

ECaT Club Meetings February 2017

Agenda:

- ❖ Communication Activity
- ❖ Information Share
- ❖ Gap Task Feedback
- ❖ Expressive Language Development
- ❖ Signed Nursery Rhyme
- ❖ Gap Tasks

INFORMATION SHARE

- **Chatterbox Challenge 2017**: no fund-raising element; due in May:

www.ican.org.uk

- **Factsheets**: www.ican.org.uk/help

ESPECIALLY RELEVANT: *Scaffolding*

*Vocabulary Learning in Early
Years*

General Interest: *Top 10 Toys for the Development of
communication skills*

*Supporting language & emotional
development in an EY setting*

Visual Timelines for Practitioners

Gap Task Feedback

- How have your setting made use of the information about *information carrying words [ICW]/ key words* to support young children develop their understanding of language?
- How do you use the *signed nursery rhymes* in your setting??

EXPRESSIVE LANGUAGE

DEFINITION:

- **WHAT** we say and **HOW** we choose to say it
- *"Can you go to the supermarket because we're out of biscuits?"*
 - idea
 - choose words
 - know rules of grammar
 - be timely & appropriate

Typical Development Activity

Match the following ages to the statements on your sheet, which describe "*normal expectations*" for the development of UNDERSTANDING & TALKING

UNDERSTANDING

- 4-5 yrs
- 18-24 mths
- 2-2 1/2 yrs
- 6-9 mths
- 10-12 mths

TALKING

- 3-4 yrs
- 6-9 mths
- 2-2 1/2 yrs
- 10-12 mths
- 2 1/2 -3 yrs

Language Use in Pre- schoolers

- So what do young children USE their expressive language skills for?

Profile of Language Use in Preschool

- Expression of feelings/wants/needs
- Commenting
- Directing
- Social greeting
- Using language in play
- Responding in conversation
- Maintaining conversation
- Using questions
- Using descriptive language
- Reporting
- Reasoning
- Predicting

Recognising a Child with Expressive Language Difficulties

- Uses telegraphic/short utterances
- Limited grammatical structure: using right endings
- Difficulties sequencing ideas accurately
- Poor narrative skills
- Word finding difficulties
- Difficulties creating a sentence in the right form
- May be keen to interact non-verbally OR may be withdrawn with no interest in interacting
- May use too much *jargon/babble*
- Frustration at not getting his message across

What is GRAMMAR?

Parts of Speech:

- Pronoun
- Main verb
- Auxiliary verb
- Articles

What's wrong with the sentences on the sheet?

What should the sentence look like?

Delay or Disorder ?

- ***Speech & Language Delay*** = the child's skills are at a developmentally earlier stage than would be expected, but are following normal patterns of development
- If a child has more generalised learning difficulties, his communication level may be at an earlier stage but in line with other areas of development
- ***Speech & Language Disorder*** = the child's communication skills develop in an unusual way. Some aspects may appear age appropriate & others may be behind or not following normal patterns. This may occur despite apparently normal development in other areas of learning

Typical Early Words

7 different categories of early words have been identified:

- Familiar names
- Common objects
- Social words
- Action words
- Describing words
- Pronouns
- Symbolic words

In small groups sort the words into their categories

...

Toddler Talk

- In groups, read through transcript of the cooking conversation
- On the recording sheet, make a note of your comments in the relevant boxes

Expressive Language Activity

- Use the *Expanding & Extending* activity sheet to prepare/plan language **specific** to activity on offer:
 1. Describe (verbs and adjectives)
 2. Pretend
 3. Talk about feelings
- ***It's not just about labelling!!***

Strategies to support talking

- **Signing** – can reduce frustration
- **Expand** – add 1 or 2 words to child's utterance
- **Extend** – broaden focus of conversation
- **Model** – this is what adults can do best !!
- **Praise** – any attempt at new words/sentences & make language learning FUN!
- **Scaffold** – support progress through stages of development
- **Sabotage** – set up unpredictable communication opportunities to encourage comment
- **Offer choices/Forced Alternatives** – use visuals
- **Indirect Commentary** - adult input to support child's output

RESOURCES

- Babbling Babies/Talking Toddlers: ICAN
- The Big Book of Ideas: WELLCOMM
- Language Steps: STASS
[ISBN: 978-1-874534-29-7]

Signed Nursery Rhyme

- I'm a Little Teapot

Gap Task

- Make use of at least 2 of the activities we have completed this session with your staff team

WOW!!!!!!!

? ? ! !