

Stage of Language Development	Practical strategies	Purpose
Stages 1 / 2 / 3	Use descriptive commentary while playing alongside a child.	To model specific vocabulary in context
	Respond to non-verbal efforts at communication / gesture as turns in a conversation. Provide simple, appropriate language.	To encourage communication and model vocabulary in context
	Give children choices if they are reluctant to express preferences, e.g. 'Do you want to play with the cars or the train set?'	To encourage communication and model vocabulary in context
	Use 'here and now talk' about what is currently happening and keep talk about the past or the future to a minimum. Avoid using too many questions – no more than 20% of your interactions.	To encourage communication and model vocabulary in context
	Speak slowly (but not unnaturally so) and clearly, repeating important information as necessary.	To model specific vocabulary in context
	Talk with children during routines eg hand washing. Use a visual timetable. Encourage children to ask for help, verbally or non-verbally eg putting on coat	To model language. To help children to feel secure by understanding routines
	Sit children at the front during a group session and actively include them – with eye contact, smiles, encouragement to respond etc.	To encourage listening and communication, and check out understanding
	<p>Support stories with by story props and other visual materials as often as possible.</p> <p>Before reading a new story, introduce some key vocabulary and familiarise children with the characters.</p> <p>If possible, read the story to children individually or in a small group before they hear the story in a large group. Send core stories home so that parents and carers can share the story with children in their first language, and talk about the pictures.</p>	To aid understanding, and enable children follow stories, by drawing on their first language as well as learning English
	Create a 'choice board' which can be moved about with pictures of different activities.	To enable children to be independent and join in activities
Stages 2 / 3	Respond to single word / short phrases by modeling extended phrase. Encourage child to copy (echo) key phrases.	To widen vocabulary and understanding (receptive language) To develop expressive language
	Provide opportunities for joining in choral responses, using repeated patterns of language.	To develop an understanding of rhythm and patterns of

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	<p>Make laminated story and rhymes sheets which children can choose independently or with an adult, and take home – and encourage non-verbal responses, then joining in with repeated words, then joining in with the whole rhyme.</p> <p>Create resources to enable children to practice telling a story (silently, in their first language and then in English).</p>	English language
	Introduce songs for routines using familiar tunes eg 'Wash your hands and dry your hands' (to Twinkle twinkle?) or for tidy up time, or lunchtime	To develop receptive and expressive language in context
	Include children in small group activities which enable interaction with other children in activities which promote communication	To encourage social interactions and expressive language
	Make photo displays and books eg C can put his coat on by himself (display) or C's Walk –photos of child's favourite places in the setting.	To develop language in a context that has meaning for the child
Stages 3, 4, 5, 6	Provide the 'social oil' to show that you are interested in keeping the conversation going, e.g. 'Oh that's interesting, yes, mmm'.	To encourage social interactions and expressive language
All stages	Model alternative ideas non-verbally, while playing alongside a child e.g making different shapes with Playdough, adding resources to sand to extend their play	To stimulate thinking when the child and practitioner don't share a language
	Observe what children are interested in and model the key vocabulary in these areas	To develop language in a context that has meaning for the child
	Bilingual staff, or other bilingual adults, should spend time on a planned basis using mother tongue for routine classroom interactions and to support learning if at all possible	To promote language development in first language. To stimulate thinking and concept building

For all children

Establish a key person to be an 'attachment' figure:

- To establish a strong relationship with the child, and to find out the child's likes and dislikes, interests and preoccupations.
- To establish relationships with parents / carers who bring the child to the setting.
- To work with parents to bring some familiar home experiences into the setting – through key words in the home language, photo books, favourite toys, pictures and resources that reflect home life eg in the home corner.

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