

Speech & language
therapy

Comprehension understanding two words

Before your child can understand long sentences they need to be able to follow short phrases. These ideas will help develop this skill.

1. Collect 8 objects or pictures of objects (car, ball, keys etc)
 - Lay out 4 items at a time and ask your child to find 2 at a time.
e.g. "find the **car** and the **keys**"
 - He can put them in a bag or give them to you. Continue, always choosing from 4 objects and say 2 at a time.
 - If he finds only 1, repeat **BOTH**.

2. Collect a teddy, cup, brush, toothbrush and flannel. Tell your child to:

Brush teddy's **hair**
Wash teddy's **feet**

Wash teddy's **face**
Brush teddy's **teeth**

3. **Tea party** - Collect teddy and dolly and toy cups, plates, spoon etc. Ask your child to:

- "Give teddy a plate"
- "Give dolly cup" etc

4. Collect a bag and a box and a variety of everyday objects/toys. Lay out 4 with the bag and box and ask your child to:

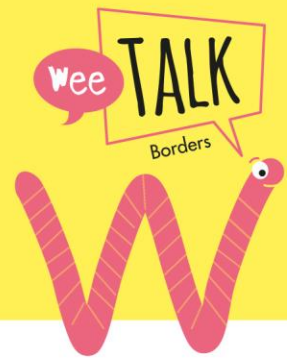
- "Put a sock in the bag"
- "Put a cup in the box" etc

Once the child has carried out the instructions, place the item back with the others before you give the next instruction.

5. **Colouring in** - Draw a picture of a man and a lady. Ask your child to colour in a particular body part e.g.

- "Colour in the **man's foot**"
- "Colour in the **lady's hand**"

Don't worry about your child's colouring as long as he finds the right person and body part.



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6. Shopping game

You could involve your child when putting the shopping away.

- Start by asking the child to put the different food in one place (e.g. the cupboard). You can say something like “We’ve got all the shopping, let’s go and put it away. Here’s the food cupboard”. Then change the pace by saying something like “Oh there’s something to go in the fridge as well”.
- Now vary the place the child must put the food in, but make it easier by handing the child the correct food.
- Vary what food the child must put away, and vary the place the food goes in (i.e. fridge or cupboard).
- If the child can manage another place, use the table top with the excuse that some of the food is for dinner. Then the child has to listen to what food to put in either the cupboard or the fridge or on the table.

Take it in turns to say what to do – so that the child can be the boss too!

7. Washing game –

You could involve your child when sorting the washing.

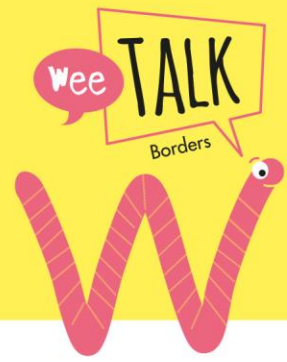
- Lay a variety of clothes out.
- Ask your child to find some of the family's clothes.
e.g. “find **daddy’s sock**; where’s **mummy’s jumper**”

8. Transport

Collect some toy cars etc (plane/ bus/ train). Collect a variety of toy people and/ or animals.

- Start by varying which toy, person or animal to put in the same vehicle e.g. “put the **boy** in the **train**; put the **dog** in the **train**.”
- Then use one toy, person or animal but vary the place it goes in, or hand the child different people or animals and tell him where to put them e.g. “put the **cat** in the **car**; put the **cat** in the **bus**”
- Then vary who is to go where e.g. “put the **girl** in the **bus**; put the **dog** in the **train**”

Then see if your child can tell you where to put the different toys, people and animals.



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9. Doll's house

Use a doll's house and furniture.

- Talk about the doll's house and where the rooms are (bathroom, living room, kitchen etc).
- Ask the child to put a piece of furniture back into a room, e.g. "put the **table** in the **living room**". (Note – beds are only going to go into the bedroom, so for "put the bed in the bedroom", the child only has to understand one word – 'bed').

Continue until all of the furniture is back in the doll's house.

10. Puppets or soft toys

Collect some soft toys or puppets. E.g. monkey, teddy, doll and choose some furniture (real or toy). e.g. 2 chairs, a table, a bed.

- Start by using one of the toys yourself and saying something like "My monkey's going on the chair, can your teddy go on the bed?"
- Vary the soft toy (toy) and the furniture (where) the child must put them. e.g. "put **teddy** on the **bed**; put **dolly** on the **chair**".
- You could use these 2 to practise action words. Ask your child to "Make **teddy** **jump**; Make **monkey** **run**".

11. Big and little

Find pairs of objects, one big and one little, e.g. big car and little car; big spoon and little spoon. Ask your child to give you something, e.g. "Give me the **little spoon**; Show me the **big car**".

For more information on the Speech and Language Therapy Service (including how to request support from us) please see: <http://www.nhsborders.scot.nhs.uk/slt>
[Check out our Wee Talk Borders Facebook page](#) or you can call us on 01896 826710