



Language Intervention in
the Early Years



Adapted Derbyshire
Language Scheme
Manual



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Language Interventions in the Early Years

This LIVELY research study compares the efficacy of three intervention approaches which aim to improve children’s oral language abilities. Robust language skills are essential for children to be ready for the challenges and opportunities of education when they start school. If 4-year-old children have poor language skills which warrant a diagnosis of Developmental Language Disorder (DLD) there are associated risks of poorer educational, employment and psychosocial outcomes extending into adulthood. Early preventative interventions are a priority.

Few interventions have been rigorously evaluated using Randomised Controlled Trials (RCTs) and where they have, many have proved ineffective. This study compares the efficacy of three intervention approaches:

- Building Early Sentences Therapy (BEST),
- Derbyshire Language Scheme (DLS),
- Continuing Classroom Support (CCS).

More information about the LIVELY study is available on the project website:

<https://research.ncl.ac.uk/lively>

The Adapted DLS

For the LIVELY¹ study it was necessary to design a version of the Derbyshire Language Scheme (DLS) which could be delivered with high treatment fidelity and reliability and which 'matched' BEST as closely as possible in terms of dosage and delivery whilst retaining the key principles of DLS.

To that end, the LIVELY team worked with Mark Masidlover who, together with Wendy Knowles devised the DLS, to develop a version which aligned with DLS principles but met the above criteria.

The following describes the key characteristics of the DLS for comprehension and expression activities as described in the original manuals and then describes the Adapted DLS from assessment to intervention.

The DLS is a **Structured Language Teaching Approach** taking children incrementally through stages of word and sentence comprehension and expression with increasing levels of complexity and length. The approach taken is to design an activity to facilitate very specific aspects of language. Thus, a hiding game may be geared to introducing the child to comprehension instructions where he has to place an 'object' (from a choice of several) in a given hiding place.

The child would eventually be expected to take the teacher's role and code similar instructions in his own way. This style of teaching, often referred to as 'structured' language teaching, generally requires simplified contexts (i.e. minimal equipment, simple routines, etc.) and a restricted range of language input from the teacher. It also by design, attempts to 'constrain' the child to repeating a language structure which is the expressive objective of the lesson. The 'constraints' are normally built into the game and do not require the teacher to silence a child if he dares to stray from the set objective. For instance, the 'expressive objective' could be "another plus a noun". A matching game may be used. The child collects pairs, he turns over one picture - say a car - and is now looking for another car "what did you find? Oh, a car! Car". The teacher would prompt this, i.e. "We want another car". It is hoped by frequent repetition the child would eventually use the combination himself. Thus, when viewed by an outside observer the language, although the focus of the lesson, may appear peripheral to the game. The 'constraints' have been set up by the context, not by rejections of what the child says. If he does say 'red car!' the teacher would say 'Yes, it is a red car!' and continue along the line which interested the child for the moment. However, when the game resumes, it would be assumed that repetition of 'Another + noun' would crop up again and again

¹ <https://research.ncl.ac.uk/lively>

with different nouns. This is intended to contrast with more general language stimulation where a child would have a wide choice of equipment and the teacher would not attempt to restrict the range of her own language or the child's. The latter style is used in the Scheme with children once they have demonstrated a spontaneous and creative use of a range of constructions.

Thus, the Derbyshire Language Scheme is **intended to act as a structured supplement to the more normal interactions which the child faces every day**. It is hoped that the 'structuring' of language input and context will help language delayed children who seem to have problems in developing language in the usual way and from generalised language stimulation.

Key Principles for Comprehension Activities

Guidance from the DLS User Manual

The original project, which resulted in the development of the language scheme, involved teaching a large group of children with learning disabilities. Some of these children had very limited expressive language but their comprehension skills were far more advanced. We were thus forced to use methods of assessing and improving comprehension skills which did not rely on the child's ability to speak.

We used techniques found in standardised and clinical tests e.g. English Picture Vocabulary Test (Brimer and Dunn, 1962), Reynell Language Development Scales, (Reynell, 1969) the Sentence Comprehension Test (Hobsbaum and Mittler, 1971), and adapting the language content to cover the syllabus of the scheme.

All of the tests assess whether a child understands different words or sentences. The child is expected to respond either by pointing or by carrying out a simple task. E.g.:

Child is asked 'Where's the ball' faced with ball, brick, and spoon. Child points at the correct item.

Child asked to "put the doll in the box" faced with doll, brick, spoon, cup, box and toy chair. Child is expected to place the doll as requested.

The difficulty of the comprehension requests can be increased by changing the vocabulary.

Compare Where's your nose?

Or Touch your nose

With Where's your patella?

Or Touch your patella.

Different forms of a sentence may be harder for young children to understand. The passive "the dog was bitten by the horse" is harder than the active "the horse bit the dog".

The length of the sentence may well affect a young child's ability to respond correctly.

Compare "Shut the door!"

With "I wonder if you could possibly shut the door whilst you're there"

The amount of information in the request which the child is expected to remember and act upon is another factor which can be altered to increase the level of difficulty of the request.

Compare "Can you possibly shut the door please?"

With "Shut the door and stand by your desk".

The first request involves the child in one action, the second in two unrelated actions, the second of which must be remembered whilst the first is carried out.

In normal everyday interactions, all these factors are altered variably. Sentences could differ in level of difficulty of vocabulary, sentence form, amount of information and length. We have ignored in this explanation the possibility that the factors interact so, for instance, the position of the information in the sentence may also affect its level of comprehension difficulty.

A child may find it easier to respond to "put the spoon in the little cup"

Than "put the little spoon in the cup".

One major omission from the above explanation is the effect of the physical context on the child's ability to respond (i.e., the equipment in front of the child, its placement, the ongoing activity, non-verbal communication such as gestures and eye-pointing from the person giving the command). It is to this point which we now wish to turn.

In order to assess the amount of information in the request, we attempt to ascertain how much of the request is made redundant by contextual cues available to the child. The question we ask

ourselves is 'given the context, which words must the child understand in order to respond correctly?'

Imagine holding a plate of biscuits out to the child and saying, "Would you like one of these Smith's chocolate and vanilla shortcakes?" It seems likely that if the child likes biscuits, he will take one and the extent to which he understood the request is not easily assessed. In these type of circumstances, we would say that the child's response might have purely been to the overall physical context, the adult's tone, gestures, etc., without any real comprehension of the request. As we are not sure that the child understood anything, we would rate the request as containing no information not available from non-verbal cues.

If the child had been offered a plate containing biscuits, fairy cakes and sweets and responded correctly to three separate suggestions:

(E.g. Take a biscuit

Take a sweet

Take a cake)

We would feel that he understood the name of the food. As the plate was being held out to him, the verb 'take' could be considered obvious from context. In the scheme, we underline the words we think it is likely that the child understood.

(E.g. Take a biscuit)

And we count the number of words which we presume the child understood. The above request is therefore at a One-word level.

We call the underlined word 'an information-carrying word'. The above request is considered to contain one information-carrying word.

If the child had previously been told to "Give a biscuit to Mummy" and had been successful then when he responded correctly to say "Take a sweet" we might also consider he understood "take", if he kept it for himself, or looked enquiringly (i.e. "Is it for me or Mummy?").

In these circumstances, we would underline 'Take' and 'Sweet'. "E.g. Take a sweet".

We would say this request contained two information-carrying-words and was consequently at a 'Two-word level'. Thus, depending on circumstances, the same request could be at various levels of difficulty.

In the scheme, we use this measure as an approximate index of level of difficulty up to a four-word level.

1. "Give me (Hand held out) a cup" child faced with cup, spoon, ball.

SINGLE WORD LEVEL

2. Wash the doll (child faced with hairbrush, comb, towel, facecloth, doll and teddy - he knows the functions of the implements and usually participates in representational play with toys).

TWO WORD LEVEL

3. Wash the dolly's foot. (equipment etc. as above)

THREE WORD LEVEL

4. Wash the little dolly's foot. (Equipment as for No 2 plus small doll and small teddy).

FOUR WORD LEVEL

Important point – correction of errors

If a child makes an error in a comprehension task, we should normally gently correct it by replacing the equipment and showing the child how to carry out the request. We might omit this altogether with a very anxious child, but in general, you may confuse the child by accepting an incorrect response. For instance, you say 'wash the dolly' he washes the Teddy. Your next request is 'wash the Teddy.' What does he do? He knows you want a different response from his current one. In these circumstances, we would probably go along with his incorrect action 'Oh! You're washing dolly, now wash the teddy'. In this way, at least one or two of the test requests can be rechecked. To sail blithely through with no corrections could be the equivalent of saying to the child - Do what you like - I'll nod approval anyway!

Introduction of new games and concepts

It is assumed that whilst a child is learning a new game, or is introduced to a new vocabulary, or new concepts, the teacher will reduce the comprehension level well below their maximum level of ability. The new game could then be raised to the appropriate comprehension level once the initial learning had taken place.

These are termed 'Bridging Activities' The comprehension level is gradually raised by adjusting the equipment used, physical cues given etc. although the requests are not altered in language structure. As a general point, you may find that a child's 'comprehension level' or his 'expressive language' drop back to an earlier developmental level when dealing with 'new concepts' or with concepts he finds hard to understand.

In the Adapted DLS the above strategies regarding correction of errors and 'bridging' are incorporated into the designed activities and detailed in each of the Activity Plans to ensure high levels of treatment fidelity across practitioners and between children

Key Principles for Expression Activities

Guidance from the DLS User Manual

A key approach in DLS for eliciting expression: Role reversal

For most children we deal with, miracle cures occur rarely. It is a slow determined push to get the results you wish to obtain. Even role-reversal, which sounds obvious and simple, often requires heavy prompting and questioning from the teacher.

The teacher is working on a possessive construction (e.g. wash Dolly's feet, wash teddy's hair etc.). The child carries out the requests with no problem. 'OK it's your turn' pulling the equipment to her side of the table "What shall I do" - gesturing at equipment. Silence. The teacher switches to a forced alternative, holds up the teddy and the dolly - "Shall I wash the teddy or the dolly?" Silence - child points at the dolly. "Oh, the dolly!" "I'll wash the dolly's face".

In fact, with very young children you are probably better advised to ask them to describe their own action on the toy. "What are you doing?" etc. or even perhaps your actions on a toy "What am I doing?" In both cases, the choice of equipment has already been made.

To an extent, the request "what should I do?" is open-ended - "shall I wash teddy's face, feet or hair, dolly's face, hands etc." The decision may take up so much of the child's thinking time that there is no processing time available for actually expressing a request.

Quite often with slightly older children, the equipment would be reduced to a bare minimum. In the above example, the teacher would hold up a flannel and a doll and say, "What shall we do?" It may be slightly harder than describing an ongoing event, but not quite as difficult as making the full choice.

The "role-reversal" approach also allows a child to hear short phrases which are appropriate to the equipment and, within a very short time, is allowed to use similar phrases to control the adult or another child. The teacher is likely to make only a few requests of similar type. You might say if the child could learn them in a short session, then his own use of them is really "deferred imitation". You might say that he does not fully understand them, has learnt them by rote, and has a vague idea that you will respond. At worst you might say this is really what is happening, you are teaching the child a small set of "stereotyped phrases" tied to limited equipment.

Typically developing children often learn phrases in a very similar way. A single phrase is learnt because it is repeated over and over again in a particular context. E.g. Throw it me! Throw it me! Etc.

The child then over a period of weeks alters one or two elements (e.g. Throw it daddy! Throw it mummy!) Until he appears to have much more creative control.

We would not assume such learning would necessarily take place with a child with Speech, Language and Communication Needs (SLCN) and for this reason the underlying construction of "wash dolly's face!" i.e. 'Action-Possessor-Possessed' would be used in other games with different vocabulary and different material (e.g. "Polish Paul's car" "Eat Fred's cake etc.). The teacher would be aware of the possibility of teaching set phrases, and hence work towards creative combinations.

Summing up

1. Even children with expressive problems may need either a total rest from language work or a 'comprehension only' approach whilst they settle in.
2. Role-reversal, although a very potent technique, may need slow careful introduction:
 - a. child describes own activity
 - b. child describes what he is about to do
 - c. child describes what teacher is doing
 - d. Child describes what teacher is about to do.
3. In "comprehension games", there may be a need to reduce equipment to a bare minimum on role-reversal to reduce the choice element for the child when asked to make a command. This applies not only to young children, but even more to children on the harder comprehension activities who may be faced with a large array of equipment.
4. As the role-reversal could be to be considered 'teaching by deferred imitation' there is a need to be aware that you might be teaching stereotyped phrases. We would not be overcautious about this as young typically developing children often learn creative combinations through gradual changes in set phrases.

Another 'comprehension technique' is the use of contrasting cards (comprehension cards) to evaluate the child's ability to pick out the cue words in a picture description. The same cards can be used for expression but here we would try to build up to the response we required by using a series of similar rather than contrasting cards.

For example, you show a child a series of pictures asking him about the actions and instead he names the person or animal (e.g. What's she doing? 'Baby'). In order to obtain the response that you want, the child is shown a series of pictures. "Here's a lady reading, and look this little boy is swimming, and this little baby is" The gap is left for the child to complete. It is referred to as the

Cloze Procedure in psychological tests. For us, it is a nice two-way process which is closer to a mother going through a picture book with a young child, and only asking him to respond when she knows he will be successful. Obviously, the pictures do not need to be discrete; they could be a story sequence. Repetition is the key factor if you are trying to convey a specific construction. It need not be as low a developmental level as the one described. For instance, 'This man's driving a big car' 'He's driving a big bus' and he ... ('s driving a big lorry/truck).

The picture is acting as a physical prompt to the language being encouraged. At lower levels, it may be real physical equipment as with our teacher in an earlier example 'washing a dolly'. The child merely describes what they can see. Once children have matured a little, they may find this 'describing the obvious' a strange activity which only goes on in schools. For older children you may need to design the game so there is reason for telling another child what the teacher is doing or has done.

A 'natural context' for communication

The language used should look and sound as natural as possible. For instance, if you are playing a hiding game, where a child is required to tell someone elsewhere to hide an object and she is in a position where she cannot point to them, then "put the spider under James' hat" is required by the context. Equally, when the searcher is guessing what has been hidden, and where it is, then you would expect "A spider" and then "in John's box" etc. You would NOT expect a full sentence from a typically developing child. There is no reason to train a child to use 'abnormal' language. If you insist the child gives the full English sentence, 'Arthur put the spider under James' hat' then it is NOT the language a typically developing child will use. It is possible to be so intent on eliciting mature sentences that you do not realise how odd the children are beginning to sound.

We must say that this is an IDEAL and we often use techniques which are anything but natural. We think so long as you permanently monitor what effect you are having and are aware of these types of results then you are unlikely to end up teaching 'odd' language.

1. The use of repetitive pictures and actions with the 'cloze procedure' can be a useful strategy to elicit expression. "This little boy is sleeping. This little girl is swimming and the baby is ...
2. Try to ensure that there is a reason for the child to use the utterance you are encouraging. Make it functional within the game.
3. Choose activities for expression that are well within a child's comprehension ability.

The correction of the child's errors

In the early stages of a relationship, we would probably provide the correct answer without focusing on the child's error at all and hope by sheer repetition the child would eventually imitate the correct response (e.g. "Here's Teddy and here's" - child – “dolly” – “no this is Monkey, our friend monkey!”)

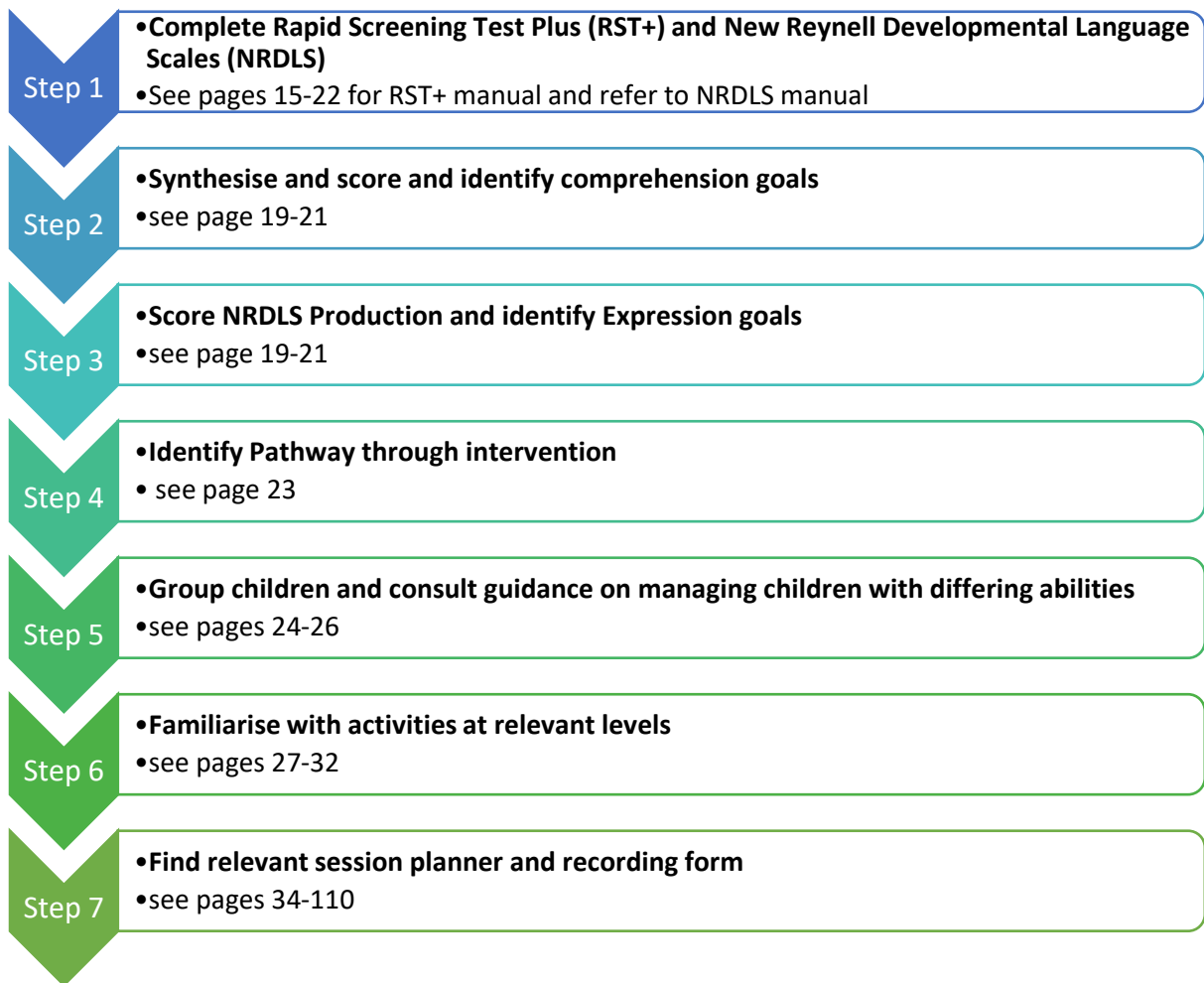
We would not force the child to imitate the correct response but would continue with the game.

Once a strong relationship was established and the child accepted corrections as help, then we might occasionally ask him to repeat something, but this should be a very infrequent occurrence in the session. In fact, it may be better if you are working with several children, to let other children correct or allow the group to produce the correct response so as NOT to single out one child.

Correction and direct requests for imitation should form a very small proportion of your lesson. The session should flow. The child is being encouraged to communicate.

-
- The strategies for scaffolded elicitation of expression suggested here are integrated into the Activity Plans – with children supported through visual prompts/simplification, children describing their actions or those of others, cloze procedures
 - The tasks chosen aim to make expression meaningful and ‘natural’ to the context
 - Recasting – that is repeating back and correcting/extending the child’s utterance – is used when the child makes an error.
-

Steps through the intervention



Rapid Screening Test Plus (RST+) Manual

Instructions

TOTAL EQUIPMENT NEEDED	
Objects	2 x Cups, Big and Little spoon, Big and Little Brick, Big and Little Key, Fork, Pencil, Small Doll, Box large enough to contain the Doll Child's Knife, 2 x Plates Teddy Bear
Pictures	Drinking, sleeping, washing, running eating, sitting down

Procedure: general points

- Be very conscious of your own eye movements, as it is quite natural to find yourself looking for the item you have just requested. Children are very quick to pick up such cues, especially those who have problems with language comprehension.
- The requests for items from Two Word Level onwards should NOT be split into parts or repeated, as this may reduce the difficulty of the item. If it is necessary to do this to enable the child to succeed, score it as a failure. If the child does not respond – non-specific prompts such as – ‘you do it’ or ‘have a try’ can be tried.
- There is no set order for the requests, or for placement of the equipment (unless specified in the test form). However, you should avoid asking for the items in the order which they are laid out.
- Do not ask a child for an item that has just been handled by you or them, or one which is already the focus of their attention.
- In the items where the requests consist of several commands (e.g. 5(c)) try to ensure that the child remains still until you have finished the complete request. If necessary, gently hold their hands either on the table or on their lap. You can develop some simple signals (nodding your head, raising your hand, etc.) to show them you have finished your question

Where to start, when to stop and how much help to give

- Start at the beginning of the test regardless of your own estimate of the child's ability. It helps to establish the idea of the test and should provide instant success.
- Continue until the child fails all the requests for two consecutive items.
- Failure can often lead to a deterioration in ability far below that which the child shows in other situations. For this reason, you are allowed to help the child on almost all items to give them a feeling of success even where you will not credit them with a pass. The essential point is to try and ensure that the child is never conscious of his failures. For example, you have requested that the child puts a spoon and knife on the plate (Item 5 Request (a)). They pick up the spoon and knife, and then look up for further information or say 'Where?' You could say 'Where do you think?' and then give them the correct answer if he's wrong. Then repeat that item again exactly as it should be given, otherwise there is the possibility that the child will go through the identical routine on the next request without really trying to remember what you have said.
- If they don't make any move at all then you can demonstrate the item, and then ask the child to repeat it. A simple commentary could also help, (e.g., 'here's the spoon and knife, now I'll put them on the plate'.) It can be difficult to keep a happy medium between sufficient help to keep the child working at their best, and so much help that they decide not to try.
- **For the purpose of this research study, it is essential to try every request strictly – but where errors occur or the child is very uncertain the child could be supported afterwards with a demonstration, as above – you will not credit them with a pass.**

Procedure for each item

Item 1

The child is required to identify the object named. Gesture can be used to indicate one of the objects is to be selected by the child. This could take the form of the tester holding out her hand (NB without indicating which object is required) or by demonstrating the item. E.g. 'Give me the ball'. Child does not respond. Tester puts her hand near the ball and indicates by gesture, facial expression etc. that she wants it. It could even be placed in the child's hand, and he would then be prompted to

hand it to the tester. Once the routine was established, the other objects could be requested. The object used for the demonstration is to be treated as a failure.

Item 2

The child is required to identify the picture named. The same comments apply as for Item 1, i.e. the routine can be established by demonstration.

Item 3

The child is required to bring two objects together (e.g. - request (a) spoon and cup). Any method of bringing the objects together is to be treated as a pass.

Demonstration can be used to convey the idea of the task to the child if he fails to understand as with Items 1 and 2. The item demonstrated is scored as a failure.

Item 4

The child is required to bring two objects together and also respond to the preposition (i.e. 'on' or 'under').

Same comments apply as for Item 3.

Item 5

The child is required to bring two objects together and also respond to the adjective (big/little) and the possession. There is a pre-amble by the administrator to establish which are Teddy's and which are dolly's plate and cup. Same comments apply as for Item 3.

Item 6

The child is required to respond to requests which involve at least two separate actions. As this is a new type of request, there is a demonstration item. This is intended to establish firstly that the objects near the child are those that are to be moved on the first request, and secondly that he is expected to handle more than one object. The demonstration item can be repeated, if necessary, to ensure the child understands the task.

Scoring the RST +

Marking the score sheet

The requests can be scored on a pass or fail basis and ticked or marked with a cross accordingly. The information carrying words are underlined and marked in bold; each request has a score of 1 and all information carrying words need to be correct to score 1. However, it is more useful to indicate in some way how the child failed.

For example, the request for item 6(a) is 'Put the spoon and knife on the plate' the child places the spoon on the plate. Mark the request as follows:

Put the ~~spoon~~ and knife on the ~~plate~~

On the same request if the child had picked up the spoon and knife and placed them in the box you would mark the request as follows:

Put the ~~spoon~~ and ~~knife~~ on the plate

It then becomes possible to ascertain whether the child is consistently taking in the same quantity of information. However, it must be pointed out that as with all skills, when someone fails, they may go completely to pieces and drop to a very low level of ability.

Summarising the results

After the assessment, the number of passes is recorded on the detailed table on the front cover of the test form. This is split into four levels from single word to four word and above. The child is credited with having reached the highest level where he passed half or more of the items.

The results are then transferred to the 'RST+ and NRDLs Assessment Summary' (pages 19-21) and synthesized with the NRDLs results to determine the starting point for the intervention.

RST+ and NRDLs Assessment Summary for Adapted DLS: Comprehension

	RST+	Score	Reynell	Score	Total Score	Pass	Starting point if fail
Single Word Level	Item 1 Real Objects	/6 (a)	Section Ai (Objects)	/5 (b)			
			Section Aii (Objects)	/5 (c)	/16 (a + b + c)	13/16	1WL Objects*
	Item 2 Pictures of Actions	/6 (d)	Section Cii (Actions)	/10 (e)	/16 (d + e)	13/16	1WL Actions*
Two word level	Item 3 Command – two information carrying words	/3 (f)	Section Bi Section Di Total =	11 = 13 = 15 = 31 = 32 = 33 = /6 (g)	/9 (f + g)	7/9	2WL if 4 - 6 1WL if 3 or less
Three word level	Item 4 Command – three information carrying words	/3 (h)	Section Di Section Dii Total =	34 = 35 = 36 = 37 = 38 = /5 (i)	/8 (h + i)	6/8	3WL if 4 or 5 2WL if 3 or less
Additional four word level	Item 5 Object (incl adj) + place (inc poss)	/3					

Four word level	Item 6		Section Bi	12 =	/11	9/11	4WL if 6 or more	
	6(a) Command including 'and'	/1		14 =				
	6(b) List of three objects	/1	Section Dii [§]	39 =				
	6(c) Command – two separate actions	/1		40 =			3WL if 5 or less	
	6(d) Sequence of two commands	/1						
	Total=	/7 (j)	Total =	/4 (k)	(j +k)			
							Starting Point: WL	

Key *Can be worked on simultaneously [§]4WL structure but NOT 4ICW **Note:** for 1- 3 WL pass mark is closest whole number to 80% if <50% drop a level even if pass lower level. For 4WL work on 4WL if above threshold for working on 3WL (i.e. >80% on 3WL structures and >50% 4WL structures. Eligibility for study based on Reynell scores and children will receive intervention if meet those criteria. When using clinically if child achieves >80% at 4WL consider different intervention approach and/or DLS levels 5-10

Assessment Summary for Adapted DLS: Expression

Sentence length in words	Tally of sentence lengths across BEST and GAPS sentence repetition	
1		Longest utterance ¹ _____ words
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

12		
13		
		[Orthographic Transcription and word count for longest utterance heard across the 2 tests]
14		<p>'Typical' length of utterance² _____ words</p>
15		
16		
17		
18		
19		
20		
		[Most frequent sentence length in tally count across the 2 tests with a range of 2]

Key: 1 = the longest utterance heard during the GAPS sentence repetition test; 2 = the length of the child's utterance that occur most frequently (with a range of 2: i.e. 2 – 3, 4-5, 6-7). Typical length of utterance transferred to recording form to be used simply as a guide as to the levels of sentences the therapist might expect from the child when completing the tasks .

Additional notes and rationale for assessment and 'starting point' decisions

Comprehension

- Criteria for pass or fail taken from RST where most criteria for a pass are 80%
- Criteria for entry level for intervention also taken from RST – i.e. start at lowest level failed but drop back a level if that level passed but then less than 50% achieved at next level
- Added a 4ICW command with toys to RST+ to mirror items in intervention so as to increase sensitivity to change in intervention
- NRDLs includes comprehension of a structure with 4 clause elements (Person action object object- items 39 and 40) but this structure is not included in DLS and is not 4 information carrying words in the context tested – child needs only to understand monkey - mop - teddy to choose correct picture.
- Work on 4WL if above threshold for working on 3WL (i.e. >80% on 3WL structures and >50% 4WL structures) No upper limit score here. Eligibility for study based on NRDLs scores and children will receive intervention if they meet these criteria. When using clinically, if child achieves >80% at 4WL might consider different intervention approach and/or DLS levels 5-10 depending on our findings from the study – we expect children to still benefit from the expressive tasks at 4WL if they meet criteria for study and achieve 80% on 4WL comprehension items.

Expression

- Definition for typical and longest utterances taken from DLS manual.
- Guidance on what expressive language targets to choose is very open in the manual.
- Choose goal of extending child's utterance used in the intervention session by 1 – 2 words within language activities targeting comprehension level – these will be specified in the activity descriptors and achieved through recasting (see principles which cut-across activities p. 33).
- Typical length of utterance used solely as a guide as to the levels of sentences the therapist might expect from the child when completing the tasks.

The adapted DLS intervention

Pathway through the intervention

- Children enter the pathway at a level determined by their comprehension level
- The intervention lasts for 8 weeks with twice weekly sessions

1 -2 Word Level

- For 1 -2-word level there are 5 activities linked to separate themes. Structures that include verbs are considered harder and have been placed later in the progression. Vocabulary overlaps across a number of activities to support learning.
- Two activities are included in each session – the first is completed in full (long version) – for the first presentations of activities the second in the session is a shorter version – as children become familiar with the task’s activities this should become more balanced. Each session is then 2 long versions but with a speedier vocabulary phase due to increased familiarity of the children. If this speeding up does not occur and doing two long tasks would take longer than 20 minutes/children’s attention span, therapists can deliver short second tasks for later sessions – this should be recorded in the recording form.
- At sessions 10 and 11, the child’s comprehension at the target WL is reviewed through review of session scores and video recording of sessions 10 and 11. These sessions are chosen to be roughly halfway through the intervention and with good coverage of range of themes and sentence structures. If they meet the 80% criteria, they move up to next word level.

2, 3- and 4-Word Level

- For 2, 3- and 4-word levels there are 7 activities linked to separate themes.
- Two activities are included in each session – the first is completed in full – the second is introduced – showing the children the materials, vocabulary and purpose of the game - but the structured teaching element is **not** completed. This activity becomes the first to be completed in the following session.
- At week 5/6 (sessions 10 and 11) the child’s comprehension at the target WL is reviewed through review of session scores and video recording of sessions 10 and 11. If they meet the 80% criteria, they move up to next word level. If not, they continue through remaining sessions at the same WL. If a child starts at 4WL also continue at that WL for the whole course.

- At session 10 and 11, also review the 'typical length of utterance' used. If it has now increased, increase the expectations in task – this is likely to happen naturally as you recast the child's utterances but this allows the SLT to check in and review.
- Within the activities, children's expressive language will be encouraged at the level appropriate to them by using recasting (see notes on specific activities).

Grouping children and managing different levels of ability

- Groups should be between 2 and 4 children and made according to comprehension level
- Children should differ by no more than 1 WL Comprehension at the start of the groups
- If necessary, a child can be seen 1:1 if their needs differ significantly from other children.
- Because WL are grouped according to theme and games are similar for each theme, it is possible to do all activities simultaneously at different WLs by manipulating the context.
- The activities are grouped into 1-2WL groups, 2-3WL groups and 3-4WL groups.
- If children are at 1WL at the start of the intervention they will be allocated to the 1-2WL group. If children are at 2WL at the start of the intervention they will be allocated to the 2-3WL group. If children are at 3WL at the start of the intervention they will be allocated to the 3-4WL group. If children are at 4WL at the start of the intervention they will be allocated to the 3-4WL group.
- It is expected that children will remain with the same group for the duration of the intervention.
- The children's progress will be assessed during sessions 10 and 11 to see whether they are to move up a word level.

Guidance from the DLS User Manual

Children are organised into groups according to their language abilities, particularly their level of comprehension. Age is considered but is not treated as the most important factor. A child's success in participating in a game with younger children is frequently sufficient to compensate for being removed from his normal class group.

Comprehension ability is considered an excellent criterion for grouping, as it ensures that the teacher can pitch her own language at a level which is understandable to the group as a whole. The teacher can always bear in mind a child's expressive ability when asking him to participate. It is far harder to maintain group interest if one has to select a 'middle' course, whereby much of what is said goes over the head of less able members.

Mixed Ability Groups

It is unlikely that any group will consist of children with identical patterns of language ability, and it is often useful to place one higher ability child in a group to act as a 'model'. The teacher therefore will need to be able to adjust the level of difficulty of her requests so that each child has a fair chance of success. The general strategy in the DLS is to try to use similar commands throughout the session and by careful manipulation of non-verbal cues adjust the level of comprehension difficulty. The cue can be gestures but it is also possible to take advantage of the child's ability to utilise other cues from the physical context. A detailed explanation of how this can be organised is discussed below.

We do not recommend attempting to group children whose ability varies widely.

Adjusting the level of difficulty of comprehension requests by manipulating the context

A teacher may find herself faced with a group of children who perform at different levels on comprehension tasks. By organising the sequence in which requests are given, providing gesture and eye-pointing cues it is possible to vary the level of difficulty of the requests without altering the style of her request. We would not recommend that the above procedure is used at all times; a lower ability child may well need a different level of language input.

It is a useful exercise to work out a few activities on the lines suggested below as it develops an ability to adjust comprehension level in a fairly precise way in more everyday settings.

Example of requests, and context used with children of different comprehension levels.

Mary, 3-word comprehension level; David, 2-word comprehension level; Avril, 1-word comprehension level.

Activity. Giving out crockery, food etc. for 'tea party'.

One large spoon, three small spoons, four cups, four plates.

1st Request addressed to Mary (3-word level).

'Give Avril a plate'

2nd Request addressed to David (2 Word Level)

'Give Mary a plate'.

(NB It is likely that because of the preceding request David will presume that 'giving' is the activity and hence need only focus on the name of the person and the object. It might even be argued that, as the previous request was "Give ____ a plate", this request could be considered to contain only one information-carrying-word i.e. the name of the recipient. In which case it could be followed with

'Give Avril a cup'

3rd Request addressed to Avril

'Give David a cup' (Cup is handed to Avril).

In dealing with Avril who is the poorest child at this type of task, you can use both context and cueing to ensure success. 'Give David a cup' (cup is handed to Avril). The ongoing activity was 'giving out object'. David has not got a cup, he just gave Avril a cup, hence there are a number of non-verbal cues which could assist Avril in making the correct response, although only understanding 'David' in the verbal request. It is extremely difficult to be continuously aware of situational variables to the extent of knowing precisely the level of difficulty of each request.

We would strongly recommend that activities are pre-planned for a group of mixed ability children, as this is extremely useful as a training exercise for the teacher. In the majority of teaching settings, we would suggest that the teacher try to group the children according to their level of comprehension, so her requests need not be continuously varied or carefully monitored during the language session.

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- In this Adapted DLS manual activities have been planned to be able to accommodate mixed groups at 1-2 WL 2-3 WL and 3-4WL
 - The methods for adjustment of WL in a mixed group are specifically planned into each activity and so the strategies described above are for information and explanation only.
 - Only children within 1 WL Comprehension level of one another will be in the same groups
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Progression 1WL

Session	Progression		Homework	Session	Progression		Homework
1	B Long (Feeding the Animals)	A Short (Tidy Up)	A and B	9	D Long (Waking Up)	A Long (Going to the Zoo) OR Short (Naughty Sister)	A and D
2	B Long (Feeding the Animals)	A Long (Going to the Zoo) OR Short (Tidy Up)	A and B	10	A Long (Going to the Zoo)	D Long (Waking Up) OR Short (Dolly or Teddy)	A and D
3	B Long (Feeding the Animals)	A Long (Going to the Zoo) OR Short (Tidy Up)	A and B	11	A Long (Going to the Zoo)	D Long (Waking Up) OR Short (Dolly or Teddy)	A and D
4	E Long (Dolly's Hospital)	D Short (Dolly or Teddy)	D and E	12	B Long (Feeding the Animals)	C Long (Balancing) OR Short (Balancing)	B and C
5	E Long (Dolly's Hospital)	D Long (Waking Up) OR Short (Dolly or Teddy)	D and E	13	B Long (Feeding the Animals)	C Long (Balancing) OR Short (Balancing)	B and C
6	E Long (Dolly's Hospital)	D Long (Waking Up) OR Short (Dolly or Teddy)	D and E	14	C Long (Balancing)	E Long (Dolly's Hospital) OR Short (Dolly or Teddy)	C and E
7	C Long (Balancing)	B Short (Feeding the Animals Short)	B and C	15	C Long (Balancing)	E Long (Dolly's Hospital) OR Short (Dolly or Teddy)	C and E
8	C Long (Balancing)	B Long (Feeding the Animals) OR Short (Feeding the Animals Short)	B and C	16	A Long (Going to the Zoo)	E Long (Dolly's Hospital) OR Short (Dolly or Teddy)	A and E

There are long and short versions of each activity. It is expected that the first time most activities are introduced the activity will take longer so the second activity will need to be the short version. After this, once children are familiar with the activities, it is likely that children will be able to have the longer version of both activities. In some groups of

children, or under some circumstances, RAs may need to use the shorter version of the second activity and will need to use professional judgement to decide when this appropriate.

Progression 2 – 4 WL

Session	Progression		Homework	Session	Progression		Homework
1	A2 Secret Messages	D1 Ready for Bed	A2 Secret Messages	9	D2 Lotto Game	B1 Feeding Time at The Zoo	D2 Lotto Game
2	D1 Ready for Bed	A2 Secret Messages	D1 Ready for Bed	10	C1 On the Farm	A2 Secret Messages	C1 On the Farm
3	A2 Secret Messages	D1 Ready for Bed	A2 Secret Messages	11	D1 Ready for Bed	C1 On the Farm	D1 Ready for Bed
4	A1 Picnic Time	C2 The Toys	A1 Picnic Time	12	C1 On the Farm	A1 Picnic Time	A1 Picnic Time
5	C2 The Toys	A1 Picnic Time	C2 The Toys	13	B1 Feeding Time at The Zoo	D2 Lotto Game	D2 Lotto Game
6	A1 Picnic Time	C2 The Toys	A1 Picnic Time	14	C2 The Toys	B1 Feeding Time at The Zoo	B1 Feeding Time at The Zoo
7	D2 Lotto Game	B1 Feeding Time at The Zoo	D2 Lotto Game	15	A2 Secret Messages	C1 On the Farm	C1 On the Farm
8	B1 Feeding Time at The Zoo	D2 Lotto Game	B1 Feeding Time at The Zoo	16	D1 Ready for Bed	C2 The Toys	C2 The Toys

Themes and Structures Targeted

Activity	Vocabulary Group	Vocabulary Items	1-2 word level group		
			Theme	One word level	Two Word Level
A	1.4 & 1.12 Animals	Lion, Giraffe, Monkey, Seal Elephant, Penguin	Moving an Object	2.1. [object] + [place] 2.1 Put the lion on the chair	2.1. object + place 2.1 Put the lion on the chair
	1.4 & 1.12 Furniture	Cupboard, Chair, Table, Box, Bed			
B	1.4 & 1.12 Animals	Elephant, Giraffe, Monkey, Penguin, Lion, Seal	Transfer to Person	2.5 [object] + [person] 2.5 give the bun to the elephant	2.5 object + person 2.5 give the bun to the elephant
	1.4 & 1.12 Food	Biscuit, Carrot, Bun, Banana, Apple, Fish, Meat, Leaves,			
C	1.4 & 1.11 Objects	Teddy, Dolly	Actions (intransitive)	2.7 [Person] + [Action] 2.7 Teddy's sitting	2.7 Person + Action 2.7 Teddy's sitting
	1.10 & 1.13 Actions	Jump, Sit, Stand, Lie, Fall, Drink			
D	1.4 and 1.11 Objects	Dolly Teddy Hair Teeth	Action on object	2.8. [Action] on [object] 2.8 Wash teddy	2.8. Action on object 2.8 Wash teddy
	1.10 & 1.13 Actions	Brush, Wash, Dry, Kiss			
E	1.4 & 1.11 Objects	Dolly Teddy	Possession	2.4. [Owner] + [Object] 2.4 Teddy's eye	2.4. Owner + Object 2.4 Teddy's eye
	1.11 & 1.12 Body	Arm Leg Eye Ear Hand Shoes			
	parts and clothes	Shorts Trousers			

Notes CMD - DESC omitted here as distinction not clear-cut as often hearing it as a description of picture then asked to carry out command; Child at 1WL essentially no ICW and fully scaffolded; both vocabulary naming and following instructions counted to determine if ready to progress. Child who progresses has 2WL commands with 2ICW and immediate prompts reducing WL if fails to follow instruction. Parentheses (xx) indicate ICW at phrasal level using possession and adjective; Square brackets [xx] indicate NOT ICW CMD = Command; DESC = Description; Numbers indicate codes from DLS Full program; Numbers indicate codes from DLS Full program - Vocabulary has two codes as mixed objects and pictures use

Themes and Structures Targeted

Activity	Theme	2 – 3 word level group		3-4 word level group	
		Two Word Level	Three Word Level	Three Word Level	Four Word Level
A1	Moving an Object CMD	2.4 owner + object owned	3.1P object + place (inc adj)	3.1A object [(inc adj)] + place (inc poss)	4.1A object (inc adj) + place (inc poss)
		2.4 put the (spoon) in Teddy's cup	3.1P put the spoon in Teddy's cup	3.1A Put the (little) spoon in Teddy's cup	4.1A put the little spoon in Teddy's cup
A2	Position of an Object DESC	2.1 object + place [(inc adj)]	3.1A object + place (inc adj)	3.1A object + place (inc adj)	4.1A object + preposition + place (inc adj)
		2.1 The pencil is in the (little) cup	3.1 The pencil is in the little cup	3.1A The spider is in the big bottle	4.1A The mouse is under the little table
B1	Transfer to Person CMD Expressive Focus	2.5 object + person	3.5A object (inc adj) + person	3.5A object [(inc adj)] + person	4.5A object (inc adj) + person
		2.5 Give the fish to the seal	3.5A Give the little fish to the seal	3.5A Give the [(little)] fish to the seal	4.5A Give the little fish to the seal
C1	Actions (intransitive) CMD	2.7 [person] + action + place	3.7 person + action + place	3.7A person [(inc adj)] + action + place	4.7A person (inc adj) + action + place

		2.7 Make the [horse] walk to the tree	3.7 Make the horse walk to the tree	3.7A Make the [little] horse walk to the tree	4.7A Make the little horse walk to the tree
C2	Actions (intransitive) DESC	2.7 person + action + [place]	3.7 person + action + place	3.7A person + action + place [(inc adj)]	4.7A person + action + place [(inc adj)]
		2.7 Teddy is sitting on the [bed]	3.7 Teddy is sitting on the bed	3.7A The girl is standing on the [big] table	4.7A The girl is sitting on the big bed
D1	Action on Object CMD	2.8 action + object [(inc poss)]	3.8P action + object (inc poss)	3.8A action + object (inc poss) (inc adj)	4.8A action + object (inc poss) (inc adj)
		2.8 Wash [Teddy's] face	3.8P Wash Teddy's face	3.8A Wash (big) Teddy's face	4.8A Wash big Teddy's face
D2	Action on Object DESC Expressive Focus	2.8 person + action + object	3.8 person + action + object	3.8A person + action + object [(inc adj)]	4.8A person + action + object (inc adj)
		2.8 The man is washing the bike	3.8 The girl is painting the train	3.8A the boy is opening the [big] door	4.8A The girl is washing the little car

(xx) indicate ICW at phrasal level using possession and adjective; [xx] indicate NOT ICW CMD = Command; DESC = Description; Numbers indicate codes from DLS Full program

Goals

Comprehension:	Expression:
<ul style="list-style-type: none"> 1WL – to correctly follow 1WL command/understand 1WL description without prompts on 80% of occasions e.g. for activity A - 2.1. [object] + [place] - put the lion on the chair 2WL – to correctly follow 2WL command/understand 2WL description without prompts on 80% of occasions e.g. for activity D1 - 2.8 CMD - action + object [(inc poss)] - Wash [Teddy's] face 3WL – to correctly follow 3WL command/understand 3WL description without prompts on 80% of occasions e.g. for activity D1 – 3.8P CMD - action + object (inc poss) - Wash Teddy's face 4 WL – to correctly follow 4WL command/understand 4WL description without prompts on 80% of occasions e.g. for activity D1 - 4.8A CMD - action + object (inc poss) (inc adj) - Wash big Teddy's face 	<p>To increase the typical length of the child's utterance by 1 – 2 words.</p> <p>This is achieved by:</p> <ul style="list-style-type: none"> providing the opportunity to produce specific sentence structures after modelling in the structured teaching task recasting the child's attempts at target sentences in therapy to extend their utterance by at least one word whilst also producing a grammatical utterance (i.e. not using telegraphic forms). Then repeating the full target sentence after the recast if this was not the result of the recasting process <p>e.g. for activity A1 – 2.4 – 3.1 – object + place (inc poss) 'put the spoon on teddy's plate child: teddy – recast: yes – on teddy's plate child: teddy plate – recast: yes that's right – the spoon on teddy's plate child: spoon teddy plate – recast: yes that's right – put the spoon on teddy's plate</p>

(xx) indicates ICW at phrasal level = possession and adjective; [xx] indicates NOT ICW; CMD = Command; DESC = Description

Some key principles which cut across all tasks

- When a child makes an error, do not describe the error/incorrect position the child first chooses.
- At no point, should the child be expected to imitate the recast.
- If the child is reluctant to talk, you can work on comprehension only.
- During the expression tasks, support child 2 to successfully complete the request given by child 1. This will help to keep the pace of the game going and ensures the focus is on child 1's expression.
- All homework activities have written and video instructions available.
- When introducing the partial activity, the structured teaching element is not completed. Instead show the children the materials, vocabulary and purpose of the game (see individual session plans for script).

Tasks

1 – 2 Word level group

Activity List

A – Going to the Zoo

B – Feeding the Animals

C – Balancing

D – Waking Up

E – Dolly's Hospital

A: 1-2 WL: Going to the Zoo

<p>Equipment</p>	<p>A1to2 Going to the Zoo Story</p> <p>A1to2 Room Baseboard – picture of boy’s bedroom</p> <p>A1to2 Bens Toy Animal Cards – pictures of toy animals</p> <p>A1to2 Cupboard Baseboard – picture of cupboard</p>
<p>‘Story line’ of game</p>	<p>We have a lovely story here about a boy who goes to the zoo and brings home his toys – we are going to help him look after his toys.</p>
<p>Procedure – Long activity</p>	<p>Practitioner has the Going to the Zoo book, gives the child the cupboard and has the picture cards nearby</p> <p>Intro: <i>‘Ben has bought some toy animals at the zoo. Ben puts his animals in the cupboard. Ben keeps all the animals in the cupboard.’</i></p> <p><i>‘Look he has a lion a giraffe a monkey a seal an elephant and a penguin’</i> [this naming is skipped on and after the third repetition of this activity]</p> <p><u>Phase 1 Vocabulary</u></p> <p><i>‘Look we have the same animals’</i></p> <p>Look at the animal cards with the children giving card to each child in turn</p> <p>1WL and 2WL children = What have you got?</p> <p>Encourage them to name them and put them in their cupboard</p> <p>Prompt as necessary to success in the following order</p> <ol style="list-style-type: none"> 1. Give a first letter clue <i>It’s a m....</i> 2. Give the entire name - <i>It’s a monkey</i> <p>(This is low pressure and practitioner supports quickly so as to retain sense of a teaching not testing context)</p> <p>If other children have named it, RA repeats it to the child - <i>It’s a monkey.</i></p> <p>Repeat for all animals.</p> <p><u>Phase 2 Comprehension and Expression - Naughty little sister story</u></p> <p>Practitioner places cupboard close to them. Then Turns the page and tell the story about the boy going to sleep</p>

	<p><i>When its bedtime, Ben shuts his cupboard and goes to sleep – (point and name the furniture in his room).</i></p> <p>Practitioner gives children the room scene</p> <p><i>Look we have a room just like the boy</i></p> <p>Turns the page and read the story</p> <p><i>Oh dear! When Ben’s sleeping, his little sister comes in and plays with his toys. His little sister moves the toys.</i></p> <p>1WL – expression first with pictures visible at all times</p> <p>Show child picture in the book</p> <p><i>What’s she doing? (exp)</i></p> <ul style="list-style-type: none"> • If incorrect, correct or no response, recast and move on <p><i>She’s putting the giraffe on the chair – You do it on your picture (hold out the cupboard of toys)</i></p> <p><i>Put the giraffe on the chair (comp)</i></p> <p>Comprehension prompt as necessary in the following order:</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made and point to item in book • Repetition emphasising ICW where error was made and point to animal picture • Repetition using pointing to correct place and give animal picture <p>Repeat 1x for each child – then repeat until end of story and for subsequent turns add in expression prompts to increase expectation of expression (see below)</p> <p><i>What’s she doing? (exp)</i></p>
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	<p>Expression prompts:</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i> • For all other attempts recast <p>2WL – comprehension first with hidden picture</p> <p><i>I am going to see if I can catch you out</i></p> <p>Hide the picture in the book</p> <p><i>Oh my, the naughty little sister</i></p> <p><i>She is putting the seal on the box (comp)</i></p> <p>Hold out cupboard</p> <p><i>You do it – put the seal on the box</i></p> <p>Comprehension prompt as necessary:</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made • Using pointing to correct place OR Giving object and pointing to correct place depending on initial error <p>Show the child the page</p> <p><i>Well done you did it – what did you do? You.....(exp)</i></p> <ul style="list-style-type: none"> • If incorrect, correct or no response, recast and move on <p>Repeat 1x for each child – then repeat until end of story</p> <p>For subsequent turns add in expression prompts to increase expectation of expression (see below)</p> <p><i>What did you do? You.....? (exp)</i></p> <p>Expression prompts:</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i> • For all other attempts recast <p><u>Phase 3 Comprehension and Expression – The boy tidies up story</u></p>
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	<p><i>Oh dear. Ben's woken up</i> (Read page 13 in book about position of animals). <i>Ben puts his animals back in the cupboard.</i></p> <p>Give Children empty cupboard</p> <p>1WL – expression first with pictures visible at all times</p> <p><i>What is he doing?</i> (exp)</p> <ul style="list-style-type: none"> • If incorrect, correct or no response, recast and move on <p><i>Put the giraffe in the cupboard - can you do it?</i></p> <p>Hold out the animal pictures</p> <p><i>Put the giraffe in the cupboard</i> (comp)</p> <p>Comprehension prompt as necessary in the following order:</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made and point to item in book • Repetition emphasising ICW where error was made and point to animal picture • Repetition using pointing to correct place and give animal picture <p>Repeat 1x for each child – then repeat until end of story and for subsequent turns add in expression prompts to increase expectation of expression (see below)</p> <p><i>What is he doing?</i> (exp)</p> <p>Expression prompts:</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i> • For all other attempts recast <p>2WL – comprehension first with hidden picture</p> <p><i>I am going to see if I can catch you out</i></p>
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	<p>Hide the picture in the book</p> <p><i>The boy put the giraffe in the cupboard - can you do it?</i></p> <p>Hold out the animal pictures</p> <p><i>Put the giraffe in the cupboard (comp)</i></p> <p>Comprehension prompt as necessary:</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made • Using pointing to correct place OR Giving object and pointing to correct place depending on initial error <p>Show the child the page</p> <p><i>Well done you did it – what did you do? You.....(exp)</i></p> <ul style="list-style-type: none"> • If incorrect, correct or no response, recast and move on <p>Repeat 1x for each child – then repeat until end of story</p> <p>For subsequent turns add in expression prompts to increase expectation of expression (see below)</p> <p><i>What did you do? You.....? (exp)</i></p> <p>Expression prompts:</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i> • For all other attempts recast
<p>Short activity v1</p>	<p>Tidy Up Part of Story (Animals in Cupboard)</p> <p>Session 1 (always) and sessions 2 and 3 if need to cut short for time. (i.e. following immediately from Activity B) (Short activity if practitioner estimates full session would last longer than 20-25 minutes)</p> <p><u>Phase 1 Vocabulary – Tidy Up story</u></p>

	<p>Intro: <i>'Ben bought some toy animals at the zoo.'</i></p> <p><i>'Look we have the same animals'</i></p> <p>Look at the animal cards with the children Giving card to each child in turn</p> <p>1WL and 2WL children = What have you got?</p> <p>Encourage them to name them</p> <p>Prompt as necessary to success in the following order</p> <ol style="list-style-type: none"> 1. Give a first letter clue - <i>It's a m...</i> 2. Give the entire name - <i>It's a monkey</i> <p>If other children have named it, RA repeats it to the child - <i>It's a monkey.</i></p> <p>Repeat for all animals</p> <p>(This is low pressure and practitioner supports quickly to retain sense of a teaching not testing context)</p> <p><u>Phase 2 Comprehension and Expression – Tidy Up story</u></p> <p><i>Ben put his animals in the cupboard.</i></p> <p>Give Children empty cupboard</p> <p>1WL – expression first with pictures visible at all times</p> <p><i>What is he doing? (exp)</i></p> <ul style="list-style-type: none"> • If incorrect, correct or no response, recast and move on <p><i>He put the giraffe in the cupboard - can you do it?</i></p> <p>Hold out the animal pictures</p> <p><i>Put the giraffe in the cupboard (comp)</i></p> <p>Comprehension prompt as necessary in the following order:</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made and point to item in book • Repetition emphasising ICW where error was made and point to animal picture • Repetition using pointing to correct place and give animal picture
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	<p>Repeat 1x for each child – then repeat until end of story and for subsequent turns add in expression prompts to increase expectation of expression (see below)</p> <p><i>What is he doing? (exp)</i></p> <p>Expression prompts:</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i> • For all other attempts recast <p>2WL – comprehension first with hidden picture</p> <p><i>I am going to see if I can catch you out</i></p> <p>Hide the picture in the book</p> <p><i>The boy put the giraffe in the cupboard - can you do it?</i></p> <p>Hold out the animal pictures</p> <p><i>Put the giraffe in the cupboard (comp)</i></p> <p>Comprehension prompt as necessary:</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made • Using pointing to correct place OR Giving object and pointing to correct place depending on initial error <p>Show the child the page</p> <p><i>Well done you did it – what did you do? You.....(exp)</i></p> <ul style="list-style-type: none"> • If incorrect, correct or no response, recast and move on <p>Repeat 1x for each child – then repeat until end of story</p> <p>For subsequent turns add in expression prompts to increase expectation of expression (see below)</p> <p><i>What did you do? You.....? (exp)</i></p> <p>Expression prompts:</p>
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Short activity v2

- If the child points/gestures/eye points but doesn't speak - *can you say it?*
- For all other attempts recast

Naughty Sister Part of Story

Phase 1 Comprehension and Expression - Naughty Sister Story

Practitioner places cupboard close to them. Then Turns the page and tell the story about the boy going to sleep

'Ben bought some toy animals at the zoo. Ben puts his animals in the cupboard. Ben keeps all the animals in the cupboard. When it's bedtime, Ben shuts the cupboard and goes to sleep. (Name furniture in room).'

Practitioner gives children the room scene

Look we have a room just like the boy

Turns the page and read the story

'Oh dear! When Ben's sleeping, his little sister comes in and plays with his toys.'

1WL – expression first with pictures visible at all times

Show child picture in the book

What's she doing? (exp)

- If incorrect, correct or no response, recast and move on

She's putting the giraffe on the chair – You do it on your picture (hold out the cupboard of toys)

Put the giraffe on the chair (comp)

Comprehension prompt as necessary in the following order:

	<ul style="list-style-type: none"> • Repetition emphasising ICW where error was made and point to item in book • Repetition emphasising ICW where error was made and point to animal picture • Repetition using pointing to correct place and give animal picture <p>Repeat 1x for each child – then repeat until end of story and for subsequent turns add in expression prompts to increase expectation of expression (see below)</p> <p><i>What’s she doing? (exp)</i></p> <p>Expression prompts:</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn’t speak - <i>can you say it?</i> • For all other attempts recast <p>2WL – comprehension first with hidden picture</p> <p><i>I am going to see if I can catch you out</i></p> <p>Hide the picture in the book</p> <p><i>Oh my, the naughty little sister</i></p> <p><i>She is putting the seal on the box (comp)</i></p> <p>Hold out cupboard</p> <p><i>You do it – put the seal on the box</i></p> <p>Comprehension prompt as necessary:</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made • Using pointing to correct place OR Giving object and pointing to correct place depending on initial error <p>Show the child the page</p> <p><i>Well done you did it – what did you do? You.....(exp)</i></p> <ul style="list-style-type: none"> • If incorrect, correct or no response, recast and move on
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	<p>Repeat 1x for each child – then repeat until end of story</p> <p>For subsequent turns add in expression prompts to increase expectation of expression (see below)</p> <p><i>What did you do? You.....? (exp)</i></p> <p>Expression prompts:</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i> • For all other attempts recast 	
<p>Homework</p>	<p>A1to2GoingToTheZooHW</p> <p>Parent reads short story to child pointing at items underlined in book in time with the reading.</p> <p>Parents provided with cupboard and room baseboards and animal cards so child can move animals as they read the story.</p>	
<p>Sentences and vocabulary</p>	<ol style="list-style-type: none"> 1. Put the <u>giraffe</u> on the <u>chair</u> 2. Put the <u>lion</u> on the <u>table</u> 3. Put the <u>seal</u> on the <u>box</u> 4. Put the <u>monkey</u> on the <u>chair</u> 5. Put the <u>elephant</u> on the <u>bed</u> 6. Put the <u>penguin</u> on the <u>table</u> 7. Put the <u>lion</u> in the <u>cupboard</u> 8. Put the <u>giraffe</u> in the <u>cupboard</u> 9. Put the <u>monkey</u> in the <u>cupboard</u> 10. Put the <u>seal</u> in the <u>cupboard</u> 11. Put the <u>elephant</u> in the <u>cupboard</u> 12. Put the <u>penguin</u> in the <u>cupboard</u> 	<p>Lion</p> <p>Giraffe</p> <p>Monkey</p> <p>Seal</p> <p>Elephant</p> <p>Penguin</p> <p>Cupboard</p> <p>Chair</p> <p>Table</p> <p>Box</p> <p>Bed</p>

B: 1-2 WL: Feeding the Animals

<p>Equipment</p>	<p>B1to2 Feeding the Animals Story</p> <p>B1to2 Food Cards and Base Board: fish bun banana carrot meat biscuit apple and leaves</p> <p>B1to2 Zoo Board – picture of the zoo</p> <p>Toys: elephant, giraffe, lion, seal, monkey, penguin in opaque bag/box</p>
<p>'Story line' of game</p>	<p>This is a story about feeding time at the zoo</p>
<p>Procedure</p>	<p>Practitioner has the book. The zoo baseboard and the food baseboard are front of the child/children. Picture cards are nearby.</p> <p><i>Intro: Ben and Gaby are going to the zoo. They are going to help the zookeeper.</i></p> <p><i>Look you can see where the different animals live, there is an elephant, a giraffe, a lion, a seal, a monkey and a penguin.</i></p> <p>[this naming is skipped on and after the third repetition of this activity]</p> <p><u>Phase 1 vocabulary</u></p> <p><i>Look we have some animals too, in this bag, can you name them?</i></p> <p>Let children draw animals out of an opaque bag, name them and then place them in the correct enclosure.</p> <p>1WL and 2WL children = What have you got?</p> <p>Encourage them to name them and put them in the right enclosure</p> <p>Prompt as necessary to success in the following order</p> <ol style="list-style-type: none"> 1. Give a first letter clue - <i>It's a m....</i> 2. Give the entire name - <i>It's a monkey</i> <p>(This is low pressure and practitioner supports quickly so as to retain sense of a teaching not testing context)</p>

	<p>If other children have named it, RA repeats it to the child - <i>It's a monkey</i>. Repeat for all animals.</p> <p><i>Look we have some food to feed the animals, what food have we got?</i></p> <p>Look at the food cards with the children taking a card in turn</p> <p>1WL and 2WL children = What have you got?</p> <p>Encourage them to name the food and put in on the right place on the food baseboard.</p> <p>Prompt as necessary to success in the following order</p> <ol style="list-style-type: none"> 1. Give a first letter clue - <i>It's a f...</i> 2. Give the entire name - <i>It's a fish</i> <p>(This is low pressure and practitioner supports quickly so as to retain sense of a teaching not testing context)</p> <p>If other children have named it, RA repeats it to the child - <i>It's a fish</i>. Repeat for all food cards.</p> <p><u>Phase 2 Comprehension and Expression</u></p> <p>Practitioner has the food baseboard with food cards. Opens book and reads to the child(ren). <i>Ben and Gaby are going to the zoo. They are going to help the zookeeper.</i></p> <p>Show the food baseboard to the first child. <i>We have food, just like Gaby and Ben.</i></p> <p>Turn the page and read: <i>Give the biscuit to the elephant.</i></p> <p>1WL – expression first with pictures visible at all times</p> <p>Show child picture in the book <i>What's Ben doing? (exp)</i></p> <ul style="list-style-type: none"> • If incorrect, correct or no response, recast and move on
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	<p><i>He is giving the biscuit to the elephant – you do it on our pictures (hold out the food base board)</i></p> <p><i>Give the biscuit to the elephant. (comp)</i></p> <p>Comprehension prompt as necessary in the following order:</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made and point to item in book • Repetition emphasising ICW where error was made and point to animal picture • Repetition using pointing to correct place and give food picture <p>Repeat 1x for each child – then repeat until end of story and for subsequent turns add in expression prompts to increase expectation of expression (see below)</p> <p><i>What is Ben doing? (exp)</i></p> <p>Expression prompts:</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i> • For all other attempts recast <p>2WL – comprehension first with hidden picture</p> <p><i>I am going to see if I can catch you out</i></p> <p>Hide the picture in the book</p> <p><i>Ben is giving the biscuit to the elephant</i></p> <p>Hold out food</p> <p><i>You do it – give the biscuit to the elephant</i></p> <p>Comprehension prompt as necessary:</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made • Using pointing to correct place OR Giving object and pointing to correct place depending on initial error <p>Show the child the page</p>
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	<p><i>Well done you did it – what did you do? You.....(exp)</i></p> <ul style="list-style-type: none"> • If incorrect, correct or no response, recast and move on <p>Repeat 1x for each child – then repeat until end of story</p> <p>For subsequent turns add in expression prompts to increase expectation of expression (see below)</p> <p><i>What did you do? You.....? (exp)</i></p> <p>Expression prompts:</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i> • For all other attempts recast
<p>If short activity of session</p>	<p>Session 7 (always) and session 8 if need to cut short for time. (Short activity if practitioner estimates full session would last longer than 20-25 minutes)</p> <p><u>Phase 1 vocabulary</u></p> <p><i>Gaby and Ben are at the zoo, they are going to feed the animals.</i></p> <p><i>Look we have the same food.</i></p> <p>Look at the food cards with the children, giving card to each child in turn</p> <p>1WL and 2WL children = What have you got?</p> <p>Encourage them to name the food and put in on the right place on the food baseboard.</p> <p>Prompt as necessary to success in the following order</p> <ol style="list-style-type: none"> 1. Give a first letter clue - <i>It's a f...</i> 2. Give the entire name - <i>It's a fish</i> <p>If other children have named it, RA repeats it to the child - <i>It's a fish.</i></p> <p>Repeat for all animals</p>

	<p>(This is low pressure and practitioner supports quickly to retain sense of a teaching not testing context)</p> <p>Read page 1</p> <p><i>Ben and Gaby are going to the zoo. They are going to help the zookeeper.</i></p> <p><i>Look we have a zoo here – show zoo baseboard.</i></p> <p>Encourage them to name the animals in the pictures</p> <p>Prompt as necessary to success in the following order</p> <ol style="list-style-type: none"> 1. Give a first letter clue It's a m.... 2. Give the entire name It's a monkey <p><u>Phase 2 comprehension</u></p> <p>1WL: Picture visible at all times. 2WL: Hidden picture</p> <p>Read page 4 and demo giving the biscuit to the elephant.</p> <p>Read page 6 and ask a child to give the carrot to the giraffe.</p> <p>Depending on time, continue with other pages asking child to give the food to the animal - a minimum of one turn per child</p> <p>Comprehension prompts as necessary:</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made • Using pointing to correct place OR Giving object and pointing to correct place depending on initial error 	
Homework	<p>B1to2FeedingTheAnimalsHW</p> <p>Parent tells zoo story to child pointing to pictures to reinforce vocabulary.</p>	
Sentences and vocabulary	<ol style="list-style-type: none"> 1. Give the <u>biscuit</u> to the <u>elephant</u> 2. Give the <u>carrot</u> to the <u>giraffe</u> 3. Give the <u>bun</u> to the <u>elephant</u> 4. Give the <u>banana</u> to the <u>monkey</u> 	<p>Biscuit</p> <p>Carrot</p> <p>Bun</p> <p>Banana</p>

	5. Give the <u>apple</u> to the <u>giraffe</u>	Apple
	6. Give the <u>fish</u> to the <u>penguin</u>	Fish
	7. Give the <u>bun</u> to the <u>monkey</u>	Meat
	8. Give the <u>meat</u> to the <u>lion</u>	Leaves
	9. Give the <u>leaves</u> to the <u>elephant</u>	Elephant
	10. Give the <u>apple</u> to the <u>monkey</u>	Giraffe
	11. Give the <u>leaves</u> to the <u>giraffe</u>	Monkey
	12. Give the <u>fish</u> to the <u>seal</u>	Penguin
		Lion
		Seal

C: 1-2 WL: Balancing

Equipment	C1to2 Balancing Story Toys: Teddy, Dolly, Toy chair, drinks
'Story line' of game	We have a story today about a dolly and a teddy, we're going to see what the toys are doing.
Procedure	<p>Practitioner has the book and toys.</p> <p>Intro: <i>We're going to have a look at this book today. It's about some toys. We have some toys here.</i></p> <p><u>Phase 1 vocabulary</u></p> <p><i>Let's see what toys we have. Give each child one of the toys</i></p> <p>1WL and 2WL children = What have you got?</p> <p>Encourage them to name them as they toys are given out</p> <p>Prompt as necessary to success in the following order</p> <ol style="list-style-type: none"> 1. Give a first letter clue - <i>It's a d...</i> 2. Give the entire name - <i>It's a dolly</i> <p>(This is low pressure and practitioner supports quickly to retain a sense of teaching not testing context)</p> <p>If other children have named it, RA repeats it to the child - <i>It's a dolly.</i></p> <p>Repeat for all toys.</p> <p><u>Phase 2 Comprehension and Expression</u></p> <p>Practitioner has the toys near to the children.</p> <p><i>Let's read the book to find out what the toys do and see if we can make our toys do the same.</i></p> <p>1WL – expression first with pictures visible at all times</p> <p>Show child picture in the book</p>

	<p><i>This is Dolly. She likes jumping. Look, Dolly's jumping...</i></p> <p><i>..on a chair</i></p> <p><i>What's she doing? (exp)</i></p> <ul style="list-style-type: none"> • If incorrect, correct or no response, recast and move on <p><i>Dolly is jumping on a chair</i></p> <p><i>Make dolly jump on the chair (comp)</i></p> <p>Comprehension prompt as necessary in the following order:</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made and point to item in book • Repetition emphasising ICW where error was made and point to correct object • Repetition using pointing to correct object and modelling action <p>Repeat 1x for each child – then repeat until end of story and for subsequent turns add in expression prompts to increase expectation of expression (see below)</p> <p>NOTE: 'teddy is crying' is NOT a target sentence</p> <p><i>What's she doing? (exp)</i></p> <p>Expression prompts:</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i> • For all other attempts recast <p>2WL – comprehension first with hidden picture</p> <p><i>I am going to see if I can catch you out</i></p> <p>Hide the picture in the book</p> <p><i>Dolly likes jumping. Dolly's jumping on a chair (comp)</i></p> <p><i>You do it – make dolly jump on the chair</i></p> <p>Comprehension prompt as necessary:</p>
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	<ul style="list-style-type: none"> • Repetition emphasising ICW where error was made and point to item in book • Using pointing to correct place OR acting out action and pointing to correct place depending on initial error <p>Show the child the page</p> <p><i>Well done you did it – what did you do? You.....(exp)</i></p> <ul style="list-style-type: none"> • If incorrect, correct or no response, recast and move on <p>Repeat 1x for each child – then repeat until end of story and for subsequent turns add in expression prompts to increase expectation of expression (see below)</p> <p>NOTE: ‘teddy is crying’ is NOT a target sentence</p> <p><i>What did you do? You... (exp)</i></p> <p>Expression prompts:</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn’t speak - <i>can you say it?</i> • For all other attempts recast
<p>If short activity of session</p>	<p>Choose between different parts of the story</p> <p>Balancing Teddy or Balancing Dolly</p> <p>Sessions 12 and 13 if need to cut short for time. (Short activity if practitioner estimates full session would last longer than 20-25 minutes)</p> <p><u>Phase 1 vocabulary</u></p> <p><i>Let’s see what toys we have. Give each child on of the toys</i></p> <p>1WL and 2WL children = What have you got?</p> <p>Encourage them to name them</p>

	<p>Prompt as necessary to success in the following order</p> <ol style="list-style-type: none"> 1. Give a first letter clue - <i>It's a d...</i> 2. Give the entire name - <i>It's a dolly</i> <p>(This is low pressure and practitioner supports quickly so as to retain sense of a teaching not testing context)</p> <p>If other children have named it, RA repeats it to the child - <i>It's a dolly</i>.</p> <p>Repeat for all toys.</p> <p><u>Phase 1 comprehension</u></p> <p>1WL: Picture visible at all times. 2WL: Hidden picture</p> <p>Read page 1 and demo making dolly jump on the chair.</p> <p>Read page 3 and ask a child to make dolly stand on the chair.</p> <p>Depending on time, continue with the book, asking a child to make the toy do the action. - a minimum of one turn per child</p> <p>Comprehension prompt as necessary:</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made • Using pointing to correct place OR acting out action and pointing to correct place depending on initial error 	
<p>Homework</p>	<p>C1to2BalancingHW</p> <p>A5 booklet same as researcher's booklet, to be read to child at home</p>	
<p>Sentences and vocabulary</p>	<ol style="list-style-type: none"> 1. Dolly's jumping on a chair 2. Dolly's standing on a chair 3. Teddy's standing on a chair 4. Teddy's jumping on the chair 5. Teddy's falling 6. Teddy's lying down 7. Teddy's sitting 8. Teddy's drinking 9. Dolly's sitting 10. Dolly's drinking 	<p>Teddy</p> <p>Dolly</p> <p>Jump</p> <p>Sit</p> <p>Stand</p> <p>Lie</p> <p>Fall</p> <p>Drink</p>

D: 1-2 WL: Waking Up

<p>Equipment</p>	<p>D1 Waking Up Story</p> <p>Toys: Teddy, Dolly, sponge, towel, hairbrush, and toothbrush</p>
<p>'Story line' of game</p>	<p>Dolly and teddy are getting up in the morning and getting ready to go to school.</p>
<p>Procedure</p>	<p>Practitioner has the book and toys.</p> <p>Intro: <i>We're going to have a look at this book today. It's about dolly and teddy getting ready to go to school.</i></p> <p><u>Phase 1 vocabulary</u></p> <p><i>Let's see what toys we have. Look we have things to wash their hair, brush their teeth, dry their face (model the actions) let's help them together.</i></p> <p>Give each child one or more of the toys</p> <p>1WL and 2WL children = What have you got?</p> <p>Encourage them to name them and put washing items on tray</p> <p>Prompt as necessary to success in the following order</p> <ul style="list-style-type: none"> • Give a first letter clue - <i>It's a d....</i> • Give the entire name - <i>It's a dolly</i> <p>(This is low pressure and practitioner supports quickly so as to retain sense of a teaching not testing context)</p> <p>If other children have named it, RA repeats it to the child - <i>It's a dolly.</i></p> <p>Repeat for all toys.</p> <p><u>Phase 2 Comprehension and Expression</u></p> <p>Practitioner has the toys near to the children.</p>

	<p><i>Let's read the book to find out what the toys do and see if we can make our toys do the same.</i></p> <p>1WL – expression first with pictures visible at all times</p> <p>Show child picture in the book</p> <p><i>Teddy and Dolly are sleeping.</i></p> <p><i>Wake up Teddy!</i></p> <p>Look at page 3</p> <p><i>What's is the boy doing? (exp)</i></p> <ul style="list-style-type: none"> • If incorrect, correct or no response, recast and move on <p><i>Time for a wash.</i></p> <p><i>Wash teddy, now. (comp)</i></p> <p><i>Can you do it? Wash teddy, now</i></p> <p>Comprehension prompt as necessary in the following order:</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made and point to item in book • Using pointing to correct toy OR acting out action and pointing to correct toy depending on initial error <p>Repeat 1x for each child – then repeat until end of story and for subsequent turns add in expression prompts to increase expectation of expression (see below)</p> <p><i>What's he doing? (exp)</i></p> <p>Expression prompts:</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i> • For all other attempts recast <p>2WL – comprehension first with hidden picture</p>
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	<p><i>I am going to see if I can catch you out</i></p> <p>Hide the picture in the book</p> <p><i>Time for a wash. Wash teddy, now (comp)</i></p> <p><i>You do it – Wash teddy</i></p> <p>Comprehension prompt as necessary:</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made • Using pointing to correct place OR Giving object and pointing to correct place depending on initial error <p>Show the child the page</p> <p><i>Well done you did it – what did you do? You.....(exp)</i></p> <ul style="list-style-type: none"> • If incorrect, correct or no response, recast and move on <p>Repeat 1x for each child – then repeat until end of story and for subsequent turns add in expression prompts to increase expectation of expression (see below)</p> <p><i>What did you do? You... (exp)</i></p> <p>Expression prompts:</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i> • For all other attempts recast
<p>If short activity of session</p>	<p>Choose between</p> <p>Waking Up Teddy or Waking Up Dolly parts of the story</p> <p>Sessions 4 and sessions 5, 6, 10 and 11 if need to cut short for time.</p> <p>(Short activity if practitioner estimates full session would last longer than 20-25 minutes)</p> <p>Do as above for either teddy or dolly</p>
<p>Homework</p>	<p>D1to2WakingUpHW</p>

	A5 booklet exactly the same as the researcher's A4 booklet, to be read to child at home.	
Sentences and vocabulary	<ol style="list-style-type: none"> 1. Wash teddy 2. Dry Teddy 3. Brush Teddy's hair 4. Brush Teddy's teeth 5. Wash Dolly 6. Dry Dolly 7. Brush Dolly's hair 8. Brush Dolly's teeth 9. Kiss Teddy 10. Kiss Dolly 	Dolly Teddy Hair Teeth Wake up Wash Dry Brush Kiss

E: 1-2 WL: Dolly's Hospital

<p>Equipment</p>	<p>E1 Dolly's hospital Story</p> <p>E1 Cards: Individual A4 pictures to be brought out one at a time to fit in with the story: damaged Teddy, repaired Teddy, damaged Dolly, repaired Dolly</p> <p>2 pictures of repaired Teddy and Dolly - used as jigsaw pieces during the telling of the story.</p> <p>Cards are also included for Dolly and Teddy with and without clothes so children can dress them.</p>
<p>'Story line' of game</p>	<p>Dolly and teddy are poorly, Dev and Amelia are going to fix them.</p>
<p>Procedure</p>	<p>Practitioner has the book</p> <p>Intro: <i>We're going to have a look at this book today. It's about a poorly dolly and teddy.</i></p> <p><i>Let's read the book to find and see how we can make the toys better.</i></p> <p>Read page 1 of the book pointing to the pictures to highlight vocabulary</p> <p><i>Dev and Amelia mend poorly toys. Amelia is putting a plaster on the dolly's leg. Dev is looking for action man's head.</i></p> <p><u>Phase 1 comprehension</u></p> <p><i>Let's see what's wrong with teddy.</i></p> <p>Read the 'Teddy Comprehension' page and ask the child(ren) to point to each part of teddy as you read.</p> <p>1WL and 2WL children - <i>Where's teddy's poorly arm?</i></p> <p>Comprehension prompt as necessary:</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made

- Using pointing to correct body part

Phase 2 expression

Read the Teddy Expression page.

Practitioner produces the A4 picture of poorly teddy and places this near the group.

Let's help Dev mend Teddy

Child takes card from bag and puts on teddy base board

Dev's mended Teddy's eye (as appropriate to chosen card)

Child takes next card

Dev's mended..... Teddy's..... arm

Expression prompts:

- If the child points/gestures/eye points but doesn't speak - *can you say it?*
- For all other attempts recast

Repeat until Teddy is all better

Phase 3 comprehension

And now there's a poorly dolly.

Read the Dolly comprehension page and ask the child(ren) to point to each part of dolly as you read.

1WL and 2WL children - *Where's dolly's poorly arm?*

Comprehension prompt as necessary:

- Repetition emphasising ICW where error was made
- Using pointing to correct body part

Phase 4 expression

Read the Dolly expression page

Practitioner produces the A4 picture of poorly dolly and places this near the group.

Yes, Amelia has mended Dolly.

Child takes card from bag and puts on dolly base board

Amelia's mended Dolly's eye (as appropriate to chosen card)

Child takes next card

Amelia's mended..... Dolly's..... arm

Expression prompts:

- If the child points/gestures/eye points but doesn't speak - *can you say it?*
- For all other attempts recast

Repeat until Dolly is all better

Phase 5 Comprehension

Read dressing Dolly and Teddy page.

Oh, look Amelia and Dev have put their trousers on. Dolly has long trousers. Teddy has short trousers. Oh, look Amelia has put on Dolly's shirt. And Dev has put on teddy's shirt.

Practitioner produces the A4 picture of Teddy and Dolly visible on the table, as well as the cut out lay on clothes. Practitioner to model above

	<p>sentences on Teddy and Dolly then remove the clothing items for child to dress teddy or dolly in full.</p> <p><i>Let's see if we can help dress Teddy and Dolly.</i></p> <p>Read page 14 and ask the child(ren) to select the cut-out clothing items for Teddy and Dolly.</p> <p>1WL children – Where's dolly's shoes? Only present child with dolly.</p> <p>2WL children – Where's dolly's shoes? Present child with dolly and teddy.</p> <p>Comprehension prompt as necessary:</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made • Using pointing to correct clothing item 																		
<p>If short activity of session</p>	<p>Choose between Dolly's Hospital or Teddy's Hospital part of the story, Phase 5 (Dressing either teddy or dolly) to also be included.</p> <p>Sessions 14, 15 and 16 if need to cut short for time. (Short activity if practitioner estimates full session would last longer than 20-25 minutes)</p> <p>Do half the book, just teddy or just dolly.</p>																		
<p>Homework</p>	<p>E1DollysHospitalHW</p> <p>A5 booklet exactly the same as the researcher's A4 booklet, to be read to child at home.</p>																		
<p>Vocabulary</p>	<table border="1"> <tr> <td data-bbox="485 1451 1198 1503">1. Where's Teddy's poorly eye? (Comprehension)</td> <td data-bbox="1198 1451 1388 1503">Dolly</td> </tr> <tr> <td data-bbox="485 1503 1198 1554">2. Where's Teddy's poorly ear? (Comprehension)</td> <td data-bbox="1198 1503 1388 1554">Teddy</td> </tr> <tr> <td data-bbox="485 1554 1198 1606">3. Where's Teddy's poorly arm? (Comprehension)</td> <td data-bbox="1198 1554 1388 1606">Hand</td> </tr> <tr> <td data-bbox="485 1606 1198 1657">4. Where's Teddy's poorly leg? (Comprehension)</td> <td data-bbox="1198 1606 1388 1657">Tummy</td> </tr> <tr> <td data-bbox="485 1657 1198 1709">5. Dev's mended Teddy's ear (Expression)</td> <td data-bbox="1198 1657 1388 1709">Eye</td> </tr> <tr> <td data-bbox="485 1709 1198 1760">6. Dev's mended Teddy's....arm (Expression)</td> <td data-bbox="1198 1709 1388 1760">Foot</td> </tr> <tr> <td data-bbox="485 1760 1198 1812">7. Dev's mended ...Teddy's ...leg (Expression)</td> <td data-bbox="1198 1760 1388 1812">Ear</td> </tr> <tr> <td data-bbox="485 1812 1198 1863">8. Where's dolly's poorly eye? (Comprehension)</td> <td data-bbox="1198 1812 1388 1863">Arm</td> </tr> <tr> <td data-bbox="485 1863 1198 1915">9. Where's Dolly's poorly hand? (Comprehension)</td> <td data-bbox="1198 1863 1388 1915">Leg</td> </tr> </table>	1. Where's Teddy's poorly eye? (Comprehension)	Dolly	2. Where's Teddy's poorly ear? (Comprehension)	Teddy	3. Where's Teddy's poorly arm? (Comprehension)	Hand	4. Where's Teddy's poorly leg? (Comprehension)	Tummy	5. Dev's mended Teddy's ear (Expression)	Eye	6. Dev's mended Teddy's....arm (Expression)	Foot	7. Dev's mended ...Teddy's ...leg (Expression)	Ear	8. Where's dolly's poorly eye? (Comprehension)	Arm	9. Where's Dolly's poorly hand? (Comprehension)	Leg
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8. Where's dolly's poorly eye? (Comprehension)	Arm																		
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	10. Where's Dolly's poorly leg? (Comprehension)	Shoes
	11. Amelia has mended... Dolly's ...eye. (Expression)	Shorts
	12. Amelia has mended... Dolly's ...hand. (Expression)	Trousers
	13. Amelia has mended... Dolly's ...leg. (Expression)	Shirt
	14. Where's Dolly's shoes? (Comprehension)	
	15. Where's Teddy's shorts? (Comprehension)	
	16. Where's Dolly's trousers? (Comprehension)	
	17. Where's Dolly's shirt? (Comprehension)	
	18. Where's Teddy's shirt? (Comprehension)	

2- 3 Word level group

Activity List

A1 - Picnic Time

A2 - Secret Messages

B1 - Feeding Time at The Zoo

C1 - On the Farm

C2 - The Toys

D1 - Ready for Bed

D2 - Lotto Game

A1: 2-3 WL: Picnic Time

<p>Equipment</p>	<p>A12to3PicnicTimeCueCards: showing Teddy or Dolly being given the objects listed below</p> <p>Toys: Teddy, Dolly – Each have a bowl, cup, plate</p> <p>Tray with 4 x spoons, biscuits, cakes, oranges, bananas, juice and milk</p>
<p>'Story line' of game</p>	<p><i>Teddy and Dolly are going on a picnic and we have to help them get the picnic ready.</i></p> <p><i>I have some pictures here that tell us what we need to do to get it all ready.</i></p>
<p>Procedure</p>	<p>Teddy and Dolly and their own bowl, cup and plate are placed in the middle of the table. Practitioner has comprehension cards face down.</p> <p>Intro: <i>'Here's dolly – and here's dolly's bowl; dolly's plate,Here's teddy – and here's teddy's bowl; teddy's plate etc.'</i></p> <p><u>Phase 1: Comprehension</u></p> <p>Intro: <i>I have some pictures here that tell us what we need to do to get the picnic ready – Let's get this lovely picnic ready together – I am sure you can help me.</i></p> <p>Choose 1st child and put tray near first child – (therapist remains in control of toys)</p> <p><i>'My special card tells us what to do – you are not allowed to peep at my card – let's see if we can get it right'</i></p> <p>2WL = Can you put the (spoon) on Teddy's plate (give the spoon to the child)</p> <p>3WL = Can you put the spoon on Teddy's plate</p>

	<p>Prompt as necessary to success in following order:</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made • Using pointing to correct place OR Giving object and pointing to correct place depending on initial error • Show the card to the children <p><i>'Look we got it right we put the spoon on Teddy's plate!'</i></p> <p>Repeat steps 1 – 3 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. In a 1:1 session, aim for 4-6 turns.</p> <p><u>Phase 2: Expression</u></p> <p><i>Now it's your turn to look at the secret cards and tell us what to do.</i></p> <p>Child encouraged to pick a card and tell child next to them what to do (therapist can give the child following the command the object if at a 2WL and use maximum prompting for success if any errors).</p> <p><i>'OK – take a card Joe and let's tell Sarah what to do we... (if no response) put the...'</i></p> <p>Recast child's attempt and support second child to complete command.</p> <p>Prompt in the following way:</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i> • For all other attempts recast <p>Encourage the child to show the card to the other children.</p> <p><i>'Good work – we got it right!'</i></p>
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	Repeat steps 1 – 4 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. In a 1:1 session, aim for 4-6 turns.	
If second activity of session	<i>'Next time/Remember/homework: these toys – we've got teddy and dolly and they're going on a picnic. Let's see what they need for their picnic</i> (introduce and talk about crockery and food). Support child to name but not essential. Demo one cue card per child. Keep this short and get children to help tidy away.	
Homework	A12to3PicnicTimeHW Large picture of Teddy and Dolly each with place setting – individual cards of cutlery and food items – list of 12 requests for parent to give the child – encouraged to play with child to stick objects on Teddy and Dolly Pictures. Can be comprehension only or child can take turn as teacher if confident.	
Sentences and vocabulary	<ol style="list-style-type: none"> 1. Put the spoon in teddy's cup 2. Put the biscuit on dolly's plate 3. Put the spoon in dolly's cup 4. Put the banana in teddy's bowl 5. Put the orange in teddy's bowl 6. Put the cake in dolly's bowl 7. Put some milk in teddy's cup 8. Put the orange on dolly's plate 9. Put the cake on dolly's plate 10. Put some juice in dolly's cup 11. Put the banana on dolly's plate 12. Put the cake in teddy's bowl 	<p>Spoon</p> <p>Biscuit</p> <p>Banana</p> <p>Orange</p> <p>Cake</p> <p>Milk</p> <p>Juice</p> <p>Teddy</p> <p>Dolly</p> <p>Plate</p> <p>Bowl</p> <p>Cup</p>

A2: 2-3 WL: Secret Messages

<p>Equipment</p>	<p>A22to3SecretMessagesCueCards: 12 comprehension cards covering object + place (inc adj)</p> <p>Toys: pencil, snake, spider, mouse, paintbrush, scissors, big and little cup, book, shoe and bottle - on tray/in box but visible</p>
<p>'Story line' of game</p>	<p><i>Secret messages</i></p> <p><i>We've got lots of toys here today – some are big, and some are little.</i></p> <p><i>I have my special secret cards that tell me what the toys should look like</i></p>
<p>Procedure</p>	<p>Big and little cup, book, shoe and bottle placed a little way from child – big objects grouped together – little objects grouped together. Other objects (snake spider etc.) placed closer to the child. Practitioner has comprehension cards face down.</p> <p>Intro: <i>We've got lots of toys again today – some are big (use Makaton sign for big) and some are little (use Makaton sign) – look, a big shoe, a big cup....and over here a little shoe and a little cup...</i></p> <p><u>Phase 1: Comprehension</u></p> <p>Intro: <i>We have so many toys today and I have my special secret cards that tell me what the toys should look like – My special card says the spider is on the little shoe – [looks up] - oh no it isn't! [picks up the spider and puts on the shoe – shows the card to the children] That's better isn't it! The spider is on the little shoe. [puts spider back] Let's try another one – Kelly you can help me.</i></p> <p>Choose 1st child and put tray/box near first child – (therapist remains in control of toys).</p> <p><i>My special card says</i></p>

2WL = The mouse is on the big bottle (sign big)

3WL = The mouse is on the big bottle (no sign)

It isn't is it Kelly – can you do it?

Prompt as necessary to success in following order:

- Show child card and repeat emphasising ICW where error was made
- Using pointing to correct place OR Giving object and pointing to correct place depending on error
- Show the card to the children

Yes! The mouse is on the big bottle!

Replace toys to initial position

Repeat steps 1 – 3 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. **In a 1:1 session, aim for 4-6 turns.**

Phase 2: Expression

Now it's your turn to look at the secret cards and tell us what to do.

Child encouraged to pick a card and describe to child next to them to make the objects match the card (therapist can sign for big/little if at 2WL).

OK – you tell Jordan what's on your secret card – let's see if we can make the toys look the same as your card...

Recast child's attempt and support second child to complete command.

	<p>Prompt in the following way:</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i> • For all other attempts recast • Encourage the child to show the card to the other children <p><i>Good work – we got it right!</i></p> <p>Replace toys to initial position</p> <p>Repeat steps 1 – 4 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. In a 1:1 session, aim for 4-6 turns.</p>
<p>If second activity of session</p>	<p><i>We've got some different toys now.</i></p> <p>Introduce objects and support children to sort into big and little as needed (remember Makaton!). Give each child an individual cue card. Take turns to support them to describe what they see/make the objects match the picture – model as much as needed for child to complete. Keep short and get children to help tidy away.</p>
<p>Homework</p>	<p>A22to3SecretMessagesLottoHW</p> <p>4 Lotto boards and cards sent home, with pictures and sentences the same as some of those used by the practitioner. Parent draws a card from a pack of individual pictures without letting the child see it. The parent describes it to the child: 'The mouse is on the big shoe'. The child has to point to the correct picture on the Lotto board. Start with using just one Lotto board at a time (with 6 pictures only) so homework is a reinforcing bridging activity and reduces possibility of failure, over time more lotto boards could be added in. As the homework for these activities is presented as Lotto boards, no specific sentences need to be selected for parents. Once the child is correct, they are allowed to place it on the</p>

	correct picture. Child can take turn as teacher if they want to but they do not have to.	
Sentences and vocabulary	<ol style="list-style-type: none"> 1. The paintbrush is in the big bottle 2. The mouse is on the big book 3. The snake is in the big cup 4. The pencil is in the little bottle 5. The spider is on the big book 6. The pencil is in the big cup 7. The spider is on the little shoe 8. The mouse is in the little cup 9. The paintbrush is in the little bottle 10. The spider is in the big bottle 11. The scissors are in the big cup 12. The mouse is on the big shoe 	<p>Paintbrush</p> <p>Mouse</p> <p>Snake</p> <p>Pencil</p> <p>Spider</p> <p>Scissors</p> <p>Bottle (big & little)</p> <p>Book (big & little)</p> <p>Cup (big & little)</p> <p>Shoe (big & little)</p>

B1: 2-3 WL: Feeding Time at the Zoo

<p>Equipment</p>	<p>B12to3FeedingTimeCueCards: showing food and animal to be fed</p> <p>B13to4FeedingTimeZooAndAnimals: Zoo layout drawn on a card and food cards: fish bun banana apple leaves carrot meat biscuit (3 of each)</p> <p>Toys: elephant, giraffe, lion, seal, monkey, penguin</p>
<p>'Story line' of game</p>	<p><i>It's feeding time at the zoo</i></p>
<p>Procedure</p>	<p>Set up the zoo mat. Practitioner has comprehension cards face down.</p> <p><i>Intro: Today we are in charge of the zoo and we have lots of animals – the penguin – goes here – the lion – goes here – the elephant goes here.....</i></p> <p><i>They are very hungry, and we need to feed them.</i></p> <p><u>Primarily an Expressive task</u></p> <p><i>Intro: We have to make sure we give the right food to the right animals – if they get the wrong food they will be poorly. Can you help me? My cards tell me the right food for the right animal.</i></p> <p>Choose 1st child and put food cards near first child – (therapist remains in control of cards) Therapist draws first card and describes.</p> <p><i>give the fish to the seal</i></p> <p>Prompt as necessary to success in following order</p> <ul style="list-style-type: none"> • Using pointing to correct animal • Giving object and pointing to correct animal • Show the card to the children <p><i>Look – we are right – this means we have to give the fish to the seal - Let's do another one</i></p>

	<p>Show next card to all the children, ask to describe and choose a child to feed the animal.</p> <p><i>What does this one mean? - Yes, that's right "give the meat to the lion" – Connor you give the meat to the lion – Great he loves that food!</i></p> <p>Take turns around the group with one child choosing a cue card, describing it and the next child following command.</p> <p>Prompts for expression:</p> <ul style="list-style-type: none"> • If the child points/gestures/eye-points but doesn't speak - <i>can you say it?</i> • For all other attempts recast <p>Replace toys to initial position</p> <p>Repeat steps 1 – 4 above for approximately 12 turns – aiming for maximum of 3 turns and a minimum of 2 turns per child. In a 1:1 session, aim for 4-6 turns.</p>
<p>If second activity of session</p>	<p>These are all animals that we would find in the zoo.</p> <p><i>Look, here's the zoo. Let's work out where the animals go.</i></p> <p>Support children to name animals if needed, this is not essential.</p> <p><i>These animals are all hungry – we've got some food for all these hungry animals.</i></p> <p>Support children to name food if needed, again this is not essential.</p> <p>Demo one cue card per child. Keep this short and get children to help tidy away.</p>

<p>Homework</p>	<p>B12to3FeedingTimeHW</p> <p>Parent given card zoo with animals drawn in correct enclosures with food stickers and script including the same 12 target sentences as used by the practitioner. Encourage the child to take it in turns with the parent if they want to, e.g. 'give the bun to the elephant' (i.e. can complete as comprehension only).</p>	
<p>Sentences and vocabulary</p>	<ol style="list-style-type: none"> 1. Give the biscuit to the elephant 2. Give the carrot to the giraffe 3. Give the bun to the elephant 4. Give the banana to the monkey 5. Give the apple to the giraffe 6. Give the fish to the penguin 7. Give the bun to the monkey 8. Give the meat to the lion 9. Give the leaves to the elephant 10. Give the apple to the monkey 11. Give the leaves to the giraffe 12. Give the fish to the seal 	<p>Biscuit</p> <p>Carrot</p> <p>Bun</p> <p>Banana</p> <p>Apple</p> <p>Fish</p> <p>Meat</p> <p>Leaves</p> <p>Elephant</p> <p>Giraffe</p> <p>Monkey</p> <p>Penguin</p> <p>Lion</p> <p>Seal</p>

C1: 2-3 WL: On the Farm

<p>Equipment</p>	<p>C12to3OnTheFarmBaseBoard: Farm layout on large card - field, house, pond, fence, road, tree</p> <p>C12to3OnTheFarmCueCards: 12 comprehension cards covering person + action + place (Actions walk, sit, stand)</p> <p>Toys: horse, dog, cat, cow, sheep, rabbit</p>
<p>'Story line' of game</p>	<p>The farm animals are in a silly mood today and they are doing lots of silly things - let's see what they will do</p>
<p>Procedure</p>	<p>Farm layout placed on table and children look at all the places on the farm together. SLT points out all of the places. Practitioner has comprehension cards face down</p> <p><i>Intro: Look at the lovely farm. Here is the field, here is the house, here is the road and here is the pond, here is the tree and here is the fence. The animals who live on the farm are all here. They are in a silly mood today - they are doing lots of silly things ...what will they do!</i></p> <p><u>Phase 1: Comprehension</u></p> <p><i>Intro: I'm going to look at my special card - no peeping! Let's see what the animals will do.</i></p> <p><i>My special card says Make the horse stand in the pond</i></p> <p><u>For 2 turns</u> show the card and demonstrate correct action with a commentary – <i>here's a horse – we need a horse – look its standing in the pond – where's the pond – here it is – now the horse is standing in the pond.</i></p> <p>Choose 1st child and put tray/box of animals near first child – (therapist remains in control of toys)</p>

2WL = Make the (sheep) walk to the field (give child sheep)

3WL = Make the sheep walk to the field

Prompt as necessary to success in following order

Show child card and repeat emphasising ICW where error was made

Using pointing to correct place or giving object and pointing to correct place or modelling action with animal in correct place depending on initial error

Show the card to the children

Yes look – you made the sheep walk to the field! Well done!

Replace toys to initial position

Repeat steps 1 – 3 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. **In a 1:1 session, aim for 4-6 turns.**

Phase 2: Expression

Now it's your turn to look at the secret cards and tell us what to do

Child encouraged to pick a card and tell child next to them what to do (therapist can give the child following the command the object if at a 2WL)

'OK – take a card Joe and let's tell Sarah what to do we... (if no response) put the...'

Recast child's attempt and support second child to complete command

Prompt in the following way

If the child points/gestures/eye points but doesn't speak - *can you say it?*

For all other attempts recast

	<p>Encourage the child to show the card to the other children</p> <p><i>'Good work – we got it right!'</i></p> <p>Replace toys to initial position</p> <p>Repeat steps 1 – 4 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. In a 1:1 session, aim for 4-6 turns.</p>	
<p>If second activity of session</p>	<p><i>These are all animals that we would find on the farm.</i> Support children to name animals if needed, not essential. <i>And look, here's the farm.</i> Adult to name farm locations. Demo one cue card per child. Keep this short and get children to help tidy away.</p>	
<p>Homework</p>	<p>C12to3OnTheFarmHW</p> <p>Small card version of farm and cut out card versions of the animals and script.</p>	
<p>Sentences and vocabulary</p>	<ol style="list-style-type: none"> 1. Make the sheep stand in the field 2. Make the dog walk to the fence 3. Make the cow stand by the fence 4. Make the horse walk to the house 5. Make the dog stand by the tree 6. Make the cow stand by the house 7. Make the dog sit in the field 8. Make the cat walk on the fence 9. Make the cat walk to the house 10. Make the cat sit by the tree 11. Make the horse walk to the field 12. Make the rabbit sit by the tree 	<p>Sheep</p> <p>Dog</p> <p>Cow</p> <p>Horse</p> <p>Rabbit</p> <p>Cat</p> <p>Stand</p> <p>Sit</p> <p>Walk</p> <p>Field</p> <p>Fence</p> <p>House</p> <p>Tree</p>

C2: 2-3 WL: The Toys

<p>Equipment</p>	<p>C22to3TheToysCueCards: 12 comprehension cards covering person + action + place (Actions sit, stand, jump, sleep)</p> <p>Toys: Teddy Dolly - Bed Chair Table Box</p>
<p>'Story line' of game</p>	<p>Teddy and dolly being silly</p>
<p>Procedure</p>	<p>Toys and objects on the table – teddy and dolly lying down closer to the children. Practitioner has comprehension cards face down</p> <p>Intro: <i>We've got lots of toys again today – and Teddy and Dolly – I wonder what they will do today?</i></p> <p><u>Phase 1: Comprehension</u></p> <p>Intro: <i>We have so many toys today and I have my special secret cards that tell me what the toys should look like – My special card says the teddy is sitting on the bed – [looks up] - oh, no he isn't! [picks up teddy and puts on the bed – shows the card to the children] That's better isn't it! Teddy is sitting on the bed. [puts teddy back] Let's try another one – Kelly you can help me</i></p> <p>Choose 1st child (therapist remains in control of toys)</p> <p><i>My special card says</i></p> <p>2WL = dolly is jumping on the bed (point to bed)</p> <p>3WL = dolly is jumping on the bed (no sign)</p> <p><i>She isn't is she Kelly – can you do it?</i></p> <p>Prompt as necessary to success in following order</p> <p>Show child card and Repeat emphasising ICW where error was made</p>

	<p>Using pointing to correct place OR Giving object and pointing to correct place OR modelling action with teddy/dolly in correct place depending on initial error</p> <p>Show the card to the children</p> <p><i>Yes! Dolly is jumping on the bed!</i></p> <p>Replace toys to initial position</p> <p>Repeat steps 1 – 4 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. In a 1:1 session, aim for 4-6 turns.</p> <p><u>Phase 2: Expression</u></p> <p><i>Now it's your turn to look at the secret cards and tell us what to do</i></p> <p>Child encouraged to pick a card and describe to child next to them to make the objects match the card (therapist can give dolly/teddy if 2WL)</p> <p><i>OK – you tell Jordan what's on your secret card – let's see if we can make the toys look the same as your card...</i></p> <p>Recast child's attempt and support second child to complete command</p> <p>Prompt in the following way</p> <p>If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i></p> <p>For all other attempts recast</p> <p>Encourage the child to show the card to the other children</p> <p><i>Good work – we got it right!</i></p> <p>Replace toys to initial position</p>
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	Repeat steps 1 – 4 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. In a 1:1 session, aim for 4-6 turns.	
If second activity of session	<i>I've got two friends here today. This is teddy and this is dolly.</i> Show children the furniture and support to name if needed, but not essential. <i>Teddy and Dolly are doing all sorts of silly things.</i> Demo one cue card per child: support them to describe what they see/make the objects match the picture. Keep short and get children to help tidy away.	
Homework	C22to3TheToysHW 4 Lotto boards sent home with pictures the same as some of those used by the SLT, and a set of matching individual pictures. Parent draws a card from a pack of individual pictures without letting the child see it. The parent describes it to the child 'Teddy is sitting on the bed. The child has to point to the correct picture on the Lotto board. Start with using just one Lotto board at a time (with 6 pictures only) so homework is a reinforcing bridging activity and reduces possibility of failure, over time more lotto boards could be added in. Once the child is correct, they are allowed to place it on the correct picture. Child can take turn as teacher if they want to.	
Sentences and vocabulary	<ol style="list-style-type: none"> 1. Teddy is jumping on the table 2. Dolly is lying on the bed 3. Teddy is lying on the table 4. Dolly is sitting on the chair 5. Teddy is sitting on the chair 6. Dolly is jumping on the bed 7. Dolly is standing on the box 8. Teddy is standing on the table 9. Teddy is standing on the box 10. Dolly is sitting on the table 11. Teddy is sitting on the bed 	<p>Teddy</p> <p>Dolly</p> <p>Table</p> <p>Bed</p> <p>Chair</p> <p>Box</p> <p>Jump</p> <p>Lie</p> <p>Sit</p> <p>Stand</p>

	12. Teddy is lying on the bed	
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D1: 2-3 WL: Ready for Bed

<p>Equipment</p>	<p>D12to3ReadyForBedCueCards: showing Teddy or Dolly being washed or brushed or dried</p> <p>Toys: Teddy and Dolly, sponge, towel, brush, toothbrush</p>
<p>'Story line' of game</p>	<p><i>Teddy and Dolly are all dirty and need to get all clean to get ready to go to bed</i></p>
<p>Procedure</p>	<p>Teddy and Dolly and the objects are placed in the middle of the table.</p> <p>Practitioner has comprehension cards face down</p> <p>Intro: <i>Here's dolly and teddy – we need to get them all clean ready to go to bed – look we have things to wash their hair, brush their teeth, dry their face (model the actions) let's help them together</i></p> <p><u>Phase 1: Comprehension</u></p> <p>Intro: <i>I have some pictures here that tell us what we need to do to get them all ready for bed – Let's get them ready – I am sure you can help me.</i></p> <p>Choose 1st child and put tray near first child – (therapist remains in control of toys)</p> <p><i>'My special card tells us what to do – you are not allowed to peep at my card – let's see if we can get it right'</i></p> <p>2WL = let's wash (Teddy's) face (give teddy to the child)</p> <p>3WL = let's wash Teddy's face</p> <p>Prompt as necessary to success in following order</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made • Using pointing to correct place OR Giving object and pointing to correct place depending on initial error <p>Show the card to the children</p>

'Look we got it right we washed teddy's face!

Replace toys to initial position

Repeat steps 1 – 3 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. **In a 1:1 session, aim for 4-6 turns.**

Phase 2: Expression

Now it's your turn to look at the secret cards and tell us what to do

Child encouraged to pick a card and tell child next to them what to do (therapist can give the child following the command the object if at a 2WL)

'OK – take a card Joe and let's tell Sarah what to do we... (if no response) we wwww...'

Recast child's attempt and support second child to complete command

Prompt in the following way

- If the child points/gestures/eye points but doesn't speak - *can you say it?*
- For all other attempts recast

Encourage the child to show the card to the other children

'Good work – we got it right!'

Replace toys to initial position

Repeat steps 1 – 4 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. **In a 1:1 session, aim for 4-6 turns.**

<p>If second activity of session</p>	<p><i>I've got two friends here today. This is teddy and this is dolly. They're getting ready to go to bed. Let's help them.</i> Introduce objects and support child to name if needed but not essential. Demo one cue card per child. Keep this short and get children to help tidy away.</p>	
<p>Homework</p>	<p>D12to3ReadyForBedHW</p> <p>Large picture of Teddy and Dolly each and small cut out toothbrush brush shampoo small piece of flannel and small piece of sponge list of 12 requests for parent to give the child – encouraged to play with child to wash, dry and brush Teddy and Dolly. Can be comprehension only or child can take turn as teacher if confident.</p>	
<p>Sentences and vocabulary</p>	<ol style="list-style-type: none"> 1. Dry dolly's hand 2. Wash dolly's face 3. Wash teddy's foot 4. Wash dolly's hair 5. Brush teddy's teeth 6. Dry dolly's hair 7. Wash teddy's hand 8. Brush dolly's teeth 9. Dry dolly's foot 10. Wash teddy's tummy 11. Wash dolly's hand 12. Brush dolly's hair 	<p>Dolly</p> <p>Teddy</p> <p>Dry</p> <p>Wash</p> <p>Brush</p> <p>Hand</p> <p>Face</p> <p>Foot</p> <p>Hair</p> <p>Teeth</p> <p>Tummy</p>

D2: 2-3 WL: Lotto Game

Equipment	D22to3LottoCards
'Story line' of game	Lotto game
Procedure	<p>Give children a Lotto board each</p> <p><i>Let's see who can win all of their pictures. I am going to call out a picture and let's see if you have it on your board</i></p> <p><u>Primarily an Expressive task</u></p> <p>Intro: <i>OK – here's the first card (hides from the children)</i></p> <p>Practitioner says <i>"I have the girl washing the window – who has the girl washing the window hmmmmmmm – look at your cards..."</i></p> <p>Prompt as necessary to success in following order</p> <p>Prompt the child who has the picture <i>'Kelly, I think you might have this one can you see it?'</i> (repeat sentence)</p> <p>Show card and see if they can match</p> <p>Repeat for 2 turns.</p> <p>Child takes turn as 'teacher' <i>Now Joe – come here and have a peep - you can tell everyone about the next card – what is it?</i></p> <p>Prompt as necessary for expression</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i> • For all other attempts recast <p>Repeat until all the cards are won.</p>

If second activity of session	<i>This one is a bit different now. I've got some pictures here. Use one board to demo. Support children to match picture to Lotto board. Adult to model sentence on card.</i>	
Homework	<p>D22to3LottoCardsHW</p> <p>Lotto boards sent home with pictures the same as some of those used by the SLT, and a set of matching individual pictures. Parent draws a card from a pack of individual pictures without letting the child see it. The parent describes it to the child 'the girl is washing the car'. The child has to point to the correct picture on the Lotto board. Start with using just one Lotto board at a time (with 6 pictures only) so homework is a reinforcing bridging activity and reduces possibility of failure, over time more lotto boards could be added in. Once the child is correct, they are allowed to place it on the correct picture. Child can take turn as teacher if they want to.</p>	
Sentences and vocabulary	<p>BOARD 1</p> <p>The girl is painting the train</p> <p>The girl is painting the car</p> <p>The boy is driving the lorry</p> <p>The girl is washing the car</p>	<p>BOARD 2</p> <p>The boy is washing the lorry</p> <p>The boy is driving the car</p> <p>The girl is washing the lorry</p> <p>The lady is pushing the lorry</p>
	<p>BOARD 3</p> <p>The girl is driving the car</p> <p>The lady is pushing the car</p> <p>The lady is driving the car</p> <p>The lady is washing the car</p>	<p>BOARD 4</p> <p>The lady is washing the lorry</p> <p>The girl is pushing the car</p> <p>The girl is pushing the train</p> <p>The girl is driving the lorry</p>

3 - 4 Word level group

Activity List

A1 - Picnic Time

A2 - Secret Messages

B1 - Feeding Time at The Zoo

C1 - On the Farm

C2 - The Toys

D1 - Ready for Bed

D2 - Lotto Game

A1: 3-4 WL: Picnic Time

<p>Equipment</p>	<p>A13to4PicnicTime: cue cards showing Teddy or Dolly being given the objects listed below</p> <p>Toys: Teddy, Dolly – Each have a bowl, cup, plate</p> <p>Tray 1 with 4 x little spoons, biscuits, cakes, oranges, bananas</p> <p>Tray 2 with 4 x big spoons, biscuits, cakes, oranges, bananas</p>
<p>'Story line' of game</p>	<p><i>Teddy and Dolly are going on a picnic and we have to help them get all the picnic ready</i></p> <p><i>I have some pictures here that tell us what we need to do to get it all ready.</i></p>
<p>Procedure</p>	<p>Teddy and Dolly and their own bowls, cups and plates are placed in the middle of the table. Practitioner has comprehension cards face down</p> <p>Intro: <i>'Here's dolly – and here's dolly's bowl; dolly's plate.....Here's teddy – and here's teddy's bowl; teddy's plate etc.'</i></p> <p><u>Phase 1: Comprehension</u></p> <p>Intro: <i>I have some pictures here that tell us what we need to do to get the picnic all ready – Let's get this lovely picnic ready together – I am sure you can help me.</i></p> <p>Choose 1st child and put tray near first child – (therapist remains in control of toys)</p> <p><i>'My special card tells us what to do – you are not allowed to peep at my card – let's see if we can get it right'</i></p> <p>3WL = Can you put the (little) spoon on Teddy's plate (point to/indicate tray of little objects with big tray available for contrast)</p> <p>4WL = Can you put the little spoon on Teddy's plate</p>

	<p>Use Makaton signs for big and little throughout</p> <p>Prompt as necessary to success in following order</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made • Using pointing to correct place OR Giving object and pointing to correct place depending on initial error <p>Show the card to the children</p> <p><i>'Look we got it right we put the little spoon on Teddy's plate!'</i></p> <p>Repeat steps 1 – 3 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. In a 1:1 session, aim for 4-6 turns.</p> <p><u>Phase 2: Expression</u></p> <p><i>Now it's your turn to look at the secret cards and tell us what to do</i></p> <p>Child encouraged to pick a card and tell child next to them what to do (therapist can give the child following the command the object if at a 2WL)</p> <p><i>'OK – take a card Joe and let's tell Sarah what to do we... (if no response) put the...'</i></p> <p>Recast child's attempt and support second child to complete command</p> <p>Prompt in the following way</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i> • For all other attempts recast <p>Encourage the child to show the card to the other children</p> <p><i>'Good work – we got it right!'</i></p>
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	Repeat steps 1 – 4 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. In a 1:1 session, aim for 4-6 turns.	
If second activity of session	<i>Remember these toys – we’ve got teddy and dolly and they’re going on a picnic. Let’s see what they need for their picnic. Some food is big and some food is little.</i> Introduce and talk about crockery and food, encouraging the child to sort into big and little where needed (remember Makaton!). Support child to name but not essential. Demo one cue card per child. Keep this short and get children to help tidy away.	
Homework	A13to4PicnicTimeHW Large picture of Teddy and Dolly each with place setting – individual cards of cutlery and food items – list of 12 requests for parent to give the child – encouraged to play with child to stick objects on Teddy and Dolly Pictures. Can be comprehension only or child can take turn as teacher if confident.	
Sentences and vocabulary	<ol style="list-style-type: none"> 1. Put the big biscuit in dolly’s bowl 2. Put the big biscuit on teddy’s plate 3. Put the little cake in dolly’s bowl 4. Put the little biscuit on teddy’s plate 5. Put the big orange in dolly’s bowl 6. Put the big banana on dolly’s plate 7. Put the big spoon on teddy’s plate 8. Put the little biscuit on dolly’s plate 9. Put the little spoon in teddy’s cup 10. Put the little cake in teddy’s bowl 11. Put the big spoon in dolly’s bowl 12. Put the little orange in teddy’s bowl 	<p>Spoon (big & little)</p> <p>Biscuit (big & little)</p> <p>Banana (big & little)</p> <p>Orange (big & little)</p> <p>Cake (big & little)</p> <p>Teddy</p> <p>Dolly</p> <p>Plate</p> <p>Bowl</p> <p>Cup</p>

A2: 3-4 WL: Secret Messages

<p>Equipment</p>	<p>A23to4Secret MessagesCueCards: 12 comprehension cards covering object + place (inc adj)</p> <p>Toys: Pencil, snake, spider, mouse, paintbrush, scissors</p> <p>Big and little cup, book, shoe and bottle - on tray/in box but visible</p>
<p>'Story line' of game</p>	<p><i>Secret messages</i></p> <p><i>We've got lots of toys here today – some are big, and some are little.</i></p> <p><i>I have my special secret cards that tell me what the toys should look like</i></p>
<p>Procedure</p>	<p>Big and little cup, book, shoe and bottle placed a little way from child – big objects grouped together – little objects grouped together. Other objects (snake spider etc.) placed closer to the child. Practitioner has comprehension cards face down</p> <p>Intro: <i>We've got lots of toys again today – some are big (use Makaton sign for big) and some are little (use Makaton sign) – look a big shoe, a big cup....and over here a little shoe and a little cup...</i></p> <p><u>Phase 1: Comprehension</u></p> <p>Intro: <i>We have so many toys today and I have my special secret cards that tell me what the toys should look like – My special card says the spider is on the little shoe – [looks up] - oh no it isn't! [picks up the spider and puts on the shoe – shows the card to the children] That's better isn't it! The spider is on the little shoe. [puts spider back] Let's try another one – Kelly you can help me</i></p> <p>Choose 1st child and put tray/box near first child – (therapist remains in control of toys)</p> <p><i>My special card says:</i></p> <p>3WL = The mouse is under the big shoe (sign preposition)</p> <p>4WL = The mouse is under the big shoe (no sign)</p>

	<p><i>It isn't is it Kelly – can you do it?</i></p> <p>Prompt as necessary to success in following order</p> <ul style="list-style-type: none"> • Show child card and repeat emphasising ICW where error was made • Using pointing to correct place OR Giving object and pointing to correct place depending on error <p>Show the card to the children</p> <p><i>Yes! The mouse is under the big shoe!</i></p> <p>Replace toys to initial position</p> <p>Repeat steps 1 – 3 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. In a 1:1 session, aim for 4-6 turns.</p> <p><u>Phase 2: Expression</u></p> <p><i>Now it's your turn to look at the secret cards and tell us what to do</i></p> <p>Child encouraged to pick a card and describe to child next to them to make the objects match the card (therapist can sign for big/little if at 2WL)</p> <p><i>OK – you tell Jordan what's on your secret card – let's see if we can make the toys look the same as your card...</i></p> <p>Recast child's attempt and support second child to complete command</p> <p>Prompt in the following way</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i> • For all other attempts recast
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	<p>Encourage the child to show the card to the other children</p> <p><i>Good work – we got it right!</i></p> <p>Replace toys to initial position</p> <p>Repeat steps 1 – 4 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. In a 1:1 session, aim for 4-6 turns.</p>	
If second activity of session	<p><i>We've got some different toys now.</i> Introduce objects and support children to sort into big and little as needed (remember Makaton!). Demo one cue card per child: support them to describe what they see/make the objects match the picture – model as much as needed for child to complete. Keep short and get children to help tidy away.</p>	
Homework	<p>A23to4SecretMessagesLottoHW</p> <p>4 Lotto boards sent home with pictures the same as some of those used by the practitioner, and a set of matching individual pictures. Parent draws a card from a pack of individual pictures without letting the child see it. The parent describes it to the child 'The mouse is on the big shoe'. The child has to point to the correct picture on the Lotto board. Start with using just one Lotto board at a time (with 6 pictures only) so homework is a reinforcing bridging activity and reduces possibility of failure, over time more lotto boards could be added in. Once the child is correct, they are allowed to place it on the correct picture. Child can take turn as teacher if they want to but they do not have to.</p>	
Sentences and vocabulary	<ol style="list-style-type: none"> 1. The paintbrush is in the big bottle 2. The mouse is on the big book 3. The snake is under the big cup 4. The pencil is under little bottle 5. The spider is on the big book 6. The pencil is in the big cup 7. The spider is under the little shoe 8. The mouse is in the little cup 	<p>Paintbrush</p> <p>Mouse</p> <p>Snake</p> <p>Pencil</p> <p>Spider</p> <p>Scissors</p> <p>Bottle (big & little)</p> <p>Book (big & little)</p>

	9. The paintbrush is in the little bottle 10. The spider is in the big bottle 11. The scissors are under the big cup 12. The mouse is under the big shoe	Cup (big & little) Shoe (big & little)
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B1: 3-4 WL: Feeding Time at the Zoo

<p>Equipment</p>	<p>13to4FeedingTimeZooAndAnimals: Zoo layout drawn on a card</p> <p>Food cards: big/little fish bun banana apple meat (3 of each)</p> <p>12 Cue cards showing big/little food and animal to be fed</p> <p>Toys: elephant, giraffe, lion, seal, monkey, penguins</p>
<p>'Story line' of game</p>	<p>It's feeding time at the zoo</p>
<p>Procedure</p>	<p>Set up the zoo mat. Big food all on one tray/card and little</p> <p>Practitioner has comprehension cards face down</p> <p><i>Intro: Today we are in charge of the zoo and we have lots of animals – the penguin – goes here – the lion – goes here – the elephant goes here.....</i></p> <p><i>They are very hungry, and we need to feed them.....this food is all big food and this food is all little food (use Makaton)</i></p> <p><u>Primarily an Expressive task</u></p> <p><i>Intro: We have to make sure we give the right food to the right animals – if they get the wrong food they will be poorly. Can you help me? My cards tell me the right food for the right animal</i></p> <p>Choose 1st child and put food cards near first child – (therapist remains in control of cards) Therapist draws first card and describes</p> <p><i>give the little fish to the seal</i></p> <p>Prompt as necessary to success in following order</p> <ul style="list-style-type: none"> • Using pointing to correct group of food (big or little) • Giving object and pointing to correct animal <p>Show the card to the children</p>

	<p><i>Look – we are right – this means we have to give the little fish to the seal - Let’s do another one</i></p> <p>Show next card to all the children, ask to describe and choose a child to feed the animal</p> <p><i>What does this one mean? - Yes, that’s right “give the big meat to the lion” – Connor you give the big meat to the lion – Great he loves that food!</i></p> <p>Take turns around the group with one child choosing a cue card, describing it and the next child following command</p> <p>Prompts for expression</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn’t speak - <i>can you say it?</i> • For all other attempts recast <p>Replace toys to initial position</p> <p>Repeat steps 1 – 4 above for approximately 12 turns – aiming for maximum of 3 turns and a minimum of 2 turns per child. In a 1:1 session, aim for 4-6 turns.</p>
<p>If second activity of session</p>	<p>These are all animals that we would find in the zoo. Look, here’s the zoo. Let’s work out where the animals go. Support children to name animals if needed, not essential. These animals are all hungry – we’ve got some big and little food for all these hungry animals. Support children to name food if needed, again not essential. Encourage children to sort food into big and little (remember Makaton). Demo one cue card per child. Keep this short and get children to help tidy away.</p>
<p>Homework</p>	<p>B13to4FeedingTimeHW</p> <p>B13to4FeedingTimeZooAndAnimalsHW</p> <p>Parent given card zoo with animals drawn in correct enclosures with food pictures and script encouraging the child to take it in turns with the parent</p>

	if they want to e.g. 'give the bun to the elephant' for 12 turns using the same target sentences as the practitioner (i.e. can complete as comprehension only).	
Sentences and vocabulary	<ol style="list-style-type: none"> 1. Give the big banana to the monkey 2. Give the little meat to the lion 3. Give the big fish to the seal 4. Give the little carrot to the giraffe 5. Give the big apple to the giraffe 6. Give the big biscuit to the elephant 7. Give the big meat to the lion 8. Give the little apple to the monkey 9. Give the big fish to the penguin 10. Give the big bun to the monkey 11. Give the little fish to the penguin 12. Give the little fish to the seal 	<p>Biscuit (big & little)</p> <p>Carrot (big & little)</p> <p>Bun (big & little)</p> <p>Banana (big & little)</p> <p>Apple (big & little)</p> <p>Fish (big & little)</p> <p>Meat (big & little)</p> <p>Elephant</p> <p>Giraffe</p> <p>Monkey</p> <p>Penguin</p> <p>Lion</p> <p>Seal</p>

C1: 3-4 WL: On the Farm

<p>Equipment</p>	<p>C13to4OnTheFarmCueCards: 12 comprehension cards covering person + action + place (Actions walk, sit, stand)</p> <p>C13to4TheFarmBaseboard: Farm layout on large card - field, house, pond, fence, road, tree</p> <p>Toys: Big/Little Horse, dog, cat, cow, sheep, rabbit</p>
<p>'Story line' of game</p>	<p><i>The farm animals are in a silly mood today and they are doing lots of silly things - let's see what they will do</i></p>
<p>Procedure</p>	<p>Farm layout placed on table and children look at all the places on the farm together. SLT points out all of the places. Practitioner has comprehension cards face down</p> <p><i>Intro: Look at the lovely farm. Here is the field, here is the house, here is the road and here is the pond, here is the tree and here is the fence. The animals who live on the farm are all here - some of them are big animals and some of them are little animals (use Makaton). They are in a silly mood today - they are doing lots of silly things ...what will they do!</i></p> <p><u>Phase 1: Comprehension</u></p> <p><i>Intro: I'm going to look at my special card - no peeping! Let's see what the animals will do.</i></p> <p><i>My special card says Make the big horse stand in the pond</i></p> <p><u>For 2 turns</u> show the card and demonstrate correct action with a commentary – <i>here's a horse – we need a horse – look its standing in the pond – where's the pond – here it is – now the horse is standing in the pond.</i></p>

	<p>Choose 1st child and put tray/box of animals near first child – (therapist remains in control of toys)</p> <p>3WL = Make the (little) sheep walk to the field (use Makaton sign for little)</p> <p>4WL = Make the little sheep walk to the field</p> <p>Prompt as necessary to success in following order</p> <ul style="list-style-type: none"> • Show child card and repeat emphasising ICW where error was made • Using pointing to correct place or giving object and pointing to correct place OR modelling action with animal in correct place depending on initial error <p>Show the card to the children</p> <p><i>Yes look – you made the little sheep walk to the field! Well done!</i></p> <p>Replace toys to initial position</p> <p>Repeat steps 1 – 3 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. In a 1:1 session, aim for 4-6 turns.</p> <p><u>Phase 2: Expression</u></p> <p><i>Now it's your turn to look at the secret cards and tell us what to do</i></p> <p>Child encouraged to pick a card and tell child next to them what to do (therapist can give the child following the command the object if at a 2WL)</p> <p><i>'OK – take a card Joe and let's tell Sarah what to do we... (if no response) put the...'</i></p>
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	<p>Recast child's attempt and support second child to complete command</p> <p>Prompt in the following way</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i> • For all other attempts recast <p>Encourage the child to show the card to the other children</p> <p><i>'Good work – we got it right!'</i></p> <p>Replace toys to initial position</p> <p>Repeat steps 1 – 4 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. In a 1:1 session, aim for 4-6 turns.</p>	
<p>If second activity of session</p>	<p><i>These are all animals that we would find on the farm. There are some big animals and some little animals.</i> Support children to name animals if needed, but not essential, and sort into big and little (remember Makaton). <i>And look, here's the farm.</i> Adult to name farm locations. Demo one cue card per child. Keep this short and get children to help tidy away.</p>	
<p>Homework</p>	<p>C13to4OnTheFarmHW</p> <p>Small card version of farm and cut out card versions of the animals and script using the same target sentences as the practitioner</p>	
<p>Sentences and vocabulary</p>	<ol style="list-style-type: none"> 1. Make the big cow stand by the fence 2. Make the little cow walk to the field 3. Make the little dog stand by the tree 4. Make the little rabbit sit by the tree 5. Make the little horse walk to the house 6. Make the big cat walk to the house 7. Make the little sheep stand in the field 8. Make the big horse sit by the tree 9. Make the big dog walk to the fence 	<p>Sheep (big & little)</p> <p>Dog (big & little)</p> <p>Cow (big & little)</p> <p>Horse (big & little)</p> <p>Rabbit (big & little)</p> <p>Cat (big & little)</p> <p>Stand</p> <p>Sit</p> <p>Walk</p>

	10. Make the little cat sit by the tree	Field
	11. Make the little dog sit in the field	Fence
	12. Make the big rabbit walk to the fence	House
		Tree

C2: 3-4 WL: The Toys

<p>Equipment</p>	<p>C23to4TheToysCueCards : 12 comprehension cards covering person + action + place (inc adj) (Actions sit, stand, jump, lie)</p> <p>Toys: girl baby - big and little table, and big and little bed</p>
<p>'Story line' of game</p>	<p><i>Girl and baby being silly</i></p>
<p>Procedure</p>	<p>Toys and objects on the table – girl and baby lying down closer to the children big furniture grouped together, little furniture grouped together. Practitioner has comprehension cards face down</p> <p>Intro: <i>We've got more toys again today; some are big, and some are little (use Makaton) – and we have a girl and a baby – I wonder what they will do today?</i></p> <p><u>Phase 1: Comprehension</u></p> <p>Intro: <i>We have more toys today and I have my special secret cards that tell me what the toys should look like – My special card says the girl is sitting on the big bed – [looks up] - oh no she isn't! [Picks up girl and puts on the bed – shows the card to the children] girl is sitting on the big bed. [puts girl back] Let's try another one – Kelly you can help me</i></p> <p>Choose 1st child (therapist remains in control of toys)</p> <p><i>My special card says</i></p> <p>3WL = girl is jumping on the (little) bed (use Makaton sign for little)</p> <p>4WL = girl is jumping on the little bed (no sign)</p> <p><i>She isn't is she Kelly – can you do it?</i></p> <p>Prompt as necessary to success in following order</p>

- Show child card and Repeat emphasising ICW where error was made
- Using pointing to correct place OR Giving object and pointing to correct place OR modelling action with baby/girl in correct place depending on initial error

Show the card to the children

Yes! Girl is jumping on the bed!

Replace toys to initial position

Repeat steps 1 – 4 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. **In a 1:1 session, aim for 4-6 turns.**

Phase 2: Expression

Now it's your turn to look at the secret cards and tell us what to do

Child encouraged to pick a card and describe to child next to them to make the objects match the card (therapist can give girl/baby if 2WL)

OK – you tell Jordan what's on your secret card – let's see if we can make the toys look the same as your card...

Recast child's attempt and support second child to complete command

Prompt in the following way

- If the child points/gestures/eye points but doesn't speak - *can you say it?*
- For all other attempts recast

Encourage the child to show the card to the other children

Good work – we got it right!

	<p>Replace toys to initial position</p> <p>Repeat steps 1 – 4 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. In a 1:1 session, aim for 4-6 turns.</p>	
<p>If second activity of session</p>	<p><i>I've got two friends here today. This is the baby, and this is girl. Show children the big and little furniture and support to name if needed, but not essential. Encourage children to sort furniture into big and little (remember Makaton). The baby and the girl are doing all sorts of silly things. Demo one cue card per child: support them to describe what they see/make the objects match the picture – model as much as needed for child to complete. Keep short and get children to help tidy away.</i></p>	
<p>Homework</p>	<p>C23to4TheToysLottoHW</p> <p>4 Lotto cards sent home with pictures the same as some of those used by the SLT, and a set of matching individual pictures. Parent draws a card from a pack of individual pictures without letting the child see it. The parent describes it to the child 'girl is sitting on the bed. The child has to point to the correct picture on the Lotto card. Start with using two Lotto boards at a time (with 6 pictures each) so homework is a reinforcing bridging activity and reduces possibility of failure, over time more lotto boards could be added in. Once the child is correct, they are allowed to place it on the correct picture. Child can take turn as teacher if they want to.</p>	
<p>Sentences and vocabulary</p>	<ol style="list-style-type: none"> 1. Girl is lying on the little table 2. Baby is jumping on the little bed 3. Girl is sitting on the big bed 4. Baby is lying on the little table 5. Baby is sitting on the little bed 6. Girl is sitting on the little bed 7. Girl is standing on the little table 	<p>Baby</p> <p>Girl</p> <p>Table (big & little)</p> <p>Bed (big & little)</p> <p>Jump</p> <p>Lie</p> <p>Sit</p>

	<ol style="list-style-type: none">8. Girl is lying on the big bed9. Baby is standing on the little table10. Girl is jumping on the big bed11. Girl is standing on the big table12. Baby is jumping on the big bed	Stand
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D1: 3-4 WL: Ready for Bed

<p>Equipment</p>	<p>D13to4ReadyForBedCueCards: cards showing big/little Teddy or Dolly being washed or brushed or dried</p> <p>Toys: Big/little Teddy and Dolly, sponge, towel, brush, toothbrush</p>
<p>'Story line' of game</p>	<p><i>Teddy and Dolly are all dirty and need to get clean to get ready to go to bed</i></p>
<p>Procedure</p>	<p>Big and little Teddy and Dolly and the objects are placed in the middle of the table – big toys together and little toys together Practitioner has comprehension cards face down</p> <p>Intro: <i>Here's big dolly and teddy and little dolly and teddy – we need to get them all clean ready to go to bed – look we have things to wash their hair, brush their teeth, dry their face..... let's help them together</i></p> <p><u>Phase 1: Comprehension</u></p> <p>Intro: <i>I have some pictures here that tell us what we need to do to get them all ready for bed – Let's get them ready – I am sure you can help me.</i></p> <p>Choose 1st child and put tray near first child – (therapist remains in control of toys)</p> <p><i>'My special card tells us what to do – you are not allowed to peep at my card – let's see if we can get it right'</i></p> <p>3WL = Can you wash big Teddy's face (use Makaton sign for big)</p> <p>4WL = Can you wash big Teddy's face (no sign)</p> <p>Prompt as necessary to success in following order</p> <ul style="list-style-type: none"> • Repetition emphasising ICW where error was made

	<ul style="list-style-type: none"> • Using pointing to correct place OR Giving object and pointing to correct place depending on initial error <p>Show the card to the children</p> <p><i>'Look we got it right we washed big teddy's face!</i></p> <p>Replace toys to initial position</p> <p>Repeat steps 1 – 3 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. In a 1:1 session, aim for 4-6 turns.</p> <p><u>Phase 2: Expression</u></p> <p><i>Now it's your turn to look at the secret cards and tell us what to do</i></p> <p>Child encouraged to pick a card and tell child next to them what to do (therapist can give the child following the command the object if at a 2WL)</p> <p><i>'OK – take a card Joe and let's tell Sarah what to do we... (if no response) we wwww...'</i></p> <p>Recast child's attempt and support second child to complete command</p> <p>Prompt in the following way</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i> • For all other attempts recast <p>Encourage the child to show the card to the other children</p> <p><i>'Good work – we got it right!'</i></p> <p>Replace toys to initial position</p>
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	Repeat steps 1 – 4 above for approximately 4 - 6 turns – aiming for maximum of 2 turns and a minimum of 1 turn per child. In a 1:1 session, aim for 4-6 turns.	
If second activity of session	<i>I've got some friends here today. This is big teddy and this is little teddy. And this is big dolly and this is little dolly. (Remember Makaton). They're getting ready to go to bed. Let's help them.</i> Introduce objects and support child to name if needed but not essential. Demo one cue card per child. Keep this short and get children to help tidy away.	
Homework	D13to4ReadyForBedHW Large picture of Big and Little Teddy and Dolly and small cut out toothbrush brush shampoo small piece of flannel and small piece of sponge; list of same 12 target requests for parent to give the child – encouraged to play with child to wash, dry and brush Teddy and Dolly. Can be comprehension only or child can take turn as teacher if confident.	
Sentences and vocabulary	<ol style="list-style-type: none"> 1. Dry big teddy's hand 2. Dry little dolly's face 3. Brush big teddy's teeth 4. Wash big dolly's hair 5. Dry big dolly's hair 6. Wash little teddy's face 7. Brush big dolly's hair 8. Dry little teddy's hand 9. Brush little dolly's hair 10. Wash little dolly's hair 11. Wash big teddy's hand 12. Wash big teddy's face 	Dolly (big & little) Teddy (big & little) Dry Wash Brush Hand Face Hair Teeth

D2: 3-4 WL: Lotto Game

Equipment	D23to4LottoCards: Lotto and Lotto cards
'Story line' of game	Lotto game
Procedure	<p>Give children a Lotto board each</p> <p><i>Let's see who can win all of their pictures. I am going to call out a picture and let's see if you have it on your board</i></p> <p><u>Primarily an Expressive task</u></p> <p>Intro: <i>OK – here's the first card (hides from the children)</i></p> <p>Practitioner says <i>"I have the girl washing the little car – who has the girl washing the window hmmmmmmm – look at your cards..."</i> [Use Makaton sign for big/little for children at 3WL]</p> <p>Prompt as necessary to success in following order</p> <p>Prompt the child who has the picture <i>Kelly I think you might have this one can you see it? (repeat sentence)</i></p> <p>Show card and see if they can match</p> <p>Repeat for 2 turns.</p> <p>Child takes turn as 'teacher' <i>Now Joe – come here and have a peep - you can tell everyone about the next card – what is it?</i></p> <p>Prompt as necessary for expression</p> <ul style="list-style-type: none"> • If the child points/gestures/eye points but doesn't speak - <i>can you say it?</i> • For all other attempts recast <p>Repeat until all the cards are won.</p>

If second activity of session	<i>This one is a bit different now. I've got some pictures here. Use one board to demo. Support children to match picture to Lotto board. Adult to model sentence on card.</i>	
Homework	<p>D23to4LottoCardsHW</p> <p>4 Lotto boards sent home with pictures the same as some of those used by the SLT, and a set of matching individual pictures. Parent draws a card from a pack of individual pictures without letting the child see it. The parent describes it to the child 'the girl is washing the car'. The child has to point to the correct picture on the Lotto board. Start with using just one Lotto board at a time (with 4 pictures only) so homework is a reinforcing bridging activity and reduces possibility of failure, over time more lotto boards could be added in. Once the child is correct, they are allowed to place it on the correct picture. Child can take turn as teacher if they want to.</p>	
Sentences and vocabulary	<p>BOARD 1</p> <p>The lady is opening the big door</p> <p>The girl is painting the little window</p> <p>The girl is opening the big window</p> <p>The boy is washing the little bike</p>	<p>BOARD 2</p> <p>The girl is opening the little door</p> <p>The boy is opening the little window</p> <p>The girl is painting the big window</p> <p>The boy is washing the big cupboard</p>
	<p>BOARD 3</p> <p>The boy is washing the little window</p> <p>The monkey is opening the big window</p> <p>The girl is painting the little door</p> <p>The monkey is painting the big door</p>	<p>BOARD 4</p> <p>The girl is opening the little window</p> <p>The boy is washing the little cupboard</p> <p>The monkey is painting the big window</p> <p>The lady is opening the big window</p>

Resource List – printable materials

1-2 Word Level

Activity	Name	Resources	Homework	Homework Notes	Homework Video
A	Going to The Zoo	A1to2RoomBaseboard A1to2TidyUpShortStory A1to2BensToyAnimalCards A1to2CupboardBaseboards A1to2GoingToTheZooFullStory A1to2NaughtySisterShortStory	A1to2GoingToTheZooHW	Going to the Zoo	Story Books
B	Feeding the Animals	B1to2FoodCardsandBaseBoard B1to2ZooBoard B1to2FeedingTheAnimals	B1to2FeedingTheAnimalsHW	Feeding the Animals	Story Books
C	Balancing	C1to2Balancing C1to2Balancing_Dolly C1to2Balancing_Teddy	C1to2BalancingHW	Teddy & Dolly - balancing	Story Books
D	Waking Up	D1to2WakingUp D1to2WakingUp_Dolly D1to2WakingUp_Teddy	D1to2WakingUpHW	Wake up Teddy & Dolly	Story Books

E	Dolly's Hospital	E1Cards E1DollysHospital E1DollysHospital_Dolly E1DollysHospital_Teddy	E1DollysHospitalHW	Dolly's Hospital	Story Books
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2-3 Word Level

Activity	Name	Resources	Homework	Homework Notes	Homework Video
A1	Picnic Time	A12to3Cue Cards	A12to3PicnicTimeHW	Picnic Time 1	Picnic Time 1
A2	Secret Messages	A22to3Secret MessagesCueCards	A22to3SecretMessagesLottoHW	Blue Lotto 1	Blue Lotto 1
B1	Feeding Time at The Zoo	B12to3FeedingTimeCueCards	B12to3FeedingTimeHW B12to3FeedingTimeZooAndAnimalsHW	Feeding Time 1	Feeding Time 1
C1	On the Farm	C12to3OnTheFarmBaseBoard C12to3OnTheFarmCueCards	C12to3OnTheFarmHW	The Farm 1	The Farm 1
C2	The Toys	C22to3TheToysCueCards	C22to3TheToysHW	Red Lotto 1	Red Lotto 1

D1	Ready for Bed	D12to3ReadyForBedCueCards	D12to3ReadyForBedHW	Ready for Bed 1	Ready for Bed 1
D2	Lotto Game	D22to3LottoCards	D22to3LottoCardsHW	Green Lotto 1	Green Lotto 1

3-4 Word Level

Activity	Name	Resources	Homework	Homework Notes	Homework Video
A1	Picnic Time	A13to4PicnicTime	A13to4PicnicTimeHW	Picnic Time 2	Picnic Time 2
A2	Secret Messages	A23to4Secret MessagesCueCards	A23to4SecretMessagesLottoHW	Blue Lotto 2	Blue Lotto 2
B1	Feeding Time at The Zoo	B13to4FeedingTimeCueCards B13to4FeedingTimeZooAndAnimals	B13to4FeedingTimeHW B13to4FeedingTimeZooAndAnimalsHW	Feeding Time 2	Feeding Time 2
C1	On the Farm	C13to4OnTheFarmCueCards C13to4TheFarmBaseboard	C13to4OnTheFarmHW	The Farm 2	The Farm 2
C2	The Toys	C23to4TheToysCueCards	C23to4TheToysLottoHW	Red Lotto 2	Red Lotto 2

D1	Ready for Bed	D13to4ReadyForBedCueCards	D13to4ReadyForBedHW	Ready for Bed 2	Ready for Bed 2
D2	Lotto Game	D23to4LottoCards	D23to4LottoCardsHW	Green Lotto 2	Green Lotto 2

References

English Picture Vocabulary Test (Brimer and Dunn, 1962)

Reynell Language Development Scales, (Reynell, 1969)

The Sentence Comprehension Test (Hobsbaum and Mittler, 1971),