



## COMMUNICATION B1

- Sharing quiet moments together is important. Babies enjoy the intimacy of being close and looking at each other, and are also learning about people and themselves as they do this.
- It is instinctive to comment when your baby moves or makes sounds, and exactly the right thing to do, eg when baby burps, you can say 'do you feel better now'?
- Touch is a very important part of early communication – stroking, tickling and cuddles all support the baby being aware of you and their enjoyment of being with you and listening to you.
- Use speech, touch and facial expression to communicate with your baby, eg repeat familiar words and phrases, eg 'there's your milk', 'here's mummy'. Vary the melody of your voice; use lively facial expressions (eyes wide, smiles etc).
- Talk about what you and your baby are doing during everyday activities, eg 'you're going to have a bath now, let's take off your vest'; 'ugh look at that nappy' and so on.



## COMMUNICATION B2

- Spend time in face-to-face contact and use these opportunities to talk about what your child is doing, or how he/she is feeling, eg 'Was that a yawn? You're tired.'
- Copy sounds, mouth movements and facial expressions that your child makes, eg pouting expressions – sometimes your child will start to copy you too.
- Continue to use speech, touch and facial expression to communicate with your child; this is often the time when routines such as nappy changing and feeding start to have game elements – repeated touching, tickling and comments, eg 'You rascal – are you laughing at me?'
- Remember to leave spaces in your 'conversation' with your child so that he/she can have a turn.



## COMMUNICATION B3

- Spend time communicating with your child during face-to-face contact.
- Comment on things that your child looks at, eg 'there's daddy'.
- Make links between what you say and the topic of conversation by pointing.
- Use child-directed speech or signs to keep your child's interest, eg short, simple, repetitive words or phrases; varied intonation, animated facial expression (eg smiling) plus head movements (eg nodding); larger, slower and repeated gesture/sign movements.
- Copy any sounds and gestures your child makes while he/she is watching you.
- Play visual tracking games, for example, playing 'Wheeeeeee' games with aeroplanes or spoons as they go into the mouth, or playing with moving toys in front of your child enables him/her to follow the movement.
- Continue to play tickle and anticipation games/rhymes, eg where your baby waits in anticipation for 'boo!'/to be tickled or for a toy/smiling face to appear; include 'here I come' games.



## COMMUNICATION B4

- Watch and respond to your child's attempts to communicate with you, using voice, facial expressions and gestures.
- Put into words what you think your child is trying to tell you.
- Copy the sounds, movements and gestures your child makes.
- Play child rhymes and games with accompanying actions and gestures, these now come into their own and at this stage children are very responsive to them, eg peek-a-boo, pat-a-cake, this little piggy, round and round the garden.
- Play give-and-take games where toys or objects are exchanged.



## COMMUNICATION B5

- Children are much more mobile and active now. Talking about what they are doing in their play naturally provides them with opportunities to hear/see a range of vocabulary, uses of language.
- Now your child is interested in the names of things and it is natural to tell him/her the names of objects, people, pictures in books, etc, for example 'Oh look there's a car, daddy's got a car hasn't he?'
- Talk about what other people are doing.
- Use speech, signs and gestures in social routines, eg greetings.
- Continue to use child-directed speech or sign language according to your approach.
- Continue to 'recast' what your child communicates, comment on and extend your child's gestures/signs/vocalisations and/or words, eg if your child pushes something away, say 'You don't like that do you?'
- Copy 'child words' and/or signs so that they see/hear the adult version, eg child says 'mo', parent says 'more, you want more?'
- Extend the range of activity and anticipation games you play. Expect recognition of the game you are playing when you start to say the words or begin the action, eg pulls hand away before being tickled in round and round the garden.



## COMMUNICATION B6

- Use language and gestures to comment upon and direct your child's behaviour, eg 'come here' extending arms.
- Continue to talk about what your child is doing, but also remind him/her of what they have done or might do soon, eg 'nana's coming in a minute'.
- Tell your child the names of objects, people, pictures in books, etc.
- Talk about what other people are doing.
- 'Expand' your child's words/signs within short phrases.
- Continue to respond to your child's gestures as if they definitely mean something.
- Join in games which your child asks for.
- Make sure your child sees other people communicating, including other children.



## COMMUNICATION B7

- Use language and gestures to comment upon and direct your child's behaviour.
- Talk about your child's actions, what he/she is doing, has done and will do.
- Name objects, people, pictures in books, etc and relate these to your child's own toys and experiences, eg 'it's a..... it's like yours isn't it'?
- Share photograph albums and remind him/her of the people, events and objects in it.
- Talk about what people are doing and about people who are not there, eg 'Pippa's at school'.
- Repeat (recast) your child's words/signs within longer phrases, adding new information.
- Continue to respond to your child's gestures as well as vocal communication.
- Join in games which your child initiates.
- Make sure your child has opportunities to see other people communicating.



## COMMUNICATION B8

- Use language and gestures to describe your child's actions or behaviour and to tell her/him what to do and not to do, eg 'You took off your socks, good girl/boy!' or SAUCEPAN HOT DON'T TOUCH.
- Play games by making toys carry out everyday actions, eg feed teddy, put dolly to bed, make action man swim in the bath!
- Name household objects, pictures in books, food in supermarkets, vehicles in the street, places you visit, eg park, etc.
- Read short stories about familiar, everyday events, using books with lots of photos and pictures to help her/him follow the language you are using.
- Talk about what you are going to do or have just done, take lots of photographs to help this.
- Repeat your child's words/signs within short phrases, adding new information.
- Continue to respond to your child's gestures.
- Join in games your child wants to play.
- Make sure your child has opportunities to see other people communicating.



## COMMUNICATION B9

- Repeat your child's words/signs/sentences within short phrases, adding new information so she/he has a chance to see how a longer sentence can be made (this can improve the clarity of your child's speech or signing) eg 'nana upstairs' could be added to by saying 'Yes, nana's gone upstairs to get the cream for your sore knee.'
- Do things around the house together, talking as you go along, eg when preparing a meal, ask your child to help by fetching things for you, (for example the post). Teach her/him the names of the food items and cooking utensils, let her/him help you to wash vegetables, butter the bread, taste things and then describe what they are like!
- Talk during play about what the toys are doing.
- Extend her/his play by introducing new ideas or asking for her/his ideas on what will happen next.
- Make sure your child has opportunities to see other people communicating.
- Continue to spend time talking about books and reading short stories, using pictures to help your child's understanding, eg ask her/him to point to parts of the pictures, ask her/him to tell you what is happening.



## COMMUNICATION B10

- Talk about what you are going to do, where you are going or what you have just done.
- Give your child opportunities to express her/his choices by asking what game they want to play.
- At the end of the day, talk through the day's events with your child, eg 'what was the best thing they did'?
- Use books to tell longer stories which include fantasy elements, eg fairy tales such as Jack and the Beanstalk, but still make use of pictures to help understanding before and after you read each page.
- Children enjoy reading the same books again and again – see if your child can use the pictures to tell you parts of a familiar story.
- Talk through TV programmes/videos/DVDs you have watched together, children do not always understand what they have seen.
- Carry on 'recasting' what he/she says. This makes it clear you are listening and value what they say but also allows them to hear and/or see a more grown-up version of 'how to say it'.
- Help your child to negotiate with other children using language, eg if she/he wants to join in a game or if another child has a toy they want to play with, talk about what she/he can say and model it for her/him.



## COMMUNICATION B11

- Respond to your child's communications and questions, requests using language that gives descriptions and explanations.
- At the start of the day, talk about what your child is going to do, the places he or she will visit, people they will see. Remind them at the end of the day what they have done.
- Make sure your child has opportunities to play and communicate with other children.
- Encourage your child to describe pictures she or he has drawn or painted.
- Talk about what you will make using plasticine or clay.
- Continue to read stories together and talk about the characters and events, including how the characters might be feeling.
- Encourage your child to tell and retell you the stories he or she knows well.
- Collect photographs, leaflets, tickets and drawings of things your child has enjoyed or been involved in, display them in scrapbooks or photograph albums which you can look through together, talking about what you did.
- Most children at this stage really enjoy arts and crafts activities, eg make a robot together, using a cereal box, cardboard toilet rolls, silver foil and buttons and talk about what you are doing and what the robot will be like.



## ATTENDING, LISTENING, VOCALISATION B1

- Watch and think about your baby's behaviours.
- Spend time in close face-to-face interaction with your baby.
- Use your voice and touching to gain baby's attention. Make your voice fun to listen to.
- Use child-directed speech/sign in response to baby's behaviours, eg using repetition (speech, touching); varied intonation, facial expression and head movements, etc.
- Try singing while feeding or bathing your baby.
- Rock your baby rhythmically to songs, music and in good-night routines.
- As you walk round with your baby comment on the different sounds in the area.
- Talk to your baby in quiet situations, as he/she will find it more difficult to hear your words in a noisy environment.
- Copy the sounds your baby makes.
- Use simple songs and reassuring tones to soothe your baby.
- Talk to your baby during daily routines such as feeding, changing and bathing.



## ATTENDING, LISTENING, VOCALISATION B2

- Watch and think about your child's behaviours, copy the sounds he/she makes, talk about objects he/she is looking at.
- Take part in close face-to-face interaction with your child.
- Use your voice and touch to gain your child's attention, speak tunefully and make your voice fun to listen to.
- Learn to distinguish your child's different cries and respond differently to them.
- Play with sound-making toys (rattle, drum) and noisy things around the house.
- Talk about what you are doing.
- Try different 'touch' routines, child massage, stroking face, hand games and touch rhymes.
- Children enjoy patterns in your speech, so repetitions of rhymes or play routines are very useful.
- Stress parts of utterances using different stress and intonation for example '**WHAT** a good child'! Or '**All** gone'!
- Play tickle games and others that include anticipation: peek-a-boo.
- Watch and wait for your child's pauses and then use the opportunity to make a comment.
- When having a 'conversation' give your child plenty of time to 'reply'.



## ATTENDING, LISTENING, VOCALISATION B3

- Watch and think about your child's behaviours, focus on the same things as your child.
- Take part in close face-to-face interaction with child.
- Play with sound-making toys.
- Talk about what you are doing.
- Share books with your child, using key phrases and noises as you do so.
- Repeat your child's sounds and remember to wait in case they respond further; pauses are as important as sounds.
- Raise pitch of voice, this adds contrast to speech and grabs the child's interest. For example, higher pitch and emphasis on **UP** we go. **Up** the stairs.
- Continue to use child-directed speech.
- Say and sing nursery rhymes, play music to and with child.
- Continue to play anticipation games and action rhymes, where singing is combined with physical activity, eg bouncing 'ride a cock horse!', 'round and round the garden'.
- Talk about what child is attending to. It helps your child understand the language you are using.



## **ATTENDING, LISTENING, VOCALISATION B4**

- Watch and think about your child's behaviours.
- Close face-to-face interaction helps.
- Imitate your child's noises (laughs, vocalisations, rhythm).
- Play clapping, wave 'bye-bye' and pat-a-cake games.
- Practice 1, 2, 3, counting different objects in well-intonated speech/signs.
- Make animal sounds and other sounds of objects (cars, trains).
- Point to and name objects, varying stress and rhythm.
- Use bubbles to encourage repetitive 'pop pop pop' sound which you say as the bubble bursts.
- Share books with your child adding sounds to story or pictures, eg toot toot for train.
- Sharing books is an ideal way for you to share a focus of attention with your child and for him/her to direct your attention.
- Play with musical toys.
- Provide lots of opportunity for your child to watch and be with others.
- Allow your child opportunity to explore toys and objects (this is when everyday household objects and toy libraries come into their own).
- Peek-a-boo and action games support your child's attention, sometimes over long periods of time. They also help to develop anticipation and offer the child many opportunities to imitate and join in which they now do increasingly.



## **ATTENDING, LISTENING, VOCALISATION B5**

- Watch and interpret your child's behaviours.
- Praise word-like sounds.
- Look at your child when she/he is talking.
- Put on tapes of singing/rhymes and favourite 'stories' (parent's own voice is preferable) and sing along sometimes as well!
- 'Read' with your child, usually the same book is preferred, add extra details.
- You will naturally change the way you talk to your child, as she/he understands more. Use simple words and sentences.
- Ask your child to pass you objects, then give praise.
- Repeat new words and phrases as you are doing an activity.
- Use voice, visual, tactile and movement to help your child enjoy what he/she is doing and hearing, eg bouncing on a parent's knee to accompany a song.



## **ATTENDING, LISTENING, VOCALISATION B6**

- Watch and think about your child's behaviours and follow their lead and focus of attention.
- Look at your child while he/she is talking to you.
- Talk about daily activities, objects, toys, people.
- Talk about things that are going to happen and that have happened.
- Read to your child, talking about pictures.
- Rephrase and expand your child's utterances, eg if your child says 'bibi' you might say, 'biscuit, do you want a biscuit'?
- Adjust your speech as your child becomes more competent; increasing both length and complexity of your speech.
- Use pointing to identify objects that you are talking about.
- Talk about what your child is doing or what they are interested in, as he/she will find it hard to attend to unrelated comments.
- Play interactive, turn-taking games, eg putting blocks in and out of buckets, posting boxes, putting rings on a stick.
- Draw your child's attention to the noises toys and animals make.



## ATTENDING, LISTENING, VOCALISATION B7

- Observe the direction of your child's gaze and talk about what he/she is looking at.
- Look at your child while he/she is talking to you.
- Give simple directions one at a time.
- Teach your child 'dos' and 'don'ts' expect them to stop something on hearing a loud 'no' or seeing a headshake.
- Read to your child from books with few words on each page.
- Encourage family to discuss pictures in storybook, use pull the flap books and repetitive language.
- Re-read books over and over again, your child will love the repetition and may start to join in and imitate.
- Enjoy everyday activities together, chat about what you are doing.
- Respond to your child's vocalisations by commenting on them, eg 'dogon'– 'yes the dog's gone home, he might come back later'.
- When playing, working or sharing a book, add in sounds – the splash of water when you are filling the bath or sound of a plane in a story.
- Allow opportunities for him/her to concentrate for sustained periods when he/she chooses.



## **ATTENDING, LISTENING, VOCALISATION B8**

- Observe and interpret your child's behaviours.
- Talk about activities he/she is involved with.
- Look at your child while he/she is talking to you.
- Let your child choose books to read.
- Do not correct child language, it is much better simply for you to repeat correctly.
- When you go out, talk about what you are doing before, during and after, eg going to the shops, to visit a neighbour, to pick up a brother or sister from school.
- Describe what you are doing and what is going on around you.
- Draw your child's attention to what is making a particular noise.
- Your child will enjoy nursery rhymes, action songs and other songs. Try these at home or at the local playgroup or mother and toddler sessions.
- Use simple repetitive stories, these give lots of opportunities for your child to join in.
- When helping your child to get bathed, dressed, etc. chat about it. 'Pop your arms in here' or 'Where's that foot gone? There it is!'
- Put on favourite nursery rhyme and musical tapes, sing along with them. Show your child how much you love to hear music, sounds and so on...and how much they interest you.



## **ATTENDING, LISTENING, VOCALISATION B9**

- Observe and interpret your child's behaviours.
- Talk about activities your child is involved with.
- Look at your child while he/she is talking to you.
- Let your child choose books to read.
- Do not correct child language but repeat it, and 'recast' it correctly.
- Talk about situations you are in, have been in, or are going to be in, with your child.
- Finger and sock puppets can be used to encourage interaction.
- Allow your child to join in everyday activities and talk about them as you do them. 'Help mummy to...'. 'Let's...'. '.
- Talk about pictures in books and about the stories you are reading.
- Children will enjoy looking and chatting about family photographs.
- Use simple games and encourage your child to join in, eg pop up, toys: 'It's waiting – it's waiting – up it jumps – there it is!'
- Use your child's comments and talk about them, eg 'nowant bath' – 'Oh don't you want a bath – I think those hands want a bath and those dirty toes! We could put bubbles in the bath; do you want to choose some bubbles to go in?'



## **ATTENDING, LISTENING, VOCALISATION B10**

- Talk about activities your child is involved with.
- Let your child choose books to read, ask them to find a favourite toy or book.
- Do not correct child language but repeat correctly yourself.
- Encourage your child to deliver messages.
- Use simple things round the house to encourage make believe play – cardboard boxes, plastic containers, and bits of material.
- Encourage friendships at play group/nursery, so they want to listen to other children.
- Play hide and seek with objects by hiding them under, on top, behind, in places, and help your child to find them. 'Where is it?'
- Give warning time for him/her to change focus of attention/activity to one you have chosen.
- Keep background noise to a minimum.
- Wait until your child's attention is focused on you before you speak, eg cue child by saying name.
- Give directions immediately before something is about to happen, eg when washing his/her hair say 'the water's coming now...ready, here it comes...ooh that's all wet now'.



## **ATTENDING, LISTENING, VOCALISATION B11**

- Observe and talk about what your child is doing.
- Talk about activities your child is involved with.
- Talk about all of the everyday things round the house.
- Encourage your child to join in making requests at shops, eg asking for ice-cream.
- Read books with a repeated line that your child can join in with, eg he huffed and he puffed...
- Recast/expand your child's language so that they hear a full and correct pattern. This helps your child to build their skills in a natural way.
- Encourage your child to deliver messages.
- Begin to expect your child to be responsible for their own attending, ie give them less help with making sense of things/attending – this will move them towards 'choosing' to attend to things and activities around them and to the requests of others and to opt in.
- Give your child plenty of warning when they are expected to change activity – when they are so involved it can be hard for them to give an activity up.



## PLAY B1

- When you talk to your baby, make sure it is face to face.
- Use lots of facial expression, as your baby will be interested in the movement of your face, eyes and lips as you speak and play.
- Gently touch your baby, eg stroke their cheek or kiss their tummy. Talk as you do this and be aware of how your baby shows their enjoyment of this close physical contact.



### PLAY B2

- Play 'touch and tickle' games, eg tickle arms, legs and tummy. Bounce your child on your knee or rock them; hold them up in the air; move their arms and legs up and down and from side to side. These types of games help your child to become **aware** that the world is three-dimensional.
- When your child smiles, laughs, or moves their limbs in response to touch and play games, respond with words, facial expression or repetition of the game.
- Encourage your child's awareness of their own body by touching their face, counting their fingers or toes, tickling their tummy, giving them your fingers to grasp.
- Bring toys and interesting objects, including books, close enough for them to reach out for and look at. Talk about what they are reaching for and looking at. Give them time on their own to explore these. Your child will enjoy things she/he can grip, eg rattle and swipe at mobiles/dangling toys in the pram.



### PLAY B3

- Choose toys that build on your child's interest in a range of textures and fabrics and mirror play, eg activity centres and play mats.
- Continue to develop your child's awareness of turn-taking through frolic play. Make it highly repetitive, so that your child sees again and again how her/his actions have an effect on the adult's behaviour (in this way, your child is making some very early discoveries about cause and effect).
- Use rhyme and songs linked to rhythmic movements, such as rocking, bouncing and swinging. This creates a very strong link for the child between the rhythms of speech and the pace and rhythm of the physical movement.



## PLAY B4

- Provide your child with a variety of toys he/she can handle in several different ways. He/she will begin to compare and notice differences between toys. Talk about how the toys look, feel, smell, taste.
- Provide books with bright colours and different textures.
- Play funny face games and comment on the faces your child pulls in response.
- Incorporate 'dropping' games, asking questions like 'where's it gone?'
- Cause and effect toys have a hidden surprise, eg Jack-in-the-Box. Talk about what your child is seeing and the effect of his/her actions.  
Use playful exclamations with exaggerated intonation to reinforce the element of surprise.
- Link your actions, eg as you bounce your child on your knee, with nursery rhymes and action rhymes.
- Use strings of repeated syllables (da da da, di di di), to reinforce the pace of the action. Change rhythm several times to make it more fun.
- Imitate your child's actions to help him/her become more aware of the effects of his actions on other people.
- Continue to make the language and actions you use in interactive play, very repetitive, to help your child develop a sense of the sequence of actions and sounds.



## PLAY B5

- Your child will enjoy games like rolling a ball, pushing a car to someone, where both can share the pushing, rolling and throwing.
- Introduce little variations to increase your child's enjoyment. Once they are familiar with a format they will love slight deviations from it, eg rolling or giving a ball to dolly or big sister instead of them.
- You need to stay close to your child as she/he plays. This gives her/him the opportunity to explore things for her/himself, but also means you can show her different ways of playing with a toy as well.



## PLAY B6

- Children need some time to play alone and opportunities to work things out for themselves. Adult involvement is enormously important – you need to know when to join in and help and when to leave your child to play alone.
- Your child will benefit from your involvement in early pretend play – pretending to eat, drink, bath dolly etc.
- Bring variation into a game. Your child will try out new activities you have modelled for them and incorporate them into their play.
- Interactive play – rhymes, finger rhymes and songs continue to be much enjoyed. Use simple familiar tunes and words relating to people, objects and actions your child is familiar with. Make these more interesting to listen to by using a strong beat, rhythm, and lots of repetition.



## PLAY B7

- Add variation in rhymes and language games. Change wording and routines to suit your child's interests and activities. Personalise them, eg adding your child's name into rhyme or favourite toy.
- Pretend to get things wrong. Your child will love it.
- Encourage them to be an equal partner, often taking the lead. Change roles with him/her.
- Books: content should relate to everyday experiences with pictures containing a lot of detail. Stories should involve little sequences of familiar events, eg shopping or going to the park. Allow your child to take the lead, turning pages, lifting flaps etc.
- Play games for maintaining joint attention, eg taking turns imitating one another, copying facial expressions, copying actions with teddy etc; hiding things – 'there it is'.



## PLAY B8

- Your child may go to a toddler/play group.
- Contact with other children in these settings and at home adds a new dimension to play skills.
- Other children are close and the opportunities to 'join in' are extended.
- Pretend games continue to be a great source of pleasure.
- Expand on 'old' pretend routine, offering new suggestions and dialogue for imaginary roles.
- Continue to share books. Enjoy sharing scrapbooks you have made together. Maybe your child will even show it to other people who come to the house. These books can include your own drawings, pictures from magazines of her/his own toys, photographs of family members/family holidays/special occasions/things you have done together/things that are meaningful and interesting to your child.
- Children love books that build up anticipation, eg books with flaps to lift and books with familiar lines that can be joined in with.
- Hide-and-find games begin to come into their own 'where's my...?'



### PLAY B9

- Adults have an important role in play. Show your child ways in which toys can be used, then withdraw while they try things out for themselves. Children master basic skills and then the adult shows them a variation – how to take the game further.
- Throwing games lend themselves to turn-taking; often with several people.
- Talk about your child's activities as they investigate things, eg pouring water from one container into another; finding out what floats and what sinks. This helps them understand the things they are observing and learn the language to describe them.
- Continue to personalise rhymes and activities – include words that relate to people and objects they know.
- Let them help you shop, in the house, look for things when out – these are all 'games'.
- Hunting for things, pretending to hide, are all games that now take over from 'peek-a-boo' anticipation games.



### PLAY B10

- Get involved in their play – your suggestions will help to extend the range of their play – model actions, roles, imaginative ways of playing with familiar toys etc.
- Be sensitive to times when your child wants to do his/her own thing.
- Swap roles in play with your child – eg take it in turns to be shopkeeper and shopper.
- Your child will still love stories about the familiar sequences of events in their daily life. These can lead to discussion about past and future events. Your child will now be able to stay interested in stories that are a little longer. Choose books with colourful and realistic pictures that your child will recognise easily. Your child can now observe details in more complex pictures.
- Junk modelling and construction toys all help to create imaginary games.
- Have lots of crayons, pencils and paper available for ‘pretend’ writing so your child learns to ‘make marks’ – praise what they have done.



## PLAY B11

- Continue to show different ways of using and combining toys and materials. Daily events and special treats, (visit to the park or the zoo, washing the car, walking the dog), can form a starting point for your shared play, as you help to act out what she/he has experienced.
- Hide and seek and hunt the thimble/treasure games build on the child's curiosity, interest and anticipation of what is to come.
- Who can find a...? Where's the...? games encourage children to explore their environment and look out for special things.
- Rhymes and stories can be used for pretend and role play/lots of playing with sounds – as you pretend to be the big bad wolf – or splash in the puddles – or look for incey wincey spider.
- Allow your child to help you as you go about your everyday tasks – give them a duster, help them to put out knives and forks or fold clothes.
- As you are walking or in the car together encourage looking out for people/objects.
- Sing their favourite songs/rhymes – The wheels on the bus go... and enjoy changing them with other words including nonsense words.
- Play finger rhymes – such as counting through five little speckled frogs, one potato, two potato etc.
- Explore local community groups such as parent toddler groups/gym minis/music clubs etc to ensure that your child has the opportunity to play with other children of their age.