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| Stage | Next steps | Possible strategies |
| **Silent period**  (can be up to 2 years) | To expand non-verbal communication  To tune in to the rhythm and sounds of English  To copy actions during stories and songs  To 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 response  Offer objects/props to encourage engagement  Using props to help child take part in choices  Familiar routine followed each session  Daily opportunities to hear familiar stories and songs supported by props  Explicitly 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 instructions  Seek out child for 1:1 interaction with an adult  Praise non-verbal responses and model talk for the child  Create an “object of reference” bag  Using child’s name before giving an instruction |
| **Moving out of the silent period** | To encourage and expand on one word responses  To join in with some words in familiar stories and songs  To hear and use home language in nursery | Daily opportunities to hear familiar stories and songs supported by props  Praise use of home language with same language peers  Ask 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 language  Let child observe others first before asking for a response |
| **Early Language Production** | To extend verbal responses to 3/4 words  To use a range of familiar language chunks  To join in with story and song phrases  To supply missing words in familiar phrases  To keep a conversation going using words and gestures as needed  To hear and use home language in nursery | Use forced alternatives to help expand expressive language  Be a role model for the language you want to hear  Offering comments rather than frequent questions  Remodel the child’s responses e.g. *So you went to the park* *yesterday.*  Daily opportunities to hear familiar stories and songs supported by props  Lots of opportunities to hear language structures e.g. songs/chants  Use 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 sentences  To initiate talk in English.  To maintain a simple conversation by taking a turn.  To offer responses and ideas during small group discussion  To answer *wh* questions (what/where/when/why)  To include words in own talk from the previous speaker  To hear and use home language in nursery | Daily opportunities to hear familiar stories and songs supported by props  Adult models responses to Who? What? Where? Why? How? questions before asking child  After 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.