|  |  |  |
| --- | --- | --- |
| Stage | Next steps | Possible strategies |
| **Silent period**(can be up to 2 years) | To expand non-verbal communicationTo tune in to the rhythm and sounds of EnglishTo copy actions during stories and songsTo hear and use home language in nursery | Use body language that invites communication e.g. *inclined head, smiling, waiting and listening*Comment on what is happening and continue to make eye contact regardless of wither the child responseOffer objects/props to encourage engagementUsing props to help child take part in choicesFamiliar routine followed each sessionDaily opportunities to hear familiar stories and songs supported by propsExplicitly praise use of home language with same language peers e.g. *I like hearing you speak Mandarin. It is clever to speak two languages.*Using the child’s name before giving instructionsSeek out child for 1:1 interaction with an adultPraise non-verbal responses and model talk for the childCreate an “object of reference” bagUsing child’s name before giving an instruction |
| **Moving out of the silent period** | To encourage and expand on one word responsesTo join in with some words in familiar stories and songsTo hear and use home language in nursery | Daily opportunities to hear familiar stories and songs supported by propsPraise use of home language with same language peersAsk questions requiring yes/no response. Adult expands on the child’s response.Remodel child’s responses e.g. “Mummy come.” Yes your Mummy will come soon.Expand on short responses e.g. “dog big” Yes that is a very big dog.Provide opportunities to respond as part of a small group.Give the child time to respond to a questions and comments.Use forced alternatives to help expand expressive languageLet child observe others first before asking for a response |
| **Early Language Production** | To extend verbal responses to 3/4 wordsTo use a range of familiar language chunksTo join in with story and song phrasesTo supply missing words in familiar phrasesTo keep a conversation going using words and gestures as neededTo hear and use home language in nursery | Use forced alternatives to help expand expressive languageBe a role model for the language you want to hearOffering comments rather than frequent questionsRemodel the child’s responses e.g. *So you went to the park* *yesterday.*Daily opportunities to hear familiar stories and songs supported by propsLots of opportunities to hear language structures e.g. songs/chantsUse long pauses to allow for thinking time. Adapt as needed for each child.Be a play partner- provide a running commentary to model vocabulary and to display your thought process while you play. |
| **Gaining confidence in using English** | To use longer and more complex sentencesTo initiate talk in English.To maintain a simple conversation by taking a turn.To offer responses and ideas during small group discussionTo answer *wh* questions (what/where/when/why)To include words in own talk from the previous speakerTo hear and use home language in nursery | Daily opportunities to hear familiar stories and songs supported by propsAdult models responses to Who? What? Where? Why? How? questions before asking childAfter talking with an adult encourage the child to tell another child or children.Scaffold and model language with individual children that is slightly above their current level. |

Some children’s development will be quite fluid and may move quickly through the initial stages.