

# Tips for Talking

Talk to your child whilst you are playing together. Follow their lead and comment on what you and your child are doing.

Have fun with nursery rhymes and songs, especially those with actions.

Encourage your child to listen to different sounds. E.g. animals, aeroplanes, the telephone.

Gain your child's attention when you want to talk together.

Encourage your child to communicate in any way, not just through words e.g. pointing or gestures

Increase vocabulary by offering your child choices e.g. 'Do you want orange or blackcurrant?'

Talk about things as they happen e.g. in the bath, unpacking the shopping, getting dressed.

**If concerned please contact your Health Visitor or your local Children's Centre for further advice**



Listen carefully and give your child time to speak. Take turns.

Help your child to use more words by adding to what they say. E.g. 'ball' can be expanded to 'throw ball' or 'the ball has gone'

Think about what you say, use short simple sentences

If your child says something incorrectly, repeat it back to them the right way.

Watch TV together and talk about what you see.

Try to have special time with your child each day to play with toys and books.

# Speech & Language Development

## Social & Play

## Understanding

## Talking



Birth to 1 year

Waves Goodbye. Shows affection to parents.

By 9 months understands "no" and "bye". By 1 year responds to own name, recognises names and familiar objects, responds to simple requests with gesture- i.e. "clap your hands".

Cooing after 6 weeks, babbling after 6 months by experimenting with sounds & own voice. Laugh. Begins to use specific sounds for animals e.g. "woof". May say "mama".



1-2 years

Uses objects as toys. Will draw adults' attention to something by pointing. Clearly wants to communicate.

Understands before being able to express understanding. Will hand over familiar objects on request. Begins to understand verbs and simple attributes.

Talks "nonsense" to self which sounds like speech. Gradually develops recognisable words. Tries to copy new words. Often a substantial vocabulary by 2 years. May start to combine words.



2-3 years

Recognises pictures and can match them to toys. Anticipates and can join in action songs. Can concentrate for 5 minutes. Tries to get adult attention.

Able to find 2 or 3 objects on request. Acts on simple commands- e.g. "kick the ball to me" Listens to stories with pictures. Follows simple stories.

A good range of sounds. May have difficulties with f, sh, s, z, ch, j, th, r. Uses 2 and 3 words together. Language used for a number of purposes e.g. "want drink", "what's this?"



3-4 years

Understands activity in pictures. Can pretend an object is something else e.g. a saucepan is a hat; a brick is a car etc.

Able to understand key concepts such as colour and size. Will understand most of what parent is saying.

Most speech sounds are now correct. May have difficulties with ch, j, r and th. Clarity may decline when excited. Fluency increases. Able to refer to past and future events. Tenses may be confused – e.g. "I goed to the park".



4-5 years

Plays "pretend" games with other children. Beginning to understand numbers. Can focus on an activity for 10 minutes. Can play in groups

Understands abstract words e.g. "always" and terms such as "on top" and "near". Understands and can reconstruct a story sequence from a book.

Fluent, except for occasional errors. Some errors may persist but rarely affect meaning. Uses 4-6 word sentences. Commonly asks "why?" Constructs own stories.