

Sentence Builders - Modelling and Small Group Strategies

Strategies to use in your Setting - Modelling

Model the language: Repeat. Emphasise. Expand.

Expand a child's sentence

Child: "The boy is running"

Adult: "Yes, the boy is running quickly"

Add words to children's sentences to show how words fit together

Child: "Brush dolly hair"

Adult: "Lucy is brushing dolly's hair"

When a child uses incorrect grammar or words repeat the sentence back with corrections:

Child: "I threw the ball"

Adult: "Yes, you threw the ball"



Strategies to use in your Setting - Modelling

Collage table –

Model using rich descriptive language when talking with them. Allow children to go through magazines and find pictures that they like.

Messy play –

Use descriptive word such as slimy, runny, soft, warm, lumpy, wet.

Songs and rhymes –

These help children to learn the patterns of speech and language.



Strategies to use in your Setting - Meaningful Activities

All children learn faster when they have a connection to their learning. Try and link activities based on their interests or their life.



Show and Tell

You will need:

Symbols to support sentence structure
Setting Camera/iPad

What to do:

Take pictures of the children participating in different activities in the setting.
Talk to the children about 'telling a story'...when we tell others about what has happened, we need to include certain information:

- Who was there
- What happened
- Where the event happened

Talk about what's happening in the picture.

You can ask them specific questions.

- 'who is in the picture?'
- 'what are they doing?'
- 'where is this in the Nursery?'

If children find it hard to answer a question, give them a choice between two e.g. 'is Harry digging or jumping?'



What's in the bag?

You will need: a container e.g. a box, bag, basket, pillow case etc. that you cannot see through and props/items to put in the container.

What to do:

Take it in turns to take something out of the bag

You could sing a song before each turn e.g. 'what's in the bag?, what's in the bag? Let's see, let's see, what's in the bag?' and build up the suspense before your child takes out an item.

If the child doesn't know the word for the item, label it and repeat the word a few times e.g. 'ooh a pencil, it's a pencil, pencil!'

If the child knows the word, you could talk about what colour the item is, what it feels or looks like, what you do with it.



Remember to model good sentence structure during this activity.

Who?

Activities: Look through books and talk about **who** you can see in the pictures.
Talk about **who** is in their family.



What Doing?

You will need: Everyday items and toys, action pictures.

Activities: Place pictures face down and take it in turns to turn them over.
Talk about **what** the person is doing.

Use toys to carry out actions e.g. teddy is eating some porridge.

You could also try:

Play ball games with the child, give them the choice to roll, kick, bounce and throw a ball.



*Model good sentence structure based on **who** and **what doing**.*

What?

You will need: a teddy, a dolly or another soft toy, everyday items e.g. plate, brush, banana etc.

What to do: Set out a teddy's picnic.

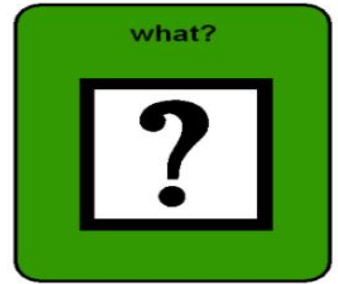
Take it in turns to give each other instructions on **what** to give the teddy e.g. 'give the teddy a banana' or 'give the teddy a plate.'

You can make the instructions more difficult by asking your child to give them two items e.g. 'give the teddy a plate and a banana.'

You could also try:

Play the 'what's in the bag?'

Take a 'listening walk' – whilst out and about, ask your child **what** they can hear e.g. a dog, a baby, a police car etc.



Where?

You will need: Toys

What to do: Hide some of the play equipment around the setting, e.g. under a blanket, behind a chair, in a box.

Ask the child to tell you **where** the objects are hidden.

You could also try:

Take it in turns to take out an item and ask your child **where** the item is placed in the setting.

When looking through books, ask your child **where** the characters live?

