**Language\_data.readME file**

**Background**

Trained research assistants completed the Preschool Language Scales (PLS-5) and the ‘Sentence Structure’ subtest of the Clinial Evaluation of Language Fundamentals (CELF Preschool-2) with children aged 2;6 to 3;0 prior to the intervention starting and again after the six week intervention was complete. All testing took place within a strict three week window for each testing timepoint. In accordance with CONSORT guidelines, research assistants who conducted the language testing were blind to group allocation.

The Preschool Language Scale Fifth Edition (PLS-5 UK, Zimmerman, Pond & Steiner, 2014) is a standardised measure of the language knowledge of individual children. The PLS-5 is a comprehensive language assessment that evaluates both expressive and receptive language skills, including vocabulary, phonological awareness, social communication and language structure. Children’s language skills are measured using elicitation and free-play. The PLS-5 UK has two sub tests; the Auditory Comprehension subscale and the Expressive Communication subscale. In the present study we used the raw score on the Auditory Comprehension subscale as a measure of language comprehension and the raw score on the Expressive Communication subscales as a measure of language production.

The Clinical Evaluation of Language Fundamentals - Preschool 2 UK (CELF Preschool-2; Wiig, Secord & Semel, 2006) is standardised measure of the language knowledge of individual children. In the present study we used the ‘sentence structure’ subtest which assesses children’s comprehension of a range of simple and complex sentence structures. We present the raw scores.

**Excel files**

In the excel file, there is a data dictionary tab which explains each of the variables in the excel files. Not all participants from the study consented for their language data to be uploaded to the UK data service. Therefore we have removed data from these participants. Those researchers wishing to replicate our analyses should contact Professor Caroline Rowland – Caroline.Rowland@mpi.nl