

## Further Development of Expressive Language Skills

Now your child is using short phrases, the ideas below will help your child to increase the length of his/her sentences and develop his/her vocabulary.

### Action words

Introducing action words into your child's vocabulary will help them to further develop their phrase length, and enable them to communicate with you about a wider range of topics.



**Person + Action** - the 'person' in these little sentences could be a real person, toy or an animal.

**Action + Object** – the 'object' relates to the thing/person that the action is being performed on.

**Person + Action + Object** – once all 3 parts are combined, this will enable your child to form simple sentences.

### Here are a few game ideas to get you started!:

- Do some actions together and describe what you are doing: e.g. "Mummy's jumping", "eating cake", "Peppa drinking juice"
- Make a favourite toy do different actions: E.g. "Mickey Mouse is sitting down"; "Elsa is brushing hair" etc
- Look at a picture book together and describe what different characters are doing: e.g. "climbing wall"; "the pig is eating mud"; "the dog is barking" etc
- When you are watching a TV programme together/playing a game on a tablet iPad, describe what the characters are doing: e.g. "Iggie-Piggie is playing ball"; Fireman Sam is sliding"

### Comment

Focus on what your child is doing and talk about it. Use short, simple sentences at your child's level, or just above. If your child is producing words phrases, use 2-3 words to comment. You are modeling the language you want your child to be able to imitate.

E.g. "man driving car", "girl eating ice-cream", Include concepts such as big/little, colour, as well as talking about who's things are whose e.g. "mummy's socks", "daddy's hat".



### Reduce questions

Rather than testing your child on something they don't know, where possible tell your child what something is so that they can learn it.

### Repeat and add to your child's language

If your child uses immature or incorrect grammar **repeat back** what they have said modelling the correct form e.g. if the child said 'he falled', adult says "yes! He fell!".

Listen to what your child has said and model the language you want him/her to imitate.

Respond to your child's communication and build on ideas. For example; your child points at a car and says "driving car", you could say "yes! The man is driving a car!"

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### Putting in the little words

When your child starts to combine 4 – 5 words together they need to learn to use the little words such as 'a', 'is' 'the' to form complete sentences

Always repeat phrases your child has said and make the words they missed out stand out by saying them louder, pause before them and say the whole phrase a couple of time., e.g. "Yes it **IS** blue, What colour **Is** the car? I think it **Is** yellow.

Give your child plenty of **time to respond** to what you say.

