ECaT Club Meetings
February 2017
Agenda:

- Communication Activity
- Information Share
- Gap Task Feedback
- Expressive Language Development
- Signed Nursery Rhyme
- Gap Tasks
• 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
• 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
Match the following ages to the statements on your sheet, which describe ‘normal expectations’ for the development of UNDERSTANDING & TALKING

<table>
<thead>
<tr>
<th>UNDERSTANDING</th>
<th>TALKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-5 yrs</td>
<td>3-4 yrs</td>
</tr>
<tr>
<td>18-24 mths</td>
<td>6-9 mths</td>
</tr>
<tr>
<td>2-2 1/2 yrs</td>
<td>2-2 1/2 yrs</td>
</tr>
<tr>
<td>6-9 mths</td>
<td>10-12 mths</td>
</tr>
<tr>
<td>10-12 mths</td>
<td>2 1/2 -3 yrs</td>
</tr>
</tbody>
</table>

Typical Development Activity
• 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 telegrammatic/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- May be keen to interact non-verbally OR may be withdrawn with no interest in interacting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.
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
• 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