

## **SPEECH & LANGUAGE THERAPY**

### **Developing understanding and use of prepositions**

In, on, under and over are usually learnt first. Followed by in front, behind and next to.

#### **Teach one preposition at a time.**

- Use a sign or gesture
- Use a symbol
- Say the word lots of times
- Put the word in simple sentences/phrases

Use objects to show the preposition e.g. a box/bag/container for “in.” Act out a little story, e.g. a teddy putting his clothes in the cupboard. Say “in” in short phrases such as “put the socks in.” “In the cupboard” “put it in.” etc. Use the sign or gesture too. For “under” you can do a hiding scenario where you look “under the book,” “under the table,” etc.

#### **Do not teach opposites at the same time**

For example: teach “in” and “not in.” (rather than “in” and “out”)

Have the symbol and word up in areas that can be opportunities for using the preposition, e.g. water/sand trays, role play areas, so that other adults can reinforce the concept.

Ask parents to follow this up at home.

There are more ideas in the “Word Aware 2” book, from Speechmark publishers.

#### **Activities to generalise their learning**

Here are some examples:

- In/on/under/through/next to/behind/in front with PE apparatus
- In/on/under/next to/behind/in front with characters and dolls house/furniture
- In/under/next to at tidy up time.
- Hide and seek with toys
- Sand play
- Vehicles and tunnels/bridges e.g. through/under/on.

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