

Other things to try: 9a

Supporting language understanding and use by using visual prompts

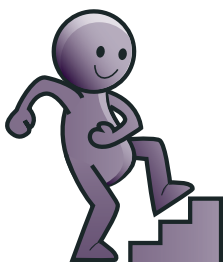


Why is this important?

Using a range of strategies (e.g. visual cues, spoken words, gestures) helps children understand and remember what is said. This also helps them to learn new vocabulary and grammatical structures.

What to do

- Before telling a story (at group story time), gather together some pictures or objects which represent the people or things in the story (e.g. in the 'Three Little Pigs' you could use pictures or puppets of the pigs and the wolf to represent the characters). Story sacks are good for this too.
 - As the story progresses, use the objects or pictures to help you act out what is happening.
 - You could also try acting out the story together as it is being told, then afterwards encourage the child to retell the story using the props or gestures as prompts.
 - Structured group times are excellent opportunities to continue to use these ideas to support and enhance communication:
- ★ *News time*: Encourage children to bring an object to school representing something they've done over the holidays/weekend (e.g. a shell from the beach, a carrier bag from a shop).
 - ★ *Family news*: Encourage children to create or bring a scrapbook to school with pictures/photos of where they live, favourite toys, family members, etc.
 - ★ *Friends*: Encourage children to draw a picture or bring a photo of their best friend and the things they like to do together.



Step up

- Encourage the children to recall what they've heard with minimal prompts.
- Encourage children to ask each other questions or comment on each others' stories/news. Talk about how the story or theme makes them feel and what they liked/didn't like.

Step down

- Let children show the group their objects/pictures whilst an adult says the words for them.
- When acting out a story together, encourage children to copy what you do rather than asking them to remember what happened.

