

Speech–Language Therapy Services in Education

LANGUAGE FOR LEARNING LANGUAGE FOR LIFE



Promoting language skills and phonological awareness skills

Strategies to improve language

1. Simplify

- Re-word your question
- Break the instruction into single steps

2. Model and repair

For example:

- Child: *Him felled down the stairs*
- Adult: Yes. He fell down the stairs

3. Expand

For example:

Child: *The dog's barking*

Adult: Yes. *The dog's barking at the car*

4. Prompt

- Use an open ended sentence
- Provide first sound of the target word
- Use a sound/word to indicate you wish the child to continue
- Actions are useful prompts

General strategies:

- Offering a choice
- Focussing on important information
- Relating unknown to the known
- Ask Open ended questions
(not yes/no)

Developing language at home

Reading Books

- After reading the book, try talking about the pictures, the setting and the characters.
- Try to get your child to retell what happened in the story, prompting them if you need to.
- Get the child to think about what might have been the ending if other things had happened.
- When reading a new book,, try to predict what is going to happen on the next page.

Outings/Day to day activities

- Natural situations for learning about new things and acquiring new words
- Decide on an outing together, explain how to get there, make a list of what to take.
- Discuss all the things you see, taste, hear etc.
- Teach the names of new vocabulary and link them with previous knowledge.
- Take photos of what you did so children can retell the events of the day to others.

Early literacy activities for home

- Questioning about words:
 - What's the word for your name?
 - What's the name for what you're doing?
 - Knowing the difference between words and sounds:
 - Clap/stamp when I say a sound/word
- Identifying the difference between long and short words:
 - Identifying long and short words while cooking in the kitchen
- Breaking sentences into words
 - “How many words did you hear in that sentence?”
- Knowing word position in a sentence.
 - Which word was first / last?
- Clap the syllables for words
- Listen to songs with rhyming words and talk about the words that sound the same.
- Read books that contain rhyme: Listen for the words
- Make up nonsense rhyming words
- Play games like “I spy with my little eye, something beginning with . . . “
(use the beginning sound, not the letter name).
- Play word games -
 - E.g. “Tell me 2 words that start with the sound 'm'.
- Identify the last sound in a word during activities round the house.
 - E.g. “The last sound in “shirt” is “t”.
 - Take a step for each sound you can hear

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