes or no answer) and ask you to express an opinion, backed up with reasons and arguments.
- There are no right or wrong answers.

How? Ask your child an open ended question, make them fun and interesting. They can be simple and become more difficult depending on your child's age and ability.

Some examples could be:

Would you rather be a fish than a bird?

Would you rather have lots of money or lots of friends?

Would you rather own a ski lodge or a surf camp?

Is it ever right to lie?

Is it a good thing that the world speaks lots of languages?

Conjunction Tennis

Why? To practise using conjunctions (joining words e.g. so, because, but, therefore)

How? Give your child a sentence up to where a conjunction could be inserted, add the conjunction and ask your child to finish the sentence.

For example:

You: I felt ill so...

Child: I went to see the doctor.



Desert Island

Why? Encourages explanation and thinking skills. Develops imagination.

How? Pretend you and your child are about to go to a desert island.

You are only allowed to take three items each. Tell each other which items you will take and explain the reasons why.

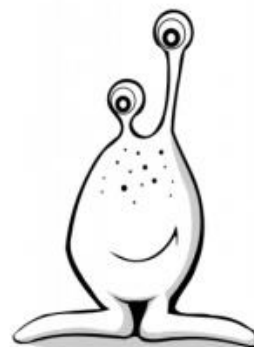


Resources: None

Listen and Draw

Why? Encourages careful listening and descriptive language

How? Draw a picture e.g. an alien and don't let your child see it. Then describe your picture and see if your child can draw it exactly as you have done without looking at the picture. Then swap so your child draws the picture and you follow their instructions.



Resources: paper and pencil

Story Glory

Why? To develop story telling skills

How? Give your child a set of pictures. Together try and make up a short story which involves all the pictures. For younger children, traditional story printouts can be found at <http://www.bbc.co.uk/cbeebies/stories/atoz/>



Resources: A variety of pictures

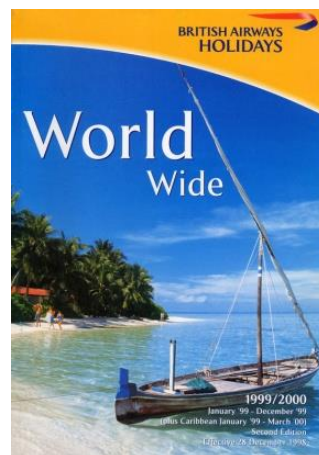
Sell me a holiday

Why? To improve descriptive language, and persuasive skills

How? Give your child a travel brochure or picture of somewhere someone could go on holiday, encourage them to choose a picture and describe it to you using language to try and persuade you to go there. e.g. there are beautiful, gold, sandy beaches.

This could also be done with a product to buy, a club to join, a film to see...

Resources : Travel brochure or picture of a holiday location



The Minister's cat

Why? Develops speaking and listening skills and the use of adjectives (describing words)

How? Take it in turns to say the phrase

'The minister's cat is a _____ cat

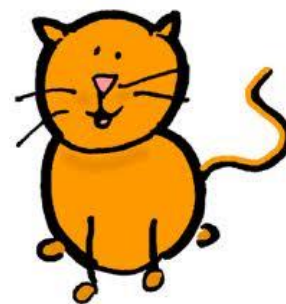
And his name is _____.'

Each player uses the next letter of the alphabet for the adjective and the name of the cat. e.g. The minister's cat is:

An angry cat and his name is Arthur

A bald cat and his name is Balthazar

Resources: None



A-Z

Why? Helps with vocabulary development and categorisation skills.

How?

- Choose a topic e.g. jobs, fruit, boys' names
- Take it in turns to see if you can name something in the category for each letter of the alphabet e.g. artist, builder, chef



Resources: None

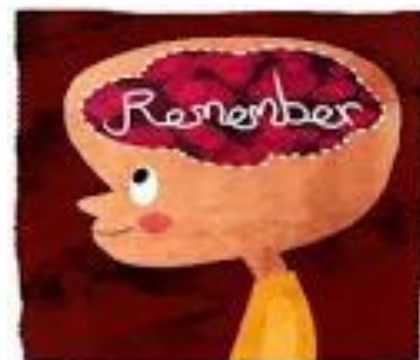
Remember, Remember...

Why? Develops listening skills, memory and vocabulary

How?

You start with a sentence linked to a topic e.g. *At the Olympic games you could watch the long jump*. Your child then repeats this sentence and adds another relevant word – e.g. *At the Olympic games you could watch the long jump and the rowing*.

The game continues with each of you naming the items that have already been named (in the correct order) and adding a new one.



Resources: None

Things to do with a.....

Why? Develops thinking skills and imagination

How? Choose an everyday object and with your child think of different things you could do with it, e.g. '10 things to do with lolly sticks': build a house, label, weaving

Resources: None necessary but pictures or objects as prompts if felt necessary



Kim's Game

Why? Develops memory and thinking skills

How? Put 10 familiar objects on a tray, tell your child they have 1 minute to try and remember them all. After a minute tell your child to close their eyes, you remove one item. See if your child can work out which object has been taken. You could increase the number of objects you take off.

Resources: Tray, 10 objects, timer

