

# VOCABULARY GROUP

## ULTIMATE GOAL

- **For the children to have an age appropriate level of vocabulary.**

## TAREGTS

- **The children will be able to identify the names of objects/items.**
- **The children will be able to name objects/items.**
- **The children will be able to categorise objects into groups and have an understanding of their function/use/appearance.**

This pack contains six session plans and resources to be used with a group of children over a six week period. 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 children's language skills before beginning the sessions. This is so that they can be grouped with other children at a similar level to them.

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

[name@integratedtreatments.co.uk](mailto:_____@integratedtreatments.co.uk)



## SESSION ONE – Clothes

Activity 1 – Make a washing line using some string and pegs. Cut up the clothes pictures and spread them out on the table. Alternatively you can use real clothes. Let the children take it in turns to hang the clothes on the line. Start by asking them to find particular items e.g. ‘can you hang up the shorts?’. Once the clothes have been hung up you can ask the children in turns to name a few or tell you where you’d wear them/what weather you would wear them for.

Activity 2 – Use a teddy or a doll to dress them up. You may want to use doll’s clothes to do this activity. You can give the children instructions to follow e.g. ‘put dolly’s shoes on’ or ask them to choose an item, name it then dress the doll/teddy.

Activity 3 – A sorting activity can help the children learn the uses of certain clothes and will give them extra practice listening to and using the words. You could sort the pictures into ‘hot/cold weather’ clothes.

## SESSION TWO – Animals

Activity 1 – Ask the children to follow directions to find animals e.g. ‘where is the polar bear?’. Every turn the children have they can have a turn on a game of their choice. Alternatively you could post the pictures into a toy post box once they have been found.

Activity 2 – Put all the animal pictures or animal figures into a feely bag and let the children take it in turns to pick one out of the bag. Ask them to tell you what they have found. If they are unsure, you could provide them with a choice e.g. ‘is it a dog or a pig?’.

Activity 3 – Sorting activity. Ask the children to sort the pictures/animal figures into categories. You could sort them into animals that live in cold countries vs. hot countries, live on the farm/in a zoo, live in the water/on land.

## SESSION THREE – Transport

Activity 1 – Spread the transport pictures out on a table and tell the children they are all going to work together to build a tall tower. Ask the children to follow directions to find a transport picture e.g. ‘can you find the boat?’. After every turn the children have, give them a piece of lego/a brick to add to the tower.



Activity 2 – Hide all the transport pictures around the room and ask the children to take it in turns to find one. Once they have found one encourage them to tell you what they have found. If they are not sure of the word, provide them with a choice e.g. ‘is it a motorbike or a bicycle?’.

Activity 3 – Sorting activity. Ask the children to sort the pictures into used on land/water/in the air, can transport 1 person, a few people (



## SESSION FOUR – Food

Activity 1 – Spread the food pictures out on the table. Using a puppet ask the children to find an item of food and feed it to the puppet e.g. ‘can you feed the puppet a banana?’. You can talk about what the puppet thinks about the food afterwards, ‘oh he enjoyed that, it tasted sweet’.

Activity 2 – You can pretend to play cafes with the children. Give them all a plate and lay the food pictures out on the table (or you can use pretend food). You can be the café owner first and ask the children what they would like to eat. Once they have asked for a certain item of food you can ask them how it tastes/feels. You can also let the children take it in turns to be the café owner.

Activity 3 – Sorting activity. Ask the children to put the pictures into different groups e.g. foods that are hot/cold, foods that they like/don’t like. Encourage them to talk about the foods and how they look.

## SESSION FIVE – Furniture


Activity 1 – Ask the children to follow directions to find pieces of furniture e.g. ‘where is the bed?’. Every turn the children have they can have a turn on a game of their choice. Alternatively you could post the pictures into a toy post box once they have been found. Talk about what the objects are used for e.g. what you do with them/put in them.

Activity 2 – Use a teddy/dolly to make them do certain actions on the furniture (you can use the pictures provided or pretend objects from a dolls house) e.g. ‘make teddy jump on the

bed'. You can also get the children to give each other instructions to follow so that they are practicing using the words.

Activity 3 – Ask the children to sort the pictures into groups e.g. which room would you find the furniture in. If you have a dolls house you could use this and let the children put the furniture into each of the correct rooms when it is their turn.

## SESSION SIX – Body Parts

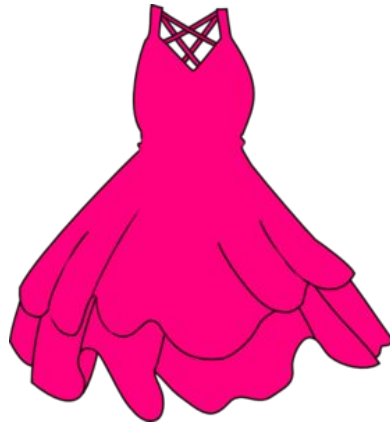
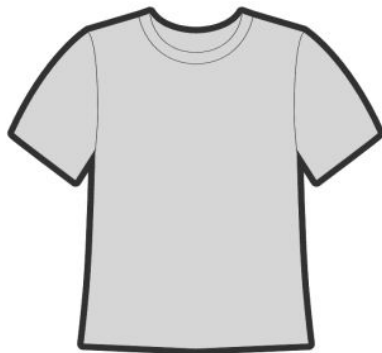
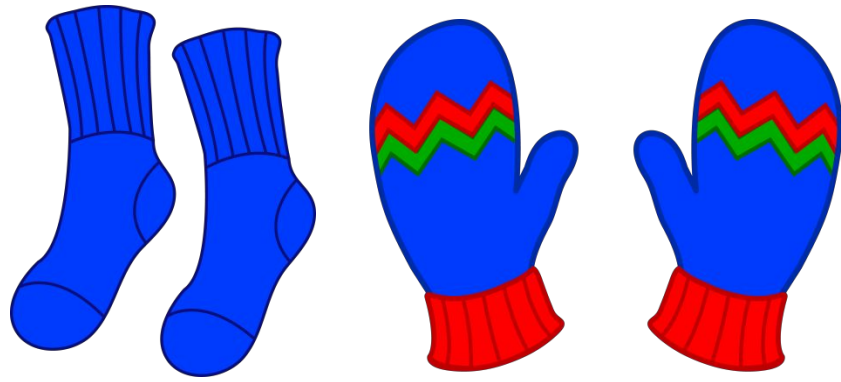
Activity 1 – Play Simon Says with the children. Ask them to follow your instructions e.g. 'put your hand on your elbow'. If any children do not follow the directions accurately provide them with a choice pointing to your own body, 'is my elbow here or here?'.  


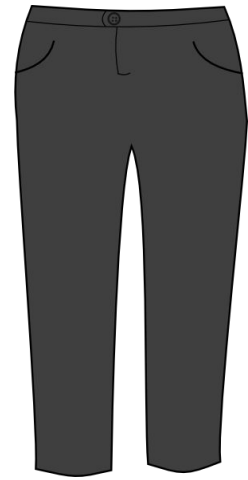
Activity 2 – Place all the body part pictures in a line across the room. You can do a separate line for each child. The children have to cross the room stepping on each picture one at a time. They have to name the body part before moving on.

Activity 3 – Using a dolly/teddy ask the children to follow instruction instructions, e.g. 'brush dolly's hair' 'wash teddy's knee'. You can pi or use small brushes and sponges.



Clothes Pictures

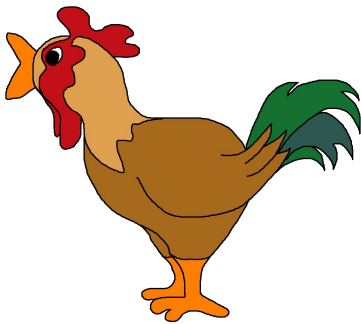
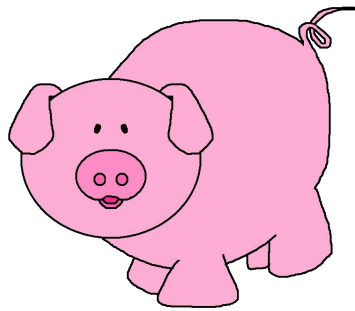


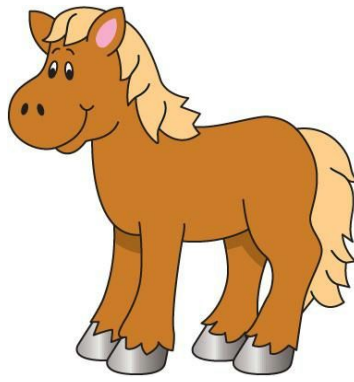
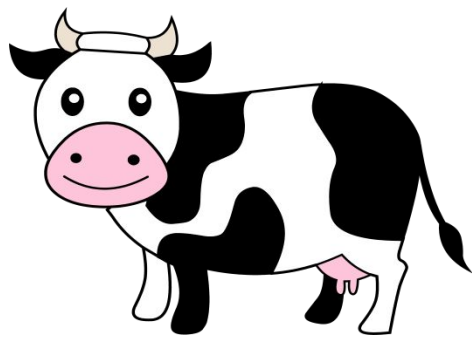


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Animal Pictures

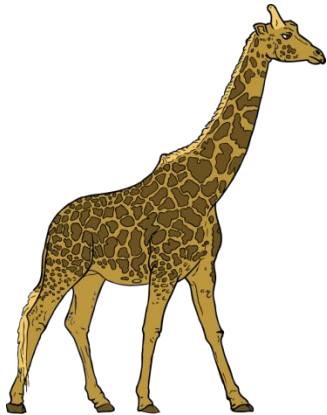
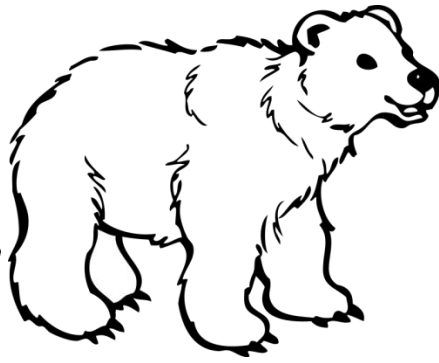
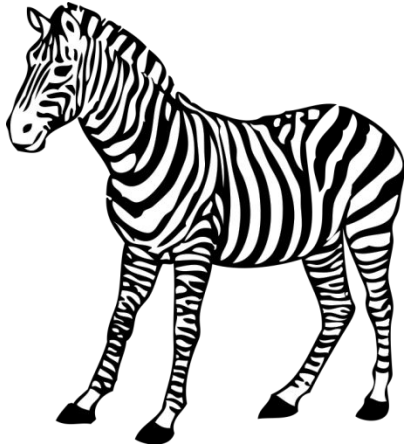
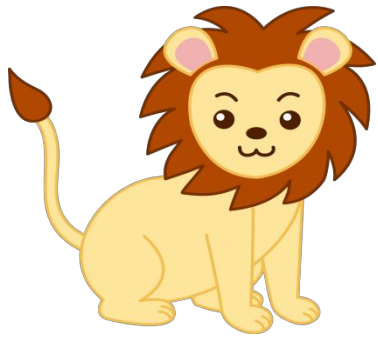




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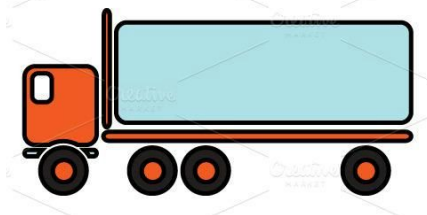
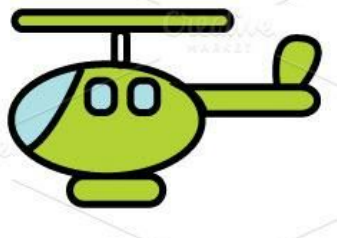
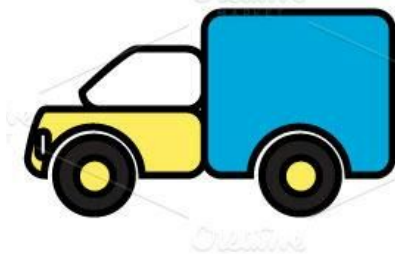
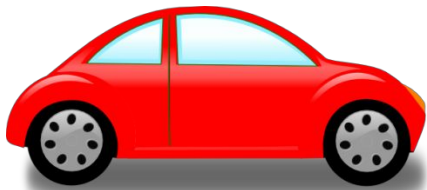
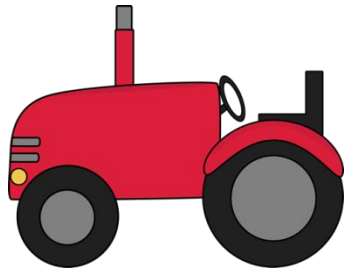
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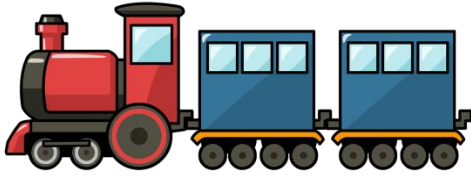
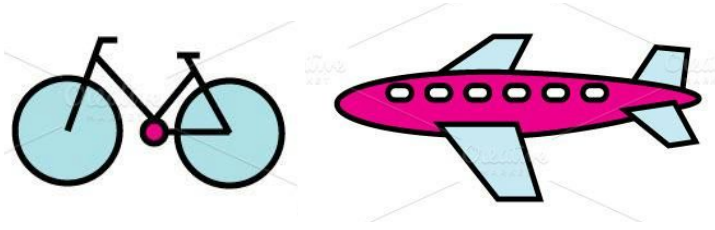






Transport Pictures





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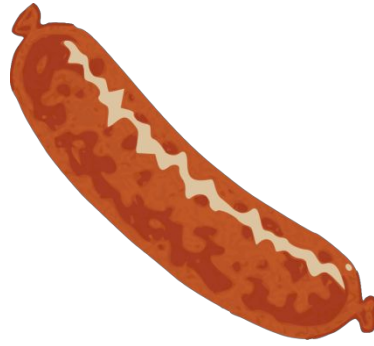
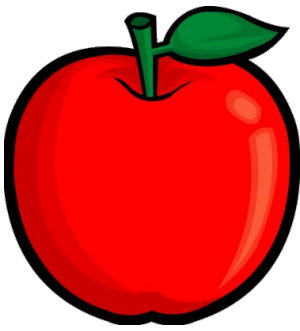


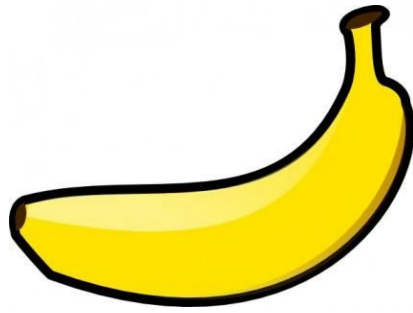
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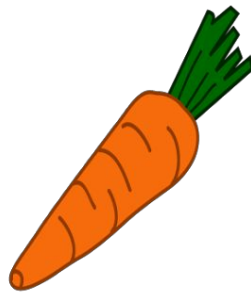
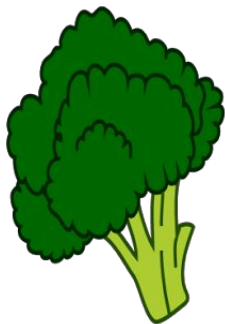
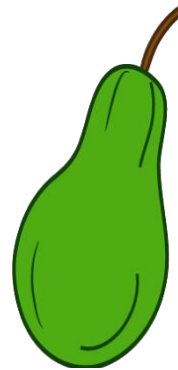
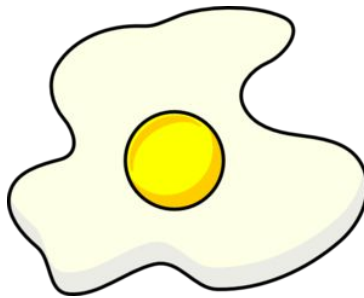
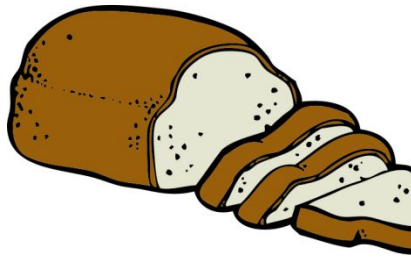
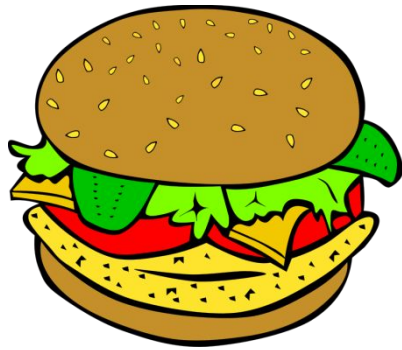
Food Pictures

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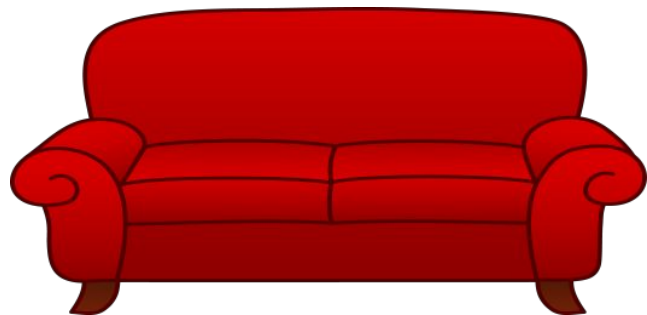
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Furniture Pictures





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Body Parts

