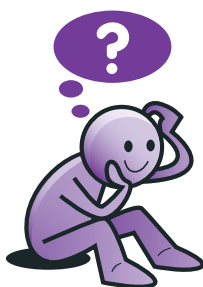


Other things to try: 5b

Understanding 'who'

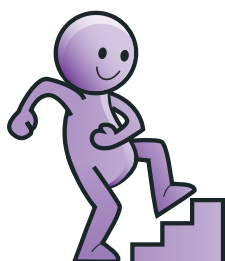


Why is this important?

Wh- questions are an integral part of everyday conversations and routines (e.g. 'Who's painting?'). Children need to be able to follow these instructions to be able to respond appropriately to the full range of 'wh-' questions.

What to do?

- Sit a small group of children in a circle: explain that you will be talking about what people are wearing.
- Make sure that the vocabulary relating to clothes is familiar and that everyone knows each other's name.
- Ask questions about what the children are wearing (e.g. 'Who's wearing a skirt?')
- If a child is unable to respond appropriately, model the right answer (e.g. 'Sophie's wearing a skirt').



Step up

- Reduce the use of cues as you ask the questions.
- Ask harder questions (e.g. 'Who's wearing something warm?', 'Who's wearing something long and purple?').
- Include more children in the group.
- Generalise the understanding of the question by using it throughout the day (e.g. 'Who's playing with the bricks?', 'Who's eating an apple?').
- Try broadening the themes: these could include other concrete things such as what people look like (e.g. 'Who has brown eyes/long hair?' or more abstract themes such as 'Who likes painting?', 'Who's got a bike?'). This must be information that the other children in the group know.
- Use pictures and photographs.

Step down

- Keep the questions simple: 'Who's wearing a hat?' as opposed to 'Who's wearing long red socks?'
- Use gestures/signs as you ask the question – pointing may help.
- Work individually at first and then introduce one or two other children.
- Offering choices provides both a good model but also a clue (e.g. 'Who's wearing blue trousers, Hannah or Ahmed?').

