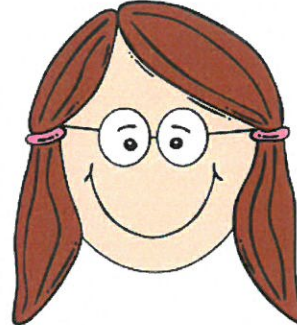


Pack for is/are and has/have



This pack should only be used under the guidance of a Speech and Language Therapist

Original Concepts by Speech and Language Therapists in Hull and East Yorkshire
Updated by Rona Gaffney 2015

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D.O.B:

Name: School:				
Overall aim(s)	Where am I now?	What will I achieve?	Outcome	Actual Outcome
To help the child improve their expressive and receptive language skills to their full potential	The child is not using is/are and/or has/have appropriately	The child will be able to use is/are and/or has/have 80% of the time during structured therapy activities. There will be an increase in the child's correct use of is/are and/or has/have in spontaneous speech		
Therapy package: Targets will be reviewed as agreed with the speech and language therapist	Timescale: As agreed with the speech and language therapist	Factors contributing to outcome: Commitment from adults working with the child and regularity of practice.		

Please work through the following activities. If you have any questions or feel that the targets have been achieved, please contact the speech and language therapist.



Is/are Has/Have

Use the sets of pictures with the child to encourage them to use the appropriate words.

Start with the pictures from is/are and then has/have.

Explain the words that you are working on. Introduce the first picture and talk about what is happening. Give the child the start of the sentence and then encourage the child to use the correct word to complete the sentence when they are shown the second picture.

As the child gains in confidence, you can mix up the pictures to work on is/are and has/have during a session.

Created and Updated by Rona Gaffney 2015

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Is/Are

1. She is dancing.
They are dancing.
2. He is reading.
They are reading.
3. She is eating.
They are eating.
4. He is playing.
They are playing.
5. He is skipping.
They are skipping.
6. He is jumping.
They are jumping.
7. He is playing football.
They are playing football.
8. She is swimming.
They are swimming.


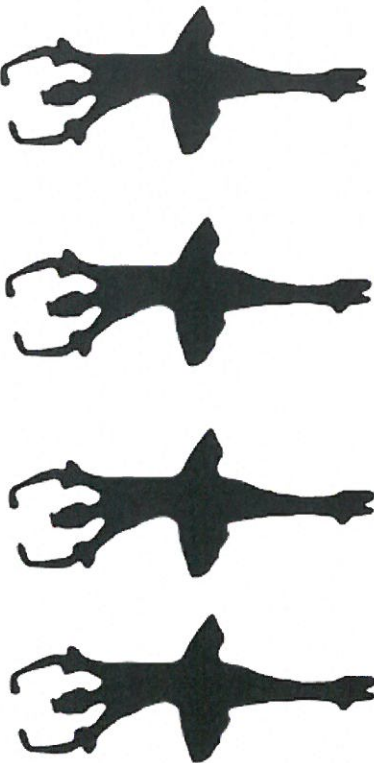
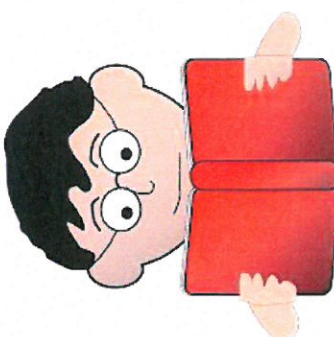
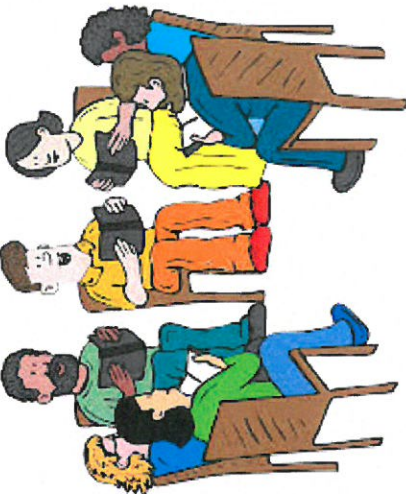
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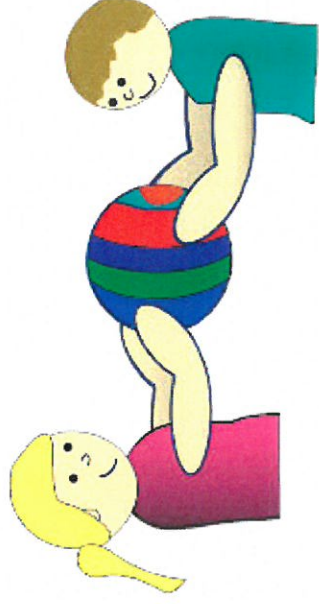
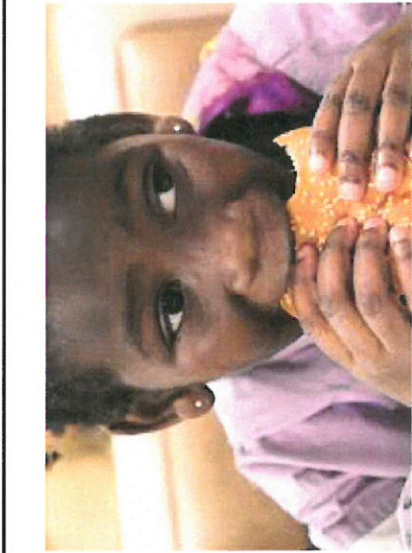
Is/Are

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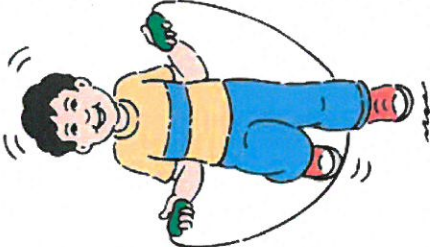

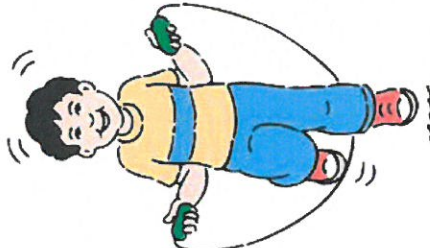



Is/Are



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Is/Are





		
		

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Is/Are

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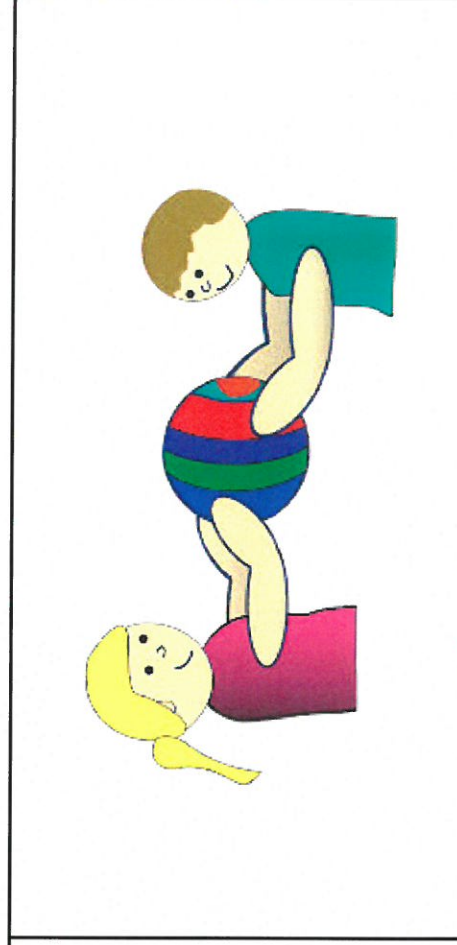
Has/Have

1. He has a ball.
They have a ball.
2. She has an ice cream.
They have ice creams.
3. He has a hat.
They have hats.
4. She has glasses.
They have glasses.
5. He has a book.
They have a book.
6. She has a dog.
They have a dog.

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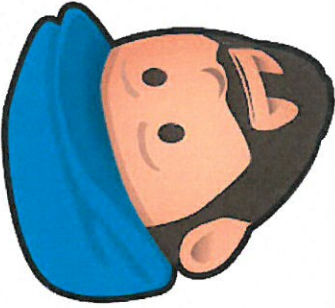
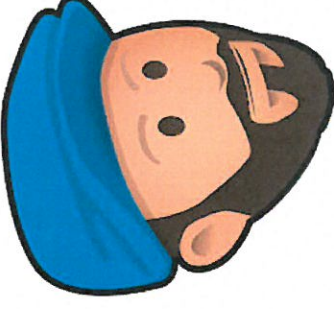
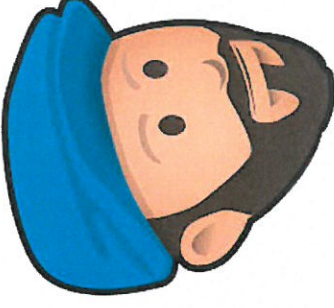
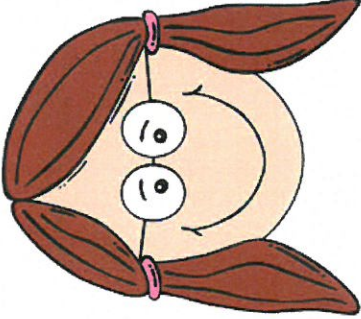
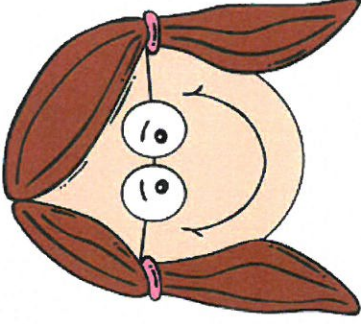
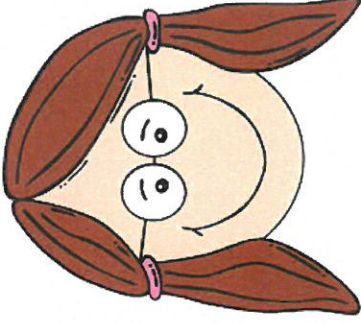
Has/Have



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Has/Have

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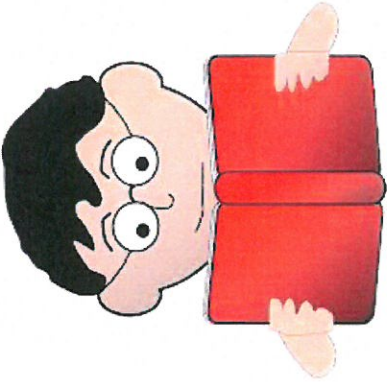





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Has/Have

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