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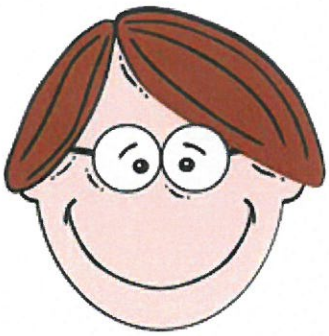
Negatives Pack



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 expressive and receptive language skills to their full potential	The child is not using negatives appropriately	The child will be able to use an appropriate negative 80% of the time during structured therapy activities. There will be an increase in the child's correct use of negatives in spontaneous speech .		
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.

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Negatives Pack

Use the sets of pictures with the child to encourage them to use the appropriate negative.

Start with the pictures from one negative and then work through all the negatives in the pack.

Explain which negative you are working on. Introduce the first picture and talk about what is happening. Give the child the start of the sentence and then encourage the child to use the given negative to complete the sentence when they are shown the second picture.

As the child gains in confidence, you can mix up the negative pictures to work on more than one negative during a session.

Updated by Rona Gaffney 2015

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Was/Wasn't

1. He was tall.
   He wasn't tall.

2. She was wearing glasses.
   She wasn't wearing glasses.

3. He was smiling.
   He wasn't smiling.

4. He has crying.
   He wasn't crying.

5. He was skipping.
   He wasn't skipping.

6. She was eating.
   She wasn't eating.

7. She was reading.
   She wasn't reading.

8. He was sad.
   He wasn't sad.

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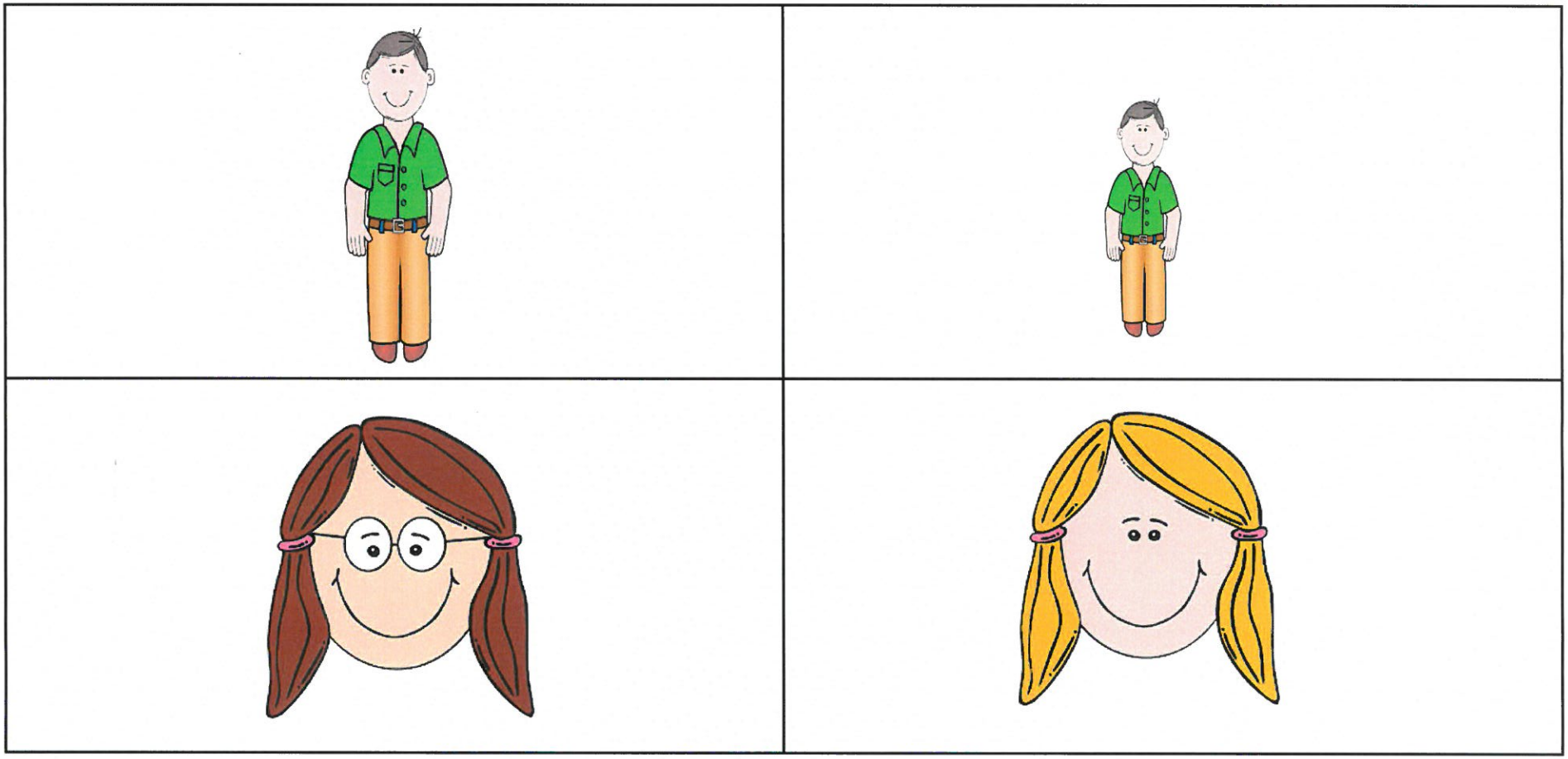
Was/Wasn't



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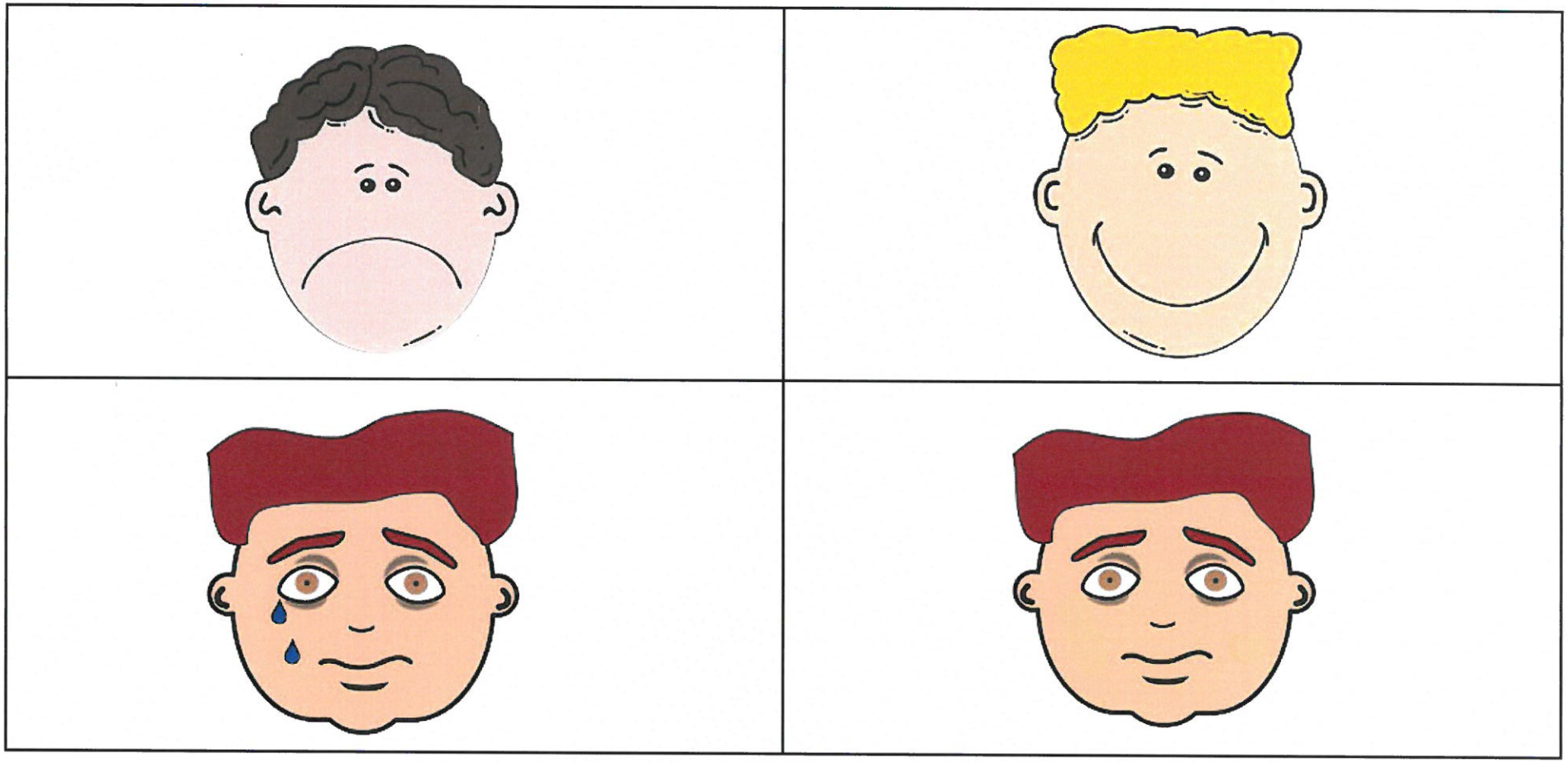
Was/Wasn't



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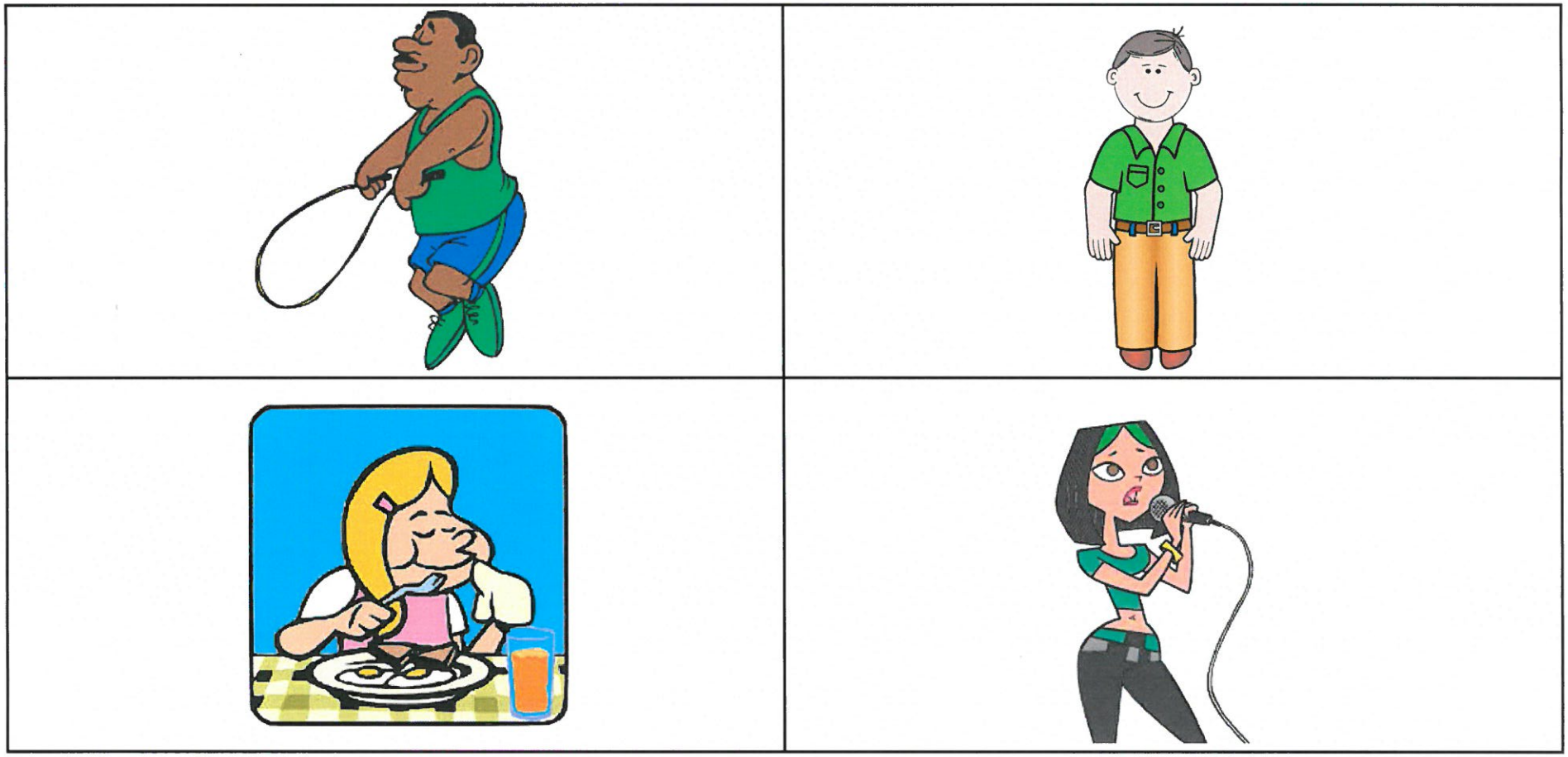
Was/Wasn't



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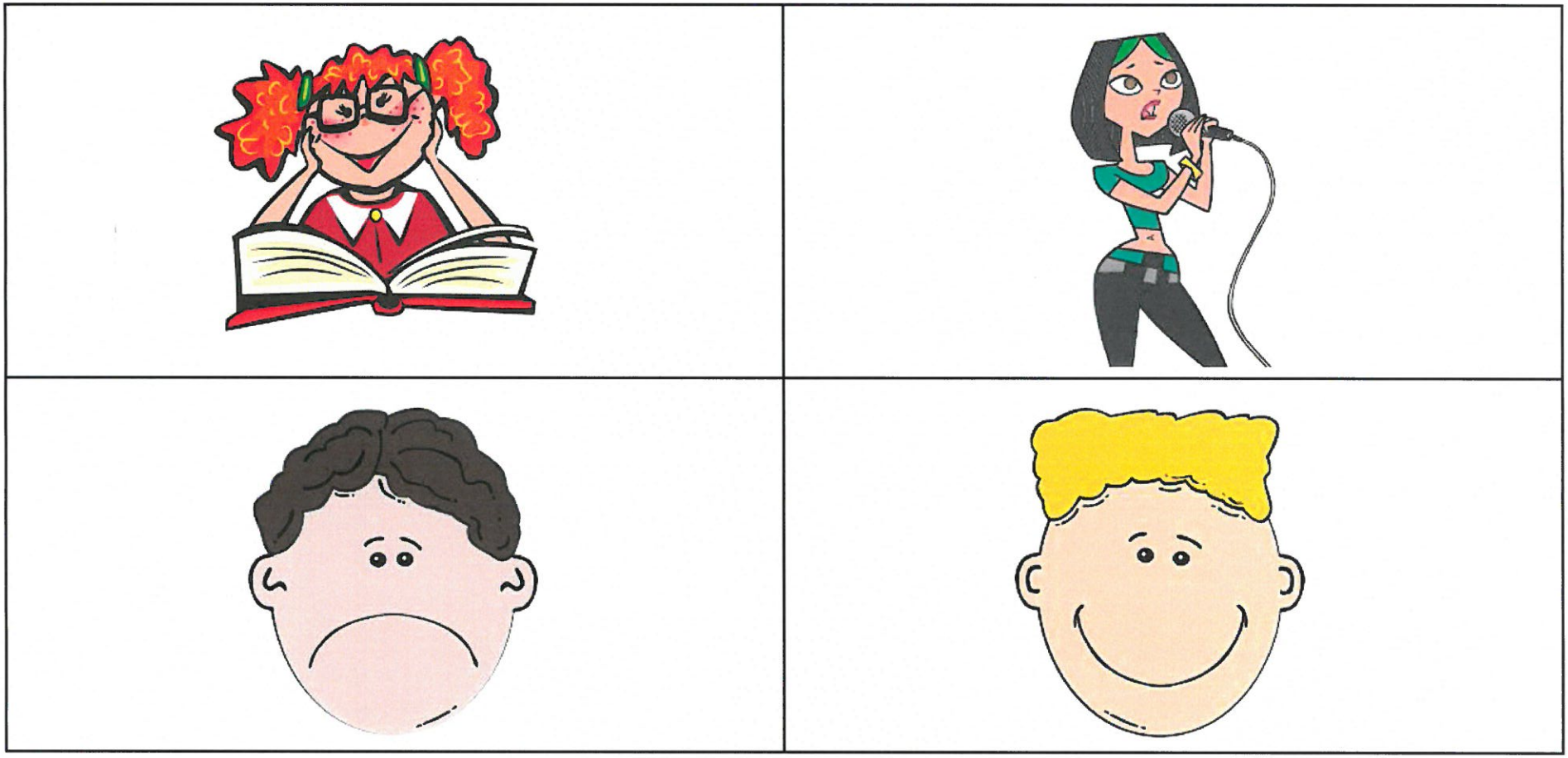
Was/Wasn't



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Are/Aren't

1. They are happy.
   They aren't happy.

2. They are sad.
   They aren't sad.

3. They are boys.
   They aren't boys.

4. They are tall.
   They aren't tall.

5. They are young.
   They aren't young.

6. They are new.
   They aren't new.

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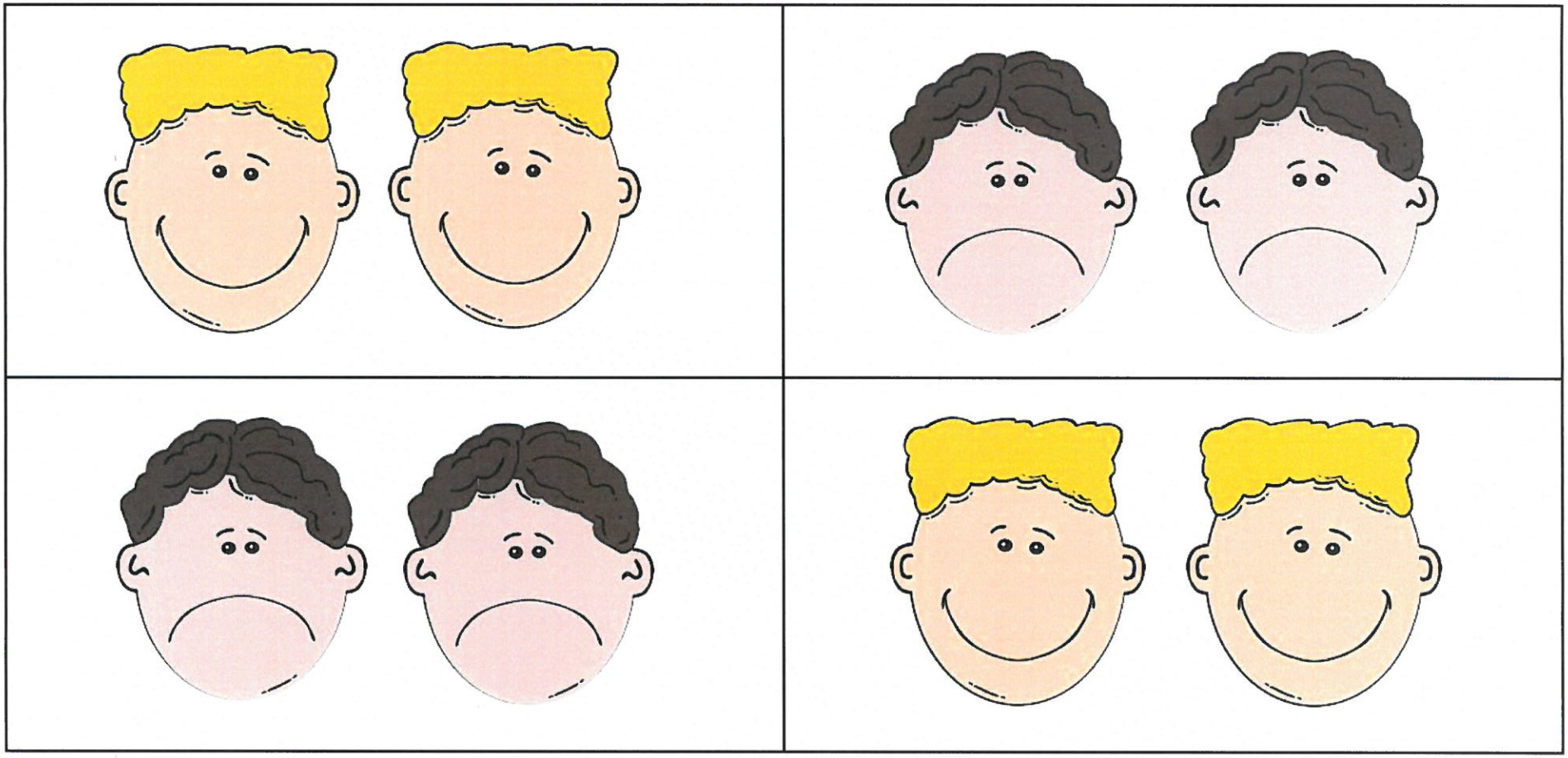
Are/Aren't



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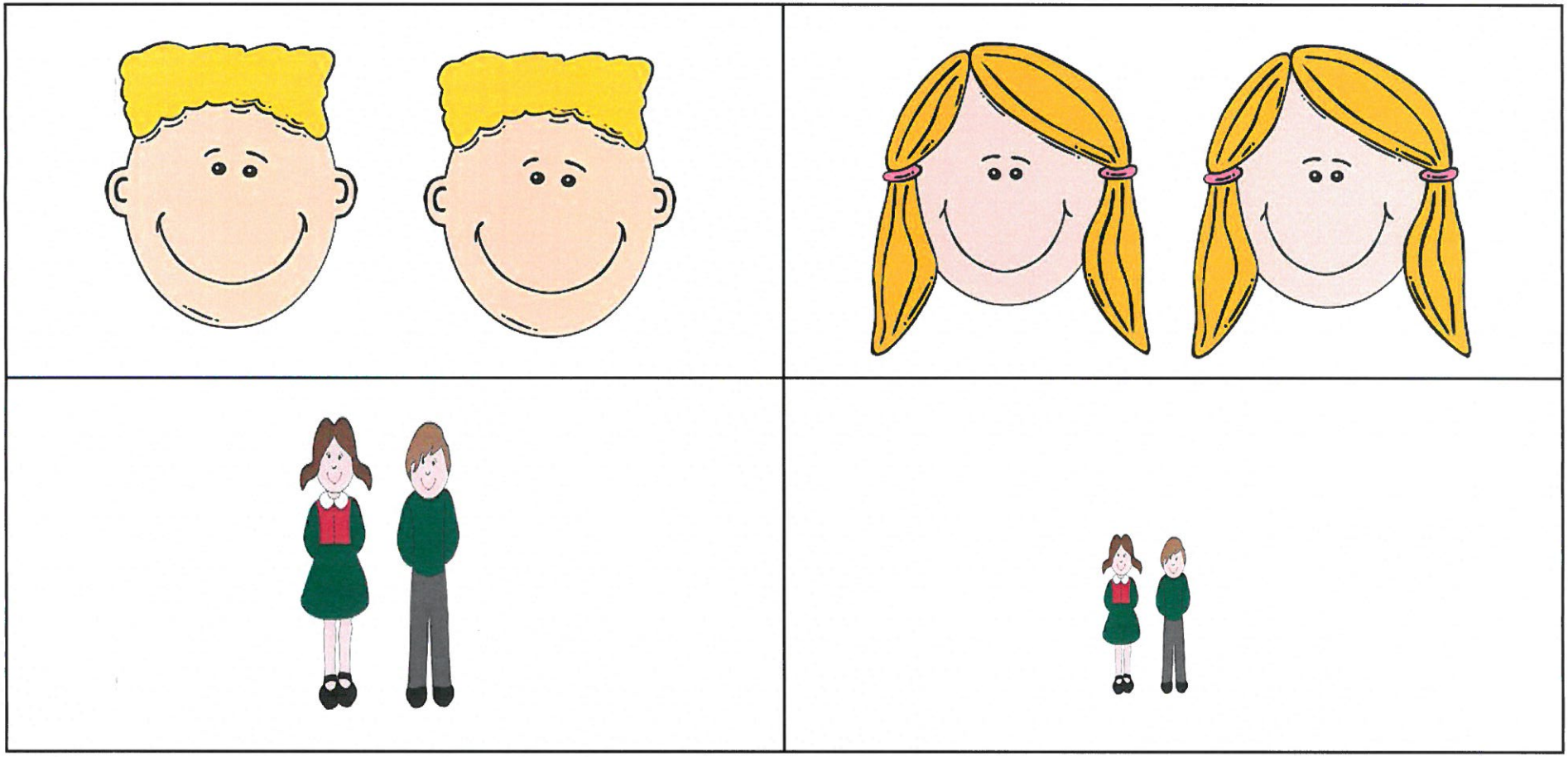
Are/Aren't



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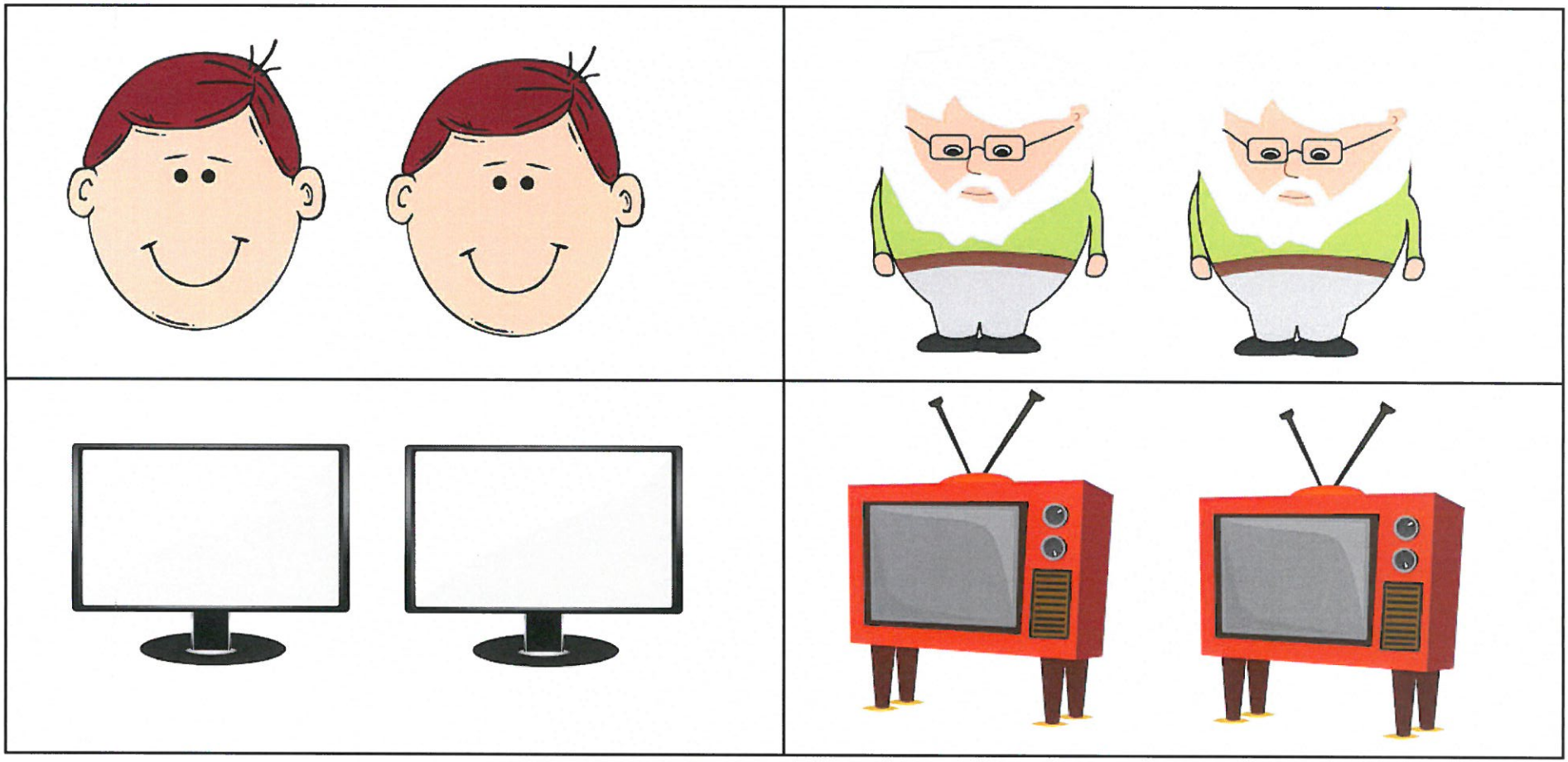
Are/Aren't



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Can/Can't

1. He can walk.
   He can't walk.

2. He can write.
   He can't write.

3. He can ride.
   He can't ride.

4. They can watch.
   They can't watch.

5. She can sleep.
   She can't sleep.

6. She can sit.
   She can't sit.

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Can/Can't

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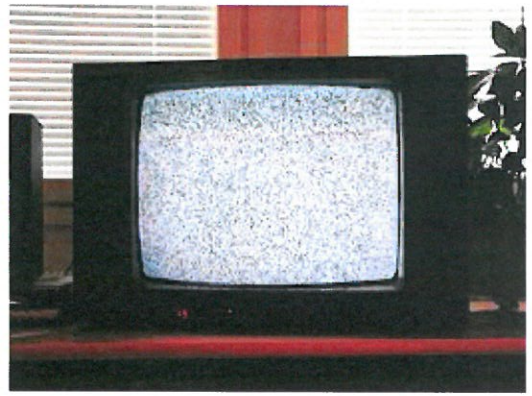
Can/Can't

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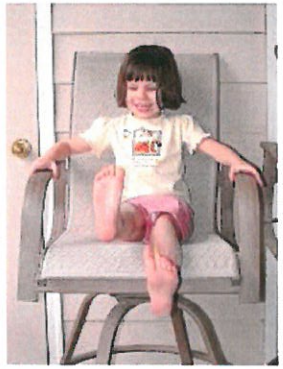
Can/Can't

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Does/Doesn't

1. She does wear a hat.
   She doesn't wear a hat.

2. She does like reading.
   She doesn't like reading.

3. She goes to school
   She doesn't go to school.

4. He does brush his teeth.
   He doesn't brush his teeth.

5. She does wear glasses.
   She doesn't wear glasses.

6. He does swim.
   He doesn't swim.

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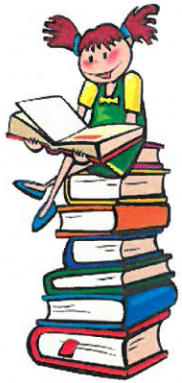
Does/Doesn't



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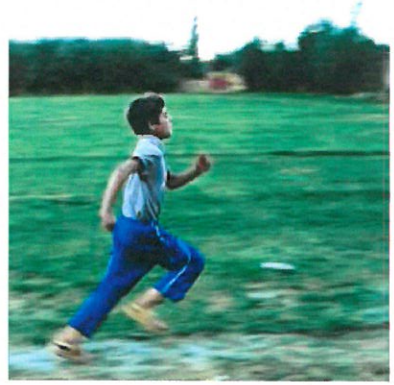
Does/Doesn't

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Has/Hasn't

1. She has an umbrella and she hasn't.
2. She has a ball and she hasn't.
3. She has a bag and she hasn't.
4. He has some money and he hasn't.
5. He has a kite and he hasn't.
6. She has a hat and she hasn't.

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Has/Hasn't

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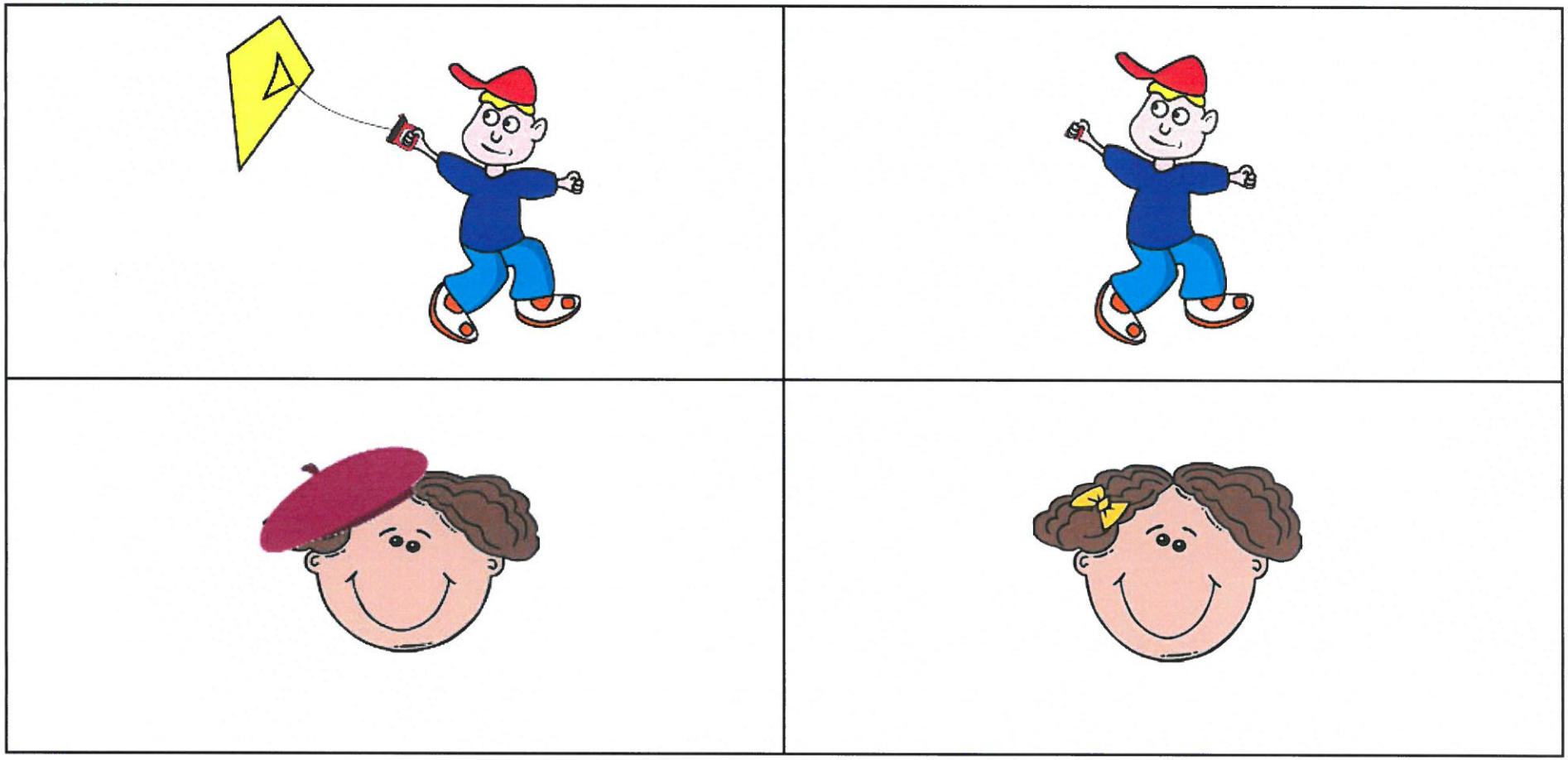
Has/Hasn't



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Have/Haven't

1. They have some pencils.
   They haven't any pencils.

2. They have some glasses..
   They haven't any glasses.

3. They have some socks.
   They haven't any socks.

4. They have some toys.
   They haven't any toys.

5. They have some books.
   They haven't any books.

6. They have a car.
   They haven't a car.

7. They have some ice cream.
   They haven't any ice cream.

8. They have some shadows.
   They haven't any shadows.

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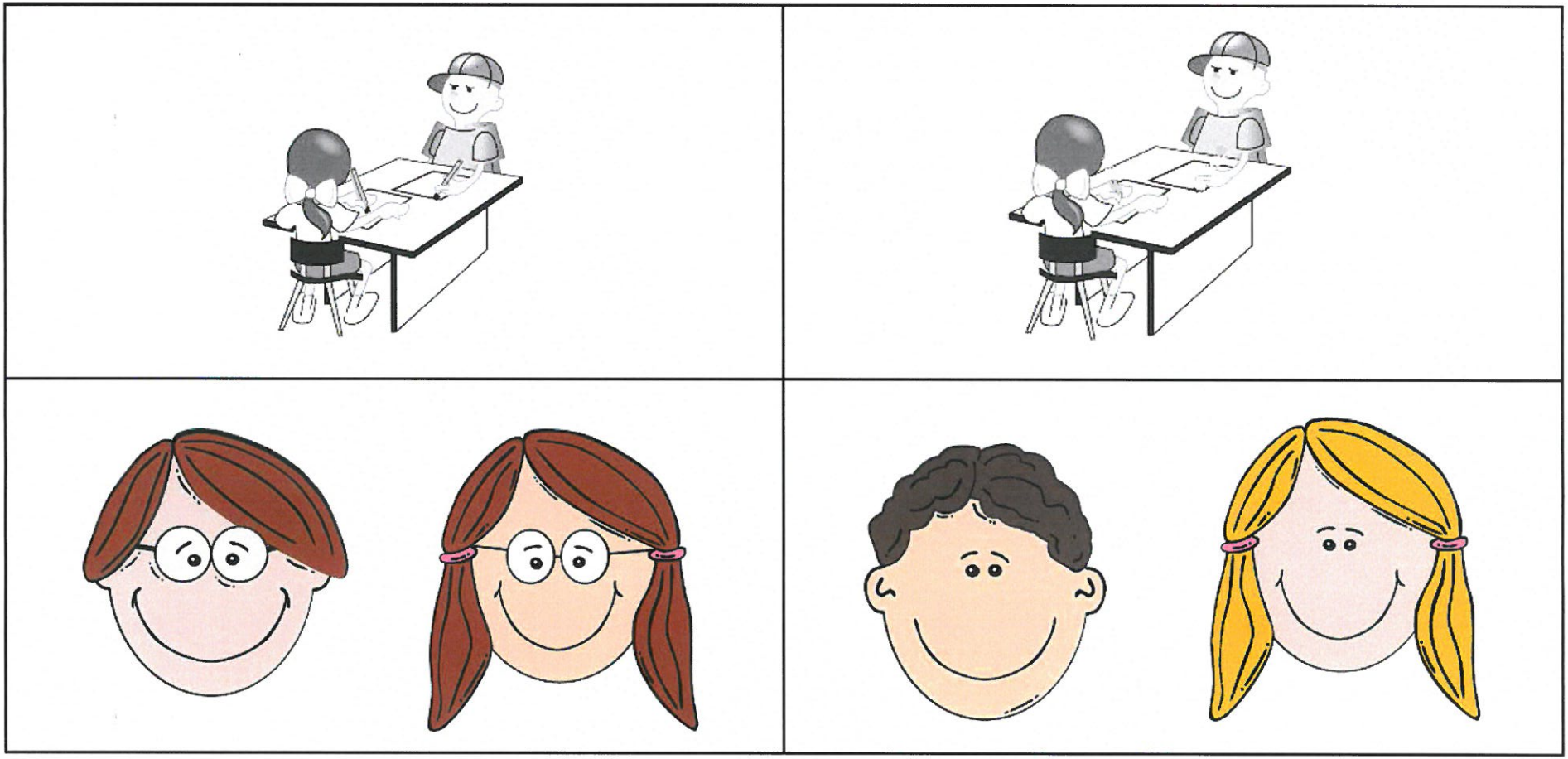
Have/Haven't



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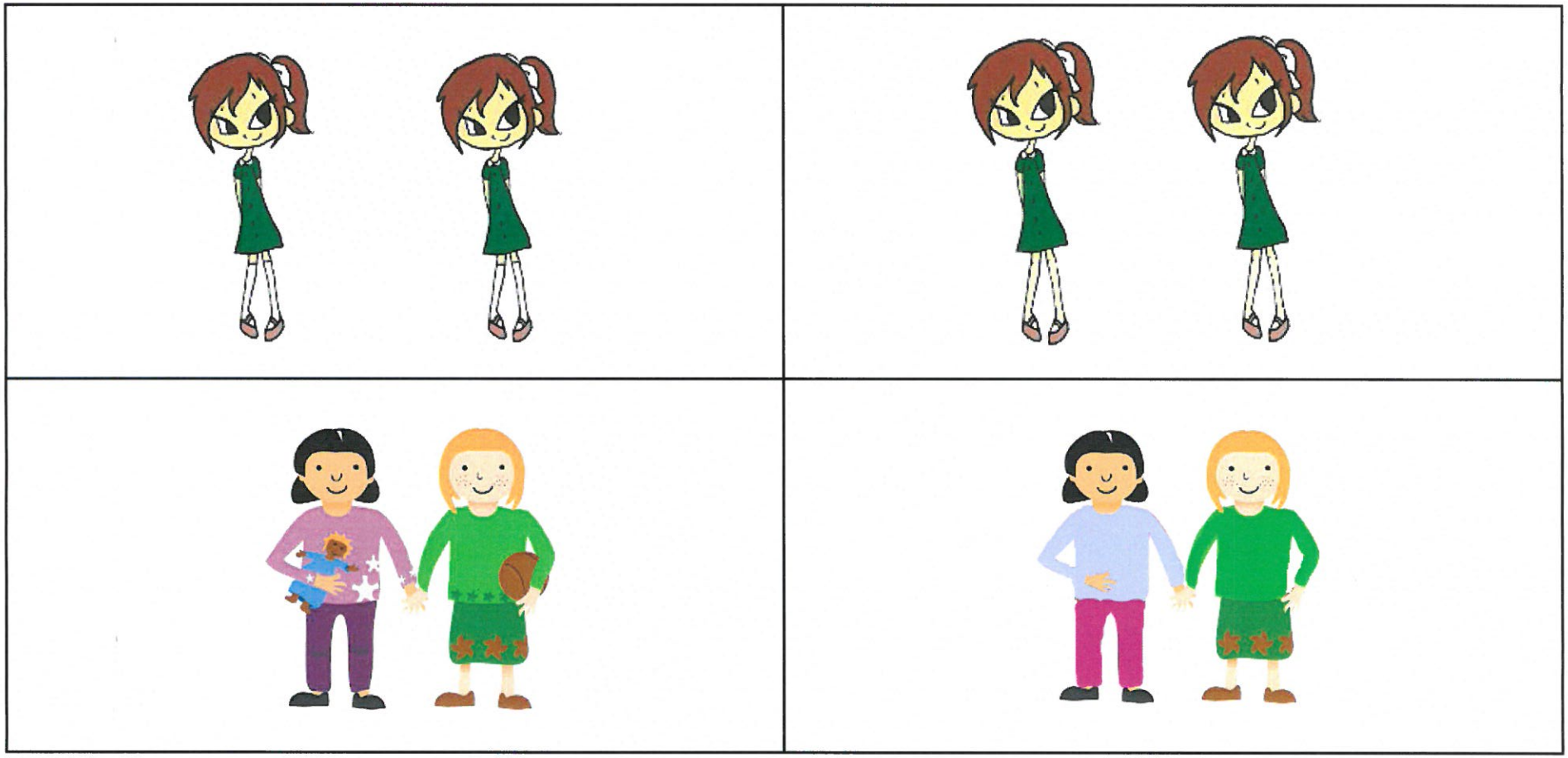
Have/Haven't



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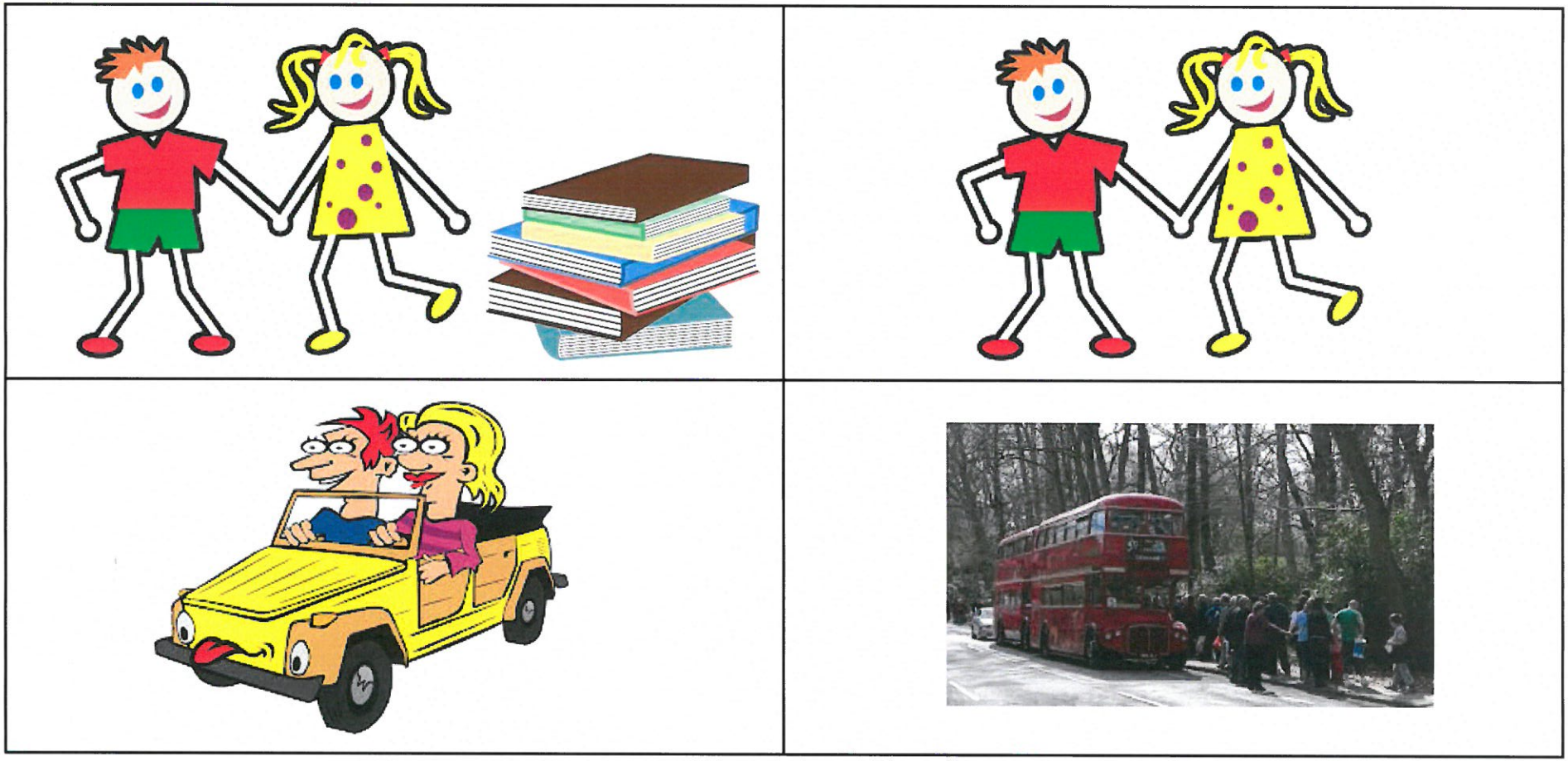
Have/Haven't



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Have/Haven't

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Will/Won't

1. He will have a drink.
   He won't have a drink.

2. He will go to bed.
   He won't go to bed.

3. He will brush his teeth.
   He won't brush his teeth.

4. He will walk.
   He won't walk.

5. He will jump.
   He won't jump.

6. He will watch the television.
   He won't watch the television.

7. She will read a book.
   She won't read a book.

8. He will wash.
   He won't wash.

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Will/Won't

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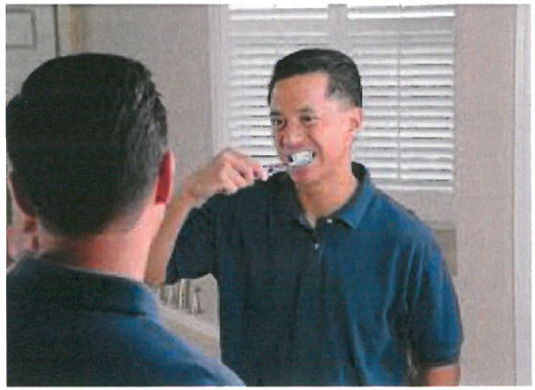
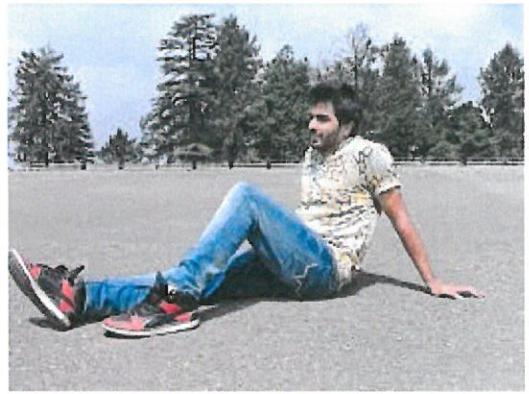
Will/Won't





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Will/Won't

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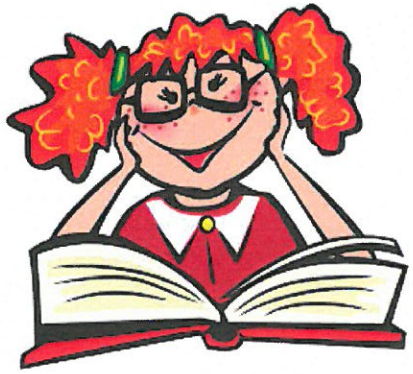
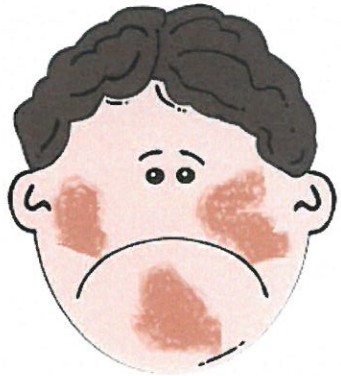
Will/Won't





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No....

Talk about the pictures with the child using the word no (i.e. this house has no curtains, this man has no cake.).

Cut out the pictures and place them on the table in front of the child.

Use the following pictures initially

Man with cake/no cake

Tree with leaves/no leaves

Girl with hat/no hat

Use one pair of pictures initially and then build up until the child is able to use the full set of pictures.

Ask the child questions about the pictures.

- Which man has no cake?
- Which tree has no leaves?
- Which girl has no hat?

Then us the house pictures, again start iwht one pair of pictures and build up to use the full set.

- Which house has no curtains?
- Which house has no number?
- Which house has no windows?
- Which house has no door?
- Which house has no roof?

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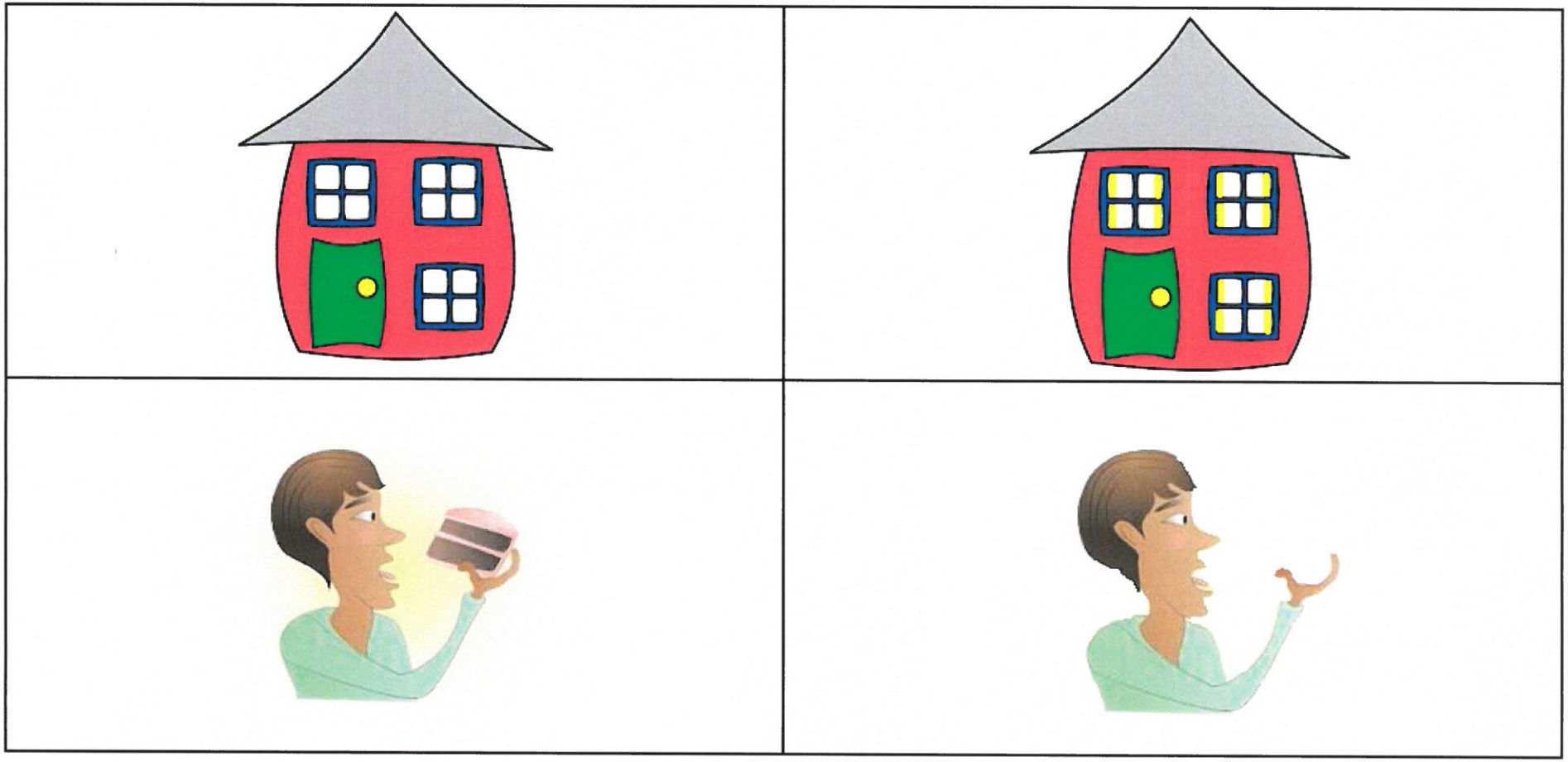

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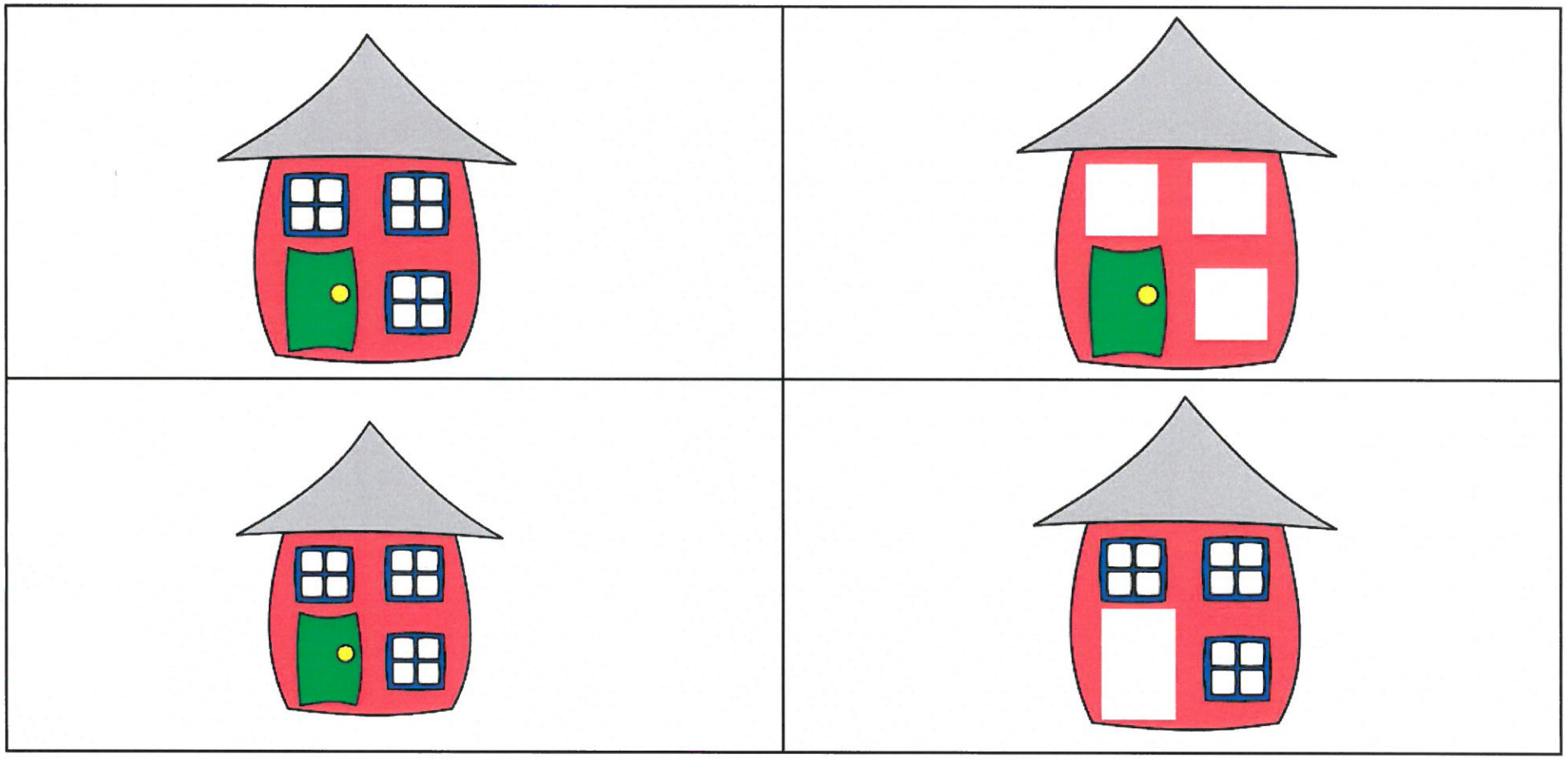

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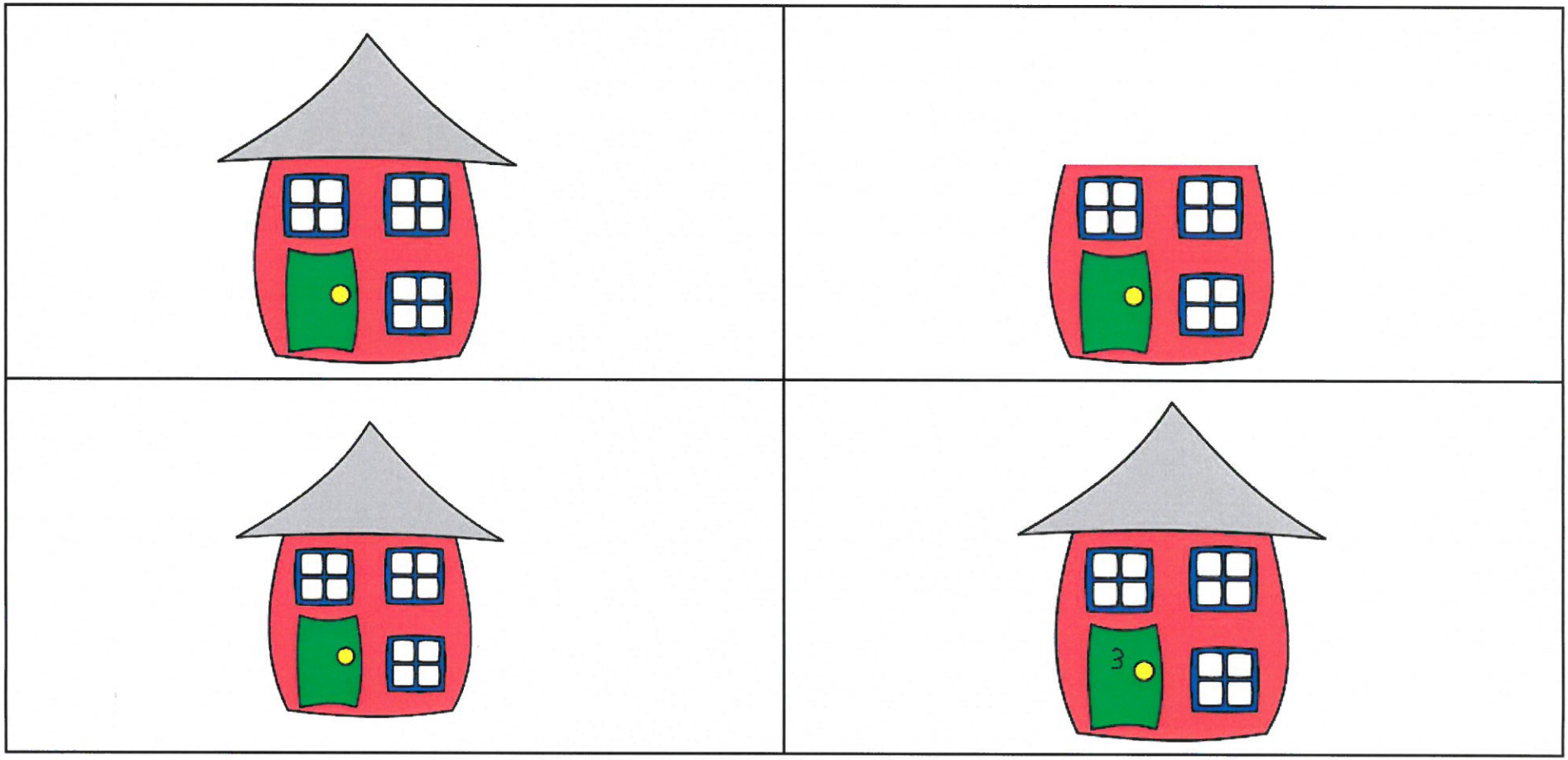

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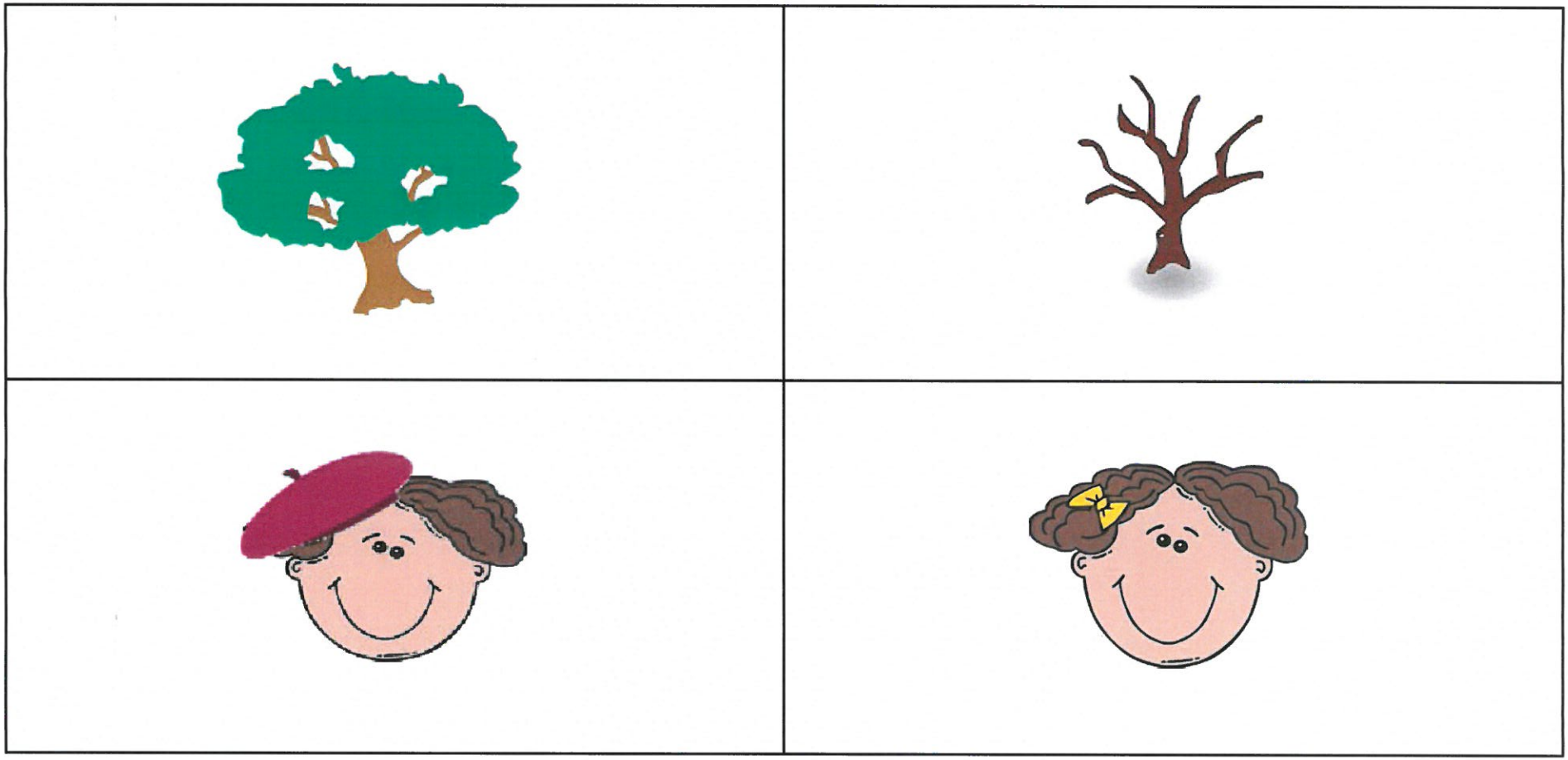

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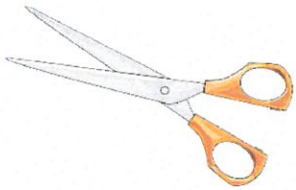
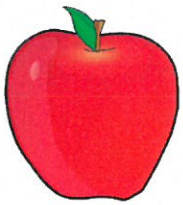
Odd One Out

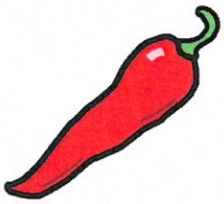
Circle the odd one out

Which one is not sharp?



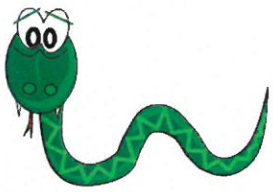
Which one is not red?





Which one can you not sit on?

Which one is not furry?



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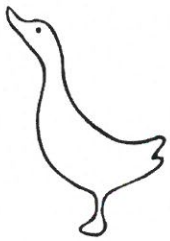
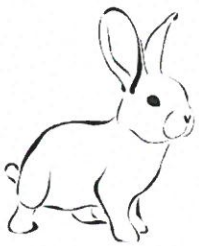
Neither/Nor

Colour the pictures

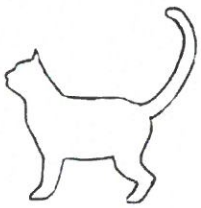
1. Neither the duck nor the dog is brown

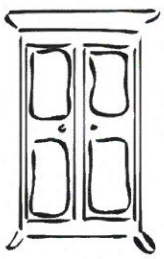


2. Neither the rabbit nor the chicken is grey.



3. Neither the cat nor the wardrobe is green.





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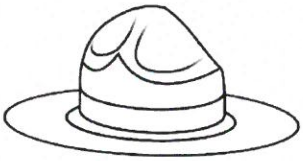
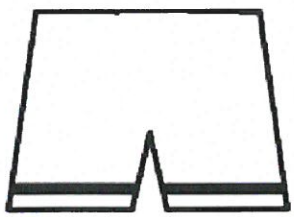
4. Neither the coat nor the shoe is purple.

5. Neither the hat nor the scarf is red.



6. Neither the arm nor the leg is yellow.

7. Neither the dress nor the shorts are blue.



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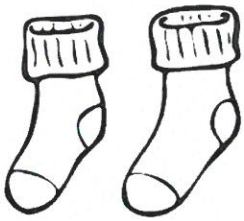
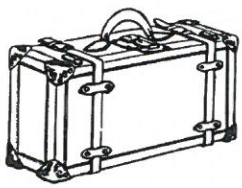
8. Neither the socks nor the jumper is pink.



9. Neither the lips nor the shirt is black.

3. Neither the hand nor the feet are orange.

4. Neither the money nor the case is yellow.



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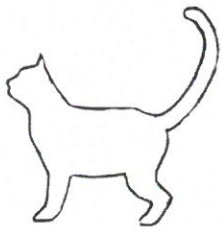
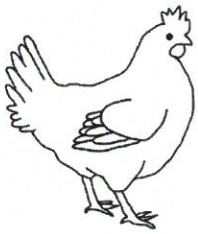
X but not Y

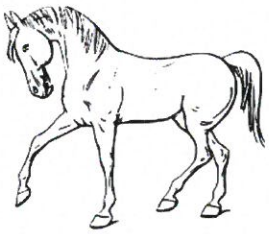
Colour the pictures

1. The cat but not the dog is brown.

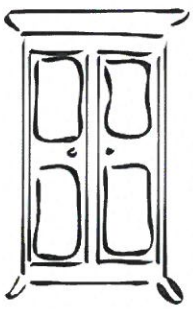


2. The chicken but not the horse is grey.





3. The wardrobe but not the shelves are green.



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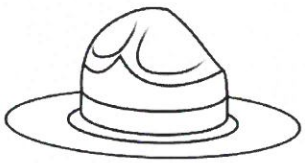
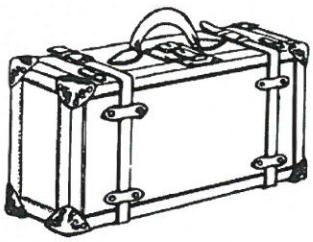
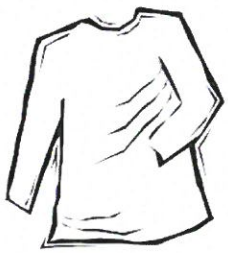
4. The coat but not the hat is yellow.



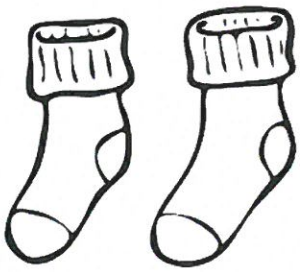
5. The scarf but not the case is green.



6. The jumper but not the t-shirt is red,



7. The socks but not the shoe are blue.



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