

# Speech and Language Therapy: Parents Workshop

Naomi Guild

Early Years and Mainstream Speech and  
Language Therapist



# Schedule

09.00-09.45

- Introduction
- Typical language development
- Bilingualism
- Top tips for talking
- Activities
- Questions

# Who is here?

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- Name
- Age of your child / children
- Your child's favourite play activity

# Communication Development

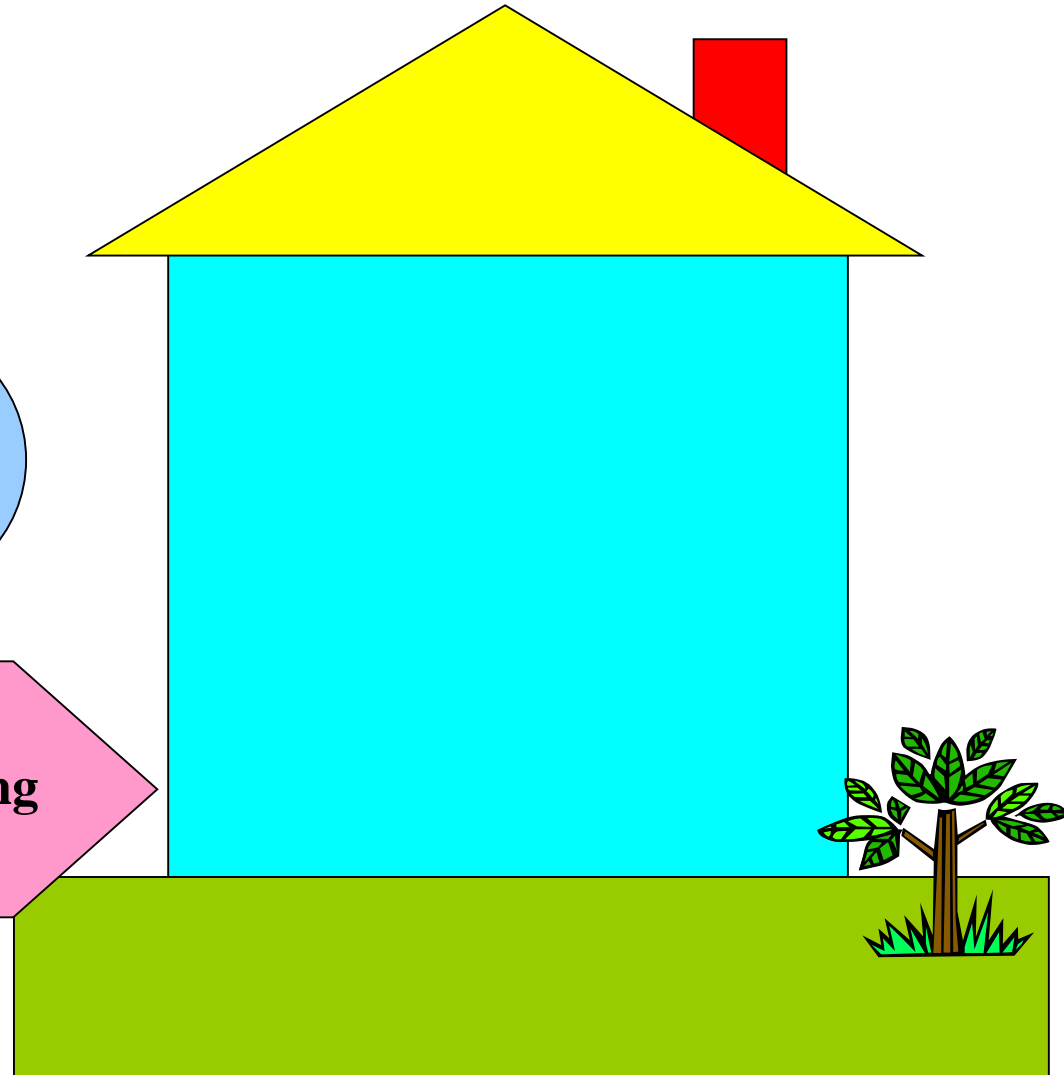
**Attention and  
Listening**

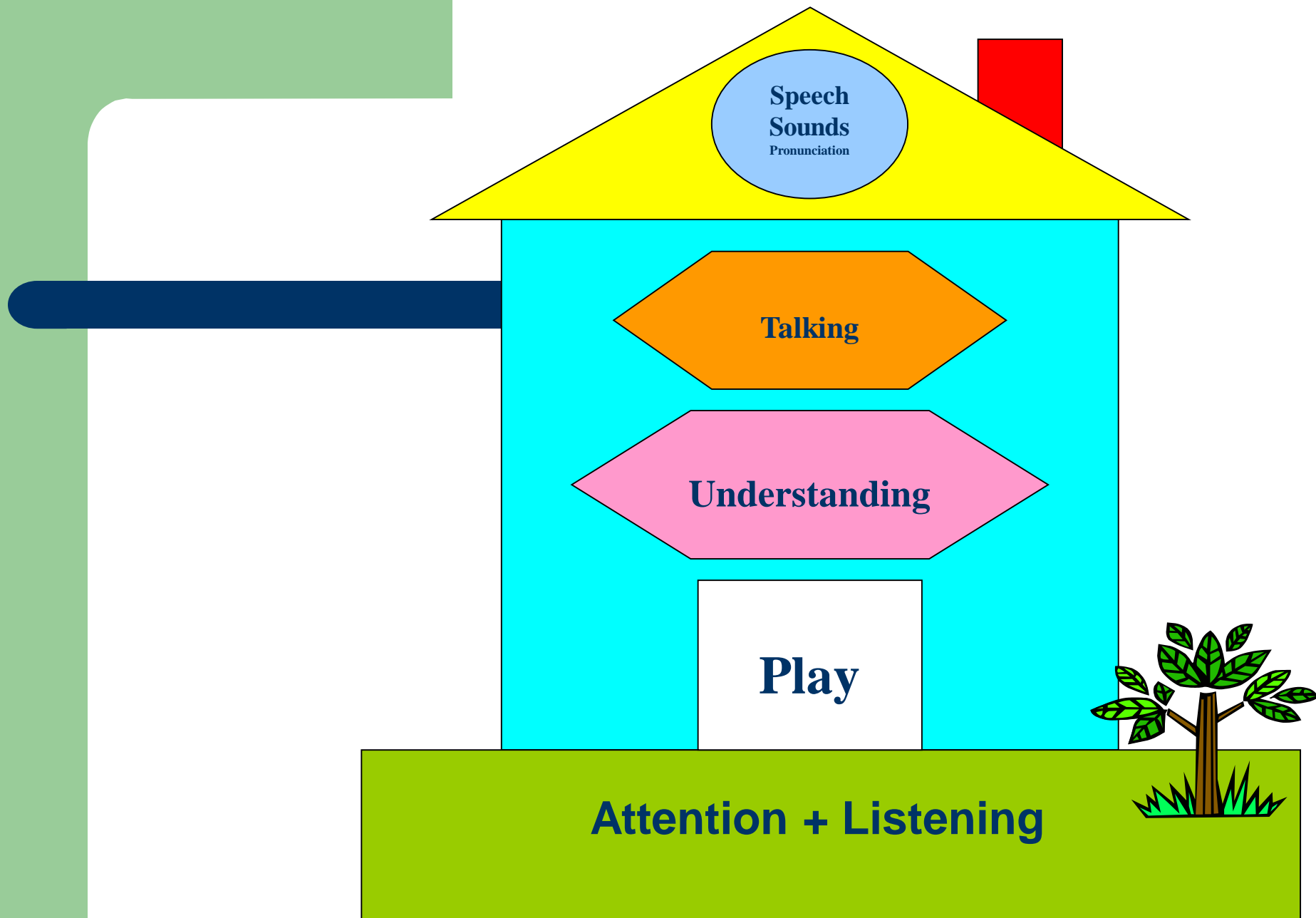
**Talking**

**Speech  
Sounds**  
Pronunciation

**Play**

**Understanding**







# **Stages of language development**

# Typical language development



**WARNING!!**

These are a guide.

Remember all children develop at  
different rates



## 2 – 3 Year Olds



- Asks questions e.g. what's this?
- Names common pictures and things
- Uses short sentences like "me want more" or "me want cookie"
- Has a 450 word vocabulary
- Talks to other children as well as adults





## 3 – 4 year olds



- Understands 1500-2000 words
- Understands question words who, where, when
- Follows simple instructions e.g. give the big apple to the bear
- Understands basic concepts – colour, size, shape, position, shape
- Uses 1000-1500 words
- Uses language to say what they want, how they feel, ask questions and describe things
- Can tell a simple story
- Has a sentence length of 4-5 words and link ideas with 'and'



## 4 – 5 year olds



- Has sentence length of 4 - 5 words
- Uses the past tense correctly
- Has a vocabulary of nearly 1500 words
- Asks many questions, including "who?" and "why?" questions



# Bilingualism

# English as an additional language (EAL)

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**'...bilingualism in a child or adult  
is an advantage and does not  
cause communication disorders'**

The Royal College of Speech and Language Therapists (2006). *Communicating Quality 3, RCSLT's guidance on best practice in service organization and provision* (London: The Royal College of Speech and Language Therapists).

# Tips for EAL

- Continue to use your own language at home
- Play games and tell stories in your home language
- Use short phrases and lots of gestures when speaking in both languages to help your child to understand

# Tips for EAL

- If you are confident in both languages, spend a few hours each day speaking in English and a few hours speaking in your home language.
- Try to be consistent in which language you use (try not to switch between 2 languages in the same sentence)



# **General strategies to support language development**



**What do you already do  
to support your child's  
speech, language and  
communication  
development at home?**



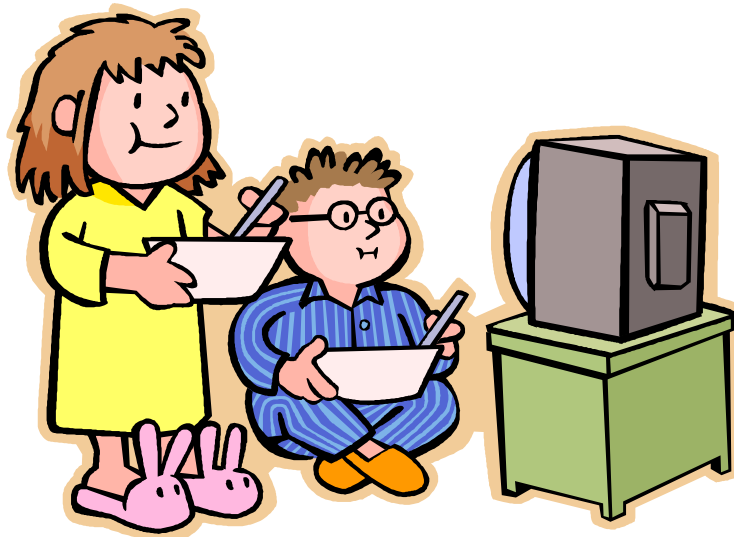
# Strategies to support your child

- Play
- Play
- Play
- Play
- Play
- Play
- Play
- Play
- Play
- Play



# Strategies to use during play

## No distractions



# Wait



# Take turns



# Repeat and add language



# Comment



# Give choices



# Model





# Specific praise



# Set up a 'special time'

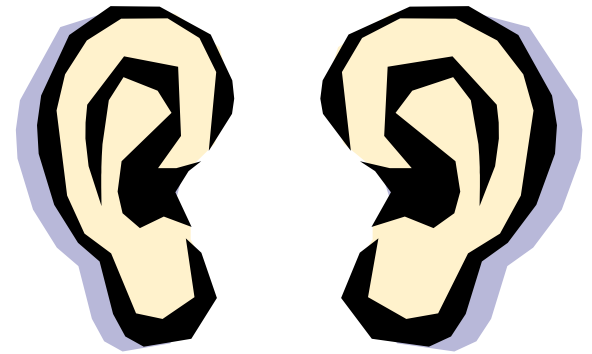
- Give handout
- Follow child's lead
- Use comments, not questions
- Watch video
- <https://www.youtube.com/watch?v=Dt7anNEEQKY>



# **Strategies to support the development of a specific area of communication development**

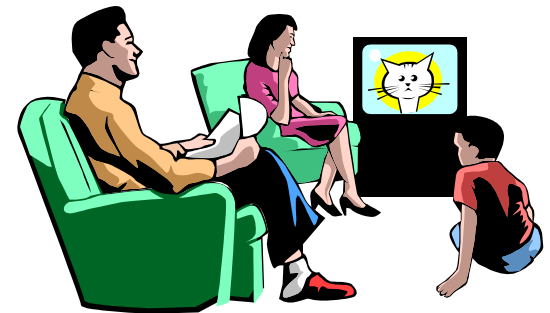
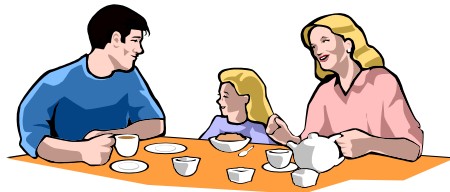
Helping your child with:

# Attention + Listening



You might notice your child.....

- Finds it hard to sit still
- Has difficulty concentrating on games or conversations
- Appears to be ignoring you



# Listening games



## The 'GO' game

- Give your child an instruction then wait before saying 'GO'.
- Your child has to wait until you say 'go' before carrying out the action.
- For example "put your hands on your head.....go"

## A different way of playing this game.....

- Instead of saying 'GO', get your child to look at you and wait for a sign e.g. thumbs up (before doing the action)
- Swap over and get your child to ask you to do an action

Helping your child with:

# Remembering what they've heard

**You might notice your child.....**

- Doesn't do what you've asked
- Forgets instructions or information
- Has difficulty remembering details
- Remembers the first or last thing you said and not the middle part





# Memory games

## “I went to market and bought.....”

- Start the game by saying “I went to the market and I bought a ... (then name 1 thing e.g. banana)”
- The next person has to remember what you’ve said and add one more thing e.g. “I went to market and I bought a **banana** and an **apple**.  
**Then** Carry on adding new words

## A different way of playing this game...

- Try starting it off with one of these phrases
- “I went on holiday and I took....”
- I went to the zoo and I saw..”
- You could also add actions to help your child remember

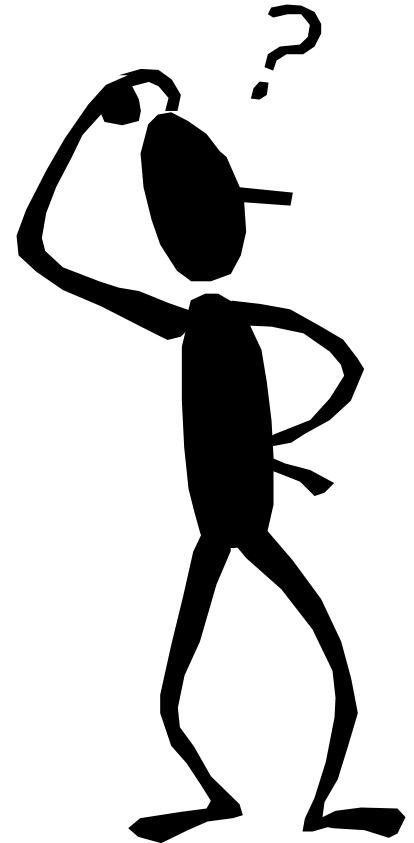


Helping your child with....

# Vocabulary and finding the right word

You might notice your child....

- Cant' think of the right word
- Uses the wrong word
- Uses words like “thingy” or “that... you know...”
- Gets frustrated when they can't find the right word







# Vocabulary + word-finding games

## **‘Describe an object’**

- Pick an object in the room then take turns to say one thing about the object e.g. “It’s black and white”, “it’s made of paper”, “you read it” (a newspaper)
- You can describe it by thinking about...  
Colour, shape, size, what it’s used for, where you find it, who uses it
- Carry on until you have run out of things to say!

## **‘I Spy’**

- One person chooses an object that they can see and describes it until the others can guess what it is...
- E.g. “I spy something that is small, it’s made of glass and metal, you look through them and they help people to see” (Glasses)

# Questions

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