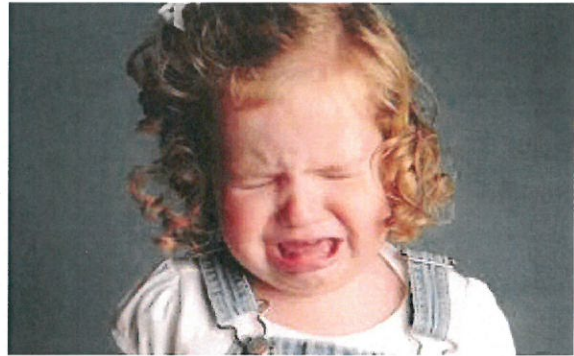


Pack for verbs



This pack should only be used under the guidance of a Speech and Language Therapist

Original Concepts by Speech and Language Therapists in Hull and East Yorkshire
Updated by Rona Gaffney 2015

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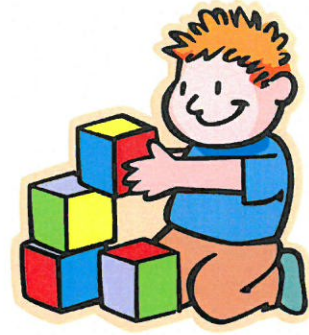
Name: School:				D.O.B:	
Overall aim(s)	Where am I now?	What will I achieve?	Outcome	Actual Outcome	
To help the child improve their speech production skills to their full potential	The child is not using/having difficulty using verbs	The child will be able to understand and use verbs during structured therapy activities 80% of the time.			
Therapy package: Targets will be reviewed as agreed with the speech and language therapist	Timescale: As agreed with the speech and language therapist	Factors contributing to outcome: Commitment from adults working with the child and regularity of practice.			

Please work through the following activities. If you have any questions or feel that the targets have been achieved, please contact the speech and language therapist.



Build a tower

- Cut up your action picture words, choosing just 5 or 10 different ones to start with
- Collect together some coloured bricks or Duplo blocks



Choosing a time to practise

- Try to choose a quiet time with just you and your child
- Turn off the T.V. so you can really listen to each other

Playing the game

- Sit on the floor or at the table together
- Spread out the cards face down
- Put a brick on top of each card
- Take it in turns to choose a brick and add it to your tower
- Describe each picture you turn over
- The person who doesn't makes the tower fall down is the winner

How to help your child

- It is important that you both take turns describing the pictures, so that your child hears a lot of good examples from you
- To start with they will need lots of repetition of the new action words, so that they can learn them
- As you practise, give your child a chance to say the word by themselves, but if they are unsure say it for them to copy



Joining words together

By learning these action words, your child should then be able to use them with other words. You can help with this by using short sentences or phrases on your turn. For example, “kicking the ball”, “eating the cake”, “The girl is reading a book”

- Use sentences that are at an appropriate level for your child.
- Remember to just practise for a few minutes at a time to keep it fun.





Verbs



Use the pictures to practise different verbs with your child, e.g. boy *running*, girl *jumping*

Different ideas to practise at home or in school

- ◆ Photocopy the sheets and make a lotto game
- ◆ Cut up the pictures and play pairs
- ◆ Hide the pictures round the room to find and describe
- ◆ Make a fishing game, attaching a picture to each fish
- ◆ Take it in turns being the teacher – give each other different actions to do
- ◆ Play ‘Simon Says’
- ◆ Talk about what people are doing outside/ in the park/ in Do an action for the child to guess
- ◆ Make an obstacle course around the playground or in the garden, which requires lots of different actions. Talk about what you are going to do. Encourage the child to explain the game to somebody new
- ◆ Think of some other action words, e.g. that you do in ‘Activate’ or on sports day
- ◆ Have races
- ◆ Talk about actions you see on TV
- ◆ Read a favourite story together, what are people doing?
- ◆ Carry out actions with toys (e.g. teddy, Spiderman, Barbie)
- ◆ Make a photo story board of the child doing different things (at home/ in school)

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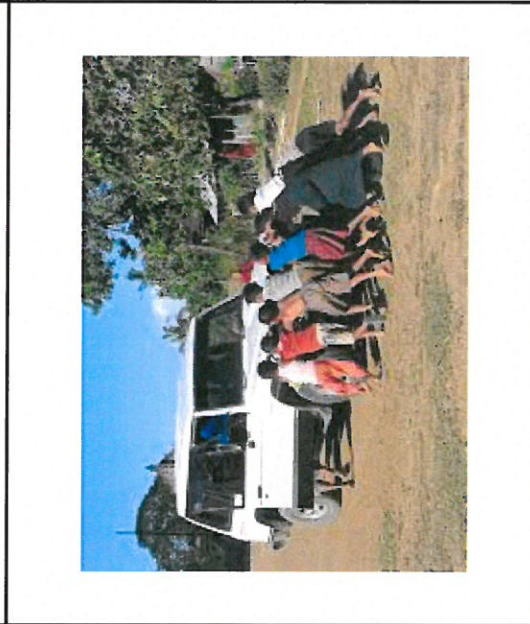
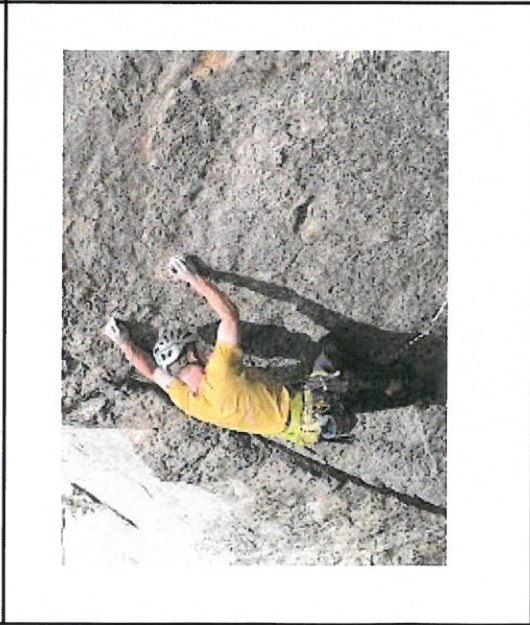
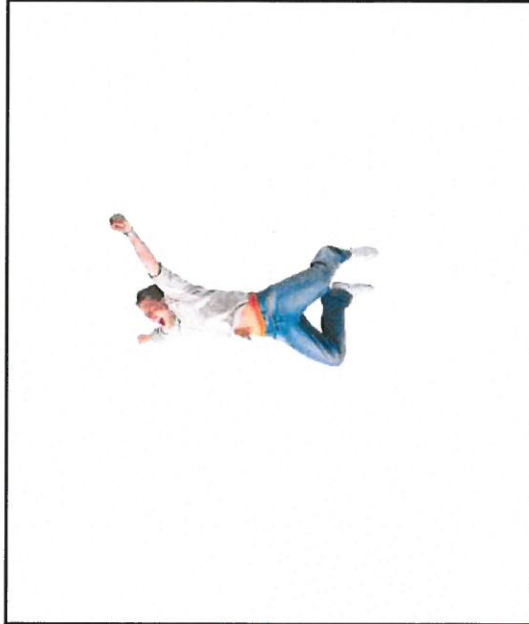




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Verbs

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digging, jumping, cooking, climbing, pushing, hitting

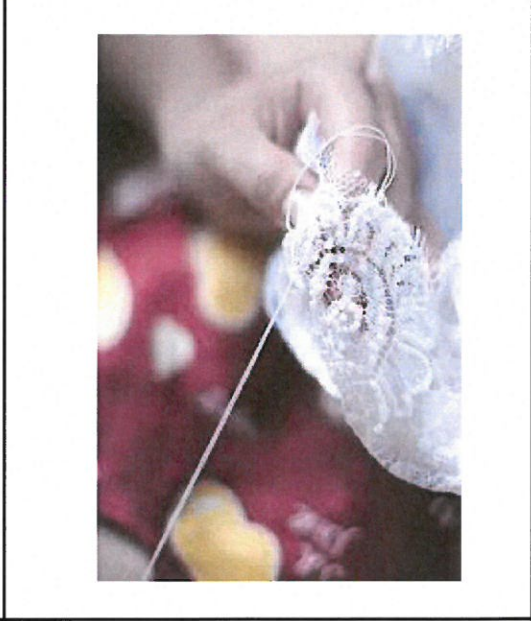
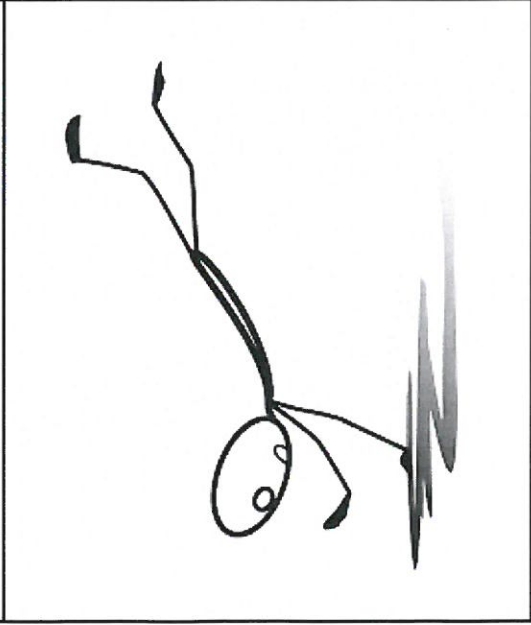
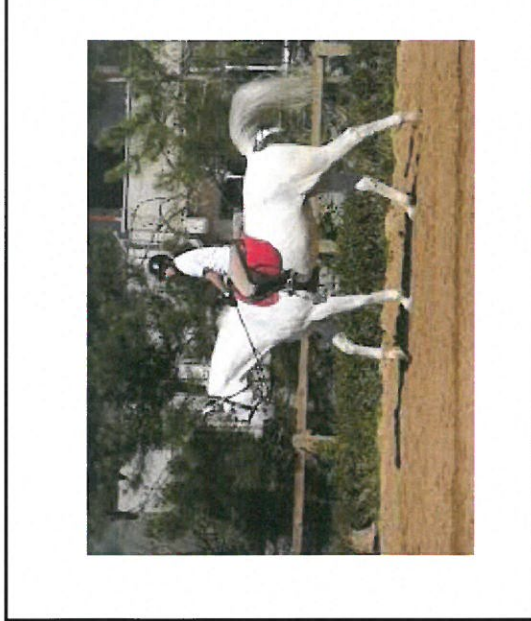




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pulling, riding, building, falling, sewing, kicking

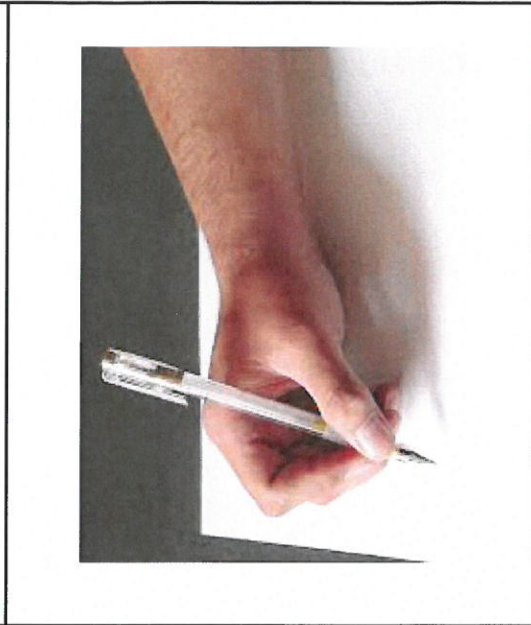
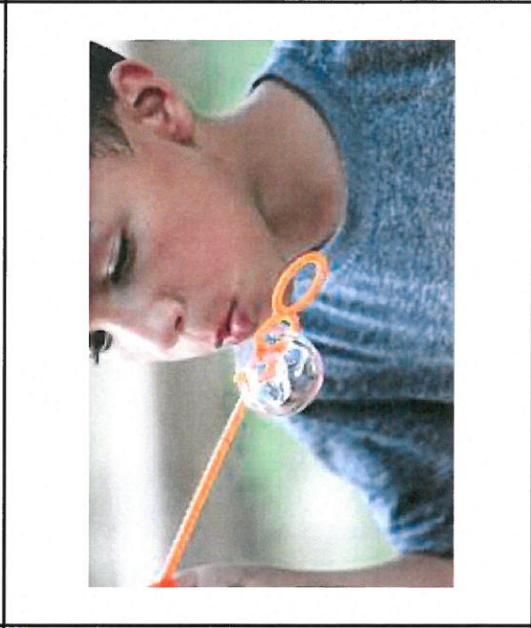
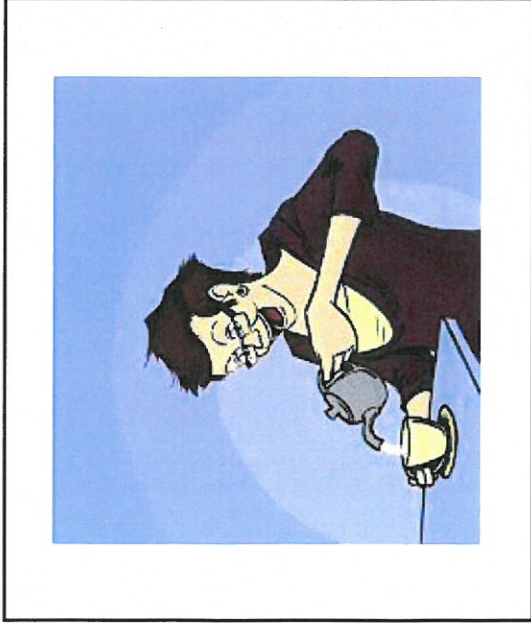




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pouring, planting, running, painting, blowing, writing

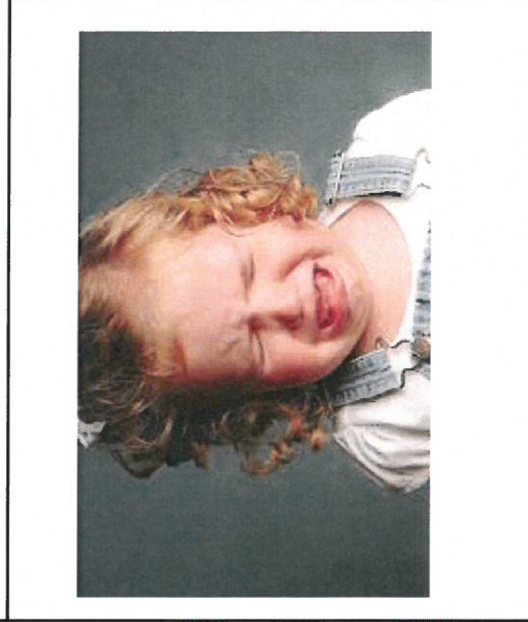
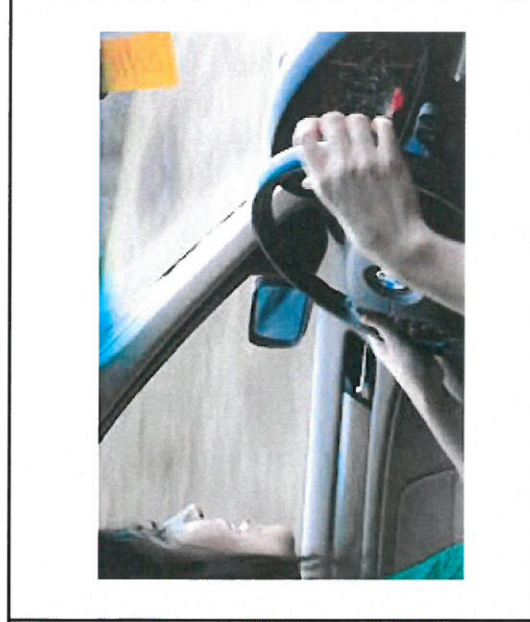
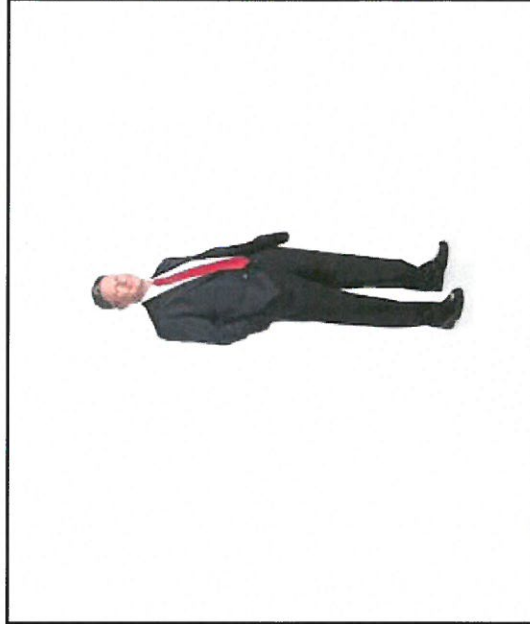




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reading, standing, driving, walking, brushing, crying

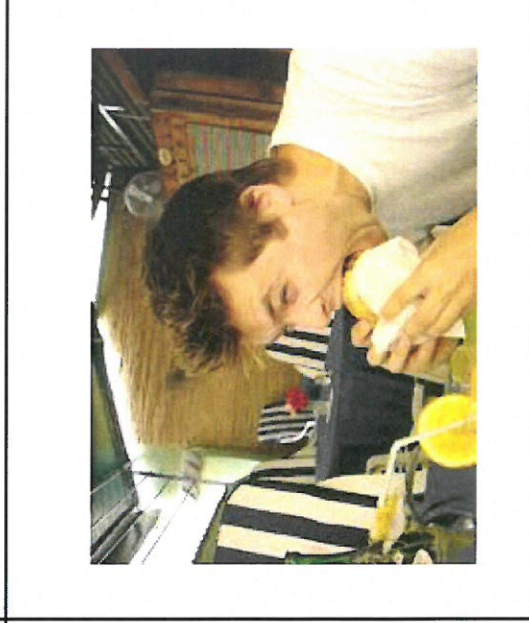
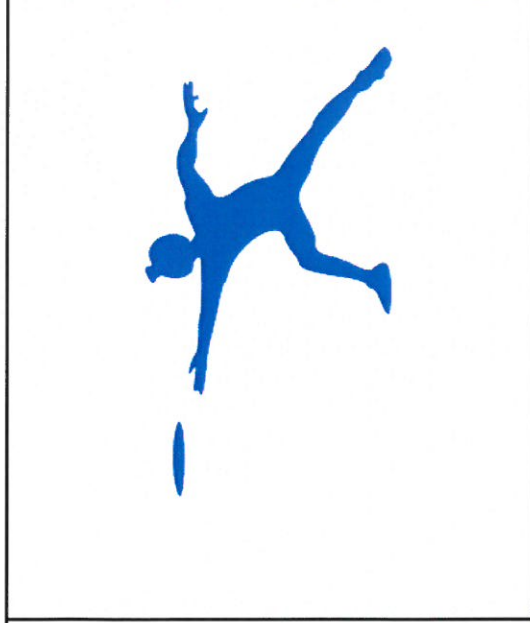
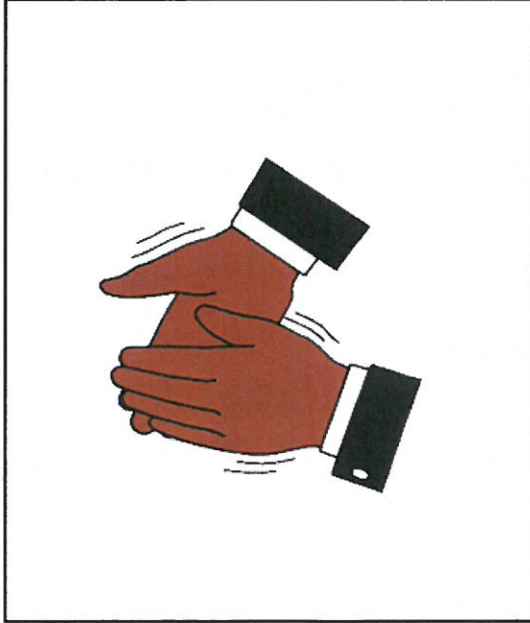




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clapping, cutting, throwing, drinking, washing, eating

