



School and home information sheet

Date: _____

Dear _____,

Child's name: _____ will be included in **Language Enrichment Group level 1**.

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. **Participate** in all small group activities by demonstrating an ability to sit, wait, look, listen and speak.
2. **Sort** objects/pictures into basic categories (animals, clothes, food)
- 3a. **Understand vocabulary** (body parts, basic verbs, animals, clothes, people and food vocabulary) and be able to identify from a choice of pictures or objects
- 3b. **Use vocabulary** (body parts, basic verbs, animals, clothes, people and food vocabulary) to describe pictures or objects
4. **Understand** instructions containing one to two key words e.g. Find teddy, wash the t-shirt; give teddy a drink
5. **Describe** an action using a **subject and verb sentence with a visual prompt** e.g. 'dolly is eating'

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

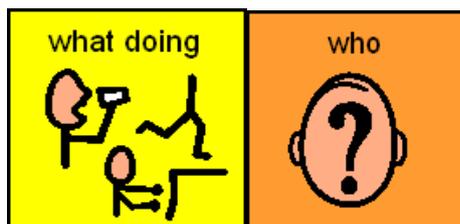
Carryover Activity Sheet

Language Enrichment Programme - Level 1

This programme works on developing early vocabulary, following instructions, describing who and an action to create a sentence and skills for participating in a group. Here are a few activities that you can do at home to support your child's language development.

Activities

- ☺ Help me with the Shopping: After you come home from shopping take all the items out of the bag, and name each item to check your child knows what they are, or ask your child to name the items. Tell them "Now it's time to put the shopping away". Take turns to tell each other where to put each item. For example "put the apple in the cupboard". (Two key words)
- ☺ Washing Time: When you are doing the washing, get your child to help sort the different clothes. First, your child picks an item of clothing from the wash basket. Ask them to name the item of clothing e.g. skirt, t-shirt (if they don't know, just tell them). Next, ask your child to find another item of the same type.
- ☺ Charades: Model an action e.g. running, skipping, jumping and ask your child to name it, using the 'who' and 'what doing' visual helpers. Allow your child to take a turn modelling an action also. Encourage them to use a full sentence when describing e.g. 'You are jumping!'



- ☺ Story time: When reading story books/watching television programmes, use it as an opportunity to teach your child new vocabulary by commenting on pictures e.g. 'look it's a kangaroo!' Focus specifically on animals, clothing and food words if possible. The next time you read the story book, ask your child if they can remember the names of the words you previously talked about e.g. 'what's this called?'



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