

Supporting Communication: Parents Workshop

Haringey Language Support Team

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A large yellow triangle graphic located in the bottom right corner of the slide, pointing towards the top right.

Timetable



Introductions



What is communication?



Strategies to use at home



Questions

How and why
have you
communicated
today?



Speech: the ability to make and say sounds

- Making speech sounds.
- Putting the right sounds in the right place to create words.
- Speaking fluently (without a stammer)
- Speaking at a clear volume and changing speech to show meaning.

Language: all about rules

- How words are made, added to, or changed (e.g. cat/cats or go/going/went)
- What words mean.
- How words are joined together in the right order.
- Using signs, symbols and gestures.

Communication: how we interact with others

- Paying attention and listening when others are talking.
- Knowing how to talk to others and take turns.
- Knowing how to change language in different situations (e.g. talking to friends and teachers).
- Non-verbal communication.

Elements of Communication

Communication skills interact with each other – which means that challenges in one area of a child's communication skill development can impact on other areas.



Between 3 and 4 years children usually can...

- Listen to storybooks with pictures and answer some questions about a story
- Understand and use words for colour, number and time (e.g. tomorrow)
- Start to be able to answer simple questions about 'why' something has happened
- Use sentences that have 4 – 6 words in them, for example 'I want to play with cars'.
- Start to link 2 sentences together by using 'and'.
- Talk about the future and the past. For example, 'I jumped down' (children may still make grammatical errors like "goed")
- Enjoy pretend play
- Ask lots of questions
- Answer simple problem-solving questions, e.g. 'What do you do when you're cold?'

Some children struggle with learning to talk and understand words. Possible signs to look at for at this age include:

- Your child is not joining words together into sentences.
- The sentences your child uses are jumbled or difficult to understand.
- Your child has difficulty understanding and following instructions.
- Adults who don't know your child find their talking hard to understand.

Between 4 and 5 years

- Listen to and follow requests without having to stop what they are doing.
- Understand longer instructions, for example 'Find your crayons, draw a picture and give it to Grandma'.
- Understand and answer questions about simple stories with no pictures.
- Choose their own play mates and play make believe games.
- Take turns in longer conversations and stay on the same topic.
- Understand words like 'first' and 'next' in a sentence.
- Understand words such as 'above', 'below' and 'between' to describe the position of things.
- Use long and detailed sentences – but might still make some mistakes like 'sheeps' instead of 'sheep'
- Talk about things that have already happened or will happen in the future
- Talk about things they imagine or make up, using words like 'I think...'
- Say most words clearly when they are talking
- Talk quite smoothly. They don't repeat the first sound in words or get stuck trying to get a word out.

Things to look out for

- Your child isn't talking in full sentences. For example, they say things like 'play ball' instead of, 'The dog is playing with the ball'.
- Your child struggles to find the right words to say what they want.
- Your child struggles to have a conversation with you that makes sense.
- Your child struggles to say the right sounds in words so that people can understand them.

Games to Build Attention Skills





- Bubble Pop! Blow bubbles. Build anticipation by saying “ready....steady....go!” Encourage your child to wait.
- Use songs and music to engage your child. Show your child the actions.
- Use games at the park and out and about such as the swings or playing chase to build anticipation and excitement.



Helping Interaction and Talking: add one word



Early Sentence Building

If they say....	You could add....	..and say...
dog!	An adjective - what is it like? 	Big dog..
Look bird!	A verb - what is it doing? 	Yes – look bird flying!
Shoes on..	A Pronoun - who does it belong to? 	Molly's shoes on!
Juice please....	A quantity - How much/many are there? 	More juice please!



5 Simple Strategies to Support Understanding



Give pauses between information (some children need up to 10 seconds to process language!)



Give one instruction at a time



If you repeat yourself, use exactly the same words.



Try and show as well as tell (using gesture, pictures, objects)

Make the most out of play

- Let your child take the lead. Pretend play exposes your child to lots of new vocabulary and gives them a chance to use vocabulary they don't use day to day.
- Join in at your child's level without distractions.
- Play also builds problem solving skills and creativity



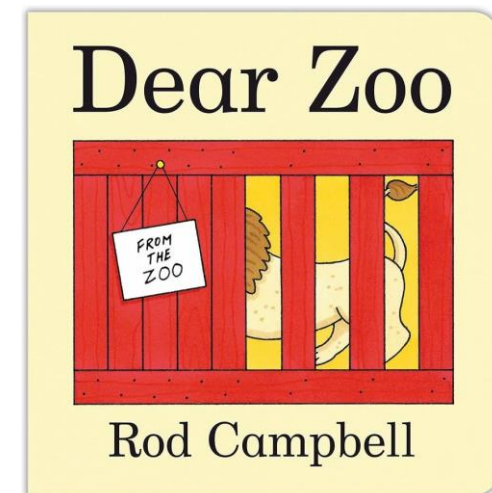
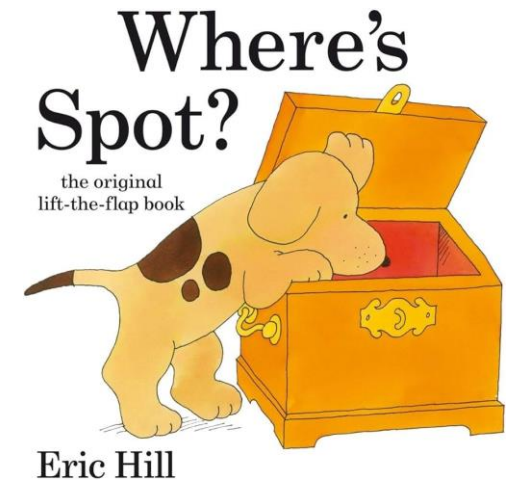
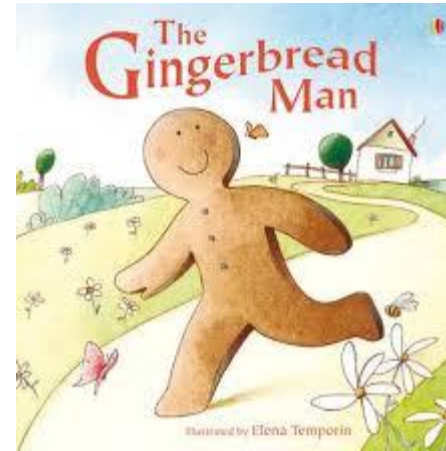
Use Repetitive books

Repetitive books are books that have the same words and sentences repeated in a pattern.

Don't be afraid to tell a story more than once;

Encourage your child to join in and try pausing at the end of a line to see if your child can finish the sentence.

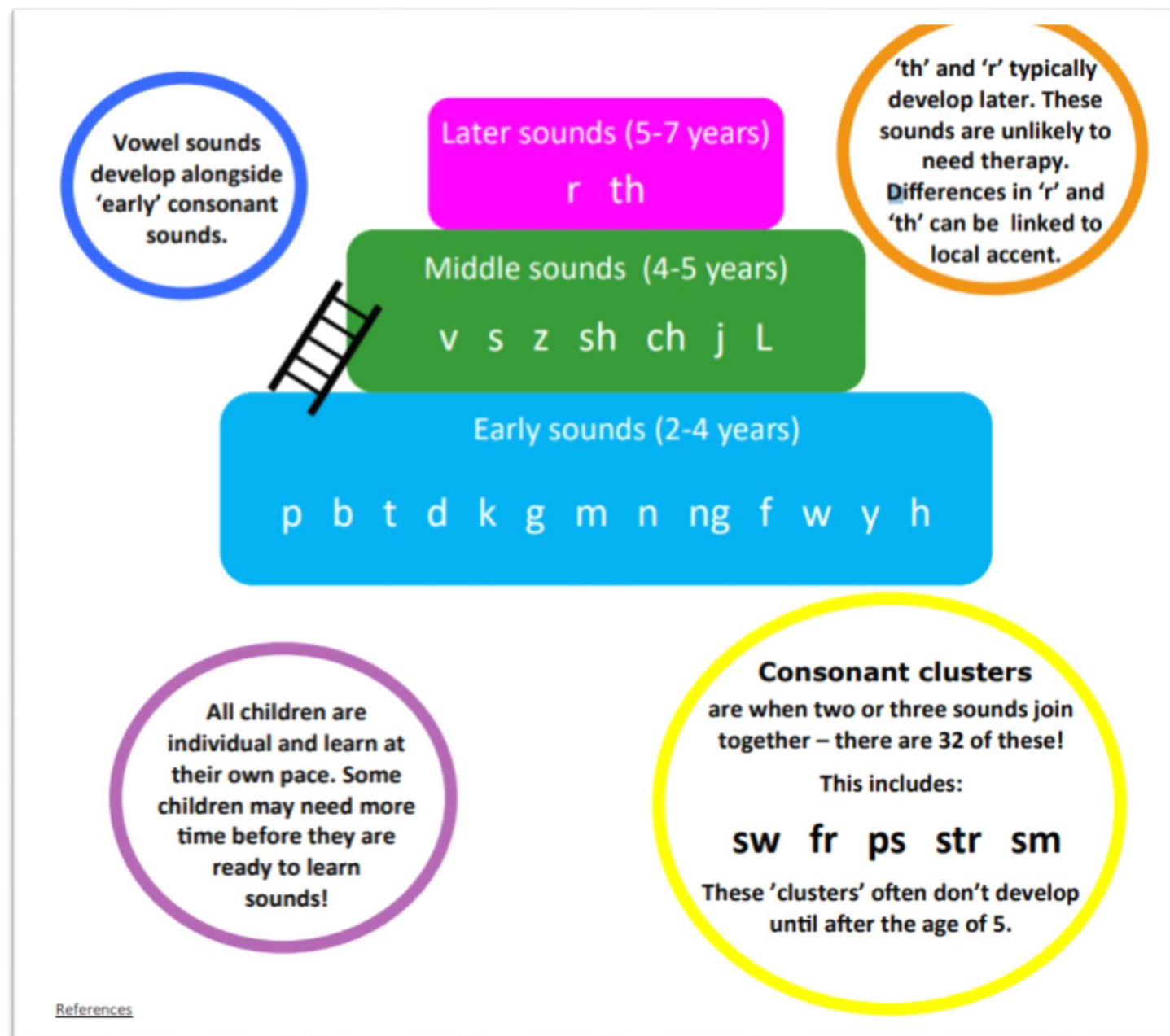
You can try using toys or props to make the story exciting.



Other ways of telling stories

- Talk about daily routines and your day. Talking about these in the right order is another way to develop story telling skills
- Use photos to tell stories – you could take photos during a day trip and show these to your child on your phone.
- Make up stories to tell your child about things they are interested in

Speech Sounds



From Leicester NHS
<https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Speech-Sound-Development.pdf>

Use your home language



- If your household is multilingual, use all languages your child is familiar with.
- Bilingualism does NOT cause language delays and it helps children develop speech to hear their home language.
- Think about developing communication skills – not language skills
- For children with SEND, the advice is the same.
- It might appear that younger multilingual children are behind their monolingual peers but we know there are long term benefits to being bi/multilingual.
- Children have lots of motivating opportunities to practice English outside the home.

Remember....

- Children learn language best from other people.
- Just making time to play and chat with your child face to face, without TV or phones will help your child's language development.
- You can do an activity quiz on [Tiny Happy People](#) for ideas!

Questions, feedback and further information

- [Haringey Local Offer](#) (Speech Language and Communication Needs page)
- [Speech and Language UK](#)
- [Worcester NHS Speech and Language Resources](#)
- You can also contact the speech, language and communication needs (SLCN) service directly via the advice line on 020 3224 4399 (after talking to your child's school)

