

## 7: How to develop vocabulary

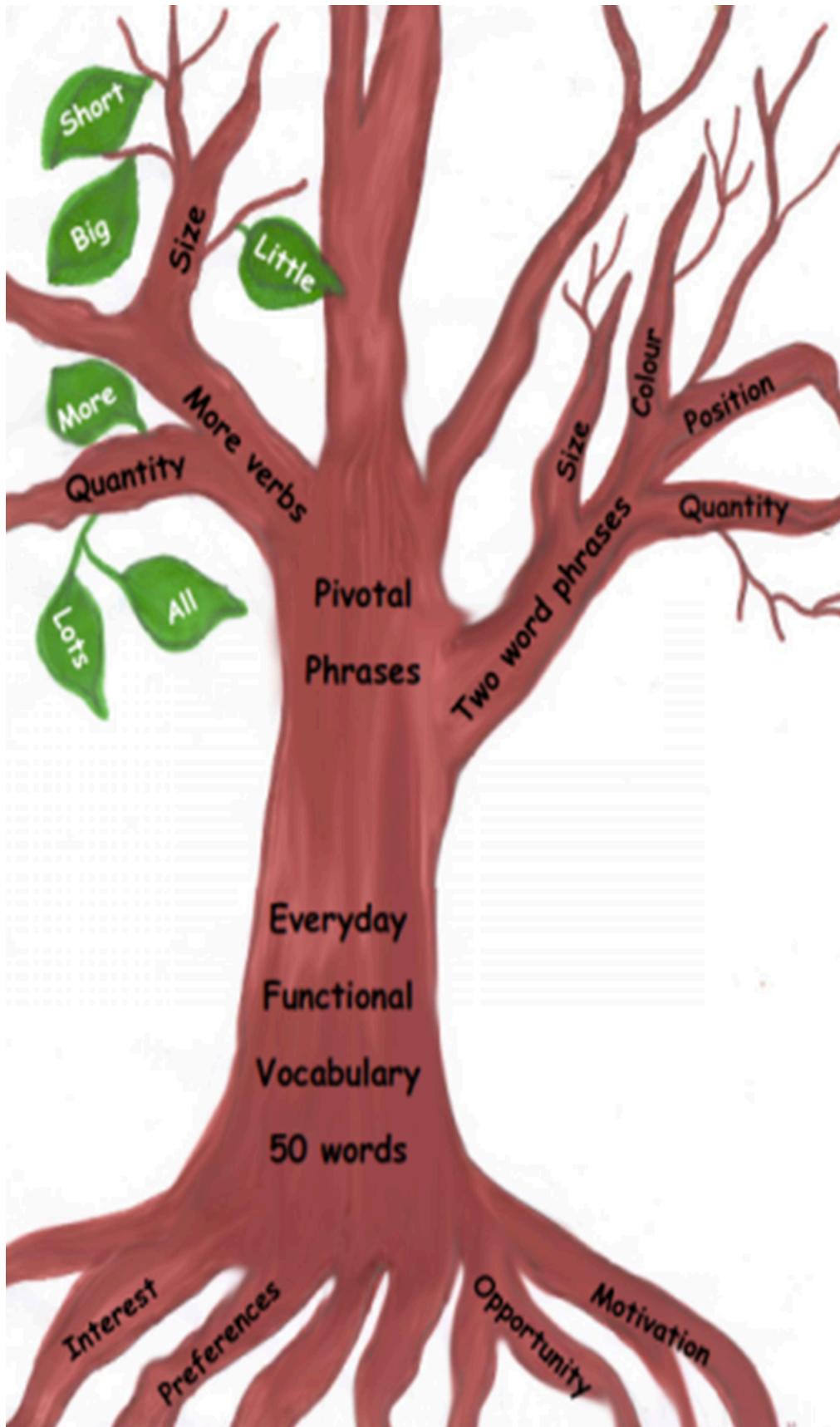
### EYFS Communication and Language Development ELG 03: Speaking

Ages and stages of understanding and developing vocabulary

Age	Understand of and using vocabulary
<b>By 6 months</b>	Babbles for attention. Reduplicated babble e.g. 'dada'. Uses body language. <b>Words = 0</b>
<b>12 months</b>	Babble that sounds like words. First words closely related to child's own world and functional needs. <b>Words = 1-3</b>
<b>18 months</b>	<b>Understands 1 key word</b> e.g. where are your <u>eyes</u> ? Single words, mainly object names. <b>Words = 5-20</b>
<b>2 years</b>	<b>Understands 2 key words</b> e.g. give the <u>apple</u> to <u>teddy</u> <b>Understands basic action</b> word/signs e.g. 'sleeping', 'jump' Using 2 word phrases e.g. 'want juice', 'mummy drink' <b>Words = 50+</b>
<b>2 ½ years</b>	<b>Understands words by function</b> e.g. which one do we eat with? Using 3-4 word phrases and simple sentences <b>Words = 200+</b>
<b>3 years</b>	<b>Understands 3 key words</b> e.g. give the <u>cup</u> and <u>spoon</u> to <u>teddy</u> Using 4-6 word sentences <b>Words = 500-1000</b>
<b>4 years</b>	<b>Understands 4 key words</b> e.g. put the <u>little brick</u> <u>under</u> the <u>box</u> Uses 5-8 word sentences <b>Words = 1000-1500</b>

Knowles, Masidlover (1982) Derbyshire Language Scheme. Cooke, J Williams, D (1985) Working with Children's Language Oxon: Winslow Press

## 7.1: Vocabulary & Concept Tree



## 7.2: Vocabulary and Concept tree explained

The vocabulary and concept tree shows how children learn and develop vocabulary. There is no developmental order to learning vocabulary as it depends on the child's experiences, amount of repetition and the child's interests and motivators.

**Roots:** in order to learn their first words a child needs to have:

- Motivation: a reason to communicate
- Opportunity: a need to communicate (i.e. not having all their needs anticipated or having everything they want where they can get it themselves)
- Preferences: if a child has no preference over one thing or another they won't have a desire to communicate
- Interests: things that they will want to communicate about

**Trunk:** the first words that a child uses are mainly nouns i.e. labels for important items. There will also be some social words, such as 'hello' and 'bye', and there may be a few verbs (action words) in the first 50 words. Pivotal phrases: children learn to use a few key words, such as 'more', 'gone', in early two word combinations. For example, 'more X'.

**Large branches of the tree:** as the child's vocabulary grows they start to put two words together in novel ways to talk about what they are seeing, doing or want. They start to use a wider range of words including more verbs and descriptive words.

**Smaller branches of the tree:** children are not ready for the introduction of concept vocabulary until the rest of the tree is secure.

## 7.3: FIRST 100 WORDS

- Attached is a list of the first 100 words that children develop.
- Look through this list and with two different colour pens mark all the words your child uses and understands.
- With a red pen tick all the words you think your child understands.
- With a blue pen tick all the words your child can say.  
(If your child says word/signs that are unclear, please count them as real word/signs).
- This gives you an idea of what words your child understands and what word/signs your child uses. It also identifies words that can be worked on next.

NOUNS				VERBS		OTHER WORDS	
	Baby		Book		Brush		Big
	Daddy		Box		Clap		Dirty
	Man		Paper		Cook		Hot
	Mummy		Pencil		Cry		Wet
					Cut		
	Eyes		Bird		Drink		Down
	Feet		Cat		Dry		Up
	Hair		Dog		Eat		In
	Hands		Flower		Hit		On
	Mouth		Tree		Jump		
	Nose				Kick		Gone
	Toes		Apple		Push		More
	Tummy		Biscuit		Read		
			Dinner		Run		
	Bag		Plate		Sit		Yes
	Coat		Spoon		Sleep		No
	Dress		Sweets		Stand		
	Hat				Throw		
	Pants		Cup		Walk		
	Shoes		Drink		Wash		
	Socks		Milk				
	Trousers		Orange/juice		Come		
			Water		Find		
	Ball				Get		
	Bike		Bed		Like/Love		
	Bricks		Chair		Look (at)		
	Bus		House		Make		
	Car		Table		Play		
	Doll				Put		
	Duck		Brush		Want		
	Pram		Soap				
	Swing		Tap				
	Teddy/Bear		Towel				

## 7.4: How to develop early words

Target: **The child will develop their first functional words**

**Vocabulary:** Early Words e.g. more, gone, again, bye, go

### Why is this important?

- These early words have a clear purpose.
- Children learn quickly that using these words makes something happen; for example, when they say 'more' they get more bubbles, when they say 'again' they get pushed on the swing again, when they say 'go' the car is released.
- These words have a function for children and are important for later development of two word phrases.

### Strategies

- **More:** Blow bubbles and pop them with the child. Wait, holding the wand and looking at them, and say/sign 'more' then blow more bubbles. After a few times, wait and look at the child to see if they let you know that they want more and respond by saying/signing 'more' and blowing more bubbles. Other activities that are useful for developing 'more' include: tickling, building a tower, posting, blowing a balloon up slowly, wind-up toys. 'More' can also be used during everyday routines such as splashing in the bath, only putting one sock on when dressing, only giving a small amount during snack (e.g. one raisin at a time).
- **Gone:** Be animated when saying/signing 'gone', such as by adding a gesture like putting both hands out with palms upturned. You can adapt almost any activity to include 'gone'. Model the word/sign regularly and then begin to pause to see if the child will use 'gone'. Activities that are useful for developing 'gone' include covering your face during peepo, popping bubbles, hiding toys, posting toys/pictures, rolling a ball or blowing feathers off a table, tipping water/sand out of containers. Use 'gone' in everyday routines; for example, when the child finishes their food or drink, putting things in the bin, water going down the drain, when someone leaves the room.

- **Again:** You can use this word/sign whilst playing games or singing songs: pause after the game or song, look at the child, say/sign 'again' and do it again.
  
- **Bye Bye:** After playing with different toys (e.g. animals, dolls, bricks, bubbles) you can practice waving and saying 'bye bye' as you put each one away. Model saying 'bye bye' to other people and remember to wave at the same time.
  
- **Go:** Start by saying/signing 'ready steady go!' and then performing the action. When the child has listened to this a number of times, pause before saying/signing 'go' and look expectantly at the child to see if they will use it. Activities that are useful for developing 'go' include: rolling a ball or car to and fro to each other or down a ramp/tube, bubbles, knocking down a tower of bricks, releasing a blown up balloon to fly around the room, playing on the swings or going down the slide.  
'Go' can also be used during every day routines such as crossing the road, when traffic lights turn green, turning taps on.

**Name**

**Date Target Set:**

**Outcome: Achieved = 2**

**Partially achieved = 1**

**Not achieved = 0**

Date	Outcome	Comment



## 7.5: How to develop everyday nouns

Target: The child will develop X number of everyday nouns

### General principles for developing nouns

Children need to be able to understand the meaning of words/signs before they can use them appropriately. They need to **hear words many times** in order to understand and then use them.

### Choosing noun vocabulary

- Choose words which are very useful for the child and of interest to them which they are likely to come across in lots of different situations. For example, those linked to everyday routines (e.g. 'apple', 'bath') and the child's favourite toys (e.g. 'ball', 'teddy').
- If you are unsure of which noun (object) word to target, see the 'First 100 words/signs checklist (at the beginning of this section: 7.3) where you can choose some words/signs to get started: look in the noun column.

### Strategies

- Repeat the word/sign many times and if possible in different contexts; for example use the word/sign 'ball' for a variety of different types of balls and in a variety of places such as when you are in the house or at the park.
- Label what the child can see; for example, if they are reaching for their teddy say 'teddy', if they are pointing to a tree say 'tree', if they are pushing their toy car say 'car'.
- Commenting is more helpful than asking a question: the child may not be able to answer the question 'what is that?' so will remain silent and does not learn anything. Instead, model the word so they hear it and they will say it when they are ready to.

- Use **sound cues** to prompt the child if they have difficulty finding the word, for example, 'it's a b.....' to help them remember 'ball'.

**Please see Section 3: Parent/Adult Child interaction. If you have not yet completed this, please do so before continuing with this section.**

## Activities

- **Books/pictures/nursery rhymes/songs:** use these to reinforce the vocabulary you are targeting. You can make up your own verses in songs to include whatever vocabulary you are targeting.
- **Feely bag:** put some everyday objects/toys in a bag e.g. cup, teddy, spoon, dolly, train, ball.
  - Let the child feel in the bag and take something out. As they take it out, pause and wait to see if they name it themselves. If they don't, give them a choice e.g. 'is it teddy or car?' If they cannot answer, name it for them using a single word/sign e.g. 'teddy'. Model what to do with the item as you say the word/sign a few times; for example, you cuddle teddy as you say 'teddy'.
  - When the bag is empty, label the item, as above, as they put it back in the bag.
- **Fishing game:** use a stick with a magnet on the end and put some paper clips on photos/pictures of objects. Encourage the child to fish for the picture and follow the same process as above, offering a choice if they do not label it.
- **Vocabulary lotto game:** make a picture lotto game. Take turns to take a picture from the pile. Say/sign the picture and place it on the lotto board. The winner is the first to get a row/four corners/entire board.
- **Snap:** use pictures to play snap or pairs, saying/signing the word when saying turning it over.
- **Shopping game:** set up a pretend shop. Ask the child for items in their shop to put in your bag.

- **Teddy bear's picnic:** set up a pretend picnic with a teddy and some toy food. Talk about what you are doing e.g. 'here's a banana' as you give teddy a banana, then ask the child to give the teddy the foods you name.
- **Sort items** as you name them. For example, have a box for animals and a box for clothes then encourage the child to help you sort the items into the correct box, naming each one as you go along e.g. 'sock'. If the child is good at this, you could sort more similar groups such as farm and zoo animals.

**Name**

**Date Target Set:**

**Outcome: Achieved = 2**

**Partially achieved = 1**

**Not achieved = 0**

Date	Outcome	Comment

## 7.6: How to develop everyday action words/verbs

Target: **The child will develop X number of everyday action words**

### General principles for developing vocabulary

Verbs are 'action' or 'doing' words. Learning verbs is more difficult than learning nouns as they cannot be seen or touched. Learning verbs is important for when children start to put words together later. Children need to be able to understand the meaning of words/signs before they can use them appropriately. They need to **hear words many times** in order to understand and then use them.

### Choosing action word/verb vocabulary

- Choose words which are very useful for the child and of interest to them which they are likely to come across in lots of different situations. For example, those linked to everyday routines (e.g. 'washing', 'eating') and the child's favourite activities (e.g. 'jumping', 'clapping').
- Target easier, everyday verbs first e.g. eating, drinking, sleeping, walking, hiding, jumping, flying. Only move on to less familiar verbs (e.g. discover) when the child is confident with the easier ones. If you are unsure of which action word/verb to target, see the 'First 100 words/signs checklist' (Section 7.3) where you can choose some words/signs to get started: look in the verb column.

### Strategies

- Choose a target action word/sign for the week.

- Repeat the action word/sign many times and if possible in different contexts; for example use the action word/sign 'eating' during snack times and mealtimes, when eating at home/at nursery/in the park, during pretend play with teddy and a teaset, when looking through books.
- Label what the child is doing; for example, if they are jumping on their trampoline say 'jumping', if they are kicking a ball say 'kicking'.
- Say the action word/sign whilst the child is seeing the action taking place e.g. 'look, mummy is jumping', 'you're *washing* your hands'.
- Commenting is more helpful than asking a question: the child may not be able to answer the question 'what are you doing?' so will remain silent and does not learn anything. Instead, model the word so they hear it and they will say it when they are ready to.
- Once the action word has been taught, create opportunities to keep using it in context. For example, have lots of containers and materials to reinforce 'pouring', put photos/pictures next to an object to remind the adult to use the action word, such as a *growing* picture next to a plant.
- Consider adding on a word if the child starts labelling action words; for example, if they say 'running' you could say 'yes, the girl is running'.

## Activities

- **Pretend play:** create opportunities to model the action word/sign during pretend play with dollies and teddies; for example, playing with a bath set gives you lots of opportunities to use 'washing': '*washing* hands', '*washing* teddy'.  
You can also ask model action words/signs for actions that do not need any props (e.g. sleep, run, sit, wave, and clap); for example, 'teddy is *jumping*.' 'monkey is *sitting*', 'baby is *sleeping*.'  
You can target more advanced action words/signs, when the child is ready, in the same way. For example, if you are targeting 'discover', have boxes with interesting objects hidden inside and use the word as you play: 'I don't know what's inside. Let's *discover* what is in the box. Let's have a look and *discover* what is there'.

- **Photo book:** create a book with photos of the child and familiar people carrying out different actions. The pictures can then be used for discussion e.g. 'look, Mummy is *drinking*'.
  
- **Games:** increase opportunities to model action words/signs by playing games that involve actions such as:
  - Follow the leader
  - Simon Says e.g. 'Simon says jump/clap/run' so they can hear models of the word/sign. You can then model the word/sign as they are doing it e.g. "you are *jumping*; well done!"
  - Singing nursery rhymes with actions (Mulberry bush/Wheels on the Bus) e.g. 'see the little bunnies *sleeping* till it's nearly noon'
  - Posting action pictures: you can say/sign the action word before posting it
  - Putting action pictures on a dice and getting children to copy the action they see
  - Looking through books and finding examples of people carrying out particular actions
  - Fishing game: attach paperclips to fish and use a stick with string and a magnet at the end for a rod; attach pictures of action to the fish. Catch the fish together and model the action word/sign.

**Name:**

**Date Target Set:**

**Outcome: Achieved = 2                      Partially achieved = 1                      Not achieved = 0**

Date	Outcome	Comment

## 7.7: How to develop concepts words

Ages and stages

Age	Concept words
<b>2-3 years</b>	Dirty Wet Hot More Gone No Up Down
<b>3-4 years</b>	In On Under Big Little Same Different
<b>4-5 years</b>	Long <span style="float: right;">Quiet</span>

	Short	Loud
	Fat	Hard
	Thin	Soft
	Tall	Fast
	Short	Slow
	In front	
	Next to	
	Behind	

## 7.8: How to develop basic concepts

Target: **The child will develop X number of basic concepts**

Concepts are words that describe features of an object or activity such as the size (e.g. big/little), place (e.g. on/under), texture (e.g. hard/soft), temperature (e.g. hot/cold), speed (e.g. fast/slow). They are important because they support later learning. A good understanding of concepts forms a foundation that children can use to learn more advanced vocabulary.

### Strategies

- Choose one concept to work on each week using the Ages and Stages table above as a guide.
- Choose a concept that is really useful for the child: one that is not too easy and not too difficult which they are likely to come across again in lots of different situations.
- Teach the child one concept at a time e.g. 'soft'. If they learn concepts in pairs e.g. 'hard' and 'soft' at the same time, they can become confused.
- Put the concept word into a sentence in many different situations e.g. 'the ant is *under* the leaf'.
- Children learn concepts best through experience e.g. experiencing what it feels like to be *under* something, feeling something that is *soft*.
- Explain what the concept means using words the child understands e.g. 'it's *soft*: I can squeeze it'.



- Talk about the sound of the concept word too: clap it as you say it e.g. 'un - der' has two claps. Give the child the opportunity to practice saying the word.
- Link the concept word to a visual, such as an object or picture; for example, 'soft' could be represented by a photo of their favourite blanket which is soft.
- Act out the word; for example, stretch your arms out wide when saying 'big'.
- Make up a simple song/rap using the concept word e.g. 'the word for the week is empty, empty, empty; the word for the week is empty'.
- In the nursery, put the target concept on a board so the staff know which one to focus on for the week and let parents know your target concept for the week so they can use it at home too.
- Keep using the concept over time so that the word is stored in the child's long-term memory. In the nursery, put all of the concept words taught into a bag and go through them each week with the class. You can use objects or pictures to represent each concept; for example, an empty jam jar for 'empty'.

### Activities

- **Story:** create a simple story which has the target concept word in it e.g. 'big and 'not big':

An example of a story uses the Concept Cat idea from the Word Aware programme (<http://thinkingtalking.co.uk/word-aware/>):

'Concept cat has a **big** (use hand gesture to indicate big) box and he wants to find lots of **big** things to go in his **big** box. Can you help him find lots of **big** things to go in his **big** box? Concept Cat goes into the kitchen to find something **big**. Here is a spoon. Is this **big**? No! Concept Cat needs a **big** spoon. Oh! This one looks **big**! Shall we put it in the box? Yes, this spoon is **big**. Now Concept Cat needs to go in the sitting room to look for something **big**. Here is a chair. Is this a **big** chair to go in the **big** box? No! What about this one? Is this a **big** chair? Oh yes, this is a **big** chair to go in the **big** box. Right, now Concept Cat goes into the bathroom. There are now two towels. Is this the **big** one? No, this one is **not big**. What about this one? Is this one **big**? Yes, this is the **big** one. Right, let's have a look at all the **big** things Concept Cat has collected. A **big** spoon, a **big** chair and a **big** towel.

Concept Cat: what a clever, clever cat. He knows all about '**big**.'

- **Everyday activities:** talk about the target concept when you are walking to nursery (e.g. 'look, it's a big tree', 'it's a wet puddle'), eating dinner (e.g. 'your plate is empty') or any other day to day activity. Remember to repeat your target concept in different contexts to help generalisation e.g. if your target is 'wet' you can use this word outside (e.g. 'it's a wet puddle'), in the kitchen (e.g. 'the floor is wet'), in the bathroom (e.g. 'your towel is wet'), at the swimming pool (e.g. 'mummy's hair is wet').
- **Sorting:** find objects from around the house to represent the target concept e.g. objects that are big/not big, objects that are soft/not soft, objects that are empty/not empty. Help the child to sort the objects into categories e.g. soft/not soft.  
Ask them to find other object that goes with your target concept e.g. big/soft/empty.
- **Pretend play:** create opportunities in play to use the concept word. For example, if you are targeting 'empty', have sand/water/rice play available as well as some containers. Use the word as you play: 'oh, this one is *empty*....there is nothing inside'.
- **I spy:** instead of giving the child the first letter of the word, use your target concept e.g. 'I spy something that is big/soft/empty'.
- **Books:** when looking through books together, talk about what is happening on each page. Emphasise the concept for the child e.g. 'that dinosaur is very big', 'look, the dog is wet'.

**Name:**

**Date Target Set:**

**Outcome: Achieved = 2**

**Partially achieved = 1**

**Not achieved = 0**

Date	Outcome	Comment

## 7.9: How to develop understanding of 'big' and 'little'

Target: The child will understand the size concepts 'big' and 'little'.

- Use the Makaton sign or gestures to support understanding of 'big' and 'little'.



big



little

- Focus on one concept at a time e.g. 'big' versus 'not big'. Once they have mastered this then move on to 'little' versus 'not little'. This means the child won't confuse 'big' and 'little' and will securely learn one concept first.

- Tell a story using 'big' and 'not big': see the example in 'How to develop basic concepts'.
- Give the child the chance to relate the concept to themselves. Make this fun using, wigs, hats, clothing, containers etc. which show how the concept relates to them. Gather different sizes of boxes and see if the child can get in each box, saying 'can you get into his box? No! Let's try the *big one*. You got in the *big box*'. Use the target concept word lots of times during the game.
- Find a range of two objects which are different in size that your child would know e.g. big/not big spoon; big/not big teddy; big/not big cup; big/not big train. Bring them out two at a time and show the child each object clearly and, using the Makaton sign, say e.g. 'this teddy is big', 'this teddy is not big'. Point and label a few times before asking your child 'where is the big teddy?'
- Make a scrap book of *big* and *not big* pictures using magazines, newspapers, catalogues. Find, point out, name and stick in all the *big* pictures in the scrap book.
- Looking: draw around *big* feet and *not big* feet; look and talk about them. Ask the child to find *big* or *not big* pieces of clothing e.g. shoes, socks, gloves, trousers e.g. 'find shoes that are big', 'find gloves that are not big'.
- Sorting: put a range of *big* and *not big* items in a bag and lay out two trays: one for the *big* objects and one for the *not big* objects. Ask the child to take an object out and place it on the correct tray.
- Colouring: use a range of colouring pictures and ask the child to colour the 'big car', 'the tree that is not big.'
- Role Play: when doing pretend play such as cooking in the kitchen using pretend cutlery/food, ask for the 'the big knife to chop the potato', 'the cup that is not big'. You could pretend to wash clothes where you ask for 'the big jumper' to go in the wash or 'the sock that is not big' to be hung up to dry. You could try and reverse the roles and see if the child could ask for items based on their size. When carrying out this activity make some deliberate errors to see if the child corrects you (and so you can see if they have an understanding of these concepts). If the child does not notice the mistake, correct it yourself and reinforce the correct answer with words and gesture.
- Story books: read stories together where there are size differences e.g. Goldilocks and the Three Bears.
- Once they have understood 'big' versus 'not big' you can do the same activities to introduce the concept of 'little' versus 'not little'.
- Keep using the word over time so that it is stored in the child's long-term memory.

**Name:**

**Date Target Set:**

**Outcome: Achieved = 2**

**Partially achieved = 1**

**Not achieved = 0**

Date	Outcome	Comment

## 7.10 How to develop understanding of 'in' 'on' 'under'

**Target: The child will understand preposition concepts 'in/on/under'.**

Prepositions are words that tell you *where* something is; for example 'in', 'on' and 'under'.

- Choose one preposition at a time to work e.g. 'in' versus 'not in' until you know the child has got it then move onto 'on' versus 'not on' and then 'under' versus 'not under'. This means the child won't confuse 'in/on/under' and will securely learn one concept at a time. Only move on to activities including a variety of prepositions once the child is able to understand each of them individually.

- Gather some toys and place them around the room, talking about where you are putting them e.g. ‘in the box’, ‘in the bag’, ‘in the cup’, ‘in the sink’. You could then ask the child to put an object ‘in the bag’ and see if they can understand this. If they get it wrong, repeat the instruction and demonstrate the correct response.
- Books: look through picture books together and talk about where things are. For example ‘the pig is in the barn’, ‘the cat is in the box’, ‘this cat is not in the box’.
- Routines: talk about where things are during familiar routines such as washing and dressing e.g. ‘your toothbrush is in the pot’, ‘your jumper is in the drawer’.
- Hide and seek: encourage the child to hide objects for someone else to find by giving them instructions to follow e.g. ‘put the ball in the bag’.
- Obstacle course: make an obstacle course around the house, garden or park and use preposition words e.g. ‘you’re in the tunnel,’, ‘you’re not in the box’, ‘you’re in the Wendy house’, ‘you’re in the basket’.
- Keep using the word over time so that it is stored in the child’s long-term memory.

**Name:**

**Date Target Set:**

**Outcome: Achieved = 2**

**Partially achieved = 1**

**Not achieved = 0**

Date	Outcome	Comment

## 7.11 How to develop understanding of ‘same’ ‘different’

**Target: The child will understand the concept of ‘same’ and ‘different’.**

- ‘Same’: show matching pictures from lotto boards, picture cards, books and talk about how they are the ‘same’. Point to each and say ‘this train and this train are the same’, ‘this pig and this pig are the same’. Explain WHY they are the same e.g. ‘they are the same: both pigs are small and pink’. Once you have modelled this a few times, show the child two pictures and ask ‘are they

the same?’ Don’t introduce the word/sign ‘different’ until you know they understand ‘same’. If they make a mistake, you can say ‘they are *not* the same’ and then ‘these are the same,’ showing them two that match.

- ‘Different’: once your child has got ‘same’, focus on ‘different’. Again, choose some picture cards or objects and model the words for your child e.g. ‘this horse and this horse are different’, ‘this ball and this ball are different’. Explain WHY they are different e.g. ‘this horse is different: it has a black tail’. Ask the child to find two objects/pictures that are *different*.
- ‘Same and different’: once they understand ‘same’ and ‘different’ you can use the words together e.g. ‘find two that are *different*’, ‘find two that are the *same*’.

Encourage the child to choose two pictures or toys and talk about what is the same and different about them. You can model for them e.g. “these are the same: they are both pink, round, have legs and a curly tail”, ‘these are different: this one has stripes and this one has spots’.

**Name:**

**Date Target Set:**

**Outcome: Achieved = 2**

**Partially achieved = 1**

**Not achieved = 0**

Date	Outcome	Comment

## 7.12 How to categorise/group vocabulary

**Target: The child will categorise/group basic vocabulary**

Learning to group words/signs together into categories helps children develop words/sign meaning and helps expand their vocabulary.

- Gather a range of pictures from basic categories: animals, transport, food, clothes. Introduce two groups at a time; for example, show them one sheet

with a drawing of a banana and cake to represent 'food' and one sheet with a drawing of a sock and coat to represent 'clothes'. Gather a range of objects/pictures of both food and clothing. Model initially where each goes e.g. 'carrot is food: it goes here'; 'gloves are clothes; it goes here'. Once you have modelled this a few times give one object/picture at a time to the child and see if they can place in the correct group. You can reinforce this by saying 'that's right, apple is food', 'yes, trousers are clothes'.

- Talk about what makes the items similar e.g. food is something we put in our mouths and eat; clothes are things we put on our body to wear.
- This can be extended to narrower categories e.g. food: fruit and vegetables; clothes: what we wear when we are hot and when we are cold.
- Once they are able to do this, introduce other categories such as animals and transport.
- When you are out and about you can help link new words/signs to these categories e.g. when food shopping: 'cauliflower is something we eat: it's a food'.

**Name:**

**Date Target Set:**

**Outcome: Achieved = 2**

**Partially achieved = 1**

**Not achieved = 0**

Date	Outcome	Comment