How to develop:

Use of adjectives and adverbs

Strategies

- **Build opportunities into everyday moments** – using what the child sees, does, hears everyday.
- **Use visual support** - gesture, objects, photographs, symbols.
- **Use items/games the child enjoys** to keep the activity motivating.
- **Model new vocabulary in day-to-day life**

Activities

Adding attributes (adjectives and/or adverbs) to simple sentences:
Use pictures showing different concepts/adjectives (e.g. a big dog, a little dog, a tall boy, a short boy) or different adverbs (e.g. walking fast, walking slow, jumping high, jumping low). Ask the children to describe these pictures e.g. *"The big dog is running"* or *"The girl is jumping high"*. You could make this game more fun by doing one of the following:

- Placing pictures under a puzzle piece and completing the puzzle
- Placing pictures under skittles
- Hiding the pictures around the room and finding them before describing
- Put a paperclip on the picture and catch it with a magnet

Adding attributes (adjectives and/or adverbs) to single words/simple sentences:
Children take it in turns to take an object out of a "feely" bag and describe it to the group e.g. "a *big ball.*" Can have similar objects in the bag e.g. big ball, small ball, soft ball, bouncy ball. Children can be encouraged to give more than one attribute then practise putting ideas together in a sentence, according to child's ability. For example: "*A big, blue, bouncy ball.*" This can also be played as a "passing the object" game where children have to tell the person next to them about their object e.g. "*It is a little cat.*" or "*A car that can drive fast.*" Sentences can be extended according to child's ability.

Adding attributes (adjectives and/or adverbs) to simple sentences:
Children take it in turns to give instructions for each other to carry out/or draw. For example: "*Pick up the little pencil/Draw a big cat.*" Children may benefit from visual cues when giving instructions e.g. little/long pencils, small/big cat.

Comparative adjectives pictures and objects:
Use pictures/objects and arrange them in order, to support understanding and use of comparative adjectives e.g. big, bigger, best; long, longer, longest etc.

Comparatives:
Think of 2 things that are bigger than/smaller/nicer than/taller than/faster than X e.g. a dog and an elephant are bigger than an ant. Develop this further by encouraging the child to tell you which is the biggest/smallest etc.

Pass the comparative:
Start with an item e.g. a mouse. Go around the group encouraging each child to suggest something bigger than the previous item suggested. Support children to say a rabbit is bigger than a mouse then the next will say a dog is bigger than a rabbit etc. This can be done with any type of adjective.

Superlatives. Mini-Olympics
Provide the pupils with short activities including superlatives e.g. “who can throw the furthest/jump the highest/scream the loudest/sing a song the fastest.”