

Get your Child Talking

# Why are we here?

- Children maybe stating sounds incorrectly. This can be very common especially with blends. Such as sl, cl.
- Are you worried that your child doesn't talk much in front of others?
- Are you concerned that your child cannot hold a conversation.
- Does your child repeat everything you say? But unsure of the meaning of what is being said.
- Are you worried as your child speaks in words and phrases and not sentences.
- Lack of understanding and vocabulary

# Did you know?

- Your not alone...
- Don't panic.
- "1.7 million school age children in the UK are struggling with talking and understanding words following the pandemic."

# Speech Sounds

vocabulary

**5-8 years** Mastery of  
Speech Sounds:  
z, r, s, r, j, v, th

**4 years** Accurate early spoken  
grammar skills.  
Mastered Speech Sounds: f,  
l, ch, sh, y, f

**3 years** Saying complex sentences  
Mastered Speech Sounds: p,  
b, m, n, ng, h, w, k, g, t, d

**2 years** Saying 50 words or more and  
putting two words together  
Mastered Speech Sounds: m, n

**18 months** Saying 5-20 words or more  
Emerging Speech Sounds: m, n, p, b, h, w

**12 months** Saying 1-2 words or more  
Babbling and Experimenting with  
speech sounds

		YEARS OF AGE						
		2	3	4	5	6	7	8
P								
m								
h								
n								
w								
b								
	k							
	g							
	d							
	t							
	ng							
	f							
	y							
	r							
	l							
	s							
	ch							
	sh							
	z							
	j							
	v							
	(the th in thumb)	th						
	(the th in this)	th						
	(the sound heard in measure)	zh						

# How to help with incorrect speech sounds..

- Work out which sounds your child cannot say.
- Pop them on a post it.
- We can get resources to help your child.
- Clear re modelling.
- Lots of repetition
- Check out the sound progression.

# Do I need to talk?

- Children can often get what they want without having to use their words.
- Don't give in.
- Adults do the same.
- So often we go to technology over conversations now.



# Should we be asking lots of questions?

- If I ask you all to answer a question now...How might you feel?
- How does asking fewer questions help?
- It lets the child take more of a lead in play and conversation
- It reduces the pressure to speak
- It allows you to give your child more information and language models
- 1 question to 4 comments.

# Books

- How often do you read to your child?
- How often do we question them?
- How often do we comment about books?
- Do we rotate books?
- Are the children in a routine of reading?
- Do they see you read a book/newspaper?





# Sentence structure

**Who?**

**Doing  
what?**

**Where?**

# Modelling good conversation

- Dinner Table
- Walking home
- Older siblings/ relatives.

Did you know?

Often we may exclude certain vocabulary from children but its better to use these words from an early age.

Such as knife and fork=Cutlery

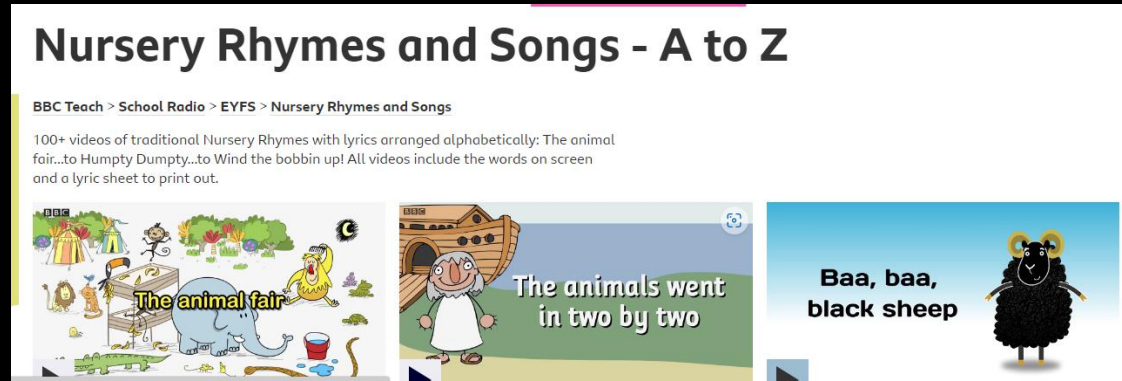
# Blank levels?

Reading - Blanks Questions	
<p>Level 1</p> <p>Find one like this. What's this? What colour is this? What did the ... say? What can you see? Show me the ... Is it X or Y? Who is this?</p>	<p>Level 2</p> <p>Find one that is ... can ... What's happening? Who is ...? When did ...? Where's the ...? Finish this sentence. What is this for? Tell me about this thing. What does it do? Find one that is X or Y. How are these different? What else is a X? (category) What else could they ...?</p>
<p>Level 3</p> <p>Find one to use with this. What will happen next? What could he say? Tell me how that would happen... What happened to all of these? Tell this story. How are these the same? Find the ones that are not... Name something that can... but is not a... Eg. Name something that flies but is not a duck. Name something that is not a...</p>	<p>Level 4</p> <p>Where will...? What will happen if...? Why will...? Why wouldn't it...? (characteristic) What made it happen? What could you do? What could we use? Why is... made of that? How can we tell? Why is this called...? Why can't we...?</p>

# Talking Time/Special Time

- Special time is:
- A time for you and your child to play together and should ideally happen for 5-10 minutes everyday.
- A time when your child can choose the activity and is in control of how they play within that activity.
- Your child's special time with you, so try to use a room / area where you won't be disturbed.
- In the language you feel most comfortable in, you don't have to do your special times in English.

# Singing



- If a child knows 8 nursery rhymes by heart by the time they are 4 years old, they are usually among the best readers and spellers in the class by the time they are 8.
- Singing Nursery rhymes can help children to develop emergent literacy skills. Many nursery rhymes are repetitive which can support the development of memory and kick start the practice of listening and speaking.
- [Nursery Rhymes and Songs - A to Z - BBC Teach](#)

# Adding in a word

- How does adding words help?
- Adding words can show your child how to make their messages more complete by showing them how to join words together
- It helps your child to learn new words by modelling new language to them
- It can help to reduce frustration as you are able to give a model of what your child would say if they could
- For example- A child washing their hands. May say hands. You can say 'washing hands.'

# Resources



Questions