The communication Stop

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Learning Language

Understanding and Using Pronouns

(he/she/his/her/they)

The secret to developing a child’s understanding or use of any aspect of language is to keep your teaching as simple as possible, at least at first.

If you do not do this your child will take longer to develop their understanding in any area you try to teach them.

Another very important principle is repetition. Whatever you do, however you teach something new, teach it and then show it again and again and again. Keep what you are saying and doing the same while you are doing this, so you are not changing what you are teaching and therefore causing confusion. Children are a lot more tolerant of repetition than we are, as long as they are enjoying the activity you are doing.

When teaching pronouns l use ‘verb’ pictures where children are completing a number of actions. These pictures will help you to teach understanding and use of he/she/his/her/they as well as give them an opportunity to further develop their verb knowledge. If you go online free verb pictures are available.

A fun way to present the pictures is to fan them out in your hand like a pack of cards, with the pictures face down. Another if they are paper pictures, is to put them face down on the table. Take turns to choose a picture (children love to have a say in which picture is chosen) and then talk about what is happening as follows:

“What is happening in your picture?“

If your child does not know then tell them. e.g The girl is reading.

I then say the following:

“Sometimes when we talk about a girl we can say ‘she’. She is reading a book.”

The child then repeats what l say.

If your child chooses the picture of a boy writing “The boy is writing”

“Sometimes when we are talking about a boy we can say ’he’. He is writing.”

When this has been reinforced with a few different pictures l then introduce his/her as follows

With a girl drinking in the picture

“**She** is drinking juice.

Whose juice is **she** drinking?

It’s not my juice.

It is not your juice, it’s **her** juice. **She** is drinking **her** juice”

The children often find this amusing and it helps them to remember what l have said. Encourage your child to repeat the final sentence.

When a boy is kicking a ball in the picture

“**He** is kicking the ball.

Whose ball is he kicking?

It’s not my ball.

It’s not your ball

It is **his** ball.

**He** is kicking **his** ball.”

When there is more than 1 child in the picture l say:

When there is more than 1 child we can’t say ‘he,’ we can’t say ‘she,’ we say ‘they are’

e.g. they are playing in the sand, they are walking in the park. Reinforce this every time a picture allows you to do this.

I have a whole pack of pictures and usually work in groups and we talk about all the pictures. If your child starts to get bored hide some of the pictures in easy to find places and then talk about what is happening when your child finds them. Animate your voice to make the task more fun. Children always respond well to this.

I also have a great motivator as l have scented stickers and the children absolutely love them and will work really hard time and time again for them. Any stickers however are a good motivator. So is a reward chart. Good luck