9: Using Language/Expressive Language

EYFS Communication and Language Development ELG 03: Speaking

Ages and stages of using language (Expressive language)

Age	Using language (Expressive language)
By 6 months	Babbles for attention. Reduplicated babble e.g. 'dada'. Uses body language. Words = 0
12 months	Babble that sounds like words. First words closely related to child's own world and functional needs. Words = 1-3
18 months	Single words, mainly object names. Vocabulary used in a variety of ways to convey different meanings. Words = 5-20
2 years	Using 2 word phrases e.g. 'want juice', 'mummy drink'. Using simple action word/sign e.g. 'jumping', 'drinking'. Asking questions 'what's this?', 'where's…?' Words = 50+
2 ½ years	Using 3-4 word phrases and simple sentences. Starting to use past tense e.g. 'me falled over' Words = 200+
3 years	Using 4-6 word sentences Able to use simple position words/signs e.g. 'in', 'on' and describing words/signs e.g. 'big', 'little'. Asking 'who', 'what', 'where' questions. Words = 500-1000
4 years	Uses 5-8 word sentences. Asking 'how', 'why', 'when' questions. Using future tense e.g. 'I'm going to jump'. Words = 1000-1500

Knowles, Masidlover (1982) Derbyshire Language Scheme. Cooke, J Williams, D (1985) Working with Children's Language Oxon: Winslow Press

Please ensure that the child uses a wide range of single words before working on putting two words together. See section 7 for advice on how to develop this.

9.4: How to develop putting two words together

Target: **The child will put two words together.**

Strategies:

- Comment on what the child is looking at or doing using two words/signs e.g. 'kicking the ball', 'another car'.
- Extend the child's language by adding a word/sign onto what they say; for example, if they say 'baby' you could say 'baby's sleeping'.
- Model two word phrases in a range of situations; for example:
    - tidy up time: 'car in', 'puzzle in' or 'bye bye car', 'bye bye puzzle'
    - snack time: 'more banana', 'more crisps'
    - posting game: put objects/pictures in a box and say 'cat's gone', 'apple's gone'
- When you have repeated the activities a couple of times, pause when you would have modelled the phrase and allow opportunities for the child to fill in the gaps.
- Offer choices e.g. if the child says 'more', you can ask 'more apple or more banana?' If they say 'apple' you can model 'more apple'.
- Offer choices within games e.g. give a choice about what teddy can do, such as 'make teddy jump or make teddy hide?' If they say 'hide' you can model 'teddy hide' then when he is hiding, you can model 'teddy is hiding'.
- Use highly motivating activities to model the word/sign for 'more......'; for example, 'more biscuit', 'more bricks'. Pause to give the child an opportunity to use the words/signs.

Name:

Date Target Set:

Outcome: Achieved = 2   Partially achieved = 1   Not achieved = 0

Date	Outcome	Comment

9.5: How to develop using person-action-object sentences

Target: **The child will use person-action-object sentences.**

Examples of person-action-object sentences include:

- '<u>The boy</u> (person) <u>is riding</u> (action) <u>his bike</u> (object)'
- '<u>The lady</u> <u>is drinking</u> <u>juice</u>'
- '<u>Mummy</u> <u>is painting</u> <u>a picture</u>'

Strategies:

- Show the child action pictures and encourage them to describe what's happening. Extend the child's language e.g.

  Child: 'cow's eating'

  Adult: 'yes, the cow's eating *grass'*
- Use choices to support verbal communication and extend responses e.g. 'is the girl *kicking* the ball or is the girl *washing* the ball?'
- A photo book of the child and other familiar people carrying out different actions could be created. The pictures can then be used for discussion.
- If the child's sentences are incomplete or they use the incorrect word/sign order:
  - o Repeat back the sentence with the correct word/signs for them to hear
  - o Ask the child questions to encourage them to give more detail e.g. who? what? where? and then model back the sentence.
- Use pictures (e.g. flashcards, books, magazines) to talk about what is happening.
- Use games such as fishing, skittles, what's in the bag, posting games using picture cards to talk about what is happening.
- When the child is playing, model the target language e.g. 'teddy's eating a banana'.
- Use everyday activities to model the target language e.g. 'Mummy's washing the clothes'.
- Favourite characters:
  - o Make a range of pictures to represent your child's favourite characters e.g. teddy, Superman, Peppa Pig (you could draw these, take a photo, cut them out of a magazine). Make a second set for some common action word/signs e.g. sitting, sleeping, jumping, brushing. Make a

third set for common objects around the house e.g. chair, bed, hair, dog.

o Put the pictures into three piles and encourage the child to choose a picture from each pile and lay it down on the floor e.g. 'Peppa Pig', 'brushing', 'hair' then make the character perform the action as you say it. You can encourage the child to carry out the action and you can say what is happening, pointing to the pictures as you do so. You can create silly sentences e.g. 'Superman is brushing the bed!'

Name

Date Target Set:

Outcome: Achieved = 2   Partially achieved = 1   Not achieved = 0

Date	Outcome	Comment

9.6: How to develop the use of pronouns

Target: **The child will use the correct pronouns for 'he' and 'she'.**

Strategies:

- Model the pronouns throughout the day e.g. "the girl is drinking…. *she* is drinking", "Daddy is running…. *he* is running".
- Use books to highlight the difference e.g. 'Yes it's Superman. Superman is a man…we say "he is flying"', "Yes it's Wonder Woman. Wonder Woman is a lady…what's *she* doing?'
- Dressing game with girl and boy pictures: cut out pictures of a boy and girl and different items of clothing. Put the items of clothing in a bag and ask the child to draw one out. Name the item. Ask the child 'Who wants the sock?' If they just point, model the word/sign for them e.g. 'oh, *he* wants the sock'. You can use this approach in other play such as having a picnic for the girl and boy e.g. '*she* wants the sandwich'.
- Girl/boy action pictures: use pictures of boys and girls and play games e.g. pairs, lotto, hide and seek, skittles (place pictures under the skittles). Take turns to describe what is happening in the picture e.g. '*he* is sleeping'.
- Model back the correct use of the pronoun if the child makes an error; for example if they say 'he is eating' you could say 'it's a girl….we say "*she* is eating"'.

Name:

Date Target Set:

Outcome: Achieved = 2   Partially achieved = 1   Not achieved = 0

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9.7: How to develop the use of regular plurals

Target: **The child will use regular plurals.**

Strategies:

- Play a pairs game with two sets of matching pictures e.g. "one cat, two cats". Emphasise the 's' sound at the end when you are talking about more than one item.
- Make a book with pictures of one object on one page and on the facing page many identical or similar objects. This will give the child a visual clue as they talk about each page e.g. 'car', 'cars'.
- Use words/signs such as 'lots of' to help reinforce the plurality e.g. 'one bus', 'lots of buses'.
- Model plurals for the child e.g. 'let's put on your shoes', 'I can see lots of butterflies'.
- If appropriate for the child's age, explicitly show through writing that we use 's' at the end of the word when there is more than one item.
- Drawing games:
  - Draw a person: ask your child to draw eyes, ears, legs, hands, arms.
  - Draw under the sea: ask your child to draw crabs, sharks, shells, whales, dolphins, seals.
  - Draw the sky: ask your child to draw butterflies, flies, birds, clouds, helicopters, planes, stars.
  - Once your child has drawn these ask them to tell you what they have drawn and listen out for the plural 's'. Model it for them if necessary; for example, if they say 'I drew eye' you could say 'yes, you drew eyes'.

Name:

Date Target Set:

Outcome: Achieved = 2   Partially achieved = 1   Not achieved = 0

Date	Outcome	Comment

9.8: How to develop the use of negative: 'no' with an object

Target: **The child will understand the negative 'no' with an object.**

Strategies:

- Throughout the day, model the use of 'no; e.g. 'daddy's got *no* shoes on', 'there's *no* jam left'.' '*no* coat!'. Initially, you can shake your head as you say 'no' to provide an additional visual cue and then phase this out over time.
- Look through books together and talk about 'who's got no……' See if they can find the one with 'no……' e.g. 'which boy has *no* cake?'
- Get two favourite characters, such as teddy and Spiderman. Choose a few everyday objects, such as a hat, socks, ball, spoon. Give the object to one of the characters; for example, put the hat on Spiderman. Ask 'who's got no hat?' and see if the child can find the one with no hat. If they point to the one wearing a hat, say 'Spiderman's got a hat [and point to it], who has *no* hat?' If this is difficult then show the child 'look, teddy's got *no* hat'.
- Draw some objects with items missing, such as a house with no door, a dog with no tail. Talk about what's wrong e.g. 'oh, there's *no* door'.

Name:

Date Target Set:

Outcome: Achieved = 2   Partially achieved = 1   Not achieved = 0

Date	Outcome	Comment

with you, for you

9.9: How to develop understanding the negative 'not'

Target:**The child will understand the negative 'not'.**

Strategies:

- Use 'spot the difference' or 'what's wrong' pictures to introduce the meaning of the negative 'not' e.g. 'this one is spotty….this one is *not* spotty'.
- Use books to talk about what is not happening e.g. "Bob the Builder is *not* smiling….he's sad".
- Talk about what is happening throughout the day e.g. 'he's *not* eating….he's drinking'.
- Show/draw pictures and describe to the child what each picture does not have e.g. 'this house does *not* have a door', 'this teddy does *not* have a coat', 'this bath does *not* have a tap'.

Name:

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9.10: How to develop the use of regular past tense

Target: **The child will use the regular past tense.**

Regular past tenses add '-ed' to the end of the action word/verb e.g. played, washed.

Strategies:

- Model the use of the past tense for the child throughout the day e.g. 'you *painted* a picture'.
- Model the correct phrase back to your child when necessary; for example, if they say "I jump" you say 'yes, you *jumped*'.
- After playtime/lunchtime ask the child what they played with and model the past tense back to them if they are unable to use it.
- Read a story and then ask the child to help you retell it with the pictures from the book. For example, you could say 'then the Gruffalo ……….' then pause and give them the opportunity to say '…*walked* into the forest'. Model the correct word if necessary.
- Play Simon Says and after completing the action comment on what the child has just done e.g. "you *hopped* really far".

Name:

Date Target Set:

Outcome: Achieved = 2   Partially achieved = 1   Not achieved = 0

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