

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.

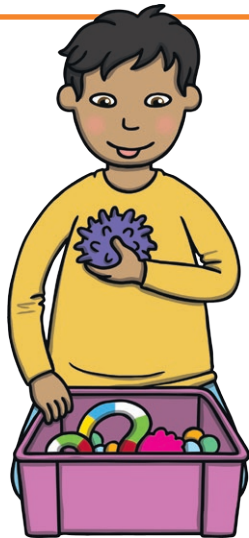
Questioning - encourage asking for a turn using appropriate, polite language.

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).



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'.



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.



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'.