

Speech and Language Therapy

Adding Language

When we are helping our children learn words that they will go on to use, it is important that we remember to:

- Match our language to the level of the child
- Match what we are saying to what has just happened or to what the child is interested in
- Repeat and emphasise the important words that we are helping the child learn

Matching our language to the level of the child

First think about how your child communicates. Sounds and gestures? Single words? Phrases? Sentences?

- **If your child is not yet using words:**

- use single words with them, as that is what they will use when they are ready.

- **If your child is using single words:**

- use a range of different types of single words (naming words, describing words, action words) to help them increase the amount of words they use.
- Once they have lots of single words, 'extend' what they say. This is where we give the child two words back if they use one. Example: if your child says 'car', we say 'red car' back to them. If your child says 'bus', we say 'big bus' back to them.

- **If your child is saying phrases or simple sentences:**

- continue to use different types of words with your child and we can now extend their phrases and model sentences for them. Example: if your child says 'want ball', we say 'I want the ball' back to them. If they say 'big dog gone' we say 'the big dog has gone' back to them.

Matching our words to the here and now

By matching the words we say to what your child is seeing and experiencing, we help them learn the words they hear.

- Use simple language to 'narrate' what is happening in daily activities. Example: if you are walking upstairs together, say 'upstairs, up, up, up'. If you are helping them with their coat, say 'coat on'.
- Use words and phrases to talk about what your child can see. Example: if your child is looking at an aeroplane, say 'aeroplane' as they are looking at it.
- Remember to use different types of words. Example: if playing with playdoh, use words that match how it feels (soft, smooth), what it looks like (colour, texture, the shapes you make), what it is (playdoh).

Repeat important words

When we say a sentence, there are some words that are more important than others. These words carry the meaning of the sentence.

- Emphasise and repeat the words that are most important in the sentence. Example: 'put the paper in the bin, **paper, bin**'. 'Give me the bowl, **bowl**'.
- Take your time when talking to allow your child to learn and understand the words you use.
- If you are using gesture alongside words, gesture the key words. Example: say 'we're going in the car' and make a steering wheel motion when saying 'car'.

Important

Your child does not need to copy the words you say after you. It is important not to pressure them to say something or ask them to 'say it'. Instead, use these strategies to model language and wait to see if they say something back. If not, don't worry, move on and try again next time.

If you have any comments about this leaflet or the service you have received you can contact :

Children's Therapies
Broad Street Plaza
Halifax
Telephone 01422 261340

www.cht.nhs.uk

If you would like this information in another format or language contact the above.

Potřebujete-li tyto informace v jiném formátu nebo jazyce, obraťte se prosím na výše uvedené oddělení

Jeżeli są Państwo zainteresowani otrzymaniem tych informacji w innym formacie lub wersji językowej, prosimy skontaktować się z nami, korzystając z ww. danych kontaktowych

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ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਉਪਰੋਕਤ ਵਿਭਾਗ ਵਿੱਚ ਸਾਡੇ ਨਾਲ ਸੰਪਰਕ ਕਰੋ।

اگر آپ کو یہ معلومات کسی اور فارمیٹ کی زبان میں درکار ہوں، تو
برائے مہربانی مندرجہ بالا شعبے میں ہم سے رابطہ کریں۔

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المذكور أعلاه"