

Communication and Language	
Ideas/Strategies to support the development of Understanding	
Age	Typical behaviour
Birth to 11 months	<p>Stops and looks when hears own name. Say child's name</p> <ul style="list-style-type: none"> • Hold something interesting up to your face as you do so. • Hold a noise making toy up to your face as you do so. • Play Peep-po games from behind furniture, curtains, another person or when getting dressed. <p>Starts to understand contextual clues, e.g. Familiar gestures, words and sounds. Ensure consistent use of</p> <ul style="list-style-type: none"> • Objects of Reference e.g. Hold baby's bottle up and say 'milk'. • A verbal label in response to familiar noises e.g. 'phone', 'Nana's here'. • Gesture in routines e.g. say 'bye bye' every time someone leaves and wave. <p>*Refer to ELDP Babbling Babies <u>Playing and Interacting</u></p>
8 to 20 months	<p>Developing the ability to follow others' body language, including pointing and gesture. Develop visual skills though people play e.g. 'Peep-po, Songs and Rhymes – Pat-a-cake/Round and Round the Garden/Row your boat. Encourage tracking skills by moving an object while child is watching it. Respond to your child's gaze: point to and name what they are looking at, or give the item to them.</p> <p>Responds with a special person ("Where's Mummy? Where's your nose?"). Consistent use of the same phrase in regular routines. Make good use of care giving routines to enjoy interaction e.g. mealtimes, nappy changing. Link simple language to regular routines presented in a consistent way.</p> <p>Understanding of single words in context is developing e.g. "cup", "milk", "Daddy". Use consistent models of single words when joint attention is established with your child. Emphasize the key word e.g.</p> <ul style="list-style-type: none"> • Say 'time for <u>milk</u>' as you hold baby's bottle up for them to see • Say 'here's <u>Daddy</u>' as you both turn to look at Daddy. • Say 'Baby's <u>Shoes</u>' when you are both looking at the shoes.
16 to 26 months	<p>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. Collect a box of familiar items. Say the item name as you pull each item out of the box. Use a feely bag – as above. Use objects in play,</p> <ul style="list-style-type: none"> • that are linked by category e.g. farm animals/vehicles. • to demonstrate function e.g. brush/spoon/teddy/ball. Model the object name and link it to another word e.g. 'ball', 'kick the ball'. <p>Look at books which have pictures grouped in simple categories.</p>

	<p>Play object picture matching games. Post objects/photos and name the items as you do so e.g. 'ball gone'. Understands simple sentences (e.g. "Throw the ball") Use gesture to demonstrate the meaning of simple sentences in play. Say the words as you do the action e.g. say 'throw the ball' as you or the child throws it. Outside play is a useful context to demonstrate different actions. Take photos of the child doing different things so you can look and talk about them later. *Refer to ELDP Babbling Babies Listening and Understanding New Words</p>
22 to 36 months	<p>Identifies action words by pointing to the right picture e.g. "Who's jumping?" Take photos of children doing simple actions e.g. jumping/hopping. Use the photos in copying games and model the language as the child does the activity e.g. 'Jo's jumping', 'Billy's hopping' When sharing books describe what people are doing rather than just naming objects. Understands more complex sentences, e.g. "Put your toys away and then we'll read a book" There are several ways to help a child understand complex sentences. <ul style="list-style-type: none"> • Break the sentence down into smaller "chunks" e.g. "Toys away" "Now read book". • Simplify the whole sentence by using key words only e.g. "Toys away then read book" • Demonstrate what the words mean by doing the tasks as you say them. • Emphasize the key words as you say the whole sentence. The aim is to gradually help the child to listen to and understand the whole sentence. Understands "who", "what", "where" in simple questions (e.g. "Who's that?" "What's that?" "Where is...?") Use a photo album of key family members or make you own scrapbook. As you share the album use the question word 'Who?' e.g. "Who's this? - it's Grandma". Model the answer to demonstrate the meaning. Use hiding games/lift the flap books/hide and seek to develop understanding of 'Where' questions. Model the question and the response e.g. 'Where's Teddy? Oh look he's in the box!' Be very visual. Use the question word and a very obvious display of looking and finding. Reinforce the use of question words with sign/gesture. Developing understanding of simple concepts (e.g. big/little). Sorting activities. Collect pairs of items: big/little versions of each item. Sort the big things into a big box and the little things into a little box name and describe as you do this e.g. 'big cup', 'little spoon'. Consider working on one concept at a time. Use visual cues to reinforce concept vocabulary e.g. sign/gesture. *Refer to ELDP Toddler Talk Understanding What is Said</p>
30 to 50 months	<p>Understands use of objects (e.g. "What do we use to cut things?") Model language of function as you carry out action of objects e.g. use the word 'cut' and 'scissors' together in the same phrase whilst demonstrating the action.</p>

	<p>Sort items by function e.g. find all the things to eat and collect them in a shopping bag, find all the things to wear and put them on.</p> <p>Use sentences that link associated vocabulary to build an understanding of the meaning of words e.g. 'It's a coat!' 'We <u>wear</u> a <u>coat</u> when it's <u>cold</u>'.</p> <p>Shows understanding of prepositions such as “under”, “on”, “behind”, by carrying out an action or selecting a correct picture.</p> <p>Use descriptive language, emphasising the preposition during</p> <ul style="list-style-type: none"> • hide and seek games using child/toys • story time and picture description <p>If a child is having difficulty understanding prepositions concentrate on <u>one</u> at a time. Give the child the opportunity to hear the preposition as a single word. Use visual cues e.g. a gesture to represent the preposition as you say the word.</p> <p>Start teaching using real objects before using photos/pictures.</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Call the child's name first and get their attention. Reinforce verbal language with visual clues e.g. use gesture/support word with pictures.</p> <p>Beginning to understand “why” and “how” questions.</p> <p>Use simple problem solving situations. Start by using problems the child faces every day but ones that he solves himself. Model or talk about the simple problem solving process e.g. 'What do you need when you are cutting out?' 'You need to get some scissors'. Do the same thing when justifying a decision or making a prediction e.g. 'Why do you need an apron?' 'you need an apron to keep your clothes dry'.</p> <p>To help the child make appropriate inferences work first from real situations e.g. 'How does Jimmy feel? He feels sad, look he's crying'. If necessary give forced choice answers e.g. 'Is his face happy or sad?'</p> <p>*Refer to ELDP Chatting with Children <u>Understanding What is Said and Learning and Using New Words</u></p>
40 to 60+ months	<p>Responds to instructions involving a two-part sequence.</p> <p>Use tidying up or sorting activities to give the child opportunities to follow two part instructions. Say things like 'Put the brush in the basket and the car in the drawer'. Make it easier by presenting the instruction in two parts or hand the child the toys to reduce the number of words they have to remember.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Use pictures which show situations where something is not quite right e.g. car with square wheels, cow wearing sunglasses. Talk about what's wrong and why the picture is funny. Use everyday objects in a ridiculous way. Make use of published games and resources e.g. what's wrong cards, pick and mix people.</p> <p>Explore homophones particularly in real life situations. Demonstrate how misunderstandings can occur e.g. 'Miss you've got a hair on your knee' your response might be 'No I haven't got a hare on my knee or a rabbit or a squirrel'.</p> <p>Children's first joke books or comics often have examples you can share together.</p> <p>Able to follow a story without pictures or props.</p> <p>To develop this skill children need to have had opportunities to listen to stories in contexts where their understanding is supported by the</p>

	<p>following strategies</p> <ul style="list-style-type: none">• Visual cues - make sure they can see the pictures. Use props.• Go slow – reduced rate of speech promotes better understanding.• Emphasise important words.• Make your voice interesting and tuneful.• Reduce background noise and other distractions.• Actively involve the child in the story e.g. by giving them a prop. <p>Repeating a story many times helps children to learn vocabulary, focus attention and learn the simple sequence of the story.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Support the child to develop the following skills</p> <ul style="list-style-type: none">• Looking and listening• Taking turns appropriately• Social and co-operative play• Good listening skills• Appropriate body language <p>It is most successful to model good social skills in context e.g. by explicitly demonstrating the rules of conversation. In a small group discussion You might want to say something like “I like your idea Jimmy” and then say to the other children “It’s good to tell Jimmy when he’s done some good thinking”</p>
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