



LEG 4

School and home information sheet

Date: _____

Dear _____,

Child's name: _____ will be included in **Language Enrichment Group level 4.**

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. a) Understand **descriptive vocabulary** (description of materials, descriptions of people, comparatives ('bigger') and superlatives ('biggest')).
b) Use **descriptive vocabulary** (properties of materials, descriptions of people) to explain similarities and differences between items
2. Answer '**How is X feeling?**' and '**Why is X feeling Y?**' questions
3. a) **Understand time-related concepts** (e.g. before/after, tomorrow/yesterday)
b) Use **time-related concepts** (e.g. before/after, tomorrow/yesterday)
4. **Use** an appropriate **past tense verb** to describe an event.
5. **Understand** instructions containing the conjunctions: when, and, or, if & unless
6. **Describe an object or picture** including information about where it is found, what it is used for, and what it looks like, for others to guess what it is.

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

Carryover Activity Sheet

Language Enrichment Programme - Level 4

This programme works on understanding and using describing words, understanding questions about how others are feeling and using time-concepts such as before/after, today/tomorrow, they will also be able to use the accurate past tense verb to describe an event.

Activities

- ☺ What's it made of? Look through the drawers and cupboards in the kitchen. Talk about what each thing is made of and how it looks and feels, e.g. a spoon is made of metal. It is hard and shiny. An envelope is made of paper. It is smooth and light, with a sticky bit.



- ☺ Silly Faces: Stand in front of the mirror with the child. Takes turns to pull a face that shows a feeling, e.g. happy, sad, angry, scared, and tired. Can they guess how you are feeling? Talk about why you might feel that way, e.g. happy because it's my birthday.



- ☺ How was your day?: Ask the child about what happened in school that day/what they did with their friends at the weekend. Ensure the child is using the correct past tense verb to describe what they did in the past. If they make an error, don't correct but instead model back the correct use of the verb e.g. if the child says: 'I eated pasta for lunch', the adult's response should be: 'Oh you ate pasta for lunch! That sounds yummy.'



- ☺ What am I hiding?: Hide an object behind your back and ask the child to ask questions to guess what it is.



E.g. When cooking in the kitchen, hide a utensil/food item and ask the child to guess what it is by asking you a series of questions. Take turns so the child gets to hide an object also!

If you would like some more activities, or have any questions then please contact the school.