

Communication and Language	
Ideas/Strategies to support the development of Speaking	
Age	Typical behaviour
Birth to 11 months	<p>Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. Respond to baby’s early communications. Copy sounds back to the baby, respond to their states of alertness. Talk about what you are doing, keep your voice calm and gentle.</p> <p>Makes own sounds in response when talked to by familiar adults. Use opportunities for turn taking and responding to baby. Talk about what you are doing as you go through baby’s daily routines.</p> <p>Lifts arms in anticipation of being picked up. Respond to baby’s messages. Use words to let baby know that you understand the message they are giving you. “You want up” “Up you come” “Let’s do round and round the garden” etc</p> <p>Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, Nono, gogo'. Copy back babbling sounds that the child makes, have fun with the sounds and make up little games whilst saying the sounds like make teddy jump to ‘ba ba ba’ bang the bricks together to ‘ga ga ga’, tickle the baby to ‘nee nee nee’</p>
8 to 20 months	<p>Uses sounds in play, e.g. 'brrrm' for toy car. Engage children in playing with toy vehicles/animals. Focus on making the sounds they make not just naming the objects. Use lots of repetition and modelling of the sounds during the activity.</p> <p>Uses single words. Join the child at an activity of their choosing. Name things the child picks up, points to, sees in a book. Repeat these words frequently during the activity. Focus just on saying the single words and not adding lots of additional language.</p> <p>Frequently imitates words and sounds. Play ‘copy cat’ with the child’s facial expressions, movements and sounds, show that you enjoy what they are doing. Turn it round and make simple movements for the child to copy – tell them what you are doing “I’m waving”</p> <p>Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g teddy, more, no, bye-bye). Focus on a handful of words which will be highly motivating to the child e.g. words like ‘more’, snack words. Use these words in the right context with lots of repetitions, give the child plenty of opportunity and time to use the words, accept any sounds or vocalisations they use and respond to them.</p>
	<p>Uses pointing and eye gaze to make requests, and to share an interest. Give the child choices from two objects for snack or 2 toys they might play with. Encourage them to look, to choose the object and let you know what they want. Use the words ‘good looking’ when they do look, to let them know that was a good thing to do. Use pointing yourself and gently direct the child to follow your point.</p> <p>Creates personal words as they begin to develop words. Make a picture book using photos, catalogues or magazines. Encourage the child to find and stick in things that they like. Write under each picture what the child says. Provide opportunities for the child to look at and add to the book.</p>

<p>16 to 26 months</p>	<p>Copies familiar expressions, e.g 'Oh dear', 'All gone'. Model the same language during everyday games, routines and activities e.g. At snack time when plates, cups, jugs are empty say 'all gone', model hello/good-bye at the beginning and end of sessions.</p> <p>Beginning to put two words together (e.g. 'want ball, more juice'). Add another word to any single words children uses. Useful words to introduce include 'more....., bye-bye.....please,gone, hello.....</p> <p>Uses different types of words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). Some children may find verbs (action/doing words) particularly difficult to learn. Focus on these by taking photos of children/toys doing actions and talk about these. Introduce action rhymes like 'Here we go round the mulberry bush'. Sort objects by e.g. hot/cold, wet/dry, big/small.</p> <p>Beginning to ask simple questions. Read books with questions in their titles e.g. 'Where's Spot?'. Play Kim's game where you set a number of objects on a tray, cover it and take something away. Model questions such as 'what's gone, what's missing'.</p> <p>Beginning to talk about people and things that are not present. Use a home - school diary which contains photos of people/ things that are important to the child e.g. pets, toys, siblings. Encourage parents to write what the child has been doing in their diary so you can engage the child in talking about this. This may then encourage them to talk about other things that are not present.</p>
<p>22 to 36 months</p>	<p>Uses language as a powerful means of widening contacts, sharing feelings and thoughts. When looking at books, talk about how the characters might be feeling. Model words for different feelings. Talk about why characters might be doing things in the book and encourage children to generate their own ideas. Look at the same books again quite soon so the child can re-visit the language used.</p> <p>Holds a conversation jumping from topic to topic. Follow the child's lead as they are talking by repeating and adding to comments they might make. Allow them time to think of things to say rather than asking lots of questions to try and keep them talking.</p> <p>Learns new words very rapidly and is able to use them in communicating. Start to talk about parts of objects e.g. Instead of just saying 'elephant' when you are looking at one you could also comment on tusks, trunk, ears and tail. For 'house' you could add windows, doors roof, and chimney. Model these words frequently during the activity and if possible find other objects/ pictures where you could demonstrate the use of this new word in another way.</p> <p>Uses gestures, sometimes with limited talk, e.g, reaches towards toy saying 'I have it'. Support language with gestures e.g. use your hands to show 'big, 'small' 'cuddle, 'crying', 'up'. If the child points or vocalises for something and you know what this is, show them a gesture they could use as well.</p> <p>Uses a variety of questions (e.g. what, where, who). Move things from where they would usually be to instigate the children asking where something has gone. Introduce an interesting object that the children might not have seen before. Model questions they could ask e.g. Where does it come from? What is it, what does it do. Repeat this activity frequently.</p> <p>Uses simple sentences (e.g. 'Mummy gonna work.') Add another word or several words to any single word or 2 word phrases the child</p>

	<p>uses. Try and repeat this model frequently during your interaction with the child. Don't worry about telling the child to say it. Modelling will help them hear new word combinations they could use.</p> <p>Beginning to use word endings. Keep your language models simple when interacting with children at this language level but make sure to use the correct forms of words e.g. If you're sharing a book and see a dog running, your comment needs to be 'a dog is running' rather than 'doggy run'.</p>
<p>30 to 50 months</p>	<p>Beginning to use more complex sentences to link thoughts (e.g using and, because). Model sentences using connective words such as 'and' and 'because' when talking about things the child is engaged in e.g. we have to put our wellies on because it's muddy, we saw a worm and a woodlouse under the stone, we need to mix the flour and the sugar together. Talk again about the activities once you have completed them. Encourage the child to connect their ideas.</p> <p>Can retell a simple past event in correct order (e.g. Went down slide, hurt finger). Provide a simple commentary for the child as they play with something of their choosing. Start them off by commenting on the activity then allowing them time to add to this so e.g. 'you went down the slide' (pause to see what the child will add).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Use puppets or small world toys to retell familiar stories and/or generate their own ideas for what might happen.</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Work through activities where the children will learn about qualities/features of objects e.g. floating/sinking, freezing/melting, people who help us. Work through lots of examples and model asking questions e.g. 'I wonder what will happen when we drop this in the water?', 'How do you think this might change when it gets warm?'</p> <p>Uses a range of tenses (e.g. play, playing, will play, played). Use a visual timetable to talk about what the children will be doing and what they did during the session.</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others. Emphasise repetitive phrases in stories, use changes to your voice to talk in a 'gruff' way for certain characters or a high pitched way for others – talk about what you are doing. Have fun with chants and rhythms in the setting.</p> <p>Uses vocabulary focussed on objects and people that are of importance to them. Introduce a 'chatterbox' (an old shoe box with some stickers stuck on it or covered in wrapping paper). The child decides with their parents which objects and or photos they would like to put in their chatterbox to bring to your setting. Set aside some 1:1 time to look through the child's box. Change the items in the box as and when the child becomes confident talking to you about what they have brought in.</p> <p>Builds up vocabulary that reflects the breadth of their experiences. Share with parents some new words their child has been introduced to in a day/ week. Encourage their parents to find a way of talking about their 'word of the day/week'. The child could be sent home with a sticker that has their word written on it.</p> <p>Uses talk in pretending that objects stand for something else in play e.g. 'This box is my castle.' Provide opportunities for imaginative play. Read a short story then provide props/ materials for children to recreate what they have just heard. Provide the children with</p>

	a simple and repetitive running commentary about their play.
40 to 60+ months	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Collect a number of objects/pictures from 2 different categories e.g. vehicles and animals. Work with the child to name the objects and sort into the correct category. Talk about what the words starts with and clap out the syllables in each word. Re-visit any that are new for the child or which they struggle to remember.</p> <p>Uses language to imagine and recreate roles and experiences in play situations. Read a story using props. Leave these out for children to use to retell the story themselves.</p> <p>Create a role play area that reflects experiences the children might have e.g. going to the cinema, going to the chip shop/ McDonalds. Help the children to generate vocabulary and phrases they would hear and use in these situations.</p> <p>Links statements and sticks to a main theme or intention. Use a ‘personal contributions’ approach where you encourage the child to keep talking by adding comments to things they may say rather than asking lots of questions. This will encourage the child to continue with the conversation. There may be some silences in this type of interaction but it will allow the child time to think of things they might want to say. E.g. “I went to the shops at the weekend....’ the child might respond to let you know that they did or might tell you something else they did. ‘I had fish and chips for my dinner last night...’ Or if the child tells you something they had for dinner tell them what you had. Sharing ‘real’ information about yourself in a natural way can stimulate conversation.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Take photos of the child working through a sequential activity e.g. sowing seeds, baking a cake. Help the child to sequence the pictures and talk about each step.</p> <p>Introduces a storyline or narrative into their play. Provide opportunities for small world play. Model a narrative (story) for the child by extending any language they use. Take photos of their play to allow the child to revisit their ideas and the language that was used.</p>