



Language

Language refers to understanding and using words and sentences to communicate with others.

Receptive language refers to comprehension or understanding what others say.

Receptive language skills are essential for making sense of the sentences we hear or read, such as understanding and answering questions, and following instructions.

Expressive language is the way we use words and sentences to express our thoughts, feelings, and ideas to others. We rely on expressive language skills to talk with others, build relationships, express our views, and participate in activities.

Some children have trouble understanding what others say (receptive language difficulties).

Some children have trouble using words and sentences (expressive language difficulties).

Speech pathologists help children with language difficulties.

Play, Read, and Learn with language

The following pages have suggested play-based activities and books that provide opportunities for children to hear and learn about different words, sentences, and uses of language.

Each page describes a language skill and includes the following:

- Language skill:** An explanation of the language skill and why it is important.
- Helpful strategies:** Two strategies to help children learn and use the language skill.
- Play with language:** Suggested activities for children to hear and practice language skills when they are playing and in day-to-day activities.
- Read with language:** Books to help children hear and practice the language skill.
- Words to grow:** A list of words to use in day-to-day activities.
- Learn about language:** Further description of the strategies for supporting language skill development.
- Key terms:** Words that speech pathologists use to describe the language skill and strategies to support language development.



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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

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.*

It's OK if your child doesn't say the words after you.



Recasting

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!*

Where has the dog gone?



Turn taking

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)

Child: It won't fit!



Reduction

Shorten your sentences so that they are the same length or a bit longer than your child's sentences.

Child: Kick the ball.

You: *Bounce the ball.* (same length as the child's sentence)

I'll bounce the ball very high. (sentence is a bit longer)



Expansion

Add on a word or phrase to what your child has said.

Child: Bird.

You: *A bird in the tree!*

A little bird.

Adding on helps children hear how the sentence can be a bit longer.



Helping children with language

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.



Parallel Talk

Use words to describe what you and your child are doing.

Child: *(stacking blocks)*
You: *You're making a tower.*
You put a block on the top.

Putting words with daily activities helps the words make sense to children.



Binary choice

Give choices when you are offering something to your child.

You: Do you want the *red cup*, or the *green cup*?
Do you want to go on the *swing* or the *slide*?

Choices help children get their message across more clearly.



Repetition

Repeat key words often when you are playing and in daily routines.

You: Put your socks *on* first. Now one shoe *on*, and two shoes *on*!
Hats *on*, and we're ready to go!

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!



Practice

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
At home (e.g., meals) and **out and about** (e.g., at the park).



Using more words

Children learn **new words** when they hear and experience them together.

New words develop during children's play and day-to-day activities.

To help children use **more words**, you can:

Repeat key words often in your play together, and

Add on new words to what children have said.

Play with more words: Use key words in your play together



Play...with a doll or bear

Play with a baby doll or a bear. Talk about what your child is doing. Repeat **key words** a few times, in short sentences.

Child: (*hugging the baby*)

Child: You're **hugging** your baby. You're **hugging** him. Lots of **hugs** for the baby.



At home...getting dressed

Use short sentences to talk about getting dressed.

Repeat **key words** as you put on each item of clothing.

You: Put your socks **on** first. Now one shoe **on**, and two shoes **on**! Hats **on**, and we're ready to go!



Out and about...at the park

Visit the park together, and talk about what you see.

Repeat what your child says, and add on **new words**.

Child: Bird.

You: **A bird in the tree!**



Using more words

Read with more words: Visit the library and borrow some books

Imagine by Alison Lester

This and That by Mem Fox

Jungle Drums by Graeme Base

Words to grow: Use these words in your day

Children use words for what they can see, do or experience.

Naming words: *names of people and things at home, day-care, and on outings*

Action words: *go, eat, bite, break, cry, wipe, jump, kick, sleep, smile, walk, play*

Describing words: *big, little, funny, yummy, yucky, smelly, blue, yellow, soft, loud*

Location words: *in, on, under, next to, behind, in front of, between*

Learn about more words: Ways to help language grow

When you **repeat key words** in short sentences, you are:

- Giving lots of opportunities for children to hear the words, and
- Showing them how the words are used in a meaningful way.

When you **add on new words** to what children have said, you are:

- Showing that you understand what they have said, and
- Helping children learn how to add more information.

Children do not have to repeat words after you. The more often children hear **new words** in sentences as part of their day, the more likely they will understand **more words** and begin to use them in their own talking.

Speech pathology key terms: increased vocabulary, focussed stimulation, expansion.



Using longer sentences

We use **longer sentences** to give others more information. Children can tell us more about their experiences, preferences, and ideas as they learn to use **longer sentences**.

To help children use **longer sentences**, you can:

- Repeat children's sentences** and **add on words** to make them **longer**, and
- Give children a choice** using two **longer sentences**.

Play with longer sentences: Use longer sentences in your play together



Play...with cars and trucks

Play together with toy cars and trucks.

Repeat your child's sentence, and make it a little **longer**.

Child: Teddy's driving.

You: Teddy's driving *a tractor*.



At home...at mealtimes

Set the table together for dinner. Give your child two options with sentences that are a bit **longer** than your child would use.

You: Do you want *the big plate* or *the little plate*?

Do you want the *cup with black spots*, or the *cup with horses on it*?



Out and about...in the garden

Spend time in the garden or in the sandpit together.

Repeat what your child says and add some words to make it **longer**.

Child: I have a shovel.

You: You have a shovel *and a rake*.



Using longer sentences

Read with longer sentences: Visit the library and borrow some books

Alexander's Outing by Pamela Allen

The Crocodile Who Didn't Like Water by Gemma Merino

Tiddler by Julia Donaldson

Words that help longer sentences: Use these words in your day

Longer sentences let children share more details. You can make sentences longer with:

Words for describing: *big, nice, happy, little, round, bumpy, blue, sparkly*

Phrases for describing: *that is big, who is happy, which is round, blue and sparkly*

Location words: *in, on, there, underneath, home, Grandma's, day-care*

Location phrases: *in the basket, on the blanket, over there, near day-care*

Learn about longer sentences: Ways to help language grow

When you **repeat children's sentences** and **add on words** to make sentences **longer**, you are:

- Showing you understand what they have said, and
- Showing children how their sentences can be a bit longer.

When you **give children a choice** using two **longer sentences**, you are:

- Showing two ways that a sentence might be **longer**, and
- Showing how a **longer sentence** can give more information.

Children not have to repeat sentences after you. The more often children hear sentences that are a little longer than theirs, the more likely they will understand them and begin to use **longer sentences** in their own talking.

Speech pathology key terms: sentence length/complexity, expansion, binary choice.



Using clearer sentences

Unclear sentences can be confusing for listeners and frustrating for children. Sentences are **clearer** when they include all of the necessary words in the right order.

To help children use **clearer sentences**, you can:

- Talk about what children are doing** using short, **clear sentences**, and
- Rephrase children's sentences** to include all of the words in the right order.

Play with clearer sentences: Use clear sentences in your play together



Play...shopping and cooking

Pretend that you are shopping or cooking together. Describe what your child is doing using short, clear sentences.

Child: *(putting toy bananas in a basket)*

You: *You're putting bananas in the basket.*



At home...getting dressed

Talk about getting dressed in the morning and putting on pyjamas at night.

Rephrase what your child says to make a **clearer sentence**.

Child: I no that one.

You: You *don't want* that *shirt*.



Out and about...packing your bag

Pack your bag for the day together.

Rephrase what your child says to make it clearer.

Child: These go the bag in.

You: These *socks go in the bag*.



Using clearer sentences

Read with clearer sentences: Visit the library and borrow some books

Where is the Green Sheep? by Mem Fox

I'm a Dirty Dinosaur by Janeen Brian

Seadog by Claire Saxby

Words for clearer sentences: Use these words in your day

Key words to help make clearer sentences might include:

Words about people: *names of people, she, he, they, his, her, their*

Words about places or things: *names of objects, the, a, an, that, this*

Words about actions: *jump, run, kick, go, is, are, was, had, get, went, for*

Words for combining: *and, but, then, so*

Learn about clearer sentences: Ways to help language grow

When you **talk about what children are doing** using short, **clear sentences**, you are:

- Helping sentences make sense to them, and
- Helping children to use **clearer sentences**.

When you **rephrase children's sentences** to include all words in the right order, you are:

- Showing that you understand what they have said, and
- Showing children how sentences can sound clearer.

Children do not have to repeat words after you. The more often children hear **clear sentences**, the more likely they will understand the words and their order, and learn how to use them in their own talking.

Speech pathology key terms: semantics, syntax, parallel talk, recasting.



Asking for things (requesting)

Children are motivated to **ask for things** (make requests). They can feel frustrated and disappointed when **asking** is difficult. The way we **ask for things** varies between families.

To help children **ask for things**, you can:

Model how to ask for things in your own talking, and
Rephrase children's sentences into a **request** for what they want.

Play with requests: Ask for things in your play together



Play...with blocks

Sit down and play together with blocks. You might make a train track, or a house.

Point to and **request** blocks that are out of your reach.

You: *(pointing to the block)*
Can I have the little block?



At home...at meal times

Give your child a chance to **ask for things** that are out of reach at snack time. Rephrase what your child says into a **request**.

Child: That one.
You: That cup *please?*



Out and about...in the sandpit

Have fun in the sandpit. **Ask** your child to give you things, or **ask for help** and work together.

You: *Can you* give me the bucket?
Can you help me dig a hole?



Asking for things (requesting)

Read with requests: Visit the library and borrow some books

Papa, Please Get the Moon for Me by Eric Carle

Can I Have a Hug? by Debi Gliori

Can I Have a Stegosaurus, Mom? Can I? Please? by Lois Grambling

Words for requesting: Use these words in your day

Families decide upon their own acceptable ways for **asking for things**.

Making requests: *Can I (please) have..., I need..., pass the..., I want..., give me the...*

Polite words such as *can I* or *please* make sentences more complex.

You may find that children's **requests** sound more 'polite' as their sentences get longer.

Can I please have another piece of toast? is harder to say than *More toast?*

Learn about requests: Ways to help language grow

When you **model how to ask for things in your own talking**, you are:

- Helping requests make sense to children, and
- Helping them to **ask for things**.

When you **rephrase children's sentences** into a **request** for what they want, you are:

- Showing that you understand what they have said, and
- Giving them the chance to hear and learn a more effective way to **ask for things**.

Children do not have to repeat words after you. The more often children hear different ways to **ask for things**, the more likely they will understand **requests** and begin to use them in their own talking.

Speech pathology key terms: requests, modelling, recasting.



Words to disagree

Words to disagree are important for adults *and* children. We use words such as *not*, *don't*, *doesn't*, and *won't* to express our needs, wants and preferences to others.

To help children use words to disagree in sentences, you can:

Model words to disagree in your own sentences, and

Repeat words to disagree often in your play together.

Play with words to disagree: Use words to disagree in your play together



Play... with a puzzle

Sit down with a puzzle together. Talk about pieces that *won't* fit. Give your child time to make a sentence.

You: That piece *doesn't* go there! It *won't* fit! I'll try it here.
(pause and wait)

Child: It *won't* fit!



At home... sorting the washing

When you are sorting the washing, use *not* in short sentences to talk about the clothes that belong to another family member.

You: That shirt's *not* mine. That singlet's *not* mine. These jeans *aren't* yours!



Out and about...at the shops

Prepare a grocery list together. Walk around the kitchen, and use *don't* in sentences to talk about what you already have.

You: We *don't* need apples. We *don't* need cheese.

Child: We *don't* need bananas.



Words to disagree

Read with words to disagree: Visit the library and borrow some books

Don't Call Me Bear by Aaron Blabey

That's Not My Monster by Fiona Watt

Do Not Open this Book by Andy Lee

Words to disagree: Use these words in your day

Different words to disagree include:

Easier words: *no, not*

Harder words: *don't, won't, wasn't, can't, didn't, doesn't*

Hardest words: *shouldn't, couldn't, wouldn't*

Learn about words to disagree: Ways to help language grow

When you **model words to disagree in your own sentences**, you are:

- Using the words in a way that makes sense to children, and
- Helping them to use **words to disagree**.

When you **repeat words to disagree** often in your play together, you are:

- Giving children lots of opportunities to hear the words, and
- Showing them how the words are used in a meaningful way.

Children do not have to repeat words after you. The more often children hear **words to disagree** in sentences as part of their day, the more likely they will understand new words and use them in their own talking.

Speech pathology key terms: negation, focussed stimulation, modelling.



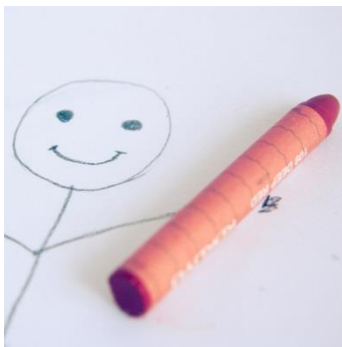
Asking questions

Asking questions helps us to get information for learning and performing daily tasks. We ask questions to interact with and learn from others.

To help children ask questions, you can:

- Model how to ask questions in your own talking, and
- Rephrase children's sentences to form a question.

Play with questions: Ask questions in your play together



Play...with drawing

Draw pictures of family and friends together.

Ask questions about *what* the people in your pictures need.

You: **What** does Grandma need?

Child: A nose.

You: **Does** she wear glasses?



At home...packing lunch

Pack lunch boxes together.

Ask questions about *who* needs food and drink and *where* it goes.

You: **Who** needs grapes?

Who doesn't like carrots?

Where does this sandwich go?



Out and about...outside

Make binoculars out of empty cardboard tubes. Explore outside and talk about what you see.

Rephrase what your child says to make a clearer question.

Child: Dog gone!

You: **Where** has the dog gone?



Asking questions

Read with questions: Visit the library and borrow some books

Who Sank the Boat? by Pamela Allen

Brown Bear, Brown Bear, What Do You See? by Eric Carle

The Wind Blew by Pat Hutchins

Words for asking questions: Use questions in your day

Children can **ask** easier and then harder **questions** as they learn and grow.

Easier: *What is that? Who is it? What are they doing?*

Harder: *What happened? Where did you go? How are these different?*

Even harder: *What happens next? What should I do? Which one is not...?*

Hardest: *What happens if...? Why? How can we tell?*

Learn about asking questions: Ways to help language grow

When you **model how to ask questions in your own talking**, you are:

- Helping the **questions** make sense to children, and
- Helping them to ask their own **questions**.

When you **rephrase children's sentences** as **questions**, you are:

- Showing that you understand what they have said, and
- Showing children how to ask a **question** next time.

Children do not have to repeat words after you. The more often children hear **questions** in their day, the more likely they will understand **questions** and use them in their own talking.

Speech pathology key terms: responding to questions, modelling, binary choice.



Answering questions

When we **answer questions**, we share information about what we know and have experienced. **Responding to questions** is important for interacting with others.

To help children **answer questions**, you can:

- Model how to answer questions in your own talking**, and
- Give children a choice question** that shows two possible ways to **answer**.

Play with questions: Answer questions in your play together



Play...then pack away

Pack away toys together when you've finished playing. Ask **where** the toys belong, and show how to **answer**.

You: **Where** do the trains go?

Child: *(pointing)*

You: **In the basket**.



At home...cooking

Decorate a cake or biscuits together.

Ask a **question** about **what** to put on the cake, and give two options for the **answer**.

You: **What** should we put on the cake next? *(pause)*

Will we put on **strawberries** or **kiwifruit**?



Out and about...getting ready

Get ready to go out for the day. Ask a **question**, and give two answers for your child to choose between.

You: **What** shoes will we wear to the park? *(pause)*

Sandals or **boots**?

Child: **Boots**.



Answering questions

Read with questions: Visit the library and borrow some books

Where's Spot? by Eric Hill

Sunshine by Jan Ormerod

Belinda by Pamela Allen

Words for answering questions: Use questions in your day

Children can **answer** easier and then harder **questions** as they grow and learn.

Easier: *What is that? Who is it? What are they doing?*

Harder: *What happened? Where did you go? How are these different?*

Even harder: *What happens next? What should I do? Which one is not...?*

Hardest: *What happens if...? Why? How can we tell?*

Learn about answering questions: Ways to help language grow

When you **model how to answer questions in your own talking**, you are:

- Helping the **answers** to make sense to children, and
- Helping them to **answer questions**.

When you **give children two possible ways to answer a question**, you are:

- Showing how questions can be **answered**, and
- Giving children chances to practice **answering questions**.

Children do not need to repeat words after you. The more often children hear **answers to questions**, the more likely they will understand **responses** and use them in their own talking.

Speech pathology key terms: responding to questions, modelling, binary choice.



Using describing words

Describing words tell us about what we see, hear, feel, and do.

Children can tell us more about their experiences as they learn new **describing words**.

To help children use **describing words** in sentences, you can:

Use describing words in your own talking about shared experiences, and

Repeat children's sentences and **add on describing words**.

Play with **describing words**: Use describing words in your play together



Play...with play dough

Have fun with play dough, or modelling clay.

Use **describing words** to talk about what you make together.

Child: I made a giraffe.

You: It's a **tall** giraffe!



At home...at meal time

Use **describing words** to talk about what's for dinner.

Your child can help you set the table, or prepare some of the food.

You: Can you pass me the **metal** bowl?

Let's put these **green** beans on the **blue** plate.



Out and about...at the shops

When you are at the shops, talk about the groceries.

Repeat your child's sentence and add on **describing words**.

Child: Let's get rolls.

You: Let's get **round** rolls.



Using describing words

Read with describing words: Visit the library and borrow some books

The Wonky Donkey by Craig Smith

The Very Hungry Caterpillar by Eric Carle

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

Words that describe: Use these words in your day

Describing words help us to picture or imagine people, places and events.

What you see: *yellow, striped, spotty, huge, tiny, beautiful, sparkly, colourful*

What you hear: *loud, tinkly, booming, sharp, shrill*

What you taste: *delicious, awful, spicy, horrible, yummy, sweet*

What you feel: *soft, crunchy, goey, lovely, scratchy, bumpy, fluffy*

Learn about describing words: Ways to help language grow

When you **use describing words in your own talking**, you are:

- Showing children ways to describe what they experience, and
- Helping them to use more **describing words**.

When you **repeat children's sentences** and **add on describing words**, you are:

- Showing you understand what they have said, and
- Helping children describe what they saw, heard, or did using more information.

Children not have to repeat words after you. The more often children hear **describing words** to talk about experiences in their day, the more likely they will understand new words and use them in their own talking.

Speech pathology key terms: Descriptive language, modelling, expansion.



Telling a story or describing what happened

Telling a story lets us share real and imagined experiences with each other. Children depend on all of their language skills for these complex speaking tasks.

To help children tell a story or describe what happened, you can:

- Repeat children's stories and add on extra words, and
- Model how to describe what happened in your own talking.

Play with telling a story: Describe what happened in your play together



Play...pretend play

Pretend to be a fire fighter, a chef, or a vet. Repeat your child's sentences in play, and add on more words to tell a story.

Child: Oh no, a fire!
You: There's a fire *in the factory!*



At home...bumps and scrapes

Your child will tell you about scrapes and bumps. Repeat your child's story and add on more words to describe when, where, and what happened.

Child: I hurt my knee.
You: Oh dear! *Yesterday* you hurt your knee *at the park!*



Out and about...visiting a friend

Describe an activity you shared with your child when you are visiting a friend, or at preschool drop-off.

Friend: How was your weekend?
You: *We went on the train.*
Child: On the train!



Telling a story or describing what happened

Read with stories: Visit the library and borrow some books

Alexander's Outing by Pamela Allen

Terrible Tim! by Katie Haworth

Diary of a Wombat by Jackie French

Words that tell a story: Use these words in your day

Stories and **descriptions** take listeners beyond the here-and-now to another place or experience. We include words about:

- When: *on my birthday, when it snowed, this morning, on the weekend, yesterday*
Who: *Grandma, my family, my friend at day-care, dinosaur, fire fighter, wombat*
Where: *at preschool, in the backyard, under my bed, inside, at the park*

Learn about telling a story: Ways to help language grow

When you **repeat children's stories** and **add on** extra words, you are:

- Showing that you understand what they have said, and
- Showing how to add more details next time.

When you **model how to describe what happened in your own talking**, you are:

- Providing the best opportunity for the **descriptions** to be meaningful to children, and
- Helping them to tell more of their own **stories**.

Children do not have to repeat words after you. The more often children hear different ways to **tell stories** and **describe what happened**, the more likely they will understand and use these more complex speaking tasks in their own talking.

Speech pathology key terms: early recount and narrative, expansion, modelling.



Emotion words

Emotion words let children express their feelings, and better identify how others feel. Children need different **emotion words** to clearly explain how events make them feel.

To help children use **emotion words** in sentences, you can:

- Use **emotion words in your own talking** to describe how people feel, and
- Repeat children's sentences and add on **emotion words**.

Play with emotion words: Use emotion words in your play together



Play...with a teddy or action figures

Play with your child using dolls, bears, or action figures. Use **emotion words** in short sentences to talk about how the toys would feel in different situations.

Child: It is teddy's birthday!

You: Teddy is *excited* because it is his birthday!



At home...looking at photographs

Look at photographs of family and friends together. Use **emotion words** in short sentences to describe how people are feeling in the pictures.

You: She is *surprised*. He is *tired*. She is *cross*.



Out and about...at the playground

Talk about feelings when you are at the playground or park. Add on emotion words to your child's sentences.

Child: That's a big slide (*pulling back and holding on tightly*).

You: That slide is very big. It's ok to be a bit *scared*!



Emotion words

Read with emotion words: Visit the library and borrow some books

What Makes Me Happy? by Catherine and Laurence Anholt

The Very Cranky Bear by Nick Bland

Happy, Sad, Feeling Glad by Yasmeen Ismail

Words to grow: Use these words in your day

Children will often learn *happy* and *sad* first. There are lots of words that describe our **emotions**. Think about different situations and how they might make children feel.

Words about feelings: *tired, angry, cross, scared, delighted, bored, OK, disappointed, frustrated, cranky, excited, calm*

Situations: *holiday, an outing, a new toy, losing a toy, a surprise/change*

Learn about emotion words: Ways to help language grow

When you **use emotion words in your own talking**, you are:

- Showing children ways to describe feelings, and
- Helping them to use more **emotion words**.

When you **repeat children's sentences** and **add on emotion words**, you are:

- Showing you understand what they have said, and
- Showing children how to include **emotion words** next time.

Children not have to repeat words after you. The more often children hear **emotion words** to describe feelings in their day, the more likely they will understand new words and begin to use them in their own talking.

Speech pathology key terms: Emotion vocabulary, modelling, expansion.



Using little words in sentences

The **little words** in sentences hold lots of meaning. **Little words** such as *the, is, to, for,* and *that* help us to make longer sentences that are easier for others to understand.

To help children use **little words** in sentences, you can:

Repeat children's sentences and **add little words**, and

Talk about what children are doing and use **little words** in your own sentences.

Play with little words: Use little words in your play together



Play...with trains and cars

Join in when your child is playing with trains or cars.

Repeat your child's sentences and add any missing **little words**.

Child: Train on track.

You: *The* train *is* on *the* track.



At home...at bath time

At bath time, use sentences with **little words** to talk about what your child is doing.

Child: (*putting ducks into the water*)

You: *A* duck *went* in *the* water.



Out and about...at the shops

When you are at the shops, use **little words** to talk about the groceries you are buying.

Child: Where milk?

You: Where *is the* milk? Let's try *this* aisle.



Using little words in sentences

Read with little words: Visit the library and borrow some books

Where is the Green Sheep? by Mem Fox

Hairy Maclary by Lynley Dodd

Dear Zoo by Rodd Campbell

Words to grow: Use these words in your day

You can help children use **little words** in sentences for different purposes. These include:

Words about people, places or things:	<i>the, a, an, that, this, he, she</i>
Words about actions:	<i>is, are, was, were, had, got, get, went</i>
Words for combining and reasoning:	<i>and, but, then, if, so</i>

Learn about little words: Ways to help language grow

When you **repeat what children have said**, and **add little words**, you are:

- Showing you understand what they have said, and
- Showing how their sentences can be clearer.

When you **talk about what children are doing** and use **little words** in your own sentences, you are:

- Showing children how to use words in a meaningful way, and
- Helping them to use more **little words**.

Children do not have to repeat words after you. The more often children hear the **little words** in sentences as part of their day, the more likely they are to understand new words and use them in their own talking.

Speech pathology key terms: articles, auxiliary verbs, conjunctions, parallel talk, expansion.