

LANGUAGE DEVELOPMENT SUPPORTED BY WELLCOMM

KEY CONCEPTS TAUGHT IN HEDGEHOGS

KEY CONCEPTS FOR RISERS

KEY CONCEPTS FOR SCHOOL LEAVERS

•	• RECEPTIVE LANGUAGE (UNDERSTANDS)	• EXPRESSIVE LANGUAGE (USES)
1 6-12	<ul style="list-style-type: none"> • Respond to my name • Relate two things together (stacking pots) • <i>Model single words that they show interest in</i> • <i>Encourage eye contact</i> • <i>Use non verbal cues (suggest walk by holding shoes)</i> • <i>Objects exist even when you can't see them</i> • <i>Develop relationship - social play partner</i> • <i>Take turns</i> 	<ul style="list-style-type: none"> • Use gesture to get a response (arms for pick me up) • Copy actions and gestures • Reach and point • Babble
2 12-17	<ul style="list-style-type: none"> • Understand single words • Understand what real things are for - symbolic play • Understand toys represent real things • Understand everyday routines • <i>Develop understanding of single words - - remember children need to understand words before they can use it themselves.</i> • <i>Encourage turn taking</i> • <i>Develop eye contact</i> • <i>Match two objects together - 2 spoons, 2 balls etc</i> • <i>Match objects to pictures</i> 	<ul style="list-style-type: none"> • Initiating a response • Pointing • First words • <i>Ask for things by gesture (adult model word)</i> • Use my own name • Using early words "go" "more" "gone"
3 18-23	<ul style="list-style-type: none"> • Making sense of the world through play • Use songs and rhymes to learn single words/body parts • Learning doing words - verbs • Understand sentences with two key words - put the <u>doll</u> on the <u>table</u> • Understand words with no cues and out of routine 	<ul style="list-style-type: none"> • Putting two early words together - more biscuit, more bubbles • One word to describe action - verbs - jump, drink • Name everyday objects • Use/copy actions in songs • Talk about what I have seen or done

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	<ul style="list-style-type: none"> • <i>Introduce 5 new words at a time - use a multi-sensory approach including real objects, toys and pictures; play games such as fetching, hiding, posting, category sorting and matching/lotto (make specially with the vocab you are using)</i> • <i>Keep instructions short, emphasising one key word at a time</i> • <i>Use gesture to support</i> • <i>Use pictures</i> • <i>Show and demonstrate (model)</i> • <i>Verbally label objects and actions</i> • <i>Use child's name to gain attention</i> • <i>Say "Is this a car or a bus" rather than "What's this?"</i> 	
<p>4 24-29</p>	<ul style="list-style-type: none"> • Remember two things at a time • Understand simple describing words (adjectives) in sentences - <i>dirty, happy, wet, broken, big</i> • Understand the <i>no</i> + object is an early negative • Learning talk through play • Understand more complex instructions - 3 word level - wash teddy's feet; put the <u>key</u> in <u>monkey's bag</u> • Understand 3 key words including describing words - <i>colours, big, little</i> • Understand 3 key words including verbs • <i>Take turns in a small group - learn my and your</i> • Match colours • <i>Join play sequences together</i> 	<ul style="list-style-type: none"> • Understand and use verbs in simple sentences - 2 key words "teddy sleep" • Use <i>in</i> and <i>on</i> at the simplest level • Add <i>ing</i> to verb • Understand and use pronouns <i>I, you</i> and <i>we</i> • Learning to use <i>big</i> and <i>little</i>

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	<ul style="list-style-type: none"> • Putting words together and understanding more than one word at a time - Noun + noun play games such as shopping, posting, washing, hiding, puzzles, fishing, farms, feeding, slide • Noun + verb - group activity - "Thomas clap", "Sarah jump" Also playing "make fairy dance" etc • Verb + action (see chart for examples) - group activities, pretend play and pictures. • Keep instructions short, emphasising two key words at a time. Support with gesture and visuals such as pictures. • Demonstrate what you want the child to do wherever possible. • Verbal labelling using two word phrases - remember children need to understand at a two word level before they can use it themselves. • Get down to child level and use eye contact. • Give choices rather than a straight question - what is it? • Model and extend their language. • Use every opportunity to meaningfully teach language - mealtimes etc. • Remember language teaching and learning needs to be FUN! 	
5 30-36	<ul style="list-style-type: none"> • Understand in, on and under at the simplest level. • Remember and then say the name of two things (developing auditory memory). • Learning to play with a friend. • Learning the name of colours. • Learning the meaning of where? 	<ul style="list-style-type: none"> • Encouraging the use of three-word sentences. • Using under in a simple game. • Beginning to use what and where? • Understanding what things are for - categorising - what do we eat/wear/play with. • Using simple plurals - cats

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- Understanding and responding appropriately to questions that require a **yes** or **no** answer.
- Understanding **who?**
- Sorting things that go together and being able to name a category.
- *Developing listening skills through games - missing words in nursery rhymes; joining in with refrains in traditional/well known stories; musical instrument matching; musical bumps/statues/chairs.*
- *To help children understand use them (the child) first - Paul kick the ball, then representational objects and toys then finally move onto pictures.*
- *Build up to the three word level by exploring Noun +noun + noun - "can you point to the carrot, the cup and the pen?" - use shopping, posting, washing, hiding, puzzles, fishing, farms, feeding, slide and classroom routines.*
- *Move onto person + action + object (subject+verb+object)*
- *Then subject + preposition + place - start with **in**, **on** and **under**- one preposition at a time. See chart.*
- *Matching activities.*
- *Keep instructions short, emphasising 3 key words*
- *Use gesture to accompany verbal instruction*
- *Use pictures to aid understanding*
- *Show and demonstrate where possible*
- *Verbal labelling using 3 word phrases*
- *Gain attention by using the child's name*
- *Get down to the child's level and use eye contact*
- *Offer choices*

- Using colour names in a two-word phrase - yellow brick
- Introduce adjectives - **hot, cold, dull, bright, big, small, hairy, scary, wet, dry, noisy, quiet, first, last, hot, cold** - Use action, adjective object - *kick the big ball; adjective, adjective noun - find the big red car*
- *Opposites often help children understand new concepts or try not hot first*

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<ul style="list-style-type: none"> • <i>FUN!!</i> 		
<p>6 36-41</p>	<ul style="list-style-type: none"> • Understanding the pronouns, <i>he</i> and <i>she</i>. • Understanding <i>behind</i> and <i>in front</i> • Understanding the negative form - <i>isn't, can't, don't</i> • Understanding functions of the body -senses and what we do with parts of our bodies - hands, clap, wave etc • Playing socially and learning to share • <i>Attending to an adult led activity for longer - encouraging attention and listening</i> • Remembering three then four items 	<ul style="list-style-type: none"> • Developing expressive language - using <i>plurals, past tense, and, because,</i> • Understanding and using verbs in the <i>past tense</i> • Generating ideas about the functions of objects - semantic links - what flies? • Understanding and answering <i>why?</i> Questions - verbal reasoning • Remember and then say the name of three things • Understanding and using <i>where, who</i> and <i>what</i> questions - <i>use nursery and action rhymes such as Old MacDonald, Humpty Dumpty</i>
<p>7 42-47</p>	<ul style="list-style-type: none"> • Role play - act out experiences • Understanding <i>many</i> and <i>few; more, lots, most</i> • Understanding <i>long</i> and <i>short, not long</i> • Learning the meaning of <i>why?</i>- <i>cause and effect</i> • Understanding <i>first</i> and <i>last</i> - link it to time - <i>what happened first in the story?</i> • Understanding pronouns: <i>they</i> and <i>their</i> • Understanding <i>same</i> and <i>different</i> • Listening to stories to understand <i>what, where,</i> and <i>why</i> questions. 	<ul style="list-style-type: none"> • Understanding and using four-word sentences • Using comparatives <i>bigger, smaller, longer, shorter</i> • Using opposites <i>up/down, wet/dry, hot/cold, loud/quiet, hard/soft, rough/smooth, big/little, old/young</i> etc.- also discuss other words such as <i>warm, tepid, lukewarm</i> • Understanding and using pronouns - <i>his and her</i> - <i>man, lady, girl, boy, male, female</i> • <i>Talk about things that have happened - news time - practicing past tense.</i> • Playing socially in groups • Taking turns in a small group

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<p>8 48-59</p>	<ul style="list-style-type: none"> • Learning the meaning of <i>when?</i> • Understanding the things that go together are not always the same - apples and carrots are both foods but one is a fruit and the other is a vegetable • Learning the meaning of <i>after.</i> • Understanding post-modified sentences. • Understanding sentences containing <i>either</i> or <i>or</i> 	<ul style="list-style-type: none"> • Using an increasing of prepositions: <i>behind, in front, next to, between</i> • Understanding emotions from facial expressions - describing facial expressions - <i>happy, sad, scared, excited, worried, surprised, angry, cross.</i> • Understanding question words using stories - <i>where, what, why, who, how?</i> • Remember and then say five things - develop auditory memory. • Using superlatives - <i>biggest, smallest, tallest, shortest, Also use small, medium and large.</i> • <i>Developing vocabulary skills using word webs (mind mapping).</i> • <i>Retelling stories - act out, use puppets, story boards, sequencing cards,</i> • <i>Understanding and using concepts - colour, shape, size, texture or time (first, last, before). Decide which concepts are most relevant to the topics you are teaching.</i>
<p>9 60-72</p>	<ul style="list-style-type: none"> • Understanding which day comes next. • Understanding passive sentences. • Identifying a range of emotion and feelings in ourselves and others. • Beginning to understand idioms • Predicting what might happen next. • <i>Use visual prompts such as visual cues, spoken words and gesture to support language understanding.</i> 	<ul style="list-style-type: none"> • Understanding periods of time - <i>days of the week, yesterday, tomorrow, next week, weekend - talk about what happens on each day/look at the weather for each day</i> • Remembering more and more information • Using category names and explaining the differences between things in the same category/finding the odd one out. <i>Same different</i>

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	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Making inferences using idioms • Talking about things that are going to happen - future tense • <i>Practice ordering and sequencing to help children organise their thoughts and describe what will happen next.</i>
Phonics	<ul style="list-style-type: none"> • <i>Use letters and sounds to encourage listening and attention skills. Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally in the Spring and Summer Term oral blending and segmenting. These activities can run alongside Wellcomm.</i> 	