



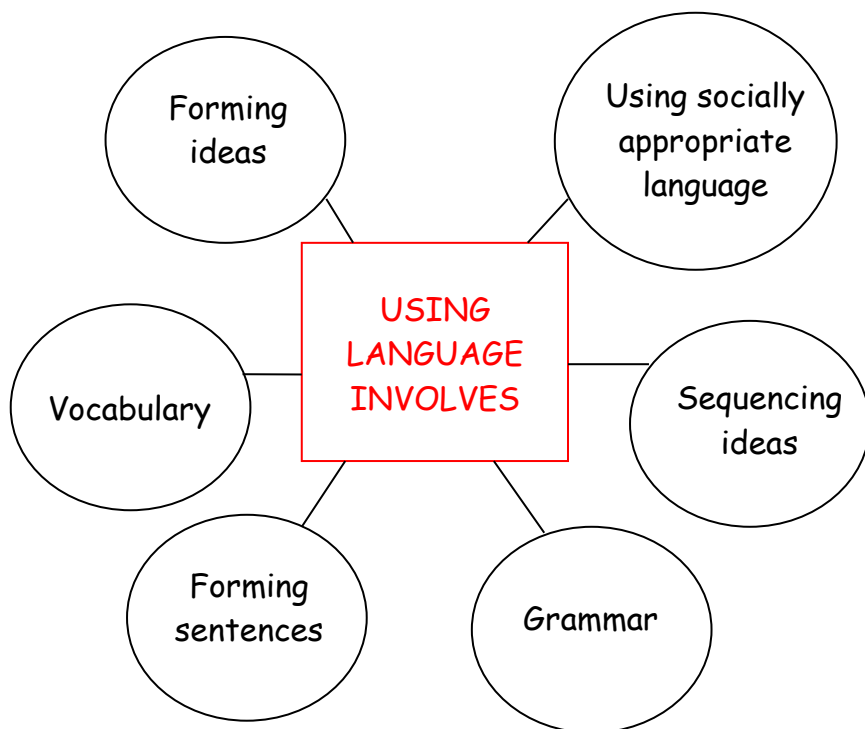
Health and
Social Care



USING LANGUAGE



PRACTICAL
STRATEGIES TO
HELP CHILDREN IN
THE CLASSROOM



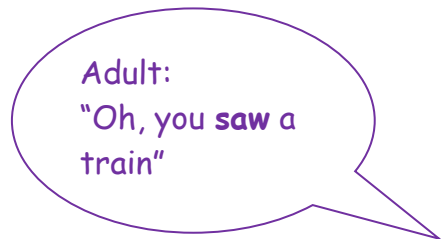
In the classroom children with difficulties using language may:

- have limited vocabulary and difficulty learning new words.
- use a lot of 'fillers' e.g. "thingy", "you know".
- use immature grammar e.g. "her runned" instead of 'she ran'.
- use very short sentences or put words in the wrong order.
- find it difficult to organise their ideas to tell a story or their news.

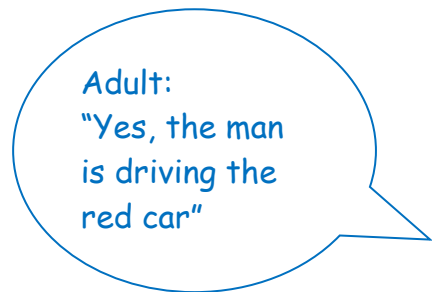
Strategies to help children in the classroom

You can help children with difficulties using language by:

- Waiting: Give the child plenty of time to say what they mean.
- Modelling: When the child makes a mistake, don't correct them. Say, in a positive way, what they should have said emphasising the correct word.



- Expanding: If the child uses a short phrase, add words when you model it back.



- Prompting: Use logical questions to help the child organise their ideas e.g. "What happened first...then what happened...and what happened last?"

Activities to develop use of language

- Barrier games: Two children/small groups of children have matching equipment divided by a barrier. They take turns to give each other instructions so that when the barrier is removed they have identical results.
- Circle time activities: These provide opportunities for the child to take turns with their peers. Give the child a later turn to allow them to think about what they want to say and hear lots of language models.
- What am I/Guess who? games: Take it in turns to ask questions to guess an object/picture/person.
- Pretend play/role play games: Provide opportunities and materials that encourage this type of play, e.g. dressing up, tea parties etc. Use play as a chance to wait, model, expand and prompt.

Asking too many questions can put pressure on a child and may make them more reluctant to speak. Try commenting on what is happening, rather than asking questions.