|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | This week we will be thinking about positional language. |  | We have been doing this because... | |
| children can behave as if they know what all these words mean, even though they still have an incomplete understanding. For example, you might ask your child to stand next to the car, and they will do as you ask, but they may just have understood the word ‘car’, not ‘next to’. When talking about where things are they tend to say ‘over there’ and point. We want them to develop their understanding of positional language to help them to communicate more clearly. | | |
| We will be using words such as ‘next to’, ‘on’, ‘in’, ‘near’, ‘far’, ‘under’, ‘on top’, ‘behind’ and ‘in front’ to talk about where things are. We will be playing games such as hide and seek and hunt the thimble to encourage children to use these words. We will also be using these words to describe what we can see in pictures and to describe where objects are when we are making models and creating small-world scenes. | |
|  | | | | |
|  | How you can help at home | * Give your child choices, such as asking  ‘Do you mean the book that is near the TV or the one that is next to the pencil case?’ * Your child may enjoy playing an ‘I-spy’ game base on positional language. For example, you could say, ‘I spy with my little eye something next to a tree’. | | |
| * Be precise when you use positional language, for example say ‘Please can you pass me the bottle which is next to the bread bin on top of the cupboard?’ * Encourage your child to tell you what they are talking about instead of pointing. If they find this difficult ask, for example, ‘Would you like me to pass you the box which is next to  the vase?’ | |
|  | | | | |
|  | | | |