



Activities to develop early understanding

- ◆ Initially children develop an understanding of words within certain contexts for example he may respond correctly to a request to fetch his cup as his mother brings out the squash, but does not find the cup from a number of objects during play. Children therefore rely on the context and non-verbal clues e.g. gesture to help them to understand.
- ◆ Gradually children can recognise familiar objects by name even when these objects are not in their familiar surroundings.
- ◆ Children first learn the names of objects that they experience in their everyday environment. They will therefore differ in which words they learn first.
- ◆ Children need to see the object and hear what it is called many times and in a variety of contexts.

Activities

Write down target words, which would be meaningful for your child in the spaces below.

Mealtime	Bodyparts
Dressing	Family members

Animals	
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Food

- ◆ During mealtimes talk about the food your child is eating. If possible, sometimes give him/her a choice between e.g. two drinks – “do you want orange or milk?” (point to the drinks as you say them).
- ◆ When out shopping talk about the foods that you see.

Play time

- ◆ Use a picture book (or make one of your own) with a variety of toys. Look through the book naming the pictures. Then ask your child to find a named object
- ◆ As you play with your child, name the toys that you are playing with. Try using a variety of toys (e.g. not just cars).
- ◆ Place a number of toys on one side of the room and ask your child to go and fetch a named toy.

Dressing

- ◆ Name the various clothes as you dress and undress your child.
- ◆ Get your child to dress dolls as you ask him/her what to put on next

Body parts

- ◆ Talk about and name different parts of your child’s body (e.g. eyes, head, feet etc). Then ask him/her to point to a named part of his/her body. Later ask him/her to point to a named part of your body or teddy’s/dolly’s
- ◆ When you are dressing/undressing your child, talk about the different parts of the body you put clothes on.

Animals

- ◆ Point out different animals and name them when you are outside.
- ◆ Make animal noises e.g. dog barking and see if your child can tell you what the animal is.

Family members

- ◆ Talk about family members, name them and point to them. See if your child can point to a named family member
- ◆ Look at photographs. Can your child recognise and point to a family member

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