

Prepositions

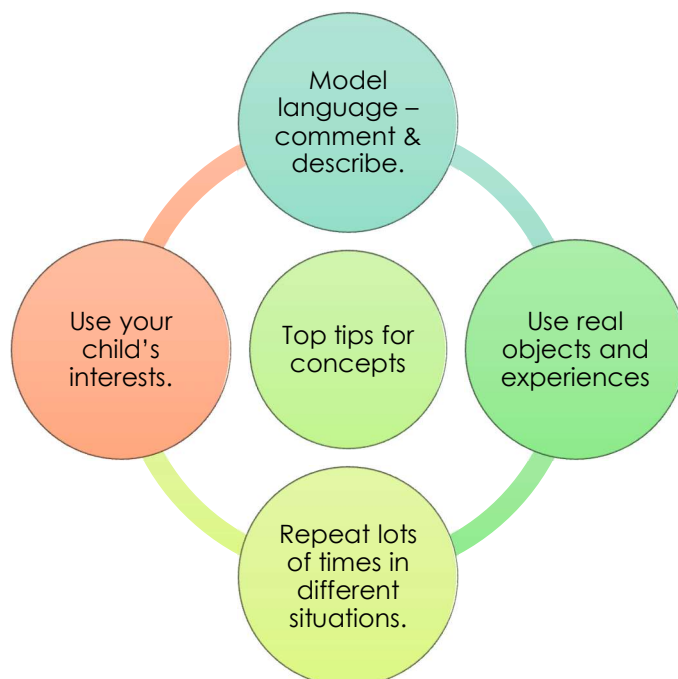
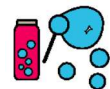
Prepositions describe the position or direction of objects. They develop gradually, beginning with words such as 'up', 'down' and 'in', 'on' and 'under'. Later prepositions will include 'behind', 'in front', 'next to', 'above', 'below', etc. It is important to establish early prepositions before introducing later ones.

As with all concepts, it may be helpful to work on one at a time initially (e.g. 'on') before comparing two together (e.g. 'on' vs. 'under'). Understanding and using prepositions can be supported in everyday situations, using familiar props and objects you have around your home or setting. Some activity ideas are suggested below.

Up/down:



- **Everyday routines** – Use familiar routines and everyday situations to highlight position words (e.g. 'Arms up' when getting dressed). Emphasise and repeat the target word and use gesture to point up/down.
- **Use your child's interests** – Use natural play situations to model how to use up/down. For example, when playing with vehicles, use language such as 'Car down the ramp', 'Plane up in the sky'.
- **Outdoors** – Describe what your child is doing when playing outside (e.g. 'Up the steps', 'Down the slide').
- **Bubbles** – Have fun blowing bubbles up high or down to the ground.
- **Action songs** – Action songs like the 'Hokey Cokey' are a fun way to listen to instructions that include a position word (e.g. arms up/down, leg in/out, etc.)
- **Parachute** – Use a scarf or towel like a parachute for a teddy or action figure. Wave the parachute up or down.



Remember to *model* language. Make comments to show your child how to use the preposition you are working on.

Once your child becomes more familiar with the concept, try offering a choice (e.g. 'Is he climbing up the ladder or down the ladder?'). This provides a good model to copy, rather than simply testing your child.

Over time, they may be able to fill in a gap (e.g. 'He's not climbing up, he's climbing...').