

<p style="text-align: center;">What am I?</p> <p>Collect up several items from around the house and put them in a bag.</p> <p>Choose one, and then give lots of clues to your child about what it is e.g.</p> <ul style="list-style-type: none"> • It's a fruit, it's yellow and you can eat it..."Banana!" • It's long, it has buttons on it, you use it for the TV..."Remote control!" <p>Swap over so your child has a chance to give the clues</p> <p>Extension: Once they have guessed correctly, ask your child if they can think of something else that matches something about the object e.g can you think of something else that is yellow?</p>	<p style="text-align: center;">Who am I?</p> <p>Write the name of a famous person, cartoon character or a family member on a post-it note.</p> <p>Label a piece of paper and stick it on to one of the other players so they can't see it, but everyone else can.</p> <p>The player then has to ask questions to work out who they are e.g.</p> <ul style="list-style-type: none"> • Am I a boy or a girl? • Am I on telly? • What kind of hair do I have? <p>Make this easier by giving the person clues instead of getting them to ask questions e.g. • You are a man • You give people presents • You come down the chimney....."Santa!"</p> <p>Make this harder by setting a maximum number of questions before they have to guess e.g. 20</p>
<p style="text-align: center;">Simon Says</p> <p>The leader ('Simon') stands opposite the group. The leader gives instructions to the rest of the group and everyone has to do what 'Simon' says e.g.</p> <ul style="list-style-type: none"> • "Simon says...clap your hands" • "Simon says...rub your tummy" <p>BUT, if the leader does not say "Simon says..." before their instruction, then you must not copy them (e.g. "Spin around") Try to catch each other out!</p> <p>Be creative with your instructions to keep the children interested e.g. • "Simon says...put your socks on your hands"</p> <p>Make this game easier by using actions instead of verbal instructions e.g. • "Simon says...do this" (then show the child what to do)</p> <p>Make this game harder by giving two, or three, instructions at the same time e.g. • "Simon says...blink your eyes then wave your hands" • "Simon says...go to the bedroom and get a toy, then come back and jump up and down"</p>	<p style="text-align: center;">What's missing?</p> <p>Place a group of common objects on a table and give your child a few moments to study the collection.</p> <p>After your child has studied the group of objects, ask them to close their eyes or turn around.</p> <p>Remove one of the objects and ask your child to look at the group of objects again and tell you what's missing.</p> <p>If they cannot tell you, then encourage them to ask for clues... What colour was it?, Was it big or little?, was it soft or hard?</p> <p>Make this activity easier by • decreasing the number of objects that you put out • choosing items that are very different in size and shape</p> <p>Make this activity harder by • increasing the number of objects that you put out • choosing items that are similar in size and shape • shortening the time that your child has to view the collection • re-arranging the collection as well as removing an object.</p>

<p style="text-align: center;">Walking talking games</p> <p>Here are some easy talking games to play while you are out on a walk:</p> <ol style="list-style-type: none"> 1. I went to the shop...: The first person starts the list by saying “I went to the shop and I bought...an apple”. The next person carries on “I went to the shop and I bought...an apple and a cake”. Then the next “I went to the shop and I bought...an apple, a cake and some chocolate”. Carry on until someone can’t remember the full list. 2. Alphabet game: Choose a category, then try to name something from that category from every letter in the alphabet starting from A e.g. ANIMALS = “alligator, bear, camel, dog...”, FOODS = “apple, biscuit, carrot...” 	<p style="text-align: center;">What's Different?</p> <p>Put on lots of different accessories/clothing items e.g. hat, belt, scarf, sunglasses, and jewellery</p> <p>Have your child study you for a few moments, then walk out of the room and change something about your appearance.</p> <p>Return and ask your child to guess what is different about you. Keep it obvious for young children, like taking off your shoes and socks, putting on or taking off a hat, putting your shirt on backwards.</p> <p>For older children you can be more subtle. If they are unsure, encourage them to ask you questions to get a clue e.g. Was it on your head? Was it a piece of jewellery? Let the child have a chance to be the one who changes.</p>
<p style="text-align: center;">Photographs</p> <p>Children love to look at photographs of themselves and the people who are important to them.</p> <p>Old photographs: Show your child some old photographs. Tell them about the occasion, and who the people are (e.g. This was taken the day you were born. This is your brother holding you).</p> <p>Then talk about the picture some more and see if they can make links based on what you have told them e.g. • Where do you think we are in the picture? (hospital? home?) • How do you think Sam is feeling? (excited, happy, nervous)</p> <p>New photographs: Take pictures of you and your children doing things around the house, in the garden, or out on a walk.</p> <p>At the end of the day, look at the pictures together and talk about what you did that day. Recap the events using sequencing language such as “first”, “next”, “then” (e.g. First we did some Maths, next we played tig in the garden, then we made chicken for dinner.)</p>	<p style="text-align: center;">Obstacle Course</p> <p>Set up an obstacle course using couch cushions and chairs.</p> <p>Tell your child to go e.g. under the table, over the cushion and around the chair.</p> <p>You can expand this as much as you want to include other furniture/household/garden objects and more complex prepositions (e.g. between, through, inside, behind, in front). You may have to demonstrate the route first, especially if your child is not yet sure of their prepositions – this is a really fun way to learn!</p> <p>Take turns to be the obstacle course designer - let your child set up an obstacle course and encourage him/her to use different prepositions when giving directions to you.</p>

Books and Stories

Books and stories are an endless tool for developing language.

* **Story time:** 10 minutes a day reading a book with your child will have a huge impact on their language development. Stories are where children discover lots of new vocabulary, learn how events link together, learn to predict actions and emotions, and gain ideas that feed their imagination. Read together and stop every so often to ask: What do you think might happen next? How is this character feeling?

* **Story Bingo:** Read a little bit ahead in the book, and give each child a specific word/person/place to listen out for. When they hear their word, they must shout “bingo”, or hit an imaginary buzzer to stop you reading. Then give them another word, and so on.

* **Next Word Please:** Read the story aloud but stop at random spots to let your child guess what word they think comes next e.g. “The giant’s kingdom was full of...?” It doesn’t matter if it’s right or not, the more imaginative the idea the better!

* **Voice Changer:** Take turns reading or retelling the story using a different voice. Children love this! Some examples of voices are: high, low, squeaky, baby, growl, cowboy, witch, under water, out of breath, pirate etc.

Ongoing Story

In this activity you will make up a story together. Decide who your story is going to be about – this could be a favourite toy, or a famous person, or a made up character.

The adult starts by providing a good opener for the story e.g. “It was a dark night and the goblin was looking for food in the forest...”

Then the next person adds one sentence onto the story, and so on until someone ends the story with “The End”.

Your story can be as long or as short as you like. The whole family can take turns to add the next sentence to the story.

Make this activity easier by using some objects as prompts. For example, you might get out a fork, a teddy bear and an action man. These will give the children ideas for what could come next in the story. The story doesn’t have to make perfect sense, but try to encourage everyone to make one idea link to the next if they can.

Conversation starters

We know it can sometimes be difficult to get kids talking. Here is a list of great conversation starters to help kick things off!

What is the best meal you've ever had?

What makes you feel happy?

What is the nicest thing you've ever done for someone else?

What things make you laugh?

What is the loudest noise you've ever heard?

If you could have any animal as a pet, what would it be and why?

What are some things you don't like to do and why?

pudding, what would it be?

For older children:

If you could meet any human being that has ever lived, who would you want to meet and why?

If you could travel anywhere in the world where would you visit and why?

If you were given a superpower, what would you choose and why?

If a genie granted you three wishes, what would they be?

If you had a time travel machine, where would you go and what would you want to see?

What would you put in a time capsule to be opened in 100 years?

What is the weirdest dream you've ever had?

What do you like best about yourself and why?

