Understanding and using vocabulary
Advice about using the activities

- Support students to understand language before you expect them to use language.

- At all times, introduce new vocabulary before expecting the child to use it. You can check that the child has understood the vocabulary by placing 3 or 4 pictures on the table and asking the child to give you one. It is important not to look at the picture as you say it. If the child can give you the right picture, they have demonstrated their understanding.

- Before beginning activities, let the child know what the aim of the activity is e.g. ‘today we are learning about adjectives. Adjectives are describing words’.

- Model all activities to the child when explaining to them how they need to complete the activity. If working in groups, playing a turn taking activity, it may be best if the adult takes the first turn, so they can model exactly what to do.

- At the end of each activity, recap with the child what they have learnt.

- As much as possible, try to integrate and reinforce vocabulary learnt, in the classroom. Highlight previously learnt words that occur throughout the school day.

- In following sessions, when completing activities, revise what the child learnt in the last session.

- Please ask the speech and language therapist if you have any questions or difficulties carrying out activities, or any suggestions you may have on how to adapt activities.