

Developing Understanding of Language

# Developing Understanding of Language

**Barnet EYSEND**

This resource has been developed by members of the  
Barnet EYSEND Advisory Team

## Developing Understanding of Language: Definition



### **Definition:**

**Understanding of language is the ability to understand words and language. It involves getting information and meaning from routine, visual information in the environment, sounds, words, concepts and written information.**

# Developing Understanding of Language: Targets

## Some sample Developing Understanding targets for children in Early Years

**Target:** To follow adult request to come to the toilet 3 out of 5 times, with object and picture support

**Target:** To join circle time twice a week, sitting on her own cushion, for 5 minutes

**Target:** To join in 1 action in a familiar nursery rhyme or story, 3 times a week

**Target:** To follow a one-part instruction including a verb (action) in the home corner once a day e.g. wash the cup

**Target:** To identify nursery staff by going to them on a verbal request, twice a day

**Target:** To select named object from choice of 2 offered, 3 out of 5 times, in small group activity

# Developing Understanding of Language: Strategies



Adults to reduce language and highlight key words

Visual supports e.g. gestures, facial expressions, symbols, props, toys

Visual timetables, countdown and timers to aid consistency

Adults narrating what the child is doing

Consistent nursery routines

Revisiting language/repetition of stories, rhymes, actions etc



Introduce and model language through group listening activities

Modelling actions that link to the words (squeeze, pat, roll, run, jump etc)

Breakdown language, such as instructions, into smaller parts

# Developing Understanding of Language Activities

## Resources

- Lanyards
- Now/next
- Visual timetables
- Choice board
- Sand timers

## Games

- What's in the box/bag?
- Maths language - big, little, shapes,
- Colours
- Outdoor games
- Stop go games



## Circle times - small group

- Familiar stories
- Nursery rhymes and songs
- Actions and repetitive refrains
- Pictures (e.g. word cards, story books)

## Outdoor concrete play

Involving body actions e.g. jump, round, hop, spin

## Language rich adult led play

- Concrete modelling of actions and words
- Playdough adult modelling: squash, poke etc.
- Water pouring
- Reduced, repeated language
- Dressing Teddy (hat, gloves, jumper)
- Story time, looking through books together



## Role play/Small World play

- Home corner: feed the dog, stroke the dog, familiar daily life events
- farm/ vets/ shop/ hairdressers etc
- Farm
- Preposition work (in/ under/ on top)
- Concepts of big & little, positions

## Nursery Routines:

- To aid familiarity and develop connections between language and concept
- “Hello” greeting every day and waving
  - Hang your coat up
  - Line up for outside
  - Hold hands
  - Wash hands for snack
  - Visuals to support routines
  - Signal for tidy-up time e.g. bell