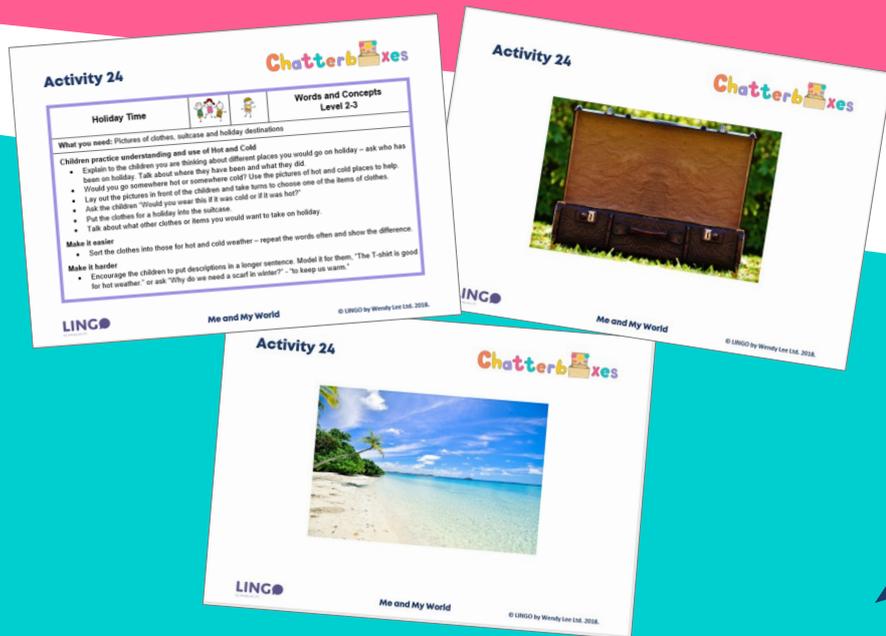


“The best thing is how flexible it is – we can use the activities in ways that suit us”

- Guidance book, includes background information, vocabulary checklists and templates
- A5 Language Activities file, with over 50 language activity cards
- 3 story books to share
- 50+ toys
- A box of picture materials
- A drawstring bag for each theme
- A sturdy wooden box for all your chatterbox activities

Contents

“Lots of great ideas and activities – I would recommend chatterboxes.”



- Over 50 language learning activities.
- Group session outlines and examples for small group work.
- Story books, toys and picture materials.
- Flexible use – with individuals, groups or in continuous provision.
- Linked to commonly taught themes in the early years.
- Guidance and activities for sharing with parents.

Our pack...

Contact

Find out more

Contact Wendy Lee at wendy@lingospeech.co.uk

To order

Call 01422 251630

or email enquiries@lingospeech.co.uk

www.lingospeech.co.uk



LINGO

by Wendy Lee LTD

Chatterbox Resource Excerpt

Chatterboxes



Me and My World

Enhancing Children's Language Learning

Every day interactions make a huge difference.

Have more conversations with children

- High quality responsive interactions every day make a huge difference to building language.

Follow their lead

- Carry on with what they start talking about, really listen, comment, ask open questions.

Listen and add

- Extend their sentences by adding words and ideas.

Teach words they don't know

- Teach new words, revisit and check they still know them a week, a month, a term later.

Say what you want to hear

- Children love to mimic adults – provide great models and examples for them to copy.

Activities



Story books are included in the pack so that they can be shared. You should share the stories AT LEAST twice a week. This supports all aspects of language.

Follow the guidance below.

Nursery Rhymes and Songs should also be included regularly, daily if possible.

Listening and Attention	5 activities
Words and Concepts	13 activities
Understanding and Talking	16 activities
Play and Interaction	6 activities
Continuous Provision	4 activities

Activity 16

Stop and Go



Listening Level 2

Children need to listen and wait for you to say “Go...or Stop.”

Give the children instructions to listen and follow, then when they are busy, tell them to STOP! For example:

- Stretch your arms up high and see if you can touch the sky. Flop down when I say STOP.
- Jump up and down as high as you can and stop when I say STOP.
- Wobble and wobble like a jelly on a plate and stop when I clap my hands.
- Stamp your feet and march like a soldier. Stand still when I say STOP.
- Crawl on the floor like a baby and lie down when I say STOP.

Make it easier

- Use gestures and demonstrations or pictures and symbols.
- Give individual instructions to children struggling to listen. Say their name first to get their attention.

Make it harder

- Give more than one instruction at a time.
- Explain to the children they should stop when you do a particular action (e.g. Clap hands).
- Describe how the children should do each action, e.g. walk slowly, wriggle quickly etc.

Activity 22

Matching Pairs



Words and Concepts Level 2-3

What you need: Food picture pairs (both sets)

Children need to understand and say single words related to food and drink

- Use the food picture pairs.
- Lay out the picture pairs face down.
- Children should take turns to turn over a picture and see if they can find its pair.
- They should say which food they have.
- Encourage the children to talk about what food they like and don't like to eat and why.

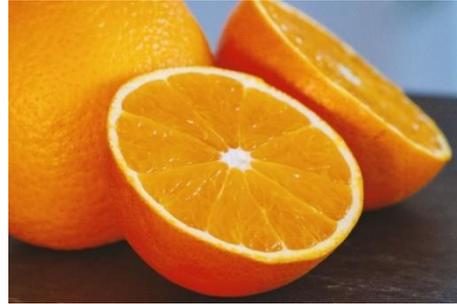
Make it easier

- Use fewer picture pairs.

Make it harder

- Encourage the children to describe the pictures.
- Ask the children how the pictures are the same or different.
- Lay out the pictures face up, one person describes a picture and another person finds its pair.

Activity 22



Activity 22



Activity 33

Gone!



**Understanding
Level 1-3**

What you need: Real objects, 'magic' scarf and a wand.

Children practice remembering and understanding words

- Tell the children you are going to do some magic and make things disappear. They need to try and remember what is gone!
- Place three items in front of the children. Talk about what they are e.g. apple, orange, cake.
- Cover them over with the magic scarf and tell them you are going to wave your magic wand.
- Get the children to cover their eyes with their hands, make sure they are not looking and take one of the items away.
- Tell the children "look" and take turns to say what's missing. Play again, using different objects until everyone has had a turn.

Make it easier

- Give them clues if they can't remember the item by describing it.

Make it harder

- Choose items that are harder, items they don't know very well or have more items to choose from.