

DEVELOPMENT OF RECEPTIVE LANGUAGE

SCHOOLS

Age 1-2:

- Follows familiar instructions with 1 key word e.g “give me the **banana**”

Age 2-3:

- Follows familiar instructions with 2 key words “**wash** dolly’s **face**” (versus **dry** dolly’s **foot**)
- Understanding concepts such as in, on, under

Preschool:

- Follows familiar instructions with 3-4 key words i
- Start to understand Blank Level 1 and 2 questions regarding an object for example: what is it? Describe it? What does it do?

Reception:

- Follows instructions with 4 key words which include concepts or items that are not immediately available e.g “**line up** and **before** you **wash your hands** please **put your coat on**”
- Can understand the question who, what, where, why (children can find “why” hard to answer though still)
- Start to understand Blank Level 3 and 4 questions (being able to answer questions about a story or an event and being able to answer why questions)
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Year 1:

- Can understand when, how
- Start to understand sentences where information is split apart across the sentence e.g “the car that is winning is red” (rather than “the red car is winning”)
- Understands concepts such as first and last and starts to understand opposites
- Continuing to consolidate understanding of Blank levels 3 and 4

Year 2:

- Starts to understand some idioms (e.g its raining cats and dogs)
- Starts to be able to infer some information and predict what might happen next

Strategies to help with Receptive Language Development:

- ❖ Reduce distractors so the child can focus on the item you are discussing
- ❖ Get the child's attention and give them time to attend to the item. Make sure they can hear and see you
- ❖ Present information in a multisensory way: show them, use gesture, show a photo alongside the word
- ❖ Give a child time to process then check they have understood (ask them to repeat it/ show you)
- ❖ Give long instructions in short parts: its ok to repeat things or for older children help them make a note/ picture/ recording or photo so they remember
- ❖ Reduce instructions if they child has to wait before they can complete it or travel to complete it (even across the classroom)
- ❖ Check they know any concepts you are using in your instructions and teach those first (for example "highlight the flood plain" could break down if a child doesn't know "highlight" or separately "flood plain".