**Specialist Teaching Team**

**Ideas for developing expressive vocabulary**

* reading 'wordless' books
* talk about pictures
* talk about models, toys, work done in classroom
* look out of the window, talk about all you can see
* prediction from pictures and text
* feely bag-describe what is felt without looking
* describe an object-in the room or from limited selection of items on a tray
* behind a screen-describe an object for partner to draw
* hide an object in the room-find by question and answer
* 20 questions (animal, vegetable and mineral) advanced!
* I went to the shop and I bought…..
* learn nursery rhymes/songs/days of the week/months/alphabet/jingles
* complete a given sentence: 'Yesterday I went to…….'
* echo rhythms: b b c c b b c c cat cat dog; cat cat dog
* echo sounds; clapping, musical instruments
* use of puppets/masks to promote talking
* joke telling session
* imaginary telephone conversation
* encourage naming, classification, categorizing
* dice game- put a category to each number e.g. 1=animal 2=place 3=food 4=transport 5=people 6=toy-child has to respond to number thrown
* use of past and irregular past tense
* encourage response to 'who' 'what' 'where' 'when' 'how' questions
* word association game

**How to help:**

* accept communication attempts - the message is more important
* don't directly correct errors - it stops the language flow
* use corrective feedback
* input vocabulary suggestions
* accept other ways of communication
* forewarn of contributions
* avoid use of right/wrong questions
* use open-ended questioning

**Ideas for developing receptive vocabulary**

* involvement in class discussion
* encouragement to take part in question/answer situations
* listening to stories/story tapes
* following story test whilst listening to story
* Simon Says game
* I Spy
* Chinese Whispers
* tapes of sound effects - involve discussion
* follow simple verbal instructions-start simple, build up to more complex
* positional vocabulary – ask child to place something behind/next to/beside etc
* discussion centred around a picture
* discussion-centred work; a model, a picture, a construction
* teacher gives one, two, three attributes to describe a common object e.g. and apple, a shoe, a book - child has to identify it
* teacher makes a statement - child to identify whether it is true or false and say why
* cumulative songs - Ten Green Bottles; One Man Went to Mow; Five Currant Buns
* listen and build e.g. lego
* listen and follow instructions- in PE and Drama

**How to help**

* be aware
* back up with words and visual information
* slow down rate of speech
* give information in short chunks
* simplify vocabulary/syntax
* identify new vocabulary
* allow time for a response
* encourage clarification strategies
* check reading for understanding