

## Section 8.6 - Using an increasing range of prepositions: 'behind', 'in front', 'next to' and 'between'

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### Why is this important?

Prepositions are used to describe the placement of objects or people. They help children describe the world around them.

#### What to do

- Place several toys around the room – put them 'behind', 'in front', 'next to' and 'between' other things.
- As the child locates a toy, ask:
  - 'Where is monkey?'
- If the child gets it right, reinforce by repeating back straightaway:
  - 'Well done! Monkey is next to the lamp!' and move on to find the next toy.
- If the child doesn't respond or responds incorrectly, offer a choice, e.g.
  - 'Is [the] monkey *under* the cup or *behind* the cup?'
- If the child is still finding the task difficult, model the correct answer, e.g.
  - Adult – 'Where's [the] monkey hiding? He's hiding behind the cup. Where's [the] monkey hiding?'
  - Child – 'Behind.'
  - Adult – 'Well done, behind the cup.'



#### Step up

- Reduce the use of gestural clues.
- Introduce the preposition 'between'.
- Contrast a range of prepositions (e.g. 'in', 'on', 'under').
- Generalise the use of prepositions so that the child is describing the placement of objects throughout everyday activities and routines.
- Increase the length of the sentence from one word to two, three or four.



#### Step down

- Start with one new preposition at a time (e.g. 'behind').
- Use signs or gestures.
- Make sure the preposition is understood on its own before expecting it to be used.