

<h2>Descriptive Commentary</h2>	<ul style="list-style-type: none"> <li>• Provide a running commentary of what the child is doing as they are doing it.</li> <li>• Keep language simple and repetitive.</li> <li>• Match your language to the child's level. E.G. Use 1 word to comment if the child uses single words when they speak, 2 if they use 2 etc.</li> <li>• Add sound effects to play e.g. 'moo', 'brum', particularly if children are not yet using any spoken language.</li> </ul>	
<h2>Match Plus 1</h2>	<ul style="list-style-type: none"> <li>• Match what the child says and add a word. E.G. if the child says 'cat', you could say 'cat gone' or 'cat running'. If the child says 'Mummy car', you could say 'Mummy's red car'.</li> <li>• Add verbs e.g. 'running', 'eating', 'sleeping' as these are essential language 'building blocks', from which children can later build longer, more complex sentences.</li> </ul>	
<h2>Parallel Play</h2> 	<p>Copy what the child is doing and saying in their play (this includes copying words, babbling and other sounds they might make). This is a powerful way to help children begin to understand that interests and attention on a task can be shared and that their actions and the sounds they make have an impact on someone else. This is a simple but incredibly powerful way to encourage social relationships and communication.</p> <p>E.G. - Mirror the child as they push a car back and forth across the floor. If they lie down to play, lie down too. When they reach for another car, you get another one too. Let them lead the play.</p>	
<h2>Anticipation Games</h2>	<ul style="list-style-type: none"> <li>• Play 'Ready Steady... Go' in a range of situations, letting children's interests lead. E.G. – a child is interested in the water sloshing towards him as a group of children clean the water tray with brushes. Adult says 'Ready Steady.... Go', as they brush the water towards him.</li> <li>• Once the game is established, wait for a response before saying 'GO' – this could be the child giving eye contact, making a sound or saying a word.</li> <li>• Other anticipation games include songs such as 'Round and Round the garden' (pausing before the 'tickle you....' part) and 'Row Row Row your boat' (pausing before making a screaming noise after 'don't forget to scream').</li> </ul>	
<h2>Turn Taking games</h2>	<ul style="list-style-type: none"> <li>• Turn taking games can be played in lots of ways – e.g. posting items into a box, rolling a ball, rolling cars down a ramp, tipping sand into a container with a spoon.</li> <li>• Use children's interests and play to lead and guide your intervention.</li> <li>• Use the language of turn taking. E.G. 'Fred's turn', 'Steph's turn'.</li> <li>• Initially play with 1 adult and 1 child.</li> </ul>	
<h2>Choices</h2> 	<ul style="list-style-type: none"> <li>• Increase vocabulary and opportunities to communicate by offering choices.</li> <li>• E.G. Ask 'milk or water?' at snack time, holding out or pointing to each one in turn as you say the word.</li> <li>• Children may reach for, point to or make a sound to indicate their choice.</li> <li>• Give the child the language again once they have made a choice, using the word level they are working at. E.G. 'Orange' at a single word level.</li> </ul>	
<h2>Recasting</h2>	<ul style="list-style-type: none"> <li>• Support sound production by repeating back to the child clearly and correctly what they have said. E.G. Child: 'ilk ease', adult: 'milk please'</li> <li>• Recasting can also be used to support children's grammar. E.G. Child: 'I goed shop', adult: 'you went to the shop'.</li> <li>• Do <u>NOT</u> get children to repeat it back to you again. It is enough for them to hear it clearly from you and may knock their confidence if you correct them in this way.</li> </ul>	