

Spoken sentences and narrative

Developing early sentences with visual support

Activities and strategies to try:

Use pictures of events involving people, actions, things and locations (**see next pages for some action pictures**). Use the sentence strip on the next pages. Choose a picture. Ask the child to describe what they can see and what is happening. Write their first attempt down, word for word. Next, focus in on each part of the sentence strip by asking :

- **WHO is in the picture?**



As the child tells you, you or the child draw a picture under the WHO box and write key words.

- **WHAT is X DOING?**



As the child tells you, draw a picture under **DOING** and write a key word. The child might act out the word, rather than say it – this is OK, the main thing is that they are trying to describe the action. You can model the word the child is trying to describe.

- **Doing WHAT?** (e.g. drinking WATER, chasing THE DOG)



Put together the **WHO** and **DOING** – e.g. ‘the man is chasing?’ or ‘the girl is eating?’ and encourage the to complete the sentence. As he does, again draw the word under **WHAT** and write it.

- **WHERE? (optional)**



Ask **WHERE?** See if the child can tell you. If he struggles, give him clues – e.g. ‘there’s grass, there’s swings and a slide, ... it must be a?’

- Next, show the **child how** to put all of the sentence together, using the sentence grid (see below). Don’t worry too much about small words like ‘is’ or ‘the’ – you can model these back to him, repeating what s/he says but using a correctly structured sentence.

who	what doing	what	where
The man	is chasing	the dog	in the park

Measuring progress: Child’s ability to give more information about who, what doing, what or where—Child’s ability to create longer sentences, with more information, using the sentence strip.

where 	
what 	
what doing 	
who 	















