Expressive Language

Classroom strategies



- ***Give children opportunities to talk.*** Encourage children to communicate whatever their language level. This may involve them using gesture, paper based AAC or signing
- ***Consider how children are seated*** to support discussions

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Expressive Language

Classroom strategies



- ***Try to avoid finishing the children's sentences.*** If a child's response is incomplete repeat back the information the child has given and use intonation to encourage them to finish the sentence themselves
- ***Model the correct response*** e.g. give children examples of what you want them to say
- **Praise children** when a correct response is given

Expressive Language

Classroom strategies



- If children find it difficult to find the words they want to say you can provide support by:
  - ***giving the first sound of words*** – this helps some children recall the word they wanted
  - ***providing clues for words*** e.g. 'It has windows, a door and people live in it'
  - ***offering forced choices*** e.g. 'is it a dog or a cat?'

Expressive Language

Classroom strategies



- Support children's ability to contribute to discussions or conversations by ***giving a choice of responses*** or using closed questions
- ***Use visuals*** in the classroom to display different word types and words (e.g. connectives, pronouns etc.) and encourage children to use these in verbal and written language. These displays can be linked to colour coding approaches.

Expressive Language

For individual children



- ***Offer plenty of praise*** for appropriate use of targets vocabulary and grammar and acknowledge all attempts.
- For younger children, ***use play activities*** as an opportunity to model and extend language. Encourage children to talk by commenting rather than asking questions
- If the child provides a short sentence e.g. “I go swimming” repeat what he or she says and ***extend the sentence:*** “You are going swimming today.”

Expressive Language

For individual children



- ***If a child makes errors*** with grammar or word order don't correct them or make them repeat it. ***Model back the correct form.***
- ***Try using forced alternatives*** to correct grammatical errors e.g. if the child says "I catched it" say "is it I catched or I caught"

Expressive Language

For individual children

- ***Make sure they are not rushed*** or feeling rushed.
- ***Respond to what they are trying to say*** rather than how they are saying it.
- ***Prompt with cues*** such as ‘first’, ‘then’, ‘last’ to support the structure
- ***Use colour coding approaches*** to highlight parts of sentences or as prompts of story/narrative components e.g. to include information such as time concepts, locations
- Use of story planners/narrative frameworks