

Section 8.4

Understanding post-modified sentences



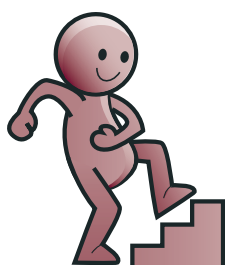
Why is this important?

Understanding these more complex sentences enables children to process more complex instructions by building up their knowledge of the grammatical system and the unspoken rules that govern it. It also helps children to be able to relate back a new piece of information to something they already know.

What to do

- Gather together some toys, e.g.
 - ★ Big and little ducks (or other favourite toys).
 - ★ Some big and little objects (e.g. cup/chair/bed).
- Give the child an instruction:
 - ★ 'The duck sitting on the bed is little.'
 - ★ 'The duck holding the cup is big.'
 - ★ 'The duck standing on the chair is big.'

N.B. You will need 'big' and 'little' objects as well as ducks because the child may process the last part of the sentence as 'the bed is little' rather than 'the duck is little'.



Step up

- Encourage the child to use these sentence types by reversing roles so they tell *you* where to put 'big'/'little' duck.
- Look through books and use post-modified clauses to explain and assess learning (e.g. 'Look, the car winning the race, is red. What can we say about the car that is losing?'). Use pointing to help.

Step down

- Give the child both toys (duck and chair). Give the instruction 'The duck sitting on the chair is little' and give the child the 'little' duck to sit on a chair. If the child can do this, try the next stage below.
- Reduce the number of choices that the child has to make. Only give the child one object (e.g. one size chair) but a choice will still need to be made between 'big'/'little' duck.

