

Pronouns

Programme

ULTIMATE GOAL

- To be able to use pronouns accurately when talking about people.

TAREGTS

- To use 'he' and 'she' when talking about people to 90% accuracy.
- To use 'they' when talking about a group of people to 90% accuracy.

This pack contains activities and resources to be used with your child. It is possible for a Speech and Language Therapy Assistant or Teaching Assistant to provide this input.

It is recommended that you ask your Speech and Language Therapist to assess the child's use of language before beginning the sessions. This is so that they can make sure that it is appropriate them.

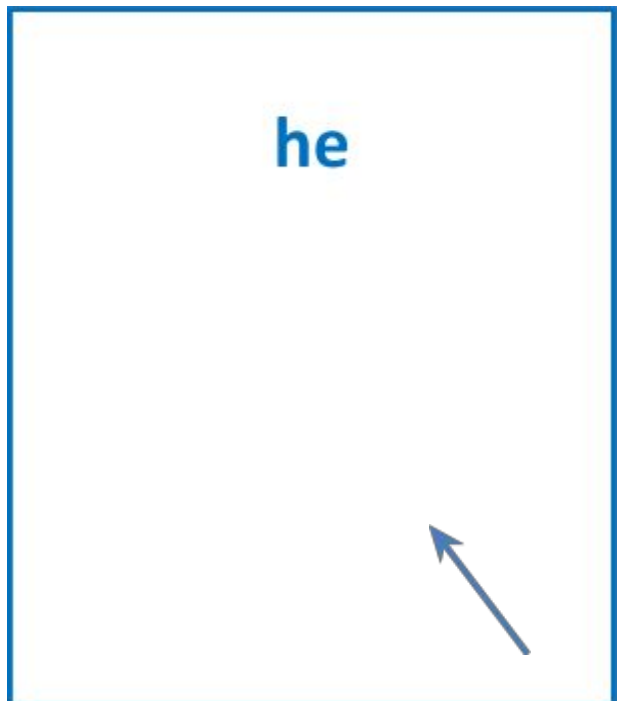
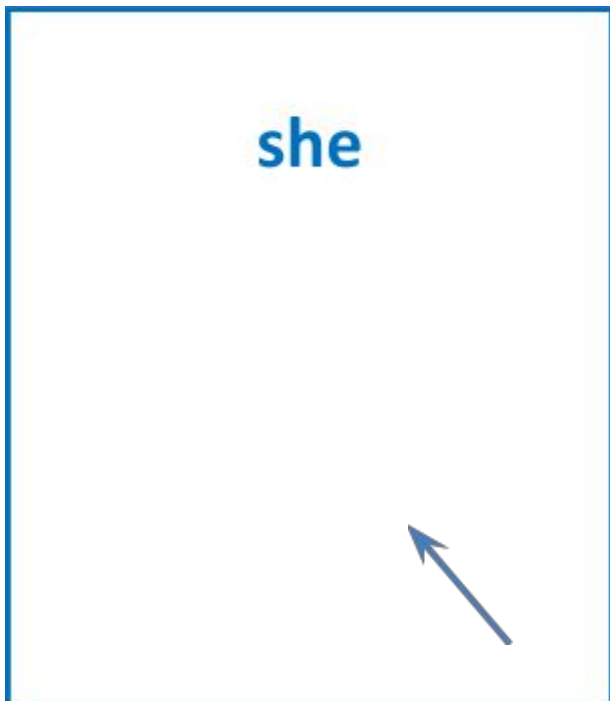
If you have any further questions please contact your Speech and Language Therapist at:

name@integratedtreatments.co.uk



It is important to make sure that your child knows the difference between a girl and a boy before starting this programme. You could begin by asking your child if pictures of characters or people are girls or boys. If they are able to do this you could use the 'he'/'she' cards below to introduce the words:

'This is a girl, instead of saying girl we can say she' 'here the girl is standing, she is standing' 'the girl is smiling, she is smiling' 'the girl is wearing a spotty dress, she is wearing a spotty dress'. You can continue to talk about the girl in the picture and leave a pause for your child to see if they say 'she'. If not, continue to model the word 'she' to them. You can do the same with the picture of the boy, using the word 'he'.



Talking about Emotions

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When describing people's emotions you can use the words 'he' and 'she'.

Using the pictures present them to the child in pairs (say

You can ask your child to point to the correct picture first

he is sad? 'now can you point to she is sad?'.



If they are able to do this you can tell them that it is

their turn to do the talking. Ask them 'what's wrong?' as you point to one of

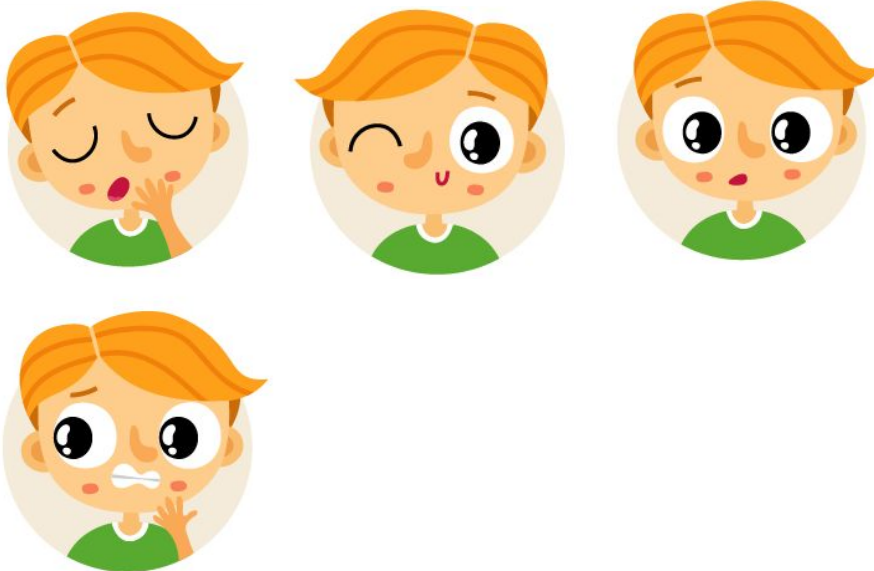
the pictures. If they are correct when answering provide reinforcement –

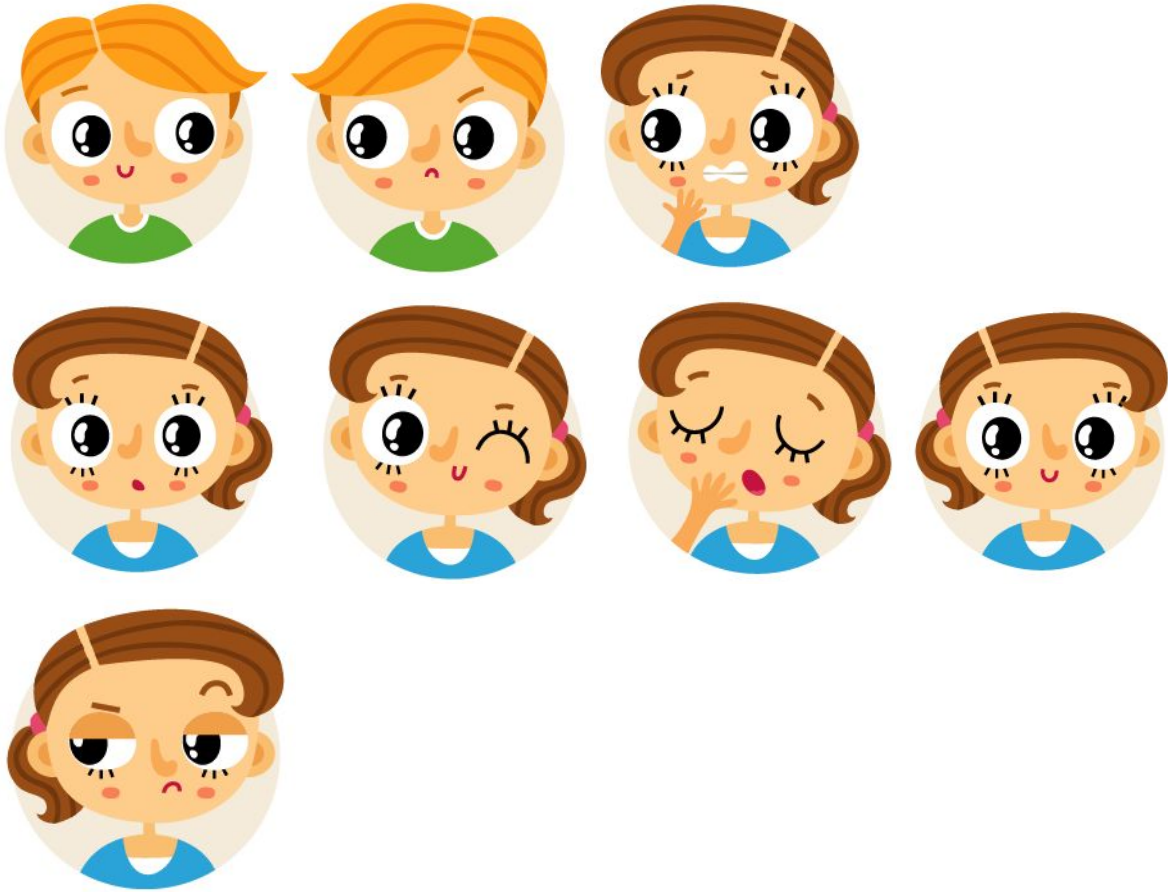
'yes, that's right she is sad'. If they use the wrong word support them by

using the 'he/she' picture cards and ask 'is it a boy or a girl?'. If they use 'the

boy' or 'the girl' to answer your question you could prompt them further,

'that's right, but what other word could we use to talk about the boy?'.





You can find pictures or photos of people in books or magazines and ask your child to tell you about how the people are feeling. Remind them to use the words 'he' or 'she' when they are talking.



Other Activity Ideas

- Use pictures of boys and girls – turn them all upside down and ask the child to turn them over one by one. When they turn them over they have to tell you whether it is a ‘he’ or a ‘she’.
- With your child’s friend or sibling you can take it in turns to complete actions e.g. jumping, hopping, running. Practice describing the action using ‘he’ and ‘she’. You can ask, what is happening? What is Matthew doing?
- Have a tea party with some dolls or teddies. Begin by deciding whether the toys are boys or girls and give them names. Make sure the child chooses some to be boys and some girls. Ask the child to feed or give drinks to the toys and talk about what they are doing. You can model the use of ‘he’ and ‘she’ for your child e.g. ‘he is hungry, he would like some cake’.
- Read stories with your child and get them to talk about the character and what they are doing/where they are going/what they are wearing. Remind them to use the words ‘she’ or ‘he’ when they are talking.
- Dressing the doll/teddy. Give the toy a name so you know whether the toy is a boy or girl. Keep some clothes in a box/bag and give the toy to the child. Ask them to tell you what the toy needs to get dressed but tell your child they are not allowed to use the toy’s name and they must try to remember to use the words ‘he’ or ‘she’. You might want to give your child a few examples first e.g. ‘he needs his pants first’ ‘he is cold, he needs his scarf’.
- Ask your child to tell you something about their favourite TV character. Remind them they can use the words ‘he’ and ‘she’ when they are talking about them.
- Use a teddy with some toy furniture. If you have ‘location’ cards you could also use these. Place the teddy in different locations and ask the child ‘where is teddy?’. Remind them to use their ‘he’ or ‘she’ word when they are talking about the teddy.

You can now explain to your child that when you are talking about more than one person you can use a different word to talk about them. The word 'they' means that you are talking about a group of people. Introduce the 'they' picture card and you can compare it with the 'he' and 'she' picture cards. 'This card shows us a girl and two boys, instead of saying the girl and boys we can say they'.



Once your child has understood the concept of the word 'they' you can practice using it together.

Using the action pictures present them to your child. You can ask your child to point to the correct picture first – ‘can you show me they are swimming?’ ‘now can you point to they are clapping?’. If your child is able to do this you can tell them that it is their turn to do the talking. Ask them ‘what are they doing?’ as you point to one of the pictures. If they are correct when answering provide reinforcement – ‘yes, that’s right they are skipping?’. If your child uses the wrong word support them by using the ‘they’ picture card and ask ‘is there more than one boy or girl?’. If they use ‘the answer your question you could prompt them further, ‘t other word could we use to talk about them?’









You can use similar activities for how you practiced using 'he' and 'she' to teach your child 'they' but use pictures of groups of people or a few toys instead.