# COMMUNICATION FRIENDLY CLASSROOMS

SUPPORTING EXPRESSION

When children find it difficult to express their views and needs with language, they may…

- ❖ Use gesture, single words or very short and simplistic sentences.
- ❖ Produce words in the wrong order and struggle to retell an event/story effectively.
- ❖ Have difficulty recalling words and choosing the most accurate word when naming an object.
- ❖ Use a limited range of vocabulary, with fewer adjectives and more non-specific language (e.g. "the thing", "it" or "that").
- ❖ Apply incorrect tenses, plurals and pronouns.
- ❖ Appear quiet and struggle to form friendships.
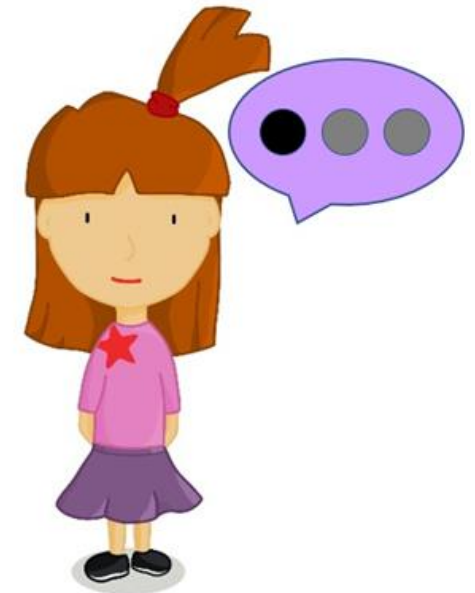
Model Expressive Skills

- Gradually expand on what the child says by adding words and short phrases.
- Repeat back their language with the grammatical errors corrected.
- Give advanced warning of questions in a group discussion and extra time to formulate a response.
- Provide opportunities for the child to listen to peers answering a question first.
- Offer choices – "Is it…or is it…?"

Promote Vocabulary Acquisition

- Use descriptive commenting during play.
- Teach new words using context – say it, give a definition and relate the word to objects, pictures and everyday examples.
- Apply spider diagrams and mind maps for word categories, topic lists & writing plans.
- Keep new words displayed on the board, word walls and reference lists.
- Provide word finding cues – "What does it look like?", "Where do you find it?", etc.

Develop language using games

- Naming: Objects or pictures which are picked out from or posted into a box.
- Describing: People, places and actions in stories; giving peers directions to follow.
- Associating: matching and sorting pictures or words into groups and categories.
- Sequencing: Re-telling stories with pictures or words; visual schedules for daily routines.
- "What am I?": "I have four legs and say moo"; I Spy with descriptive clues; 20 Questions.