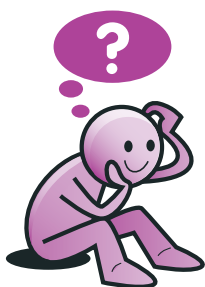


Section 3.6

Putting two early words together



Why is this important?

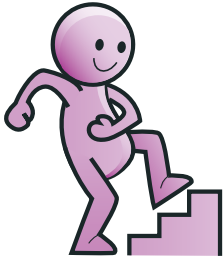
As children are beginning to string words together, words such as ‘more’, ‘gone’ and ‘bye-bye’ can be added to the object names that the child has acquired. They are a fun and easy way to develop two-word phrases. These are often referred to as pivot phrases.

What to do – ‘more’

- Choose high-interest items for this activity!
- Break a biscuit, apple, banana, piece of toast into small bite-size pieces and pass the child a small piece to eat.
- When he/she reaches or vocalises for ‘more’, say ‘more biscuit’ and pass over another piece.
- As this becomes consistent, encourage the child to *ask* for ‘more’. Pause as he/she is reaching to give a chance for the word to be used.
- Remember – it doesn’t matter if the word isn’t perfect!
- When the child is using ‘more’, encourage joining the ‘more’ with the item (e.g. ‘more apple’).
- Blow bubbles: encourage the child to say ‘more bubbles’ before you respond.

What to do – ‘gone’

- Gather together a box or bag and some everyday objects/toys.
- Encourage the child to post the objects into the box/bag.
- As each one is posted, *you* say ‘gone’.
- Now pause after each object has been posted, waiting to see if the child will copy.
- When the child is consistently using ‘gone’, begin to join ‘object + gone’ as the child posts the objects or puts them away in the bag (e.g. ‘keys gone’, ‘brush gone’).



Step up

- As the child consistently uses the word ‘more + object’ or ‘object + gone’, try ‘more apple’ as you supply another piece and ‘apple gone’ as it is eaten. One apple can provide multiple learning opportunities!
- Use these simple combinations in a variety of situations (e.g. as people are leaving, toys or shopping are put away, dinner is finished, bricks posted into a shape sorter, or more tins of beans are put into the shopping trolley!).

Step down

- Only work on one of these words at a time.
- To begin with, accept any vocalisation that represents ‘more’ or ‘gone’.
- Use a gesture/sign alongside the word.
- Try a ‘feely’ bag with hidden toys: you want the trigger of ‘more’ before pulling out the surprise.
- Be prepared to do this a number of times, using the word ‘more’ as you pull the items from the bag.
- Try saying the first sound ‘mmm’ as a prompt for the word.
- Help the child to make a gesture to signal ‘more’.

