

Strand of communication and language	General strategies	Specific activity (examples)
Listening and attention	<ul style="list-style-type: none"> • Use the child's name to gain their attention. • Use sound signals, such as a bell. • Use visual signals and clues. • Use high-interest activities, praise good attention. • Reduce visual and sound distractions. • Be face to face with the child. • Work one-to-one or in small groups. • Model and teach how to be a good listener – looking, thinking about what you hear. 	<ul style="list-style-type: none"> • What's in my box? • Jack-in-the-box • Simon says • Ready, steady, go • listening walk • sound chain • voices on tape • copy me • turn-taking games (e.g. with instruments) • peek-a-boo
Understanding	<ul style="list-style-type: none"> • Get the child's attention before you speak • Be on the child's level and face to face. • Support what you say with visual clues – objects, pictures, gestures or signs. • Use language on the right level for the child. • Give the child time to process what is said. • Repeat what you say. • Emphasise key words by your intonation and stress. 	<ul style="list-style-type: none"> • role play and talk • interesting things to talk about • props and materials to re-enact stories • puppets retelling
Talking	<ul style="list-style-type: none"> • Follow the child's lead by talking about what they are doing, looking at or interested in. • Be a good listener. • Give the child time to think, and to respond. • Provide language models just one step beyond the child's current level. • Repeat and expand what the child says. • Recast correctly if a child makes mistakes. • Use rich language so children hear lots of interesting words. 	<ul style="list-style-type: none"> • games with vocabulary • sound lotto • books with repetition • story board • news/story frames
Social Communication	<ul style="list-style-type: none"> • Support children in developing positive relationships. • Use and respond to eye contact and gestures. • Be responsive and model turn-taking in interactions and conversations. • Create areas in which children can sit and chat with friends. • Provide resources that promote cooperation between two children such as a big ball to roll or throw to each other. • Provide time, space and materials for children to collaborate with one another in different ways. • Support children to talk about their ideas and feelings. 	<ul style="list-style-type: none"> • greetings/name games • turn-taking, copying • big ball – cooperation • parachute, etc. • conversation stations, talking tables