

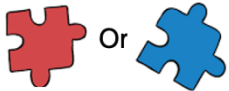
Offering choices

Offering your child choices increases the number of opportunities for them to communicate with you.

Say "What do you want? X or Y?"

Allow your child to choose:

- What they want to eat
- What toy they want to play with
- What story they would like to read
- Which piece of the puzzle they want to put in first



Or



Early Communication

Extending

If your child is using short phrases but not full sentences, it is important to extend their phrases to show them how we would say it.

If your child says "teddy bed" – make your child's phrase longer or grammatically correct.

- Action word: "teddy sleeping in bed"
- Describing word: "brown teddy" or "pink bed"
- Grammar: "teddy's bed"



Do not expect your child to copy, it is important that they hear the difference first.

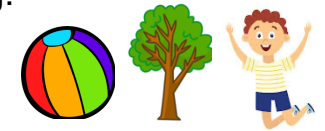
Modelling

Modelling is when an adult says the name of an action/object that a child is doing/looking at – they are providing a model.

Modelling is useful for helping children to learn new words.

Providing a model:

- If your child picks up a ball, you say "ball!"
- If your child points to a tree, you say "tree!"
- If your child is jumping up and down, you say "jumping!"



Commenting

Comment on what the child is doing during play or other activities:

- During play: "teddy eating apple", "girl brushing hair", "mixing tea in teacup, mix, mix mix"
- Outside: "climbing up the ladder" "sliding down the slide, woo"
- Activities: if your child is playing in the sandpit, provide a running commentary – "pick up the bucket and spade" "pat the sand, pat pat pat", "build sandcastle!"
- Books: if your child has a book with lots of pictures, go through each page and talk about the pictures.



Creating language opportunities

It is important to make talking worthwhile for your child – tempt your child to talk by making language something they use to tell you what they want.



Situations which make communication necessary:

- Complete one part of an activity: only give your child a small amount of drink in their cup, so they must ask you for more.
- Missing items: give your child all but one of the items needed for a certain activity – give them the yoghurt but not a spoon.
- Doing the unexpected: do something silly that is out of routine and see how your child reacts – brush their hair with a spoon.
- Put objects out of reach: put your child's toys out of reach, but where they can still see them – put teddy on the shelf.
- Don't anticipate needs: if your child needs help, do not rush to their aid, wait until they ask you for help: wait for your child to open their box of toys, if they get stuck, wait until they request help.