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