ICW - Three Word Level
Action + Person (possessive) + Object

You will need:
- Clothes belonging to teddy and dolly
- Recording sheet
- Put a tick or cross to show if the child understood the instruction.

Date ➡ Instruction to say ⬇					
Run to teddy's coat					
Walk to dolly's shoes					
Jump to dolly's jumper					
Run to teddy's socks					
Jump to teddy's shoes					
Walk to dolly's socks					
Think of you own.....					

General Advice

If the child is finding the activity hard, model it first and use gentle hand over hand prompt to help them.

If you need to repeat the instruction make sure you repeat the whole instruction again.

Saving *lives,*
Improving *lives*

NHS
Northern Care Alliance
NHS Group

Salford I Oldham I Bury I Rochdale I North Manchester

ICW - Three Word Level
Action + Person (possessive) + Place

You will need:
- 2 soft toys (e.g. teddy & dolly), sponge, brush and towel
- Recording Sheet
- Put a tick or cross to show if the child understood the instruction

Date ➡ Instruction to say ⬇					
Wash dolly's hands					
Brush teddy's tummy					
Wash teddy's back					
Brush dolly's hair					
Wash dolly's feet					
Dry teddy's hands					
Think of you own.....					

General Advice

If the child is finding the activity hard, model it first and use gentle hand over hand prompt to help them.

If you need to repeat the instruction make sure you repeat the whole instruction again.

Saving *lives*,
Improving *lives*

NHS
Northern Care Alliance
NHS Group

Salford I Oldham I Bury I Rochdale I North Manchester

ICW - Three Word Level
Action + Size + Place

You will need:
- A big and little toy (e.g. dolly), sponge, brush and towel
- Recording Sheet
- Put a tick or cross to show if the child understood the instruction

Date ➝ Instruction to say ▼					
Brush big dolly's hair					
Wash little dolly's hands					
Wash big dolly's tummy					
Dry big dolly's hands					
Brush little dolly's feet					
Dry little dolly's back					
Think of you own.....					

General Advice

First, make sure that the child can follow big and little in isolation.

If the child is finding the activity hard, model it first and use gentle hand over hand prompt to help them.

If you need to repeat the instruction make sure you repeat the whole instruction again.

ICW - Three Word Level
Object + Person (possessive) + Place

You will need:
- 2 soft toys (e.g. dog & rabbit) with a bag and a box each and items to put inside
- Recording Sheet
- Put a tick or cross to show if the child understood the instruction

Date → Instruction to say ▼					
Put the brick in the dog's box					
Put the spoon in rabbit's bag					
Put the brush in rabbit's box					
Put the brick in dog's bag					
Put the spoon in dog's box					
Put the brush in dog's bag					
Think of you own…..					

General Advice

If the child is finding the activity hard, model it first and use gentle hand over hand prompt to help them.

If you need to repeat the instruction make sure you repeat the whole instruction again.

Saving *lives*,
Improving *lives*

NHS
Northern Care Alliance
NHS Group

Salford | Oldham | Bury | Rochdale | North Manchester

ICW - Three Word Level
Object + Person (possessive) + Place

You will need:
- 2 soft toys (e.g. teddy & rabbit), 2 bowls, 2 cups and some pretend food
- Recording Sheet
- Put a tick or cross to show if the child understood the instruction.

Date　　　　　➞ Instruction to say　　▼					
Put the apple in teddy's bowl					
Put the carrot in rabbit's bowl					
Put the milk in rabbit's cup					
Put the bread in teddy's bowl					
Put the juice in teddy's cup					
Put the pizza in rabbit's bowl					
Think of you own…..					

General Advice

If the child is finding the activity hard, model it first and use gentle hand over hand prompt to help them.

If you need to repeat the instruction make sure you repeat the whole instruction again.

Saving lives,
Improving lives

NHS
Northern Care Alliance
NHS Group

Salford l Oldham l Bury l Rochdale l North Manchester

ICW - Three Word Level
Object + Preposition + Place

You will need:
- Food items and furniture
- Recording Sheet
- Put a tick or cross to show if the child understood the instruction

Date ➜ Instruction to say ▼					
Put the apple under the table					
Put the spoon on the chair					
Put the banana under the chair					
Put the apple on the table					
Put the cup on the chair					
Put the banana under the table					
Think of you own…..					

General Advice

First, make sure that the child can follow on and under in isolation. Use visuals to support this

If the child is finding the activity hard, model it first and use gentle hand over hand prompt to help them.

If you need to repeat the instruction make sure you repeat the whole instruction again.

Saving *lives,*
Improving *lives*

NHS
Northern Care Alliance
NHS Group

Salford l Oldham l Bury l Rochdale l North Manchester

ICW - Three Word Level
Object + Preposition + Place

You will need:
- A box with a lid, a bag and clothes to put on/inside
- Recording Sheet
- Put a tick or cross to show if the child understood the instruction

Date ➔					
Instruction to say ▼					
Put the <u>sock</u> <u>in</u> the <u>box</u>					
Put the <u>jumper</u> <u>on</u> the <u>bag</u>					
Put the <u>trousers</u> <u>on</u> the <u>bag</u>					
Put the <u>scarf</u> <u>in</u> the <u>box</u>					
Put the <u>shoe</u> <u>on</u> the <u>box</u>					
Put the <u>hat</u> <u>in</u> the <u>bag</u>					
Think of you own…..					

General Advice

First, make sure that the child can follow in and on in isolation. Use visuals to support this

If the child is finding the activity hard, model it first and use gentle hand over hand prompt to help them.

If you need to repeat the instruction make sure you repeat the whole instruction again.

ICW - Three Word Level
Object + Size + Person

You will need:
- 4 soft toys (e.g. big and little teddy & big and little dog) and some food
- Recording Sheet
- Put a tick or cross to show if the child understood the instruction

Date ➔ Instruction to say ▼					
Give the <u>banana</u> to <u>big</u> <u>dog</u>					
Give the <u>pizza</u> to <u>little</u> <u>teddy</u>					
Give the <u>apple</u> to <u>big</u> <u>teddy</u>					
Give the <u>banana</u> to <u>little</u> <u>dog</u>					
Give the <u>ice-cream</u> to <u>big</u> <u>teddy</u>					
Give the <u>apple</u> to <u>big</u> <u>dog</u>					
Think of you own.....					

General Advice

First, make sure that the child can follow big and little in isolation.

If the child is finding the activity hard, model it first and use gentle hand over hand prompt to help them.

If you need to repeat the instruction make sure you repeat the whole instruction again.

ICW - Three Word Level
Person + Action + Place

You will need:
- 2 soft toys (e.g. teddy & dolly) and furniture around the room
- Recording Sheet
- Put a tick or cross to show if the child understood the instruction

Date ➡ Instruction to say ▼					
Make the teddy jump on the table					
Make the dolly sit on the floor					
Make the teddy lie down on the chair					
Make the dolly jump on the chair					
Make the teddy lie down on the table					
Make the teddy jump on the chair					
Think of you own.....					

General Advice

If the child is finding the activity hard, model it first and use gentle hand over hand prompt to help them.

If you need to repeat the instruction make sure you repeat the whole instruction again.

Saving *lives*,
Improving *lives*

NHS
Northern Care Alliance
NHS Group

Salford I Oldham I Bury I Rochdale I North Manchester

ICW - Three Word Level
Person + Preposition + Place

You will need:
- 2 soft toys (e.g. teddy & dog) and furniture
- Recording Sheet
- Put a tick or cross to show if the child understood the instruction

Date ➜ Instruction to say ▼					
Put the <u>teddy</u> <u>in</u> the <u>cupboard</u>					
Put the <u>dog</u> <u>on</u> the <u>cupboard</u>					
Put the <u>teddy</u> <u>on</u> the <u>table</u>					
Put the <u>dog</u> <u>under</u> the <u>chair</u>					
Put the <u>dog</u> <u>on</u> the <u>chair</u>					
Put the <u>teddy</u> <u>under</u> the <u>table</u>					
Think of you own.....					

General Advice

First, make sure that the child can follow in, on and under in isolation.

If the child is finding the activity hard, model it first and use gentle hand over hand prompt to help them.

If you need to repeat the instruction make sure you repeat the whole instruction again.

Saving *lives*,
Improving *lives*

NHS
Northern Care Alliance
NHS Group

Salford | Oldham | Bury | Rochdale | North Manchester

ICW - Three Word Level
Size + Object + Person

You will need:
- 4 soft toys (e.g. big and little teddy & big and little dog) and some food
- Recording Sheet
- Put a tick or cross to show if the child understood the instruction

Date ➜					
Instruction to say ▼					
Give the <u>big</u> <u>cup</u> to <u>teddy</u>					
Give the <u>little</u> <u>spoon</u> to <u>dolly</u>					
Give the <u>big</u> <u>plate</u> to <u>dolly</u>					
Give the <u>little</u> <u>cup</u> to <u>dolly</u>					
Give the <u>little</u> <u>plate</u> to <u>teddy</u>					
Give the <u>big</u> <u>spoon</u> to <u>teddy</u>					
Think of you own…..					

General Advice

First, make sure that the child can follow big and little in isolation.

If the child is finding the activity hard, model it first and use gentle hand over hand prompt to help them.

If you need to repeat the instruction make sure you repeat the whole instruction again.

Saving *lives,*
Improving *lives*

NHS
Northern Care Alliance
NHS Group

Salford I Oldham I Bury I Rochdale I North Manchester

ICW - Three Word Level
Size + Person + Action

You will need:
- 4 toys (e.g. big and little dolly & big and little dog)
- Recording Sheet
- Put a tick or cross to show if the child understood the instruction

Date →						
Instruction to say						
Make <u>big</u> <u>dolly</u> <u>jump</u>						
Make <u>little</u> <u>dog</u> <u>sleep</u>						
Make <u>little</u> <u>dolly</u> <u>walk</u>						
Make <u>big</u> <u>dog</u> <u>jump</u>						
Make <u>little</u> <u>dolly</u> <u>sleep</u>						
Make <u>big</u> <u>dog</u> <u>walk</u>						
Think of you own.....						

General Advice

First, make sure that the child can follow big and little in isolation.

If the child is finding the activity hard, model it first and use gentle hand over hand prompt to help them.

If you need to repeat the instruction make sure you repeat the whole instruction