



LEG 5

School and home information sheet

Date: _____

Dear _____,

Child's name: _____ will be included in **Language Enrichment Group level 5**.

This group will be run 2-3 times a week for 30-45 minutes. After 20 sessions, the progress of each child will be monitored by: _____

The following goals will be targeted during the group:

1. To ask and answer **yes/no questions** to find out useful information- enquire and eliminate
2. To begin to use strategies for learning new **vocabulary** including completing a *Word Wizard*
3. Develop their ability to recognise when they have not understood and to learn how to **ask for help**
4. Develop their ability to **reason** and **explain**, by answering higher-level language questions about a scenario, e.g. 'how do you know...?' or 'what will happen if...?'

If you have any questions about this group, please contact the school or therapist.

If you have any questions about this group please contact: _____

Carryover Activity Sheet

Language Enrichment Programme - Level 5

This programme works on answering yes/no questions to enquire and eliminate, to learn strategies for acquiring new vocabulary, learning how to ask for help and recognising when they have not understood and to develop their ability to reason and explain for a number of scenarios.

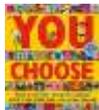
Activities

- ☺ Enquire and Eliminate: Collect together some toys or household objects. Place all objects under a tea-towel. Take it in turns to secretly choose an object. Let your child choose an object first. Tell them not to show you what they have chosen. Now try to guess what object your child has. You could ask them questions like 'Can you eat it?', 'Is it big?', 'Is it made of wood?', 'Is it stripy?'. Once you have guessed correctly, swap roles i.e. you choose a toy, and your child needs to ask questions to find out what you have chosen. Ensure that your child asks questions that can be answered by 'yes' or 'no'.



- ☺ Think of an ending: Look at a simple story book together and think of alternative endings, e.g. Or the princess could not actually like the brave prince after he rescued her...


- ☺ What am I thinking of?: Use picture books with lots of pictures (no words)
e.g. *You Choose*, By Pippa Goddard and Nick Sharrat. Look at the book together and take it in turns to pick an item on the page without telling the other person. The person who is guessing what the object is should only use questions that can be answered with 'yes' or 'no'.


- ☺ Learning new words: If your child enquires about a new word/you encounter a new word when you are out, encourage the child to explore the word using strategies from the 'Word Wizard' e.g. Get them to clap the syllables, talk about what sounds are in the word, talk about what it means, and try to use it in a sentence.
e.g. child asks what's a 'ukulele' - ask the child the questions to find out more about the word- help them if necessary.


- ☺ Asking for help: Encourage a child's independence by waiting in anticipation for the child to ask for help, rather than offering it, or helping them without them requesting for it. E.g. If a child is doing their homework and comes across a new word e.g. 'ukulele', encourage the child to ask for help by waiting expectantly for them to ask for help. If they do not ask, prompt them to do so.



If you would like some more activities, then please contact the school.