Helping children with language

You can help children learn words and sentences in different ways. You can model words in your own talking, share books and play together, and praise children for trying new words.

	Model the way words and sentences are used in your own talking.			
	You:	Let's put apples in the basket.		
	Child:	Apples in.		
	You:	The apples are in the basket.		
Model	It's OK if your child doesn't say the words after you.			
	Rephrase what your child says to include all the words in the right order,			
	or to say something in a different way.			
	Child:	Dog gone!		
	You:	The dog has gone!		
Recasting		Where has the dog gone?		
	Take turns when you are talking and playing together.			
	Pause and wait for your child to take a turn using words or gestures.			
	You:	That puzzle piece doesn't go there! It won't fit!	I'll try it here.	
		(Pause and look expectantly at the child)	,	
Turn taking	Child:	It won't fit!		
Turn taking		It won't fit! Fur sentences so that they are the same length o	or a bit longer	
Turn taking	Shorten yo		or a bit longer	
Turn taking	Shorten yo	our sentences so that they are the same length o	or a bit longer	
Turn taking	Shorten yo than your c	Fur sentences so that they are the same length on hild's sentences.	-	
Turn taking	Shorten yo than your c Child:	Fur sentences so that they are the same length of hild's sentences. Kick the ball.	rence)	
	Shorten yo than your c Child: You:	Four sentences so that they are the same length of hild's sentences. Kick the ball. Bounce the ball. (same length as the child's sent	rence)	
	Shorten yo than your c Child: You: Add on a w	Four sentences so that they are the same length of hild's sentences. Kick the ball. Bounce the ball. (same length as the child's sent I'll bounce the ball very high. (sentence is a bit lo	rence)	
	Shorten yo than your c Child: You:	Fur sentences so that they are the same length of hild's sentences. Kick the ball. Bounce the ball. (same length as the child's sent I'll bounce the ball very high. (sentence is a bit le	rence)	
	Shorten yo than your c Child: You: Add on a w Child:	Four sentences so that they are the same length of hild's sentences. Kick the ball. Bounce the ball. (same length as the child's sent I'll bounce the ball very high. (sentence is a bit low ord or phrase to what your child has said. Bird.	rence)	
	Shorten yo than your c Child: You: Add on a w Child: You:	 bur sentences so that they are the same length of hild's sentences. Kick the ball. Bounce the ball. (same length as the child's sent I'll bounce the ball very high. (sentence is a bit low ord or phrase to what your child has said. Bird. A bird in the tree! A little bird. 	ence) onger)	
Reduction The second se	Shorten yo than your c Child: You: Add on a w Child: You: Adding on	 bur sentences so that they are the same length of hild's sentences. Kick the ball. Bounce the ball. (same length as the child's sent I'll bounce the ball very high. (sentence is a bit low ord or phrase to what your child has said. Bird. A bird in the tree! 	ence) onger) it longer.	
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The more often children hear different words and sentences in their day, the more likely they will begin to understand them and use them in their own talking.

	Use words to describe what you and your child are doing.				
	Child:	(stacking blocks)			
	You:	You're making a tower.			
Parallel Talk		You put a block on the top.			
	Putting wo	Putting words with daily activities helps the words make sense to children.			
	Give choic	Give choices when you are offering something to your child.			
	You:	Do you want the <i>red cup</i> , or the <i>green cup</i> ? Do you want to go on the <i>swing</i> or the <i>slide</i> ?			
Binary choice	Choices help children get their message across more clearly.				
	Repeat key words often when you are playing and in daily routines.				
	You:	Put your socks <i>on</i> first. Now one shoe <i>on</i> , and t Hats <i>on</i> , and we're ready to go!	two shoes on!		
Repetition	Repeating	Repeating gives children lots of chances to hear important words.			
Praise	Praise your child for trying new words and sentences.				
	You:	Great describing words.			
		I heard all of your words in that sentence, well	done!		
		I like how you said			
		Good trying!			
Contraction of the second	Children benefit from opportunities to hear and practice talking as part of				
	their day. Use words and sentences when you are:				
		Playing together, Sharing books, and			
Practice		At home (e.g., meals) and out and about (e.g.	, at the park).		
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