

They can be simple -

'Climb up....jump down'

They can be complex -

'Before you wash your hands tidy up all the paints and clean the brushes, then come and sit down'

They can be real -

'We planted the seeds, gave them water and waited for them to grow. And they did!'

They can be imaginary - 'A monster chased us in the woods, we ran really fast and he couldn't catch us. We ran home and had tea'

They can be a mystery -

'Kipper went behind the fence and saw.....'
They don't have to be words.

They can be:

Patterns -

stone, ribbon, stone, ribbon; feather - stone - stone - feather - stone - stone; little stone - bigger stone - even bigger stone

Rhythms -

dee dee daa dee dee daa

Sounds -

p fffffff p fffffff p fffffff

Watch and listen to the children when they are playing -

copy what they do and it will become a game

Sequencing

Children need good sequencing skills to be effective communicators

Sequences are all around us!

Look out for them and talk to the children about them.

You can spot sequences everywhere!
Children will make more sense of them if they are part of their everyday life; if they have a familiar structure; if they can 'see' them; if they can experience them

Remember: Attention and listening (concentration) skills are the foundation of language development so always focus on what the child is focussed on to ensure you are sharing attention and making the most of the child's ability to concentrate.

Share these tips with parents.

Encourage parents to let you know what the child has been doing outside of your setting so you can support the child to talk about it.

Use visuals to reinforce the order things happen in everyday routines and stories

such as:

Coloured shapes e.g.



First next next last

Photos e.g. Take photos of the children at each stage of an activity such as planting seeds; making something. The photos can be laminated and used as a meaningful sequencing activity and/or placed in a book as a story.

Symbols and Visual timetables will - support the spoken word

- help children with delayed understanding or EAL learn routines more easily
- encourage appropriate behaviour and transition between activities/routines

Use 'sequence' language consistently and when you and the child are involved in the activity

Such as

'beginning'; 'middle'; 'end';
'first'; 'next'; 'last'.

