



## School and home information sheet

Date: \_\_\_\_\_

Dear \_\_\_\_\_,

Child's name: \_\_\_\_\_ will be included in **Language Enrichment Group level 2.**

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:

- 1a. Extend understanding of **general vocabulary** (colours, size, basic emotions, shapes)
- 1b. Extend use of **general vocabulary** (colours, size, basic emotions, shapes)
2. **Understand instructions** containing two to three key words e.g. 'Put the scissors on the table', 'Give the red pencil to Aisha'
- 3a. Be able to **sequence** a two part event, e.g. put cereal in a bowl and then eat it, using pictures or objects
- 3b **Retell** a two part event, e.g. 'First she pours the water, next she drinks it.'
4. Be able to respond to **Who? What doing? What?** and **Where?** questions

If you have any questions about this, please contact: \_\_\_\_\_

## Carryover Activity Sheet

### Language Enrichment Programme - Level 2

This programme works on developing a wider vocabulary, following longer instructions, putting a sequence in the correct order and using longer sentences to describe 'where'.

Here are a few activities that you can do at home to support your child's language development.

#### Activities

- ☺ **Photographs:** Use old family photographs/newspaper pictures/magazine clippings to ask your child to describe a sentence. Your child should describe using who, what doing and where vocabulary i.e. 'Daddy is eating in the kitchen'. Prompt your child to provide more information by asking questions e.g. 'Where is Daddy?'



- ☺ **Simon says:** Use a simple game like Simon Says to give instructions. Allow your child to swap turns and be the one to give instructions also. Ensure that instructions you give contain 2 or 3 parts (start with 2) e.g.: 'Simon says touch your eyes and your nose', 'Simon says clap your hands 3 times and jump up'.
- ☺ **What's first/what's next?:** When completing routine daily activities e.g. brushing teeth/washing hands/washing up after dinner, talk through with your child what happens first and what happens next, e.g. 'First we put the toothpaste on the brush, next we brush our teeth'. When the child is familiar with the vocabulary, ask them questions e.g. 'what do we do first' 'what do we do next'.
- ☺ **Shape detectives:** Working on shape vocabulary e.g. square, circle, rectangle. Ask your child to look around and find as many of one shape as possible e.g. If out shopping suggest 'Can you find 5 circles?' e.g. They might be the wheels of the trolley, the biscuit aisle or in the fruit and veg section. You can do this at home also with household objects.



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