

## **Speech and Language Therapy**

**Objective:** To develop understanding and use of “he” and “she”

**We want the child to hear repeated, clear examples of the use of these pronouns. Children learn language by learning about how we use words, and then using the words themselves. Some children will need much more exposure to the target language than others. By repeating the language in a variety of ways, with different speakers using it, you will maximize learning. Little and often is ideal.**

### **Activity One**

Adult takes a large blank piece of paper and says that they are going to draw a boy and a girl. Ask the child what you need to add – e.g. a head, so adult says “Yes, *he* needs a head. What else does *he* need?” “Aah! *She* needs a nose.” Draw a nose. Continue with all the body/facial parts and encourage the child to join in with the drawing. You could also colour it in asking the child what clothes he/she needs. After the child has heard you use the terms repeatedly, see if he can add another sentence using “he”. E.g. “So, she’s got a nose and she’s got two eyes and she’s got two ears? What else?” (If you say “what else does she need, he might just say “a body”).

You could do a similar activity with a cardboard cut-out boy and girl, and clothes to attach. (“*He* wants a red jumper. What does *she* want?” etc).

### **Activity Two**

Make several copies of pictures of boys/girls doing different things. (There are action pictures in the Black Sheep Press Narrative Pack.) You can use these to play games such as lotto or pairs/pelmanism. Laminating them will make them last longer! When you turn over the pairs etc. clearly say “*He* is running” etc. and encourage the child to do the same.

### **Activity Three**

Use female and male figures/dolls or make cardboard cut-outs and shopping baskets. Find/make pictures of items to go in the shopping basket. The adult has the items and the child must ask for them, so he can stick them onto the basket. If he just says, for example “apple”, say to him “Does *he* want the apple or does she want the apple?” and then he can stick the item onto the correct basket.

### **Other activities**

You can use parts of the Narrative pack: the “who” section and the “what happened” section to also work on “he” and “she”.

## **Generalising**

It is very important that the child hears the use of these terms often throughout the day and in clear contexts. Make sure you reinforce any correct use, and use them yourself as often as possible. For example, if the child says a name in an activity -“Jack is!” say “Yes he is!”

Black Sheep Press publish a resource to support learning of prepositions:

<http://www.blacksheepress.co.uk>

Ann Forrester  
Speech and Language Therapist  
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