Ten small home offers

Optional ordinary play, not homework checks. Choose safe familiar materials with a responsible adult as appropriate for your child and local conditions. No bought kit, device, upload, fixed exercise dose or disclosure needed. Your child can choose, rest, pass or ask for help. Words, signs, AAC, marks, exact dictation and helper hands can all contribute; name whose idea and action it was. Each offer stands alone.

81 · Meet my tiny character

Use a large safe familiar item, or just an idea. “Can this be a tiny character? What is its job?” Let your child make one moment, such as a visitor arriving. You can move a puppet if invited; say which idea was theirs. No special kit, photograph or finished craft is needed. Keep the idea or stop. Ask “Want to play again another day?”

82 · Make the puppet do something

“Can your character try that another way?” Try one little action twice: arrive, wait, offer or leave. Your child chooses the change. Quiet, still and helper-operated versions are welcome. Ask which they would keep; do not guess a feeling from a face or a pause. One attempt is plenty if they have had enough.

83 · A place with something to do

Choose a pretend place: a café, a garden, a repair desk or somewhere wonderfully strange. “What does your character want there?” Let one little thing go differently. Your child can play it, direct you or keep a picture for later. You do not need to build a set or solve the whole story.

84 · Leave the next moment to me

“Want to add what happens next?” Ask once and let the reply count. Someone can say no, suggest another role or keep their puppet. If nobody wants to join, your child can play both pretend roles. A little open ending for next time is useful too. You do not need to lend a favourite toy.

85 · A new scene, your ideas first

Make a new pretend scene with a character your child chooses. “What could happen next?” Let their own idea come first. A teacher may keep separate school checks; you do not need to practise those check pages at home. Keep your child's ordinary puppet story or leave it unfinished. This home play is not a test.

86 · The pop-up rain repair show

Ask for the whole little rain-repair puppet story from school, or make a completely new pretend weather story. “What did you notice?” Your child can answer with a mark, an action or their usual words. “What might a puppet show be good for?” Accept their own reason, or leave the question for later. No real rain experiment needed.

87 · Puppets have places and plans

Make a place cue for a tiny show: a garden sign, a space-stop door or your own idea. Try one puppet arriving. “Did our place help?” Keep it simple enough to put away and use again. No trip, internet search or fancy stage required. If you want to share, agree a time and place with a willing person first.

88 · Want a tiny show?

“Want to see my tiny show?” Let a real reply count. Agree another time if now does not work. Your child can show it, direct your hands, keep it private or stop. If you watch, say what you actually noticed rather than guess a feeling. No filming, posting or audience number target.

89 · Make it yours, make it useful

Return to your child's own scene. “Want to keep it or change one thing?” Try a new beginning, question, wait or ending if they want. You can be the helper, but leave the decision with them. Keep a version for another day. A small useful change is enough; this is not a polished-show competition.

90 · Your next little show

“What little show shall we make next?” Your child can reuse a character, invent one or take a break. Let them choose a useful small goal: ask a question, surprise a visitor or leave an open ending. Keep the ordinary story for another day. School check pages and answers stay with the teacher; home play does not need a score.