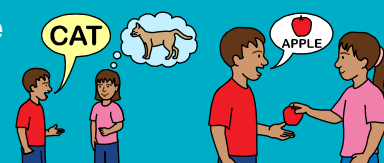
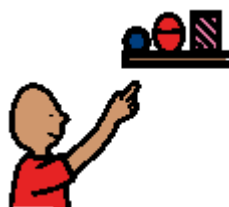


## Developing Comprehension and Expression at a One Key Word Level

The child is currently developing their understanding of single words. They still rely heavily on non verbal cues from the speaker e.g. pointing. When modelling language it is important to:

- Use **short, simple** sentences containing only 1-2 words (e.g. ball, catch ball, sit down etc).
- **Emphasise** the key word and repeat it as often as possible.
- Leave **pauses** to give them a chance to respond. It is important to observe, wait and then listen rather than talking continuously.
- Use non verbal cues (such as pointing, reaching and looking) to help the child understand in everyday situations.
- During specific language work, focus on spoken words by removing any non verbal cues.
- Respond to the child's non-verbal communication (e.g. reaching). For example, if they reach for a toy say "want train" and if they push it away say "finished.... no more train". Use simple words that you feel that they would use if they could.

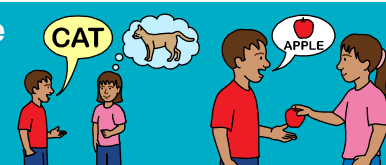


## Play

- Have a set time each day to play with the child.
- Use language during pretend play; tea parties, dressing dolls and teddies, roads and garages etc.
- Join in with the child's choice of activity and talk about what they are doing using short sentences (e.g. teddy thirsty, give teddy drink).
- Show the child different ways to play, but don't take over.
- Children also learn what things are used for and called during play so name things as you are playing.

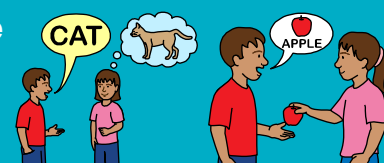
Try these ideas:

- Brushing a doll/teddy/figure's hair
- Washing a doll/teddy/figure
- Give a doll/teddy/figure a drink or something to eat
- Pour a pretend cup of tea and give it to yourself or a toy
- Make the figures do actions such as jumping, driving a car, eating etc
- Put a doll/teddy/figure to bed



## Toys

- Television and DVDs have good stories to talk about, but they don't encourage the child to have a two way conversation. Watch the programme together and talk about the story that you have seen.
- Have times during the day where the TV / computer/radio are turned off so that you have quiet times to:
  - Look at books, talking about the pictures and the story
  - Play with figures and constructive toys e.g. Lego and action figures that can be used to make up stories



## Specific Language Activities for Early Words

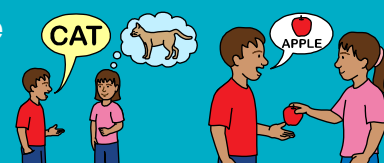
### General Hints:

- Choose a word to work on with the child.
- Choose one toy or activity that will encourage the use of this word
- Play with the toy in several different ways, using simple sentences and including as much repetition of the same word as possible. It is important for the child to hear the same word as many times as possible and in many different situations.
- Make the games as exciting and interesting as possible as this will encourage the child to use the word.

### Social Words:

#### Hello/Bye Bye

- Toy telephone - talk into the receiver and say 'Hello' 'Bye Bye'
- Puppets/Teddy - Make the puppet or teddy wave Hello and Bye Bye
- Peek-a-boo games - hiding and reappearing.
- Mirror play - look into the mirror with the child and say 'Hello' 'Bye Bye'
- Jack in the Box - say 'Hello' as Jack-in-the-Box comes up and 'Bye Bye' as he goes down.



## More

- Playdough, food and drink - give the child a little bit at a time to encourage the child to ask for more.
- Bubbles - encourage the child to say "more" before blowing bubbles again.
- Blocks - give the child one block to build a tower and wait for an attempt at "more" before giving them the next one.
- Balloon - blow them up a bit at a time and allow the child to ask for more before continuing.

## Action Words

### Gone

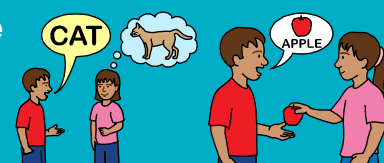
Emphasise and encourage the word "Gone" whenever the toys disappear in the following activities:

- Posting toys into a box with a hole in the top.
- Hiding games - cover objects with a scarf or under a box.
- Hide finger puppets or toys behind your back.

### Up

Encourage the use of "up" in everyday situations e.g. going up the stairs as well as in these activities:

- Toy ladder and a man - make the man move up the ladder every time the child says "up"
- Lifting the child up - wait for the child to attempt to say "up" before you lift them up.
- Copying games - Up and Down; standing up/sitting down, arms up/down etc.



## **Stop**

Make use of opportunities to use this word when the movement or music of the following toys / games stops:

- CD player
- Cars
- Wind up toy
- Chasing games

## **Symbolic Words**

### **Bang**

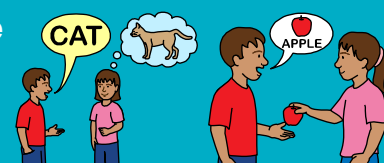
- Hammer and pegs or hammer and nails sets
- Banging 2 blocks together
- Banging a toy drum

### **Beep Beep/Brrmm**

- Whenever playing with cars use the words beep, beep or brrmm
- Vary your play activities - push a car into a box, over a bridge

### **Animal Noises**

- Play with animal figures and make the animal sounds
- Look at animals in books and make the sounds



## Familiar Names

- Turn Taking Games - throw the ball to Mummy, Daddy and the child. Say the names as you throw.
- Photographs - stick some pictures of the child's family on the fridge or in their room. Say the names together.
- Hiding Games - Play Hide and Seek and use family names e.g. Where's mummy? Find Mummy etc.
- If you are working in a setting e.g. nursery, include the child's key worker and familiar peers within activities.

## Common Objects

### Car

Some opportunities to encourage the use of the word " car" are:

- A toy garage (you could make your own from a cardboard box)
- Soft cars in different colours sizes and shapes
- Make a car from Lego bricks
- Cut out pictures of cars from magazines
- Roll cars down a slope and encourage the child to say "car" before rolling it down.

### Ball

- Roll a ball to each other
- Take it in turns to knock down skittles with a ball
- Make balls from paper or Playdough

