

## Information Carrying Words

When we talk to children, there are lots of clues in the environment and through an adult's use of body language to support their understanding of what is being said.

Information Carrying Words are the words within a sentence that carry meaning. These are the words that a child has to understand without clues. There are often lots of words within a sentence that do not carry meaning.

In order for a word in a sentence to be considered an information carrying word there must be an alternative choice for them to select.

### Examples:

*Give me the **book***

If there are no other options apart from the book, or the adult points to the book whilst saying this sentence, the child does not have to demonstrate understanding or remember any information carrying words. If there are two options available in this scenario eg: a book and a cup, and the adult gives no clues with their body language then this is a **1 information carrying word** sentence.

### Two information carrying words:

*Make the **dog run*** (from a choice of dog and cat)

### Three information carrying words:

Give the **green apple** to **Charlotte** (from a choice of red and green apples and cars, and a choice of person)

### Four information carrying words:

Colour the **ball green** and the **cup blue** (from a choice of various items to colour and various coloured pencils)

Be aware of how many important words you give to a child within an instruction. Break down an instruction to emphasise the important words if the child does not follow a lengthy instruction

sign to support the spoken word.

## Action Words

### Activities to encourage understanding of two key words

During these activities the child needs to make choices between 2 items.  
Where possible these activities should be carried out using real objects

#### Activity 1

You will need:

- Two of the child's favourite toy characters

How to play:

Put both the toys in front of the child. Ask them to "make bob sit" or "make tigger run". Continue with different actions.

#### Activity 2

You will need:

- One of the child's favourite toy characters
- Furniture – e.g. chair/table

How to play:

Put the toy in front of the child. Ask them to "make Bob sit on the table" or "make bob jump on the chair". Continue with different actions.

#### Activity 3

You will need:

- Hoop and mat

How to play:

Model different actions e.g. jump, sit, sleep. Ask the child to carry out an action in one of the places e.g. jump in the hoop, sleep on the mat.

Target words to encourage: brush, drink, sleep, wash, eat, kick, jump, walk, run, sit

\*Remember if the child is having difficulties understanding the words you can use a sign to support the spoken word.

## Ourselfes

### Activities to encourage understanding of 2 key words

During these activities the child needs to make choices between 2 items.  
Where possible these activities should be carried out using real objects

#### Activity 1

**You will need:**

- Teddy and dolly (or two of the child's favourite toys)
  - Sponge
- Bowl of water (or you can pretend!)

**How to play:**

Set out items for a play bath time activity.  
Ask the child to "wash teddy's hand" or "wash dolly's foot" etc. Continue in this way with different body parts

#### Activity 2

**You will need:**

- Body jigsaw
- Mr Potato Head

**How to play:**

Place 3-4 pieces of the jigsaw in front of the child and ask them to find 2 pieces of the jigsaw.  
Use Mr Potato Head in the same way

Remember to make sure you have your child's attention before giving an instruction by saying their name.

It is also important to tell your child what each item is called as you put the toy down.