

You can use bath time to help your child with **prepositions**. Start off by modelling the use of The prepositions; in/ on/ under/ beside/ behind/ between.



Hide some toys in the bath and encourage your child to search for the toys. *'Oh look, the duck was hiding under your foot'* or *'where is the shark, oh he is behind your back.'* You can then take turns to hide the animals. Encourage your child to tell you where they hid or found the animals.

Bath times offer a great opportunity to talk to our children without the distraction of TV and devices. This grid will give some tips on how to use this time to improve your child's language skills. We hope you enjoy!



Bath time provides lots of opportunities to model and reinforce **sequential language**. By using the language **first, next** and **last** as you carry out the bathroom routines you can help your child to organise their thoughts and their language and support them in making simple predictions. Provide a simple commentary as you carry out the routines such as dressing/ undressing/ drying/ etc.

When you have done this on a few occasions invite your child to join you by adding the final step i.e. fill the bath and say, *'First we will put in the plug, then I will turn on the taps and then what should I do next?'* or *'First I dried your toes then I dried your tummy, what did I dry last.'*

Bath time #1



Help your child with **following instructions** using these ideas for the bath.

Give your child the sponge and ask the child to wash their hands/feet/face etc.

Increase the complexity of the instruction by adding some toys or animals into the bath. Your child will then have to listen for the item to be washed and which part of the animal or object to wash i.e. *'wash the ducks beak'* or *'wash the shark's tail.'*

Using a collection of animals sing the song *'Down in the jungle'* have the child listen to the verse and rub the animals body parts as directed in the song i.e. *'There sits the elephant rubbing his toes, with a scrub scrub here..'*

In order to create sentences and have the language needed to express their thoughts or ideas children require a range of different types of words. Bath time is a great time to introduce and demonstrate a mixture of these different types of words and expand your child's **vocabulary**. The vocabulary can be adapted to meet your child's current level of development.

Nouns (naming words): soap, towel, water, tap, suds, plug, sink, body parts.

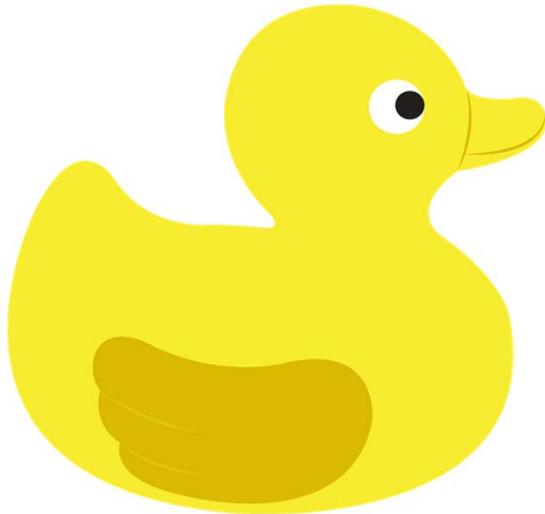
Verbs (doing words): wash, scrub, rinse, clean, brush, dry, splash, sink, float.

Adjectives (describing words): shiny, smelly, fluffy, slippery.

Comment on what you are doing "I am going to put some soapy bubbles on your dirty toes." Sing songs with your child, this is a great fun way to demonstrate the language in action, repetition of familiar songs allows your child to join in using the language, pause and point to the body part, or leave out the last word in the line allowing your child the opportunity to join in. The Bath Song + More! | Super Simple Songs YouTube.

You can help improve your child's **expressive language** with this simple bath activity.

Follow your child's lead, repeat what they say and try to extend their utterance by adding more words, e.g. if your child says 'duck' you could say 'yes, it is a big red rubber duck'; or if they say "boat float" you could say 'yes the boat is sinking under the water.'



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Bath time allows us to demonstrate **concept** words in context; full/empty; dirty/clean; hot/cold/more/less i.e. 'the Shampoo is empty, I am going to fill it up, can you help me?'

By adding some toys or some containers to the bath we can increase the range of concepts we can explore, we could look at; same/different, big/small, red yellow.

Concentrate on one concept at a time i.e. same before different 'oh look, I have found two ducks that are the same.'

You can have lots of fun helping to develop your child's ability to **identify and describe objects**.

Hide a bath time object or toy in the bubbles in the bath, describe the object and allow your child to use the clues to identify what it is you are describing, i.e. 'I am an animal, I am yellow, I say quack, what am I?'

Modify the descriptions based on your child's age and development.

Try reversing the roles and allow your child to give the clues. This is much harder. You can also use this game to develop your child's understanding of question words e.g. you ask 'where would you find it?', 'What does it do? etc.

Encourage your child to use precise language.