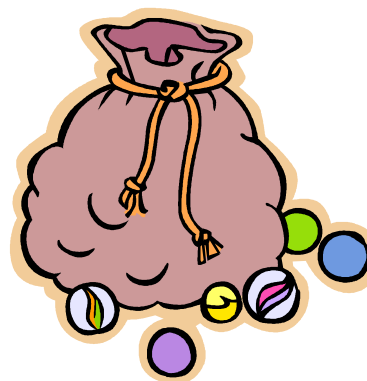


PRE-SCHOOL SPEECH AND LANGUAGE RESOURCE PACK



Advice and Practical Activities for Pre-schools

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INTRODUCTION

This pack has been compiled by speech and language therapists from the East Cambridgeshire and Fenland team. It has been designed to provide preschool settings with advice and practical activities for supporting speech and language development in young children.

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HOW TO MAKE A REFERRAL

A speech and language therapist can help you to support children with a wide range of speech, language and communication difficulties, including:

- ❖ Attention and listening
- ❖ Understanding of language
- ❖ Using words and sentences
- ❖ Using speech sounds
- ❖ Social interaction skills
- ❖ Stammering
- ❖ Voice quality
- ❖ Swallowing

To develop these skills we offer a range of advice, strategies and therapy packages to support children, families and settings.

If you have a concern about a child's speech or language development, please follow the steps below:

1. Discuss your concerns with the child's parents and decide whether you feel a referral is appropriate.
2. Ask the child's parents to attend one of our drop in sessions with their child. Details can be found on our website - www.slc.cambridgeshire.nhs.uk


Remember!

Many of the activities suggested within the pack can be used in conjunction with the Talking Boxes resources within your pre-school setting. For parents, Chattersacks are available to borrow from some Children's Centres for use with children at home.


Top Tips for Talking




Make talking fun!




Follow your child's lead



Listen more than you talk



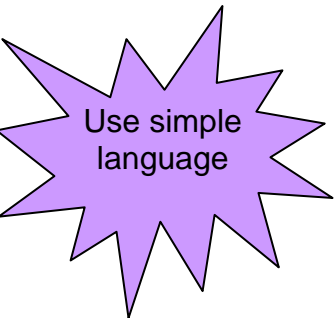
Don't ask too many questions




Talk about what your child is doing




Take turns to talk and listen



Use simple language



Give your child time to respond



Slow down your talking

Pre-Verbal & Early Interaction Skills

PRE-VERBAL AND EARLY INTERACTION SKILLS

Eye Contact

Good eye contact is important for good social interaction. Encourage eye contact by placing toys near your face, sitting opposite your child and getting down to his level. Eye contact can be encouraged in everyday routines, e.g. snack times, nappy-changing, dressing, story time etc.



Games

1. Peek – a - boo games

Played from behind furniture or when getting dressed, etc.

2. Ball game

When playing 'catch' wait for your child to look before you throw the ball, or hide it behind your back until you get eye contact.

3. Squeaky toys

Hold a toy near your face, press it to make a noise, stop and wait for your child to look at you before you start again.

4. Finger puppets

Make or buy puppets, place your hands by your face. Use the puppets in nursery rhymes and songs.

5. Songs and rhymes

Sit your child on your knee so you are face to face. Sing nursery rhymes including use of actions. Pause on occasions to encourage your child to look for you to continue.



Copying

Copying is an important skill to learn as it involves co-operation between two people, which is necessary for communication. Games, which encourage copying, are particularly useful if your child is not yet talking.

Activities

1. Copying faces and sounds

Making funny faces in the mirror and make funny sounds, e.g. 'ahhhh', 'oooo' or 'ba-ba-ba'.

Try to work on one sound at a time. At any time during the day, respond to any sound your child makes and copy them. Don't force your child to copy sounds.

2. Early copying

Copy your child's play. If he puts on a hat, you copy. Later, see if your child will do the same as you, e.g. pretend to eat with a spoon or comb your hair.

3. Toy bricks

Start by copying what your child does, e.g. if he bangs two bricks together, you do the same. Try to extend the play and see if your child copies, e.g. by building a tower.

4. Copying sounds

Clapping, banging a drum, tapping feet – make a rhythm and let your child copy you. Help him to bang the same rhythm as you.



5. Housework

It can be fun for a child to copy things that are done around the house, e.g. brushing and dusting.

Turn-taking

Turn taking can be incorporated into many different small group activities or games, including many of those described above. Please also see activities suggested under *Attention and Listening*.

Remember:

- Choose an activity that will make your child want to join in
- Make sure he is watching you when you have your turn
- Use language such as "your turn"/ "my turn" to encourage effective turn taking
- Praise him when he demonstrates independent turn taking

Attention & Listening Skills

ATTENTION AND LISTENING

Many young children find it difficult to learn to wait, share and take turns. Your child may play happily for a short while with something he has chosen to do, but may find it difficult to concentrate on a new activity or listen to ideas that you suggest. This short attention span may slow down your child's ability to learn new words and speech sounds.

Remember:

- Quiet room. Switch off the TV and radio.
- Keep activities short. 5 minutes of good work is valuable.
- Get down to your child's level and encourage him to look at you.
- Try some of the activities in small groups to encourage social interaction skills.
- Praise your child.
- Keep it fun!



GAME IDEAS

1. Turn taking

- You may need another adult so your child can sit on their lap to help focus their attention and take their turn.
- Use language such as “my turn, your turn”.
- If your child is reluctant to take turns, let him have two turns to your one turn. If he is still unwilling, remove the toy altogether and come back to it later.

Give and take games, e.g. rolling a ball back and forth to each other. You could vary this game by playing with other toys, e.g. cars, bean bags, wind up toys.

Posting boxes – e.g. take turns to post a shape into a box, or tidy toys away.

Mirror – take turns to pull funny faces in the mirror.

Sharing out food – “one for you, one for me”

Echo – copy noises your child makes. Wait for your child to respond to you before making your next sound.



2. Listening and Waiting

To start with, try:

1. Copying noises – put together a selection of noise-makers (e.g. saucepan lid and spoon, plastic box with peas). Get your child to copy different noises. Make a noise behind your back and see if he can choose the right noise-maker.
2. Ready Steady Go – Have a ball to throw, or an object ready to run and fetch. Explain to your child that he cannot do the action until you say “go”. Gradually increase the time between saying “ready, steady “ and “GO”.
3. Hide and listen – hide a noisy object (e.g. loudly ticking clock). Ask your child to listen and find it.
4. Musical Bumps – Get your child to listen to the stop and start of the music, i.e. sit down when the music stops.
5. Animal and toy sounds – put out 3 or 4 toy animals or pictures. Make an animal noise. Ask your child to show you the right picture or toy.

Once your child can do these games, try:

6. Stories - Read a story to your child. Get him to do something (e.g. stand up/clap hands) every time he hears a particular word.



7. Following instructions – Ask your child to do a series of actions. Say “go” after you’ve given the instruction and see if he can remember it all. You can make these as hard as you like (e.g. *clap, then hop, then sit then turn around and touch the wall ... etc*).
8. Guessing Game – present a selection of objects or pictures. Give pieces of information about one of the objects or pictures. Your child must guess which one you are talking about, e.g. *it’s crunchy, it’s orange, you eat it* (carrot). How many clues does he need before he guesses correctly?



Further ideas for

ATTENTION AND LISTENING



- Bubbles** Blow bubbles. Your child waits for “ready steady go” before popping them, or you blowing them.
- Bricks** Build a tower, and wait for “ready steady go” before knocking it down.
- Peek-a-boo** Your child hides and has to wait for “boo” before popping out.
- Beads/buttons** Make necklaces or ‘snakes’. Sort them into colours, shapes and sizes. Put them into pots and shake them. Make patterns to be copied.
- Inset puzzles** Take all the pieces out and put them back in. Talk about the pieces. Hide a piece and ask your child what is missing.
- Feely boxes** Place objects in a box (e.g. car, apple, toy etc). Let your child pull the objects out of the box one at a time, to talk about and play with.
- Songs/Rhymes** Use action songs, e.g. ‘Wheels on the Bus’, ‘Wind the Bobbin Up’, ‘Incey Wincey Spider’, ‘Heads, Shoulders, Knees and Toes’.
- Hiding Games** Use 2 objects that are the same, e.g. farm animals, musical instruments. Hide one object and leave the matching one out for your child to look at. Make the noise of the object hidden and see if your child can find the matching one.
- Shopping** Place 3-5 objects on the table. Ask your child to fetch one item, then two items, etc.
- Sounds** Sit in a quiet room. Talk about the sounds you can hear outside, e.g. cars on the road, birds singing, people talking.
- Lotto** Listen to a tape and identify the sound heard by pointing to the appropriate picture. Adult chooses a card and talks about the picture on it.
- Daily tasks** During everyday activities encourage your child to copy you.

Developing Understanding

DEVELOPING UNDERSTANDING

General Tips

1. *Position yourself so your child can see your face, i.e. get down to or below his level.*
2. *Gain your child's attention and eye contact before talking to him.*
3. *Use short, simple sentences related to the "here and now".*
4. *Use visual cues in addition to your spoken language, e.g. signs, gesture, pointing.*

Understanding Single Words

Ask your child to point to the objects/pictures you say. Start with a small number to choose from and then increase the number. If your child does not know the answer, show him because he will only learn with many examples and repetitions. At first use the word plus gesture, then use just the word. Try making it into a game, e.g. shopping for items, etc.

Be sure to develop your child's vocabulary for actions as well as names for objects.

For actions:

- ❖ Say what you are doing while you and the child carry out the action
- ❖ Play games such as Simon Says
- ❖ Sing songs with actions, e.g. 'Wheels on the Bus', 'Here we go round the Mulberry Bush'
- ❖ Point out what people are doing in real life and in books.



UNDERSTANDING TWO KEY WORDS

(Taken from Derbyshire Language Scheme, 1982. Knowles, W, & Masidlover, M)

These are phrases where the child needs to understand a minimum of 2 words in order to carry out the instruction. These 'key words' are underlined in the examples. The other words are obvious from the context so do not need to be understood in order to carry out the instruction.

With all these activities take turns with your child so that he practises the language being used. Remember to leave gaps for your child to make his response. Remember not to give clues but rely on the words to convey all the information.

Objects

Tea set Pretend play with a tea set, e.g:

Say: "Put the spoon on the plate"
"Put the cup in the bowl"

Hide & seek Have a selection of objects to hide and find, e.g:

Say: "Put the ball in the bag"
"Put the book in the box"

Tidying up Have fun tidying objects away, e.g:

Say: "Put the shoe on the bed"
"Put the cup on the table",

Actions

Using actions with objects, e.g:

Say: "Let's wash teddy"
"Kick the ball"
"Push the gate".

Using actions to reach places, e.g:

Say: "Jump to the chair"
"Run to the swing"
"March to Daddy".

Touching games, e.g:

Say: "Touch teddy's nose"
"Touch dolly's eye"
"Touch Mummy's hair".



UNDERSTANDING THREE KEY WORDS

These are phrases where the child needs to understand a minimum of 3 words in order to carry out the instruction. These 'key words' are underlined in the examples. The other words are obvious from the context so do not need to be understood in order to carry out the instruction.

- ❖ Make sure there is a choice for each of the underlined words.
- ❖ Remember not to give clues but rely on the words to convey all the information.
- ❖ Make sure you give the whole instruction before allowing the child to respond. Breaking up the instruction makes the task easier.

Take turns to give instructions to allow practice of expressive skills as well as understanding instructions. Expand and model as appropriate, e.g.

Child: "horse in the pond"

Adult: "horse jumping in the pond" or "horse running in the pond?"

Tea set

You need: Choice of 2 characters (e.g. teddy & dolly)
A plate and cup for each character
A selection of other small items such as spoons, forks, food, etc.

Say: "Put the spoon on the dolly's plate"
"Put the fork in teddy's cup"
"Put the crisp on teddy's plate"

Objects and Actions

You need: Choice of 2-3 characters (e.g. dolly, teddy, toy animals)
Selection of other objects (e.g. chair, table, box, bed)

Say: "Make dolly jump on the bed"
"Make the pig sleep in the box"
"Make the teddy sit on the bed"

Using a Setting

You need: A choice of characters (e.g. boy vs. girl, cow vs. horse vs. pig)
A choice of places to go (e.g. rooms in a doll's house, places on a farm such as barn, pond, field etc).

Say: "make the boy sleep in the bath"
"make the girl sit on the bed"
Or: "make the pig stand in the pond"



“make the horse jump in the barn”

Another option would be to ask for two characters from a choice to be placed somewhere, e.g. “put the horse and cow in the barn”, “put mum and girl in the living room”.

Colouring Games

You need: Line drawings of, e.g. girl & boy, horse & dog
Crayons

Say: “colour the girl’s top blue”
“colour the boy’s hair black”

Or: “colour the horse’s legs black”
“colour the dog’s nose red”.

Remember – e.g. if the choice is between a boy and girl, once the girl’s top is coloured, understanding “*colour the boy’s top red*” only requires understanding of 2 key words: “top” and “red”, which is easier than understanding the original three words.

Using Big & Little

If your child knows big and little, incorporate these into any of the above activities, e.g.

You need: A choice of big vs. little objects or characters
A selection of other objects or settings

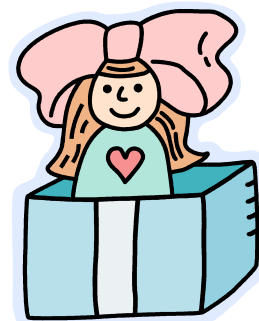
Say: “put the big girl in the kitchen”
“put the little horse in the field”

Hide & seek using In/On/Under

For if your child understands the concept of *in*, *on* and *under*.

You need: A choice of 2-3 characters (e.g. dolly, teddy, toy animal) or objects (e.g. brick, keys, ball)
A selection of objects (e.g. chair, table, box, bucket)

Say: “Put the ball on the chair”
“Put the brick under the table”
“Put the doll in the box”



UNDERSTANDING FOUR KEY WORDS

These are phrases where the child needs to understand a minimum of 4 words in order to carry out the instruction. These 'key words' are underlined in the examples. The other words are obvious from the context so do not need to be understood in order to carry out the instruction.

- ❖ Make sure there is a choice for each of the underlined words.
- ❖ Remember not to give clues but rely on the words to convey all the information.
- ❖ Make sure you give the whole instruction before allowing the child to respond. Breaking up the instruction makes the task easier.

Take turns to give instructions to allow practice of expressive skills as well as understanding instructions. Expand and model as appropriate, e.g:

Child: "horse and cow in pond"

Adult: "horse and cow jumping in the pond" or "horse and cow running in the pond"

Hide & Seek / Tidy Up

You need: A choice of objects (e.g. book, pen, ruler)
A choice of places to put them (e.g. box vs. bag)

Say: "put the book in the bag and the pen in the box"

If your child is confident with these instructions, try introducing size and possession (harder) with a choice of characters and big and little spoons and knives, e.g:

Say: "put the big spoon in dolly's bowl"
"put the little knife on rabbit's plate"

Actions and Objects

You need: a choice of characters (e.g. cow/sheep/horse/dog, or man/girl/boy)

Say: "make the sheep run and the cow jump"
"make the horse sleep and the dog walk"

Or introduce a choice of places:

Say: "make the cow and horse jump on the table"
"make the sheep and pig run on the chair"

Also: "make the horse and dog run to the ball"
"make the sheep and pig walk to the book"



Using a Setting

You need: Choice of characters (e.g. boy/girl/lady/man, or cow/horse/pig)
Choice of places to go (e.g. rooms in a doll's house, barn/field/pond on a farm)

Say: "put the boy in the bath and the girl on the bed"
"put the man in the kitchen and the girl in the hall"

Or: "put the pig in the pond and the horse in the barn"

Action to Place

Set up places to run, walk, skip, e.g. hoop, mat, bean bag. (This activity requires the instruction to be remembered for a long time, which may prove difficult. Using a toy to do the actions may be easier.)

Say: "run to the hoop and walk to the beanbag"
"hop to the mat and skip to the hoop"

Colouring Games

You need: Line drawings of, e.g. big/little girls and boys, dogs and cats, buses and cars

Say: "colour the big girl's skirt blue"
"colour the little boy's hair black"

Or: "colour the big car's wheels black"
"colour the little bus' door blue"

Or: "colour the little cat's tail orange"
"colour the big dog's paws red"



Developing Expressive Language

MY FIRST 100 WORDS

This is a list of some of the first words commonly learnt by young children. Your child will need to hear these words lots and lots of times before he will attempt to say them. Encourage your child by telling him what things are around the house, modelling the words. Ask him to find you things to help develop his understanding of the word e.g. 'get me the ball'.

Baby
Daddy
Man
Mummy

Eyes
Feet
Hair
Hands
Mouth
Nose
Toes
Tummy

Bag
Coat
Shoes
Hat
Pants
Socks

Ball
Bike
Bricks
Bus
Car
Doll
Duck
Teddy
Swing
Pram

Book
Box
Paper
Pencil

Bird
Cat
Dog
Flower
Tree

Apple
Biscuit
Dinner
Plate
Spoon
Sweets
Crisps
Cup
Drink
Milk
Juice
Water

Bed
Chair
House
Table

Brush
Soap
Bath
Towel

Verbs (Action Words)

Brush
Clap
Cook
Cry
Cut
Drink
Play

Dry
Eat
Hit
Jump
Kick
Push
Put

Read
Stand
Throw
Walk
Wash
Come
Want

Find
Get
Give
Like
Look
Make

Big
Dirty
Hot
Wet
Down
Up

On
Gone
More
Yes
No



SINGLE WORD NAMING

Children need to hear a word lots of times before they will be able to use it. You can help by naming items that your child points to or shows interest in, and repeating new words several times throughout the day in different contexts (e.g. “apple” – at snack time, when cooking, when at the shops).

Hide & seek

Hide pictures or toys around the room. Send your child to find them. Every time a picture is found he must tell you what it is.

Books

Ask your child to point to pictures as you say them. Encourage him to name some too.



Choosing objects

Have some toys out on the table. Ask your child to pick one out (don't point with your eyes!). You could do this with everyday things like spoons and saucepans to get your child used to useful names. Do the same in the bath, e.g. with flannels, toothbrushes, parts of the body, etc.

Posting

Name toys or pictures as you post them into a cardboard box. Take turns with your child.

Feely bag

Pull toys slowly out of a bag one at a time and encourage your child to name them. If he doesn't know the name, say it for him.

Tidying up

Encourage your child to name their toys as you tidy them away or take them out.

Actions

Choose a favourite toy, e.g. teddy. Make teddy do different actions, e.g. jumping, sitting, sleeping. Talk about what teddy is doing in short phrases, e.g. “*he's jumping, he's sleeping*”. Repeat these lots of times. Say “*what's he doing?...jumping!*” (answer your own question until your child can do it).

LINKING TWO WORDS OR IDEAS

Don't put too much pressure on your child to always talk. Remember, talking is a two way process and in each of the following activities it is best if you take turns with your child.

Using "more"

If your child wants more of something, e.g. holds up their cup for more milk, say *more*? clearly. Repeat this process as much as you can until your child understands what the word means. You can then gradually encourage your child to say "*more*" by trying the following activities:

- At meal times give your child a small amount of food or drink to begin with so he needs to ask for "*more*".
- When playing with an inset puzzle or building blocks, only pass your child one piece at a time. Only let him have the next piece when he asks for "*more*". If after 8-10 seconds he has not responded, model again "*more*" giving him the next piece.
- Blow bubbles for your child. When they have all burst, say "*more*" then blow some more. Slowly encourage your child to say "*more*".
- Choose a game that your child really enjoys, e.g. being tickled. Every so often stop tickling and encourage your child to ask for "*more*" before continuing.

You can then move onto teaching two words at a time, e.g. *more drink, more apple, more swing*, etc.



Using "gone"

"Gone" can be used in a variety of ways, including:

- When a person leaves the room, e.g. "*Daddy gone*"
- When tidying toys away, e.g. "*dolly gone*"
- When your child finishes their food or drink, e.g. "*juice gone*", "*apple gone*".

Repeat these phrases whenever you can to encourage your child to start using them.

Belongings

Another way of connecting two ideas is to talk about who things belong to, e.g. when you are sorting toys or clothes, show your child "*Daddy's sock*", "*their ball*", "*Mummy's bag*".

Actions

Have two different toys, e.g. rabbit and teddy. Make one of the toys do an action and say “*teddy jump*”. Ask your child to do one, e.g. “*make rabbit sit*”. See if he can tell you one to do.

Places

Have some toys out and put them in different places, e.g. car on the floor, teddy on the table. Link the toy with the place by emphasising the main words, e.g. “*the car’s on the floor*.” Ask your child to put toys in different places and then see if he can tell you where he has moved each item.

Size

Have a mixture of big and little objects (one big and one little of each object). Ask your child to give you the, e.g. “*big spoon*.” See if he can tell you what he has given you.

“On / “Off”

- You can encourage these words when you or your child switch something on or off, e.g. “*light on*”, “*light off*”, “*TV on*”, “*TV off*”.
- Use “*on*” and “*off*” when getting dressed, e.g. “*socks on*”, “*socks off*”, “*trousers on*”, “*trousers off*”.
- Put something on your head, e.g. a funny hat. Let it fall off. Say “*hat off*”, then put it on your child’s head and say “*hat on*”. Then put it on your head and wait for your child to say “*hat off*” before taking it off and “*hat on*” before putting it on his head.



Alternatives

If your child asks for something by using just one word, give him alternatives using two words, e.g. “*do you want more juice or more water?*” “*Do you want a big cup or little cup?*” Also try thinking of alternatives during play, e.g. “*shall we make dolly sleep or teddy sleep?*” Wait until your child decides which one he wants. If he does not make a choice then repeat the alternative once more, again waiting before responding. You may need to remind your child that he needs to choose before anything will happen.

DEVELOPING ACTION WORDS (VERBS)

Some children have difficulty learning and using verbs. Verbs are any words which relate to actions e.g. running, eating, washing. Without a good range of verbs children will have difficulty expressing themselves clearly, and will find it hard to extend their sentences beyond two or three words.

Points to remember when helping your child to develop new verbs:

- ❖ Your child will need to understand the meaning of the verb before he can use it himself.
- ❖ Introduce only a few new verbs at a time.

Ideas for developing verbs:

- ❖ Point out what people are doing in books, photographs, on the TV or in real life.
- ❖ Comment on what is happening using simple language e.g. 'Look, he's jumping'.
- ❖ Ask your child to point out specific verbs in books or pictures e.g. 'who's eating?'
- ❖ During play, talk about what is happening e.g. 'teddy's running'.

If your child is unsure about a verb:

- ❖ Find lots of different pictures showing that action.
- ❖ Look at all the pictures of that verb, talk about what is happening e.g. 'mummy's eating', 'daddy's eating', 'dog's eating'.
- ❖ Mime and act out the action - encourage your child to copy you to help him understand the meaning of the verb.

When you feel confident your child understands the meaning of the verb, encourage him to use the verb in a Subject – Verb - Object (SVO) sentence by modelling e.g. "the boy is washing his hair".

Gradually introduce new verbs as your child becomes confident using the ones you are practising.



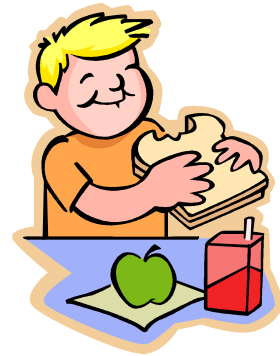
EXTENDING SENTENCES

Once children have started using simple sentences you can encourage them to say more and develop use of mature grammatical structures in the following ways:

1. Repeat back your child's utterances, adding one or two extra words.

e.g. Child: *car*
Adult: *yes, driving car*

Child: *eating apple*
Adult: *yes, the man is eating the apple*



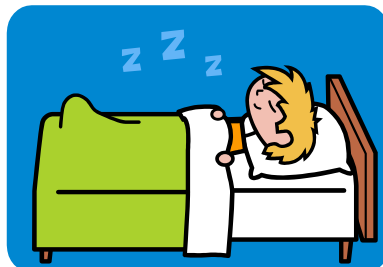
2. Try leaving gaps in your sentences for your child to fill in.

e.g. Adult: *the man is eating a*
Child: *biscuit*
Adult: *yes, the man is eating a biscuit*

3. Repeat back your child's utterances using mature sentences.

e.g. Child: *daddy sleep*
Adult: *yes, daddy's sleeping*

Child: *lady playing ball*
Adult: *yes, the lady is playing with the ball*



Developing Speech Sounds

SUPPORTING SPEECH SOUND DEVELOPMENT

Sounds develop at different times.

These sounds are some of the first to develop: m, n, b, p, t, d

Some sounds appear much later: s, ch, sh, r, th

Lots of pre-school children will have difficulty making certain sounds, which may be associated with their normal development. Others may have more persisting difficulties and may require speech and language therapy. You can help by:

- ❖ Repeating words or phrases back clearly, e.g. Child: *tar* Adult: *yes, it's a car*
- ❖ Do not insist on your child repeating a word back to you clearly – he may not be ready to try this yet and it could lead to frustration or anxiety.
- ❖ Reinforce clear speech through praise and acknowledging that you've understood.
- ❖ Interpret your child's speech wherever possible – this will help him to monitor his own speech.
- ❖ Face your child when talking to him so he can see your mouth move.

Activities to try with your child

Puppet Game



Ask your child to judge which of 2 puppets says a word or phrase correctly, e.g.

Puppet 1: *fish* Puppet 2: *bish* - *which one said it best?*

Do not insist on your child repeating the word back to you. This is a listening activity only.

Sound Play

During play, practise making different animal and object sounds, e.g.

Drum:	d - d - d	Popping balloon:	p - p - p
Bouncing ball:	b - b - b	Firework:	f f f f
Ticking clock:	t - t - t	Tractor/camera:	k - k - k
Snake:	sssss	Be quiet:	shh
Motorbike:	mmmmm	Drinking/baby:	g - g - g

SPEECH SOUND AWARENESS

As children get older they become more aware of sounds in words, and how words are formed. Speech sound awareness activities not only support children's speech sound development, but are also useful when children are learning to read and write.

Syllable Awareness

- Clap out syllables in words. Put items in a bag and take turns to take one out slowly. Clap out the beats in the word as you say it e.g. car = 1 clap, apple = 2 claps, dinosaur = 3 claps.

Alternatively, clap out the beats in names.

Initial and Final Sound Sorting

- Present a series of objects or pictures for your child to name. Can he sort them according to their initial or final sounds? Work towards identifying the initial and final sounds without saying the word out loud.

Rhyme, Judgement and Generation

- Show your child a choice of 3 objects or pictures – two will rhyme and one will not. Ask your child to listen to the words, can he tell you which two sound the same / rhyme?

e.g. Present a cat and a sock. Which one sounds like *bat*? You might have to model the words – *cat, bat* or *cat, sock*?



- If your child can identify the rhyming pairs help him to think of other words that rhyme. Demonstrate that they sound the same at the end e.g. '*cat, bat, sat, mat, fat, rat...they all sound the same at the end*'.





Right / Wrong Judgement

- Ask your child to judge whether or not a word or sentence has been said correctly, e.g. a) *sock* b) *dock* – which word was said best?

Onset –Rime / Consonant - Vowel - Consonant (CVC) Blending

- Onset-rime: Use pictures or real objects. Say a word for your child to guess by saying the first sound, then the rest of the word.
e.g. where's the c - at, d - og, c - ar, f - ish ?
- CVC: Say the word in three parts (consonant-vowel-consonant) e.g. c-a-t, d-o-g, f-i-sh for your child to guess.

Remember!

There are lots more ideas to develop speech sound awareness skills in 'Letters and Sounds : Principles and Practice of High Quality Phonics' produced by the Department for Education and Skills.

Stammering

WHAT IS STAMMERING?

Stammering or stuttering mean the same thing. It is a speech disorder which causes problems in the co-ordination and flow of speech. Children may:

- ❖ Repeat sounds or parts of words, e.g. “mu-mu-mummy”
- ❖ Stretch sounds, e.g. “I want a sssstory”
- ❖ Block, e.g. there may be silence as the child tries to speak
- ❖ Put extra effort into saying their words, e.g. head or facial movements
- ❖ Give up trying to speak at all

It can be quite normal for children between 2 and 5 years of age to hesitate or repeat words and phrases due to the fast rate at which they are learning language. Most children grow out of this but you can help by:

- ❖ Slowing down your own speech – this will help your child feel less rushed. Modelling a slower speech rate is far more effective than telling a child to slow down, which can increase frustration.
- ❖ Pause for a second before answering your child or asking a question. This will allow him more time to respond.
- ❖ Show you are listening to your child’s message, not how he is saying it.
- ❖ Use short sentences and simple language, similar to the ones your child uses.
- ❖ Allow your child time to finish what he is saying without interrupting.

Changes in your child’s speech will not happen straight away, but if you follow the advice above you can help your child to talk more easily.

For some children stammering can become more persistent. In these cases, discuss referral for a speech and language assessment with the child’s parents or carers.



(Information gathered from a variety of sources, including The British Stammering Association)

USEFUL WEBSITES & RESOURCES

www.afasic.org.uk – a charity working with children and families with speech, language and communication difficulties

www.earlysupport.org.uk - about improving services for families with young disabled children

www.helpwithtalking.com – homepage for over 500 state registered private Speech and Language Therapists

www.ican.org.uk – a charity working with children with speech, language and communication difficulties

www.literacytrust.org.uk/talktoyourbaby - for information on early speech and language development

www.slc.cambridgeshire.nhs.uk / www.slc.cambridgeshire.gov.uk – an introduction to the speech and language services in Cambridgeshire

www.stammering.org – homepage for the British Stammering Association

www.talkingpoint.org.uk – for information on children's communication

Available from the Department for Children, Schools and Families:

- ❖ **Inclusion Development Programme (Supporting Children with Speech, Language and Communication Needs: Guidance for Practitioners in the Early Years Foundation Stage)**
- ❖ **Letters and Sounds: Principles and Practice of High Quality Phonics. Department for Education and Skills**
- ❖ **The Early Years Foundation Stage. Department for Education and Skills**

Copies of these publications are available from www.dcsf.gov.uk

