

### By 4 Years, children will usually:

- ⇒ Ask a lot of questions using words
- ⇒ Be able to answer questions about 'why' something happened
- ⇒ Use longer sentences and link sentences together, like 'I had chicken for tea **and then** went to the park'
- ⇒ Describe events that have already happened
- ⇒ Have mostly clear speech, though may continue to have difficulty with some sounds ( r , l , th, sh and j )
- ⇒ Listen to longer stories and answer questions about a story they have just heard
- ⇒ Understand and use colour, number, and time related words
- ⇒ Enjoy make believe play and make up stories themselves
- ⇒ Play and initiate games with other adults and children.

### By 5 Years, children will usually:

- ⇒ Take turns in much longer conversations
- ⇒ Use sentences that are well formed
- ⇒ Be building their vocabulary all the time, and asking what words mean
- ⇒ Be able to re-tell a story they have heard
- ⇒ Use most speech sounds (may have difficulty with more difficult words such as 'scribble' and maybe still 'ch' and 'r')
- ⇒ Understand spoken instructions without stopping what they are doing to look at the speaker
- ⇒ Understand sequence such as 'first we are going to the shop, next we will play in the park'
- ⇒ Use talk to take on different roles in their play, and negotiate with others
- ⇒ Use talk to help work out problems and organize thinking and activities.

### So what can you do to encourage talk?

Follow the FIVE-a-day for learning...

- 1: Share books, songs or rhymes with your child for 15 minutes
- 2: Play with your child on the floor for 10 minutes
- 3: Talk with your child for 20 minutes with the television off
- 4: Be positive towards your child and praise frequently "Good listening", "Good sitting"
- 5: Provide a healthy balanced diet and be active—Did you know that a child's diet can affect their speech? Introducing new textures helps the muscles in your child's mouth develop, and promotes language skills.

- \* Share picture books and talk about the pictures in short sentences
- \* Encourage listening skills— indoors and outdoors e.g. "I can hear an aeroplane"
- \* Talk to children about what you are doing, such as "let's change your nappy"
- \* If they try saying a word, say it back to them so they can hear the name of the object clearly e.g. "yes, there is a bus"

### Beware! Don't force them to re-say the word

- \* Keep the talk going by smiling, nodding, encouraging them to talk more and repeat what they are saying, so they know you are interested.
- \* Play word games— like a b c words, rhyming games "pig, wig, tig"
- \* Ask I wonder questions or what do you think questions to prompt conversation
- \* Play games that involve taking turns and help them learn to listen

You can always drop in to a **Speech & Language drop in to get professional help and advice. Visit ...**

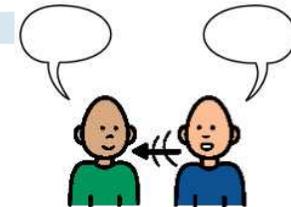
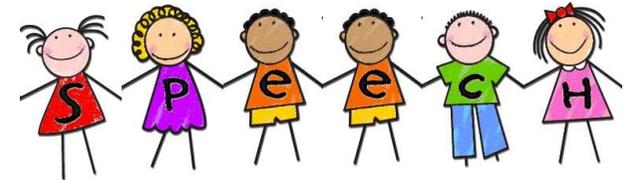
<http://www.yorkhospitals.nhs.uk/index.php?ob=14&id=595> for venues and dates, as well as more help and support on speech and language in and around York.

## SPEECH AND LANGUAGE IN EARLY YEARS

### Polly Anna's Day Nursery



### Family Information Booklet



Because chatter matters

## Understanding Communication

It doesn't happen by accident! Children need adults to nurture and support their language and communication development. Through our interactions with children we can have a huge impact on their speech and language development.

It helps to know what you need to be looking out for:

- ◆ Look for 'talking'
- ◆ Look for 'listening'
- ◆ Look for taking part 'responding'



It helps to know what happens and when:

**By 6 months** babies will usually:

- ⇒ Make sounds like cooing, gurgling and babbling, to themselves and with others
- ⇒ Make noises to get attention
- ⇒ Watch your face when you talk to them
- ⇒ Get excited when they hear voices coming, maybe making noises in response
- ⇒ Smile and laugh when other people smile and laugh

**Be aware!** Always monitor your child's hearing—are they watching when you are talking? Do they respond to voices and noises? Hearing impairments or loss are the biggest cause for delayed speech and communication. Always seek advice from your Health Visitor or GP if you have any concerns. It may only be temporary, due to a cold or glue ear, which can be easily treated.

**By one year** babies will usually:

- ⇒ Babble strings of sounds, like 'ma-ma-ma', 'ba-ba-ba'
- ⇒ Start to point and look at you to get your attention
- ⇒ Start to say some 'first words' and make gestures
- ⇒ Start to make connections and understand words such as 'bye-bye'

- ⇒ Recognise the name of familiar objects, like 'cup' and 'teddy', 'mummy' and 'daddy'
- ⇒ Look at you when you speak or when they hear their name called
- ⇒ Take turns in 'conversation', babbling back to an adult during pauses

**Keep monitoring!** Always check that your child is hearing you okay, and seek advice if you have any concerns.

**By 18 months** a child will usually:

- ⇒ Be talking! They will be able to say around 20 words—usually common words they hear
- ⇒ Say words in a baby way, starting to pronounce words consistent to how they sound
- ⇒ Understand simple words and short phrases they hear a lot during the day, such as 'coat on', 'drink' 'lunch time', 'all gone' etc
- ⇒ Recognise and point to familiar objects when you ask them
- ⇒ Enjoy games like 'peek-a-boo' and 'round and round the garden, like a teddy bear'
- ⇒ Be exploring their world and starting to enjoy simple pretend play, like pretending to talk on a telephone



**If you are worried that a baby is not doing these things there is more information available for parents on....**

[www.talkingpoint.org.uk](http://www.talkingpoint.org.uk) or visit your Health Visitor

**By 2 years** toddlers will usually:

- ⇒ Use 50 or more single words like 'milk', biscuit
- ⇒ Be starting to put words together with 2 to 3 words, such as 'more milk', bye-bye daddy'
- ⇒ Be asking simple questions such as 'what that?' 'where gone?' etc
- ⇒ Understand between 200– 500 words
- ⇒ Understand simple questions and instructions like, 'where's baby?', 'go get your shoes' etc

- ⇒ Enjoy pretend play with their toys, such as feeding dolly, pretend driving a car, usually making the noises and talking whilst they play
- ⇒ Become frustrated when they cannot get their message across or if they are misunderstood.

**This is one reason for 'Toddler Tantrums'** -Try encouraging them to use gestures to support their words. This can ease frustration and help adults interpret what the child is trying to say.

**By 3 years**, children usually:

- ⇒ Use up to 300 words— start to use different words e.g.
  - \* Describing words: 'big', 'cold', 'wet'
  - \* Positional words: 'under', 'up', 'in'
  - \* What they are for: 'eating', 'playing'
  - \* Describe how many: 'lots'
- ⇒ Refer to something that has happened in the past
- ⇒ Put 4–5 words together to make a sentence, "Me want more milk"
- ⇒ Ask lots of questions
- ⇒ Have clearer speech— most people can understand them, not just parents
- ⇒ Listen, remember simple stories & rhymes
- ⇒ Understand longer instructions
- ⇒ Understand simple who, where, what questions
- ⇒ Play more with other children and join in
- ⇒ Play more complex imaginative games—using small figures and cars etc
- ⇒ Be able to hold a 'proper' conversation, though they may flit around the topic a bit and be difficult to follow at times
- ⇒ Be able to recognise how other people feel and will try to do something about it—hug, comfort a friend or family

