

## Remember



## Ideas



**T**urn Taker

Good conversations involves equal turns. Use toys and table top games that encourage turn taking and develop attention and listening (e.g. lottos, puzzles or snap).



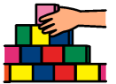
**O**ffer the correct example

Interpret what your child is saying, repeat back what it should be.  
Child – ‘me want mato’ You – ‘Oh.... You want a tomato’.  
Child – ‘him falled down stair’ You – ‘yes he fell down the stair’.



**p**rovide and build.....

Remember expand and develop what your child says:  
Child: ‘wand car’ You: ‘ you want your blue police car’.  
Child: ‘sad lost ball’ You: ‘he is sad because he has lost his ball’.



**T**hink about language levels

Use simple or reduced language – this is ok for younger children. Gain full attention, emphasise key words. Chunk the instruction and ask them to repeat back.



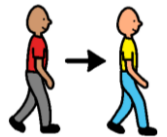
**e**nvironment to learn language

Switch the telly off and make some special time. Encourage some of the skills that your child will need for school – good sitting, listening and looking.



**n**ow be follower and leader

It’s good to follow your child’s lead during play. But.....encourage your child to also follow the adult too.



**T**hink about different words

Develop your child’s word bank. Label the action and describing words (e.g. action = skipping, texture = furry) and remember the position words in/on/under and in front/behind. Use the concepts same/different and first/next/last.



**i**ntroduce fun with sounds

Have fun with Nursery Rhymes and rhyming words. Clap out words into parts (e.g.ba/na/na). Play ‘ I spy’, Find words that start or end with specific sounds. Read books together and point out some of the sounds.



**p**romote conversations

Create lots of talking opportunities. Talk together about your day and their time at nursery. Encourage them to tell you about an activity (e.g. making a sandwich) or how things happen. Get them to help you with a list (i.e. shopping or packing).

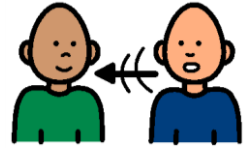
**S**ee what works

Go with what works, build on and develop your child’s skills. Have fun and give lots of praise.





# SPEECH SOUND CHECKLIST



|   |  |                        |
|---|--|------------------------|
|   |  | <b>90% of children</b> |
| <b>All common vowel sounds</b>  |  | <b>3 years</b>         |
| [p] <u>p</u> an, shee <u>p</u><br>[b]     ba <u>ll</u> , cra <u>b</u><br>[t]     te <u>dd</u> y, le <u>tt</u> er<br>[d]     do <u>g</u> , be <u>d</u><br>[m]     mu <u>o</u> se, mu <u>mm</u> y<br>[n]     no <u>s</u> e, ba <u>na</u> na<br>[w]     we <u>ll</u> ies |  | <b>3 years</b>         |
| [k]     ca <u>t</u> , ke <u>y</u> , ro <u>ck</u> et<br>[g]     go, do <u>g</u><br>[f]     fe <u>et</u> , kn <u>i</u> fe<br>[h]     ho <u>u</u> se<br>[y]     ye <u>s</u><br>[s]     so <u>ap</u> , dre <u>ss</u><br>[ng]     ki <u>ng</u>                             |  | <b>5 years</b>         |
| [sh]     sho <u>e</u> , fi <u>sh</u><br>[ch]     chi <u>n</u> , ke <u>tt</u> chup<br>[j]     jo <u>k</u> e, bri <u>dg</u> e<br>[z]     zo <u>o</u> , bee <u>s</u><br>[v]     va <u>n</u> , lea <u>ve</u> s<br>[l]     li <u>o</u> n, be <u>ll</u>                     |  | <b>6 years</b>         |
| [r]     ra <u>in</u> , bea <u>r</u><br>[th]     thi <u>n</u> , ba <u>th</u><br>[th]     fea <u>th</u> er<br>[ ]     mea <u>s</u> ure  |  | <b>7 years</b>         |

Based on research by Ann Locke

These are the ages when 90% of children will use these sounds.