Receptive Language

Classroom strategies



- ***Gain attention*** before you start talking.
- ***Make sure the children can hear*** verbal language ***and see*** nonverbal language
- ***Address a child at the start of a sentence*** or instruction to gain attention

Receptive Language

Classroom strategies



- ***Give pointers*** for what they should listen to such as, “It’s important you remember X from what I am going to tell you”
- ***Break down language into chunks*** and only include the important points. Check a child has understood by asking them to explain what he/she has heard they have to do or observe what they do

Receptive Language

Classroom strategies



- ***Use the simplest words*** that will get your message across (e.g. familiar words that are easy to picture) – be aware of the complexity of language you are using
- ***Emphasize key words*** and repeat key information

Receptive Language

Classroom strategies



- ***Allow plenty of time*** for the child to think about what you've said before they answer (count to 10)
- ***Encourage the child to indicate when they have not understood***. Give an example model sentence e.g. "I didn't understand" "what did you say?" or have a visual available to indicate 'help'

Receptive Language

Classroom strategies



- ***Use a multisensory approach*** e.g. visual information, objects, real life experiences to reinforce information given
- ***Provide visual support.*** Accompany instructions/information with visual material including gesture, core boards, pictures, diagrams, symbols and words
- ***Emphasize important words***, with tone of voice and visuals e.g. picture or written word

Receptive Language

Classroom strategies



- When teaching abstract language ***use concrete materials*** e.g. when teaching concepts such as ‘long’ and ‘short’ use long and short real objects
- ***Identify and prioritise key subject vocabulary*** and reinforce using picture word banks, vocabulary books, labelled pictures

Receptive Language

Classroom strategies



- If there is a sequence of instructions to follow, pause between each one. ***Give information in the order in which it is to be done***, avoid ‘before’ and ‘after’
- ***Use visual timetables*** to help understanding of the sequence of events
- ***Use of narrative frames*** including cues such as ‘who?’, ‘where?’ ‘when?’, ‘what happened?’

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Receptive Language

Classroom strategies



- ***Demonstrate*** what you want the child to do where possible
- ***Help make links*** by linking new information to what the children already know
- ***Encourage children to tell you*** when they have not understood
- ***Avoid using sarcasm, metaphors and other forms of non literal language*** as these can be difficult for some children to understand

Receptive Language

For individual children



- ***Draw pictures on a whiteboard*** as the teacher talks
- ***Write key points and vocabulary***
- ***Simplify questions*** asked by the teacher
- ***Use colour coding approaches*** to support understanding of questions and the responses these link to e.g. when, where

Receptive Language

For individual children



- ***Demonstrate*** where possible
- ***Use child's core board*** or communication book to model language
- ***Encourage the child to use strategies*** to process information
- ***Explain*** what he/she has been asked to do
- ***Silently repeat*** the instruction
- ***Identify key words*** in the instruction