

Section 4.9

Understanding and using pronouns: 'I', 'you' and 'we'

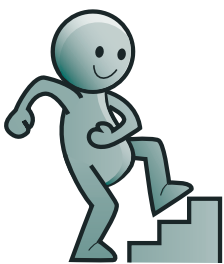


Why is this important?

Pronouns are words that replace the name of a person (e.g. instead of the speaker saying '*Mummy* would like a cup of tea', *Mummy* refers to herself as '*I*'). When asking someone else a question, '*you*' is used instead of the name of the person (e.g. '*Did you* see the car?' instead of '*Did Sammy* see the car?'). This is another step in the development of grammar.

What to do

- Set up a pretend tea party.
- Gather together cups, plates, plastic cutlery, foods, pretend kettle and teapot, etc.
- Play modelling pronouns, e.g.
 - ★ '*I* want some tea.'
 - ★ '*Sunil*, do *you* want some tea?'
- Set up situations where you can model '*I*' and '*you*' and then ask a question, e.g.
 - ★ Adult: '*I* put my coat on, what are *you* doing *Sunil*?'
 - ★ Child: '*I* put coat on.'



Step up

- Take photos of the child enjoying familiar activities, such as riding a bike, shopping with mum, eating dinner. Encourage the child to describe the pictures, using '*I*'.
- Encourage role-play using the pronouns. Try including teddy or another toy. You can both ask questions: '*Barney*, what do you want to drink?' Take turns to be the toy: '*Monkey* says I like bananas best!'

Step down

- Continue to emphasise the pronouns in your own speech.
- Use gestures as necessary (e.g. point to yourself when saying '*I*'; point to the child when saying '*you*' and both when using '*we*').
- Guide the child's hand to point to himself/herself as you model sentences.

