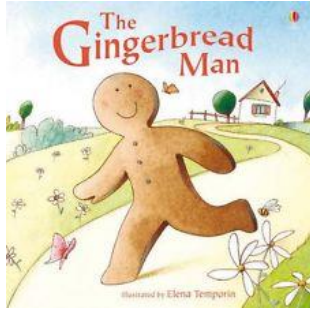




Early Years Language Activities (2 – 4 years)

What Children Need to Build Language	The Role of the Adult
<ul style="list-style-type: none"> • A quiet space to listen to sounds and words • Adults role modelling language and sounds • Activities linked to interests and Characteristics of Effective Learning • Activities for listening and building attention (the child may have good hearing but poor listening skills) • Listening first before speaking sounds/words 	<ul style="list-style-type: none"> • Role model language and sounds • Observe what is needed to be developed and progress • Allow time for children to listening and respond • Follow speech therapists advice if given • Comment on what the child is doing to role model language • Encourage the use of pronunciation “Lello nana”, “Yes, it’s a yellow banana. • Use objects or images when introducing new words • Let the child lead the play • Feed language in, don’t force it out • Expand on the use of words, “Red bus”, “Yes, it’s a big red bus” • Read the same story, start to not say the last word “Run run as fast as you ---“ to see if the child responds with “can” • Make it fun not a time for questioning • Establish understanding of on/off, under/over, now/later. Talk about the day now/later, their experiences • Encourage the use of action words (run, jump, fall, sitting) • Start to add plurals (s) Car/s • Use facial and voice expressions • Use open ended questions – questions that provoke a response (how, what, where, why) • Give children choices
Activities to Support Language	
<p>Story books - </p> <p>Action songs Rhymes What’s in the bag/box? Use of puppets Role play I spy</p> <p>Picture lotto - </p> <p>Sounds lotto -</p> <p>Listening walks - </p> <p>Board games, Memory games Music and instruments Clap out words (Di – no – saur)</p>	
Useful Resources	
<p>VLE > EYFS > Learning & Development > Communication and Language</p> <p>http://www.foundationyears.org.uk/files/2011/10/ecat_guidance_for_practitioners_31.pdf</p>	<p>www.talkingpoint.org.uk</p> <p>www.icommunicatetherapy.com</p> <p>www.ican.org.uk</p> <p>http://www.letters-and-sounds.com/phase-1.html</p>

Individual or Small Group Work

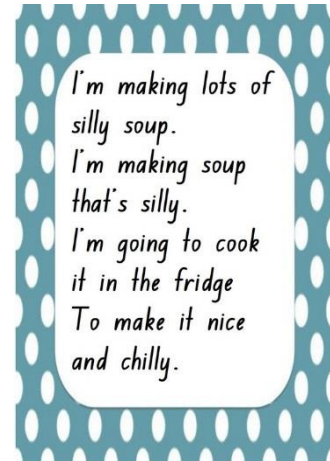
Individual or small group work should take place in a quiet area of the setting to enable children to concentrate and to be able listen. The group work should be kept to short periods of time depending on the child or children's concentration spans. The activities should be varied, linked to the child or children's Interests and Characteristics of Effective Learning.

To prepare a short session you could select several activities from the examples below:

Activity Examples

Rhymes –

- Rhyming songs
- Silly Soup
- Rhyming lotto – who's got the Gloves and Doves?
- Finish the rhyme



Alliteration –

- Make up names, sentences or stories

For example: Jolly Julie, Jumping Jack, Happy Harry

Along came the *Chattering Clicky Clacky Clumsy Cross Crocodile*, his name is... he went for a walk to look for his dinner he found and ate *Strawberries, Swedes, Sweets, Snails, Sausages, Squashes and Salami*. He went for a swim in the ...



What objects are in the box/bag?

- The objects can be themed such as by type of animal or subject or a new learning sound.
- It could be themed by sound for a listening guessing activity
- You can use the following song to assist you:

What's in the box?

What's in the box?

Tell me

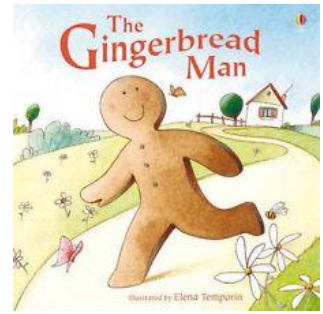
Tell me

What's in the box?



Story books or picture cards -

- Read, repeat and repeat a story
- Story books that repeat verses within them are helpful to build language and end of sentences. Read several times then start to miss off the end words to see if language is developing/repeated (Gingerbread Man and Bear Hunt are examples of these)
- Consider adding sounds to stories (Enliven) to add drama and noise to match the wording or actions from the story, encourage children to repeat the noise or press the noise at the right time for the story.
- Use Picture cards for discussion of what's happening, these are good for changing the arrangements of the cards to tell the story in a different order.
- Make up stories using visuals, props or prompts such as story stones. These can help to discuss emotions.
- Makaton can assist you when story telling.



Listening walks –

- Walk and listen. What can we hear? (Environmental Sounds) I wonder what might make that noise.
- Visuals are helpful for no verbal children to show their understanding of what they hear.
- Record the sounds you hear and replay later using picture cards to match the sound.



Songs –

- All types of songs can assist with developing language
- Songs that repeat or have actions/sounds can be more helpful to nonverbal or to those with limited language skills
- Use the “Hello” as an opening for small group work and the “Goodbye” song for closure to assist children needing consistency



The use of puppets –

- Vary the types and styles of puppets used such as hand, finger, stick puppets.
- These can be used to invent your own stories or to enhance a story book.



Role play –

- This allows the child to take a natural lead and for you to take part/interact with the child, discussion can take place as to what the child is doing to reinforce understanding or to promote new language.
- For example - set up a bus with seats etc. You may need to role model the role and language used by the driver initially. (Verbs)
 - “Please sit on a seat”
 - “I can steer the bus”
 - “Ring the bell, if you want to get off”
 - “I can press the horn”
 - “You need to pay the driver”
 - “I can drive the bus”
- Another example could be a tea party.



I spy –

- Can be a good way of helping to learn the first sound of a word for those children at this stage of learning.

Board games –

- These can assist with language development



Memory games -

- Try themed or various objects to include some with new language
- Look at a few objects (not too many to start with), hide them under a cloth, remove one and see if the child can see what is missing.

Music/sound/noise –

- Clap out words (Di – no – saur)
- Use voice sounds and noises such as animal noises
- Matching sounds to images
- Noise box - hide the object (keys, crisp packet, squeaky toy) that makes a sound and guess the sound, name the sound (Jingle jingle, squeak squeak, clunk clunk).
- (The tune of Old MacDonald fits to the song): Mrs --- has a box, E I E I O. And in that box she has a (listen and name the sound Jingle Jingle). With a (Jingle Jingle) here and a (Jingle Jingle) there etc. Encourage the children to make the sounds.



Describe it - find it game

- For example you have set up a farmyard activity. Describe an animal without naming it, you could make the noise of the animal. Children can guess the animal and then try to describe another one or make its sound.
- You could also try this with zoo animals, transport or Instruments.

