

## Children's Speech and Language Service

### Supporting development of abstract and higher level language

#### **Level 3 - Retelling events and talking about stories (4-5 years)**

The child is starting to develop links and generalisations between objects, sequencing events and can make simple predictions and deductions. They are starting to understand context and how somebody else may feel and that some words can mean similar things. The child is able to respond to requests such as;

- What will happen next?
- How do you think he / she feels
- What do you think they are saying?
- How do you make a sandwich?
- What does party mean?
- Follow a set of directions.

#### **Activities:**

##### **Barrier games –**

Draw a map on a piece of paper and give a copy to your child. Give them a set of directions e.g. "*start at the shop go up the road and at the park turn along the road and stop at the post box.*" When you have finished compare maps and see if they look the same. Take turns on who is giving instructions.

##### **Making Predictions**

When reading a book or watching a programme then pause and ask questions, for example, "*what will happen next?, how do you think they feel?* Give alternatives to support them if they are finding it difficult e.g. "*do they feel excited or scared?*".

##### **Sequencing**

See if they can sequence a short story or a series of events, support them using terms such as first/next/last.

Ask them to summarise what just happened in a book or programme they have just watched.

Use sequencing cards to make up stories and predict what is going to happen.

##### **Understanding others**

Encourage role play and small world play such as Playmobil, discuss what characters may be saying, feeling or doing in situations.

#### **Level 4 -(Justifying, problem solving and answering why? (5-6 years)**

The child is using their own experience to problem solve, make predictions, give explanations and solutions and think about past and future events. The child is able to respond to requests such as;

- What should they do now? (problem solving)
- What will happen if they .....? (prediction)
- What made that happen? (cause)
- Why can't we go to the park now the weather is bad? (justifying)
- How can you tell that man is angry? (explanation)
- How can you tell they are new shoes? (inference)

#### **Justifying decisions**

Ask them why they have done something, e.g. why did you use sellotape and not glue to stick that paper? Support their answer using alternatives if they are finding it difficult e.g. was the sellotape stronger or the glue messy to use?

#### **Problem solving from another's point of view**

Make up scenario's using small world toys or role play and ask what the characters may do to solve a problem.

#### **Justify predictions**

Encourage them to think about what is going to happen next and then ask why?

Ask them to recall events during the day and then what is going to happen next and how do they know?

Ask them to predict what is going to happen over the weekend and then what their friends or teacher may be doing –

Start asking from their everyday experiences and events with obvious responses before moving to other situations.

#### **Inference**

Use observations and pictures to start-, e.g. how does the boy feel? How do we know he feels happy? (talk about the facial expressions and that the boy is looking at his birthday cake).

Move to more abstract inference when they are comfortable  
pointing out information from pictures, e.g. how do you know Dad will be happy when he  
comes home today.