

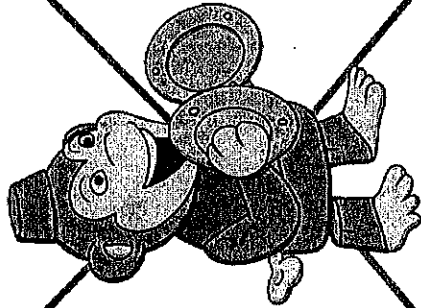
Using Wind Up Toys to Support Speech and Language Development

Interaction Skills

- Making choices - hold out two toys and encourage the child to make a choice.
- Taking turns - as to who winds up the toy.
- Questioning - encourage asking for a turn using appropriate, polite language.
- Requesting - encourage the child to ask for more.
- Eye contact - encourage the child to look at you before you make the wind up toy go.
- Develop shared attention - adult modelling 'look' when the wind up toy has been started.
- Cause and effect - helps develop cause (winding up) and effect (movement of the toy).

Expressive Language Skills

- One word phrases - 'go', 'jump', 'stop', 'more', 'run' and 'again'.
- Two word phrases - label the agent and the action - 'fish swim', 'dog jump', 'lady dance', 'robot walk', 'man run', 'rabbit hop'.
- Encourage - 'ready, steady, go!'
- Colours - use different colours to describe the objects, e.g. "the red ladybird crawls", "the pink rabbit hops".
- Size - use and talk about the different sizes of wind up toys, e.g. 'big teeth', 'small teeth'.
- Verbs - collect a range of wind up toys that do different movements, e.g. jump, swim, hop, run, spin.



Speech

- Find toys in your collection that contain target sounds.
- Use the wind up toy to articulate the sound at word and phrase level, e.g. /k/ 'caterpillar'; 'I can see a caterpillar'; 'the caterpillar is crawling'.

Prepositions

- See if the child can follow instructions that involve the prepositions 'on' and 'under', e.g. 'make the dog jump under the table'; 'make the man run on the table'.

