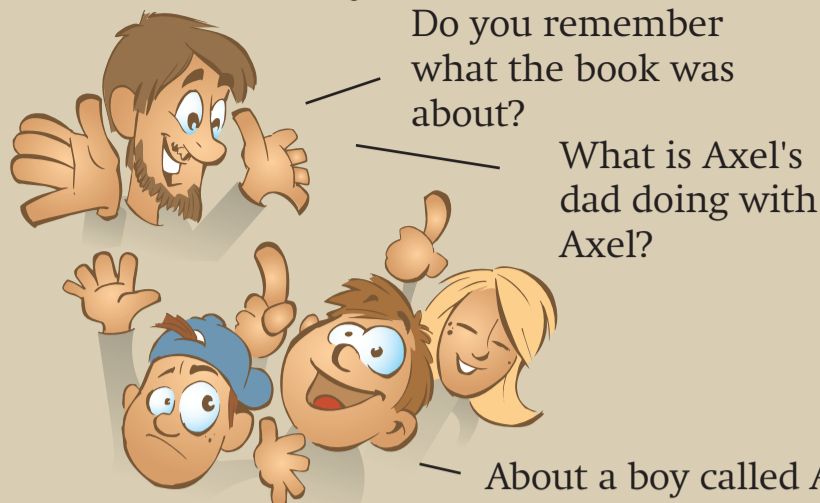


# Supportive language strategies

## USE OPEN QUESTIONS



Do you remember what the book was about?

What is Axel's dad doing with Axel?

About a boy called Axel

## FOLLOW THE CHILD'S INTERESTS



I went to see grandpa yesterday

That sounds nice – what did you do?

## INTERPRET AND EXPAND ON WHAT THE CHILD IS SAYING



Cat!

Yes, it's a cat. Did you see the cat run up the tree?

## HELP THE CHILD VERBALISE



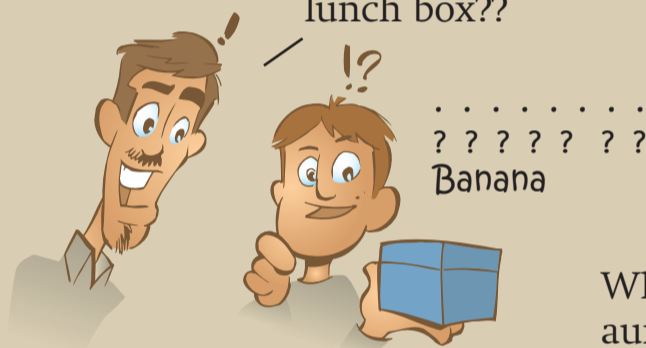
I need a what's it called .....

Do you need a screwdriver?

What do you need it for?

The wheel has come off .....

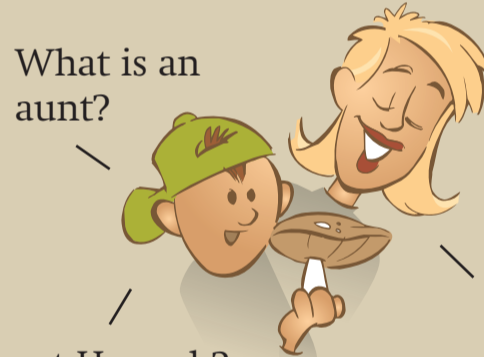
## WAIT FOR THE CHILD'S ANSWER



What's in your lunch box??

.....  
Banana

## RELATE TO SOMETHING FAMILIAR TO THE CHILD

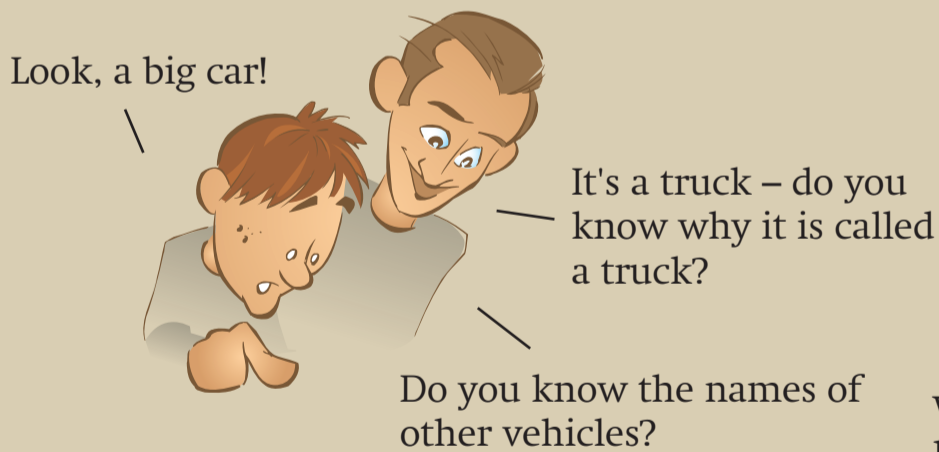


What is an aunt?

Mum's sister – do you have an aunt?

Aunt Hannah?  
– so is Aunt Hannah my mum's sister?

## EXPLAIN UNFAMILIAR WORDS TO THE CHILD

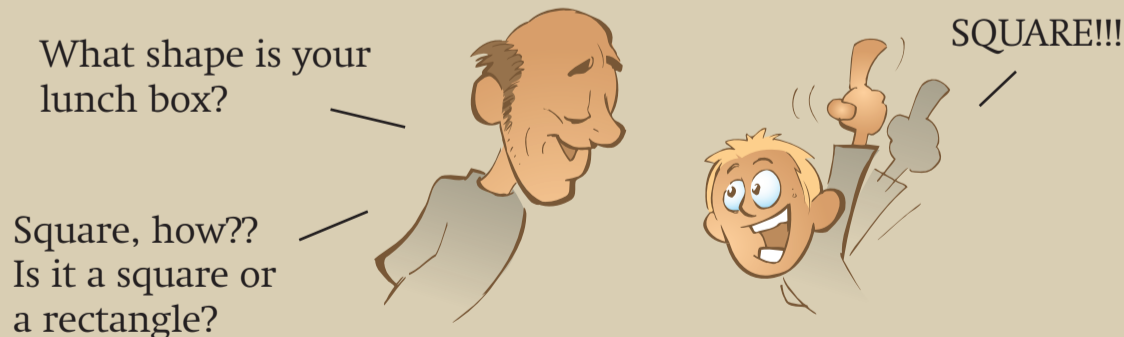


Look, a big car!

It's a truck – do you know why it is called a truck?

Do you know the names of other vehicles?

## USE THE CHILD'S EXISTING LANGUAGE COMPETENCIES



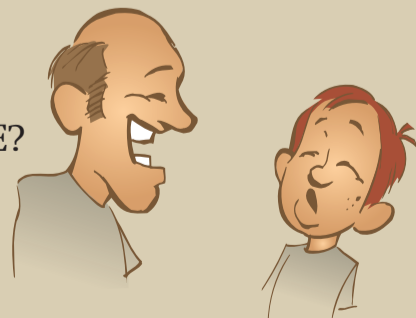
What shape is your lunch box?

SQUARE!!!

Square, how??  
Is it a square or a rectangle?

## PLAY WITH LANGUAGE, WHENEVER POSSIBLE

ONE, TWO  
WHERE'S MY SHOE?  
THREE, FOUR  
OVER THE DOOR  
FIVE, SIX  
STOP PLAYING  
TRICKS



## DO NOT CORRECT THE CHILD'S ERRORS DIRECTLY



Santa Caue comes down the chimney.

Yes, Santa Claus comes down the chimney.