

# Matching Sentences to Pictures

### Why do this activity?

This activity will help your child to:

- practise reading, understanding and using a range of 16 three 'key' word sentences

### Is this activity suitable for my child?

You should start this activity with your child when they have completed the first three activities ([Matching Words](#), [Selecting Words](#) and [Naming Words](#)) for all of the sets of 4 words.

### What do I need?

#### Materials

- ✓ a set of four **First Sentence** large picture cards
- ✓ the corresponding set of **First Sentences** sentence cards

#### Vocabulary selection

Work through the sets of words in the order listed on the [Matching Sentences to Pictures](#) record sheet.

Work on more than one set in a session if you are able to keep your child interested. You can repeat the activity with the sets in any order.

Please remember to read the **See and Learn First Sentences** guidance in this booklet before you start on this activity



## activity 4

## first sentences



### How do I do it?

- 1 Lay down three or four **First Sentences** large picture cards.
- 2 Give your child one of the **First Sentences** sentence cards.
- 3 Encourage your child to read the words on the card by pointing to the words and helping him/her as necessary.

Your child may only read the 'key' words in the sentence at first, but encourage him/her to learn the entire sentence over time as this will help to teach them the correct grammar for the sentence.

- 4 Help your child place the sentence card on the blank space under the picture on the **First Sentences** large picture card. If your child needs help, repeat the sentence and guide them to the right picture.
- 5 Repeat steps 2-4 with each of the **First Sentences** sentence cards for the other pictures.



### What else could I do?

- Play a 'three words together' memory game with your child, using only the individual word cards from earlier activities. Place four word cards out in front of your child. Ask your child to give you three of them, e.g. "Please give me **duck**, **on** and **chair**".
- Select two toys, e.g. a toy duck and a box. Give your child a relevant three-word sentence card, e.g. "The **duck** is **on** the **box**", and ask your child to carry out the action with the toys.



### Recording your child's progress

Note the date, activity and words used on the **Session Record**.

On the **Matching Sentences to Pictures** record sheet:

- ✓ the first time you use a sentence card and matching large picture card in this activity, record the date in the 'first used in activity' column
- ✓ when your child matches the sentence card to the large picture card without your help, record the date in the 'matched without help' column

To check your child's understanding of 3 'key' word sentences, place all 4 large picture cards from this set in front of your child. Give your child the sentence card for the first sentence in the set (marked with \* on the **Matching Sentences to Pictures** record sheet). Then ask your child to read the sentence independently and match it to the correct picture. This shows 3 'key' word understanding for that sentence.

### When should I move on?

Your child has completed this activity when he/she can consistently match all of the 16 three 'key' word sentences in **See and Learn First Sentences**.

Remember you will need to repeat the activity, reading the cards in different orders for your child to practise his/her understanding of all three 'key' word sentences.

#### Moving on to the next step

When your child has also completed **See and Learn First Sentences**, he/she is ready to move on to the next step of the **See and Learn Language and Reading** programme, **See and Learn More Sentences**.

