



Dear Parents/Carers,

We hope you and all your families are all well. We would like to share some more useful websites and fun ideas for you to try at home to support speech and language development. If you have any concerns please do not hesitate to get in touch with your child's keyworker or email gw18macarylisa@ea.n-ayrshire.sch.uk. Not all activities will suit the needs of every child therefore; they can be adapted to suit. Please remember we are here to help. So firstly:

Do's and Don'ts For Encouraging Speech at Home


Do Model Modeling language shows your child how to communicate	Don't Ask for Labels Don't ask "what is this?" repeatedly
Do Extend Add 1-2 words to what your child says	Don't Say "Say" Try modeling instead. Saying "say" decreases spontaneous communication
Do Wait Waiting gives your child an opportunity to talk	Don't Question Too many questions is not natural. Make comments too!
Do Repeat Repeating confirms you heard your child and validates their communication	Don't Pressure Talking can be hard and adding pressure does not help
Do Respond Responding to your child will support future conversations	Don't Get Frustrated It's okay to get frustrated, but DO NOT let your child see this

MrsSpeechieP

Things to do at home: Making a talking box

What you will need:

- ✦ An empty box with lid, basket (which can be covered), pillow case or canvas shopping bag.
- ✦ Everyday items from home to put in your talking box, which will help with conversations. These could include:
 - finger puppets and a story or info book that links with the puppets
 - games and puzzles
 - themed items e.g. dinosaurs, your child's favourite animal or favourite place
 - pictures of different things such as vehicles, seasonal landscapes, families, baby toys and equipment, animals, or TV and book characters
 - natural materials, such as pine cones, acorns and conkers, different coloured leaves, pebbles and bark.



Ideas for using your talking box

- Your child could pick one thing: 'What's this?' or 'Tell me about your ...'
- Talk about similarities and differences, or your child's likes and dislikes.
- Talk to the puppets or make up a story about them.
- Play with a puzzle, talking about what happens next, taking turns etc.
- Chat about the things your child had or did as a baby.

Talking box top tips

- Make it fun for you and your child!
- Let your child lead the discussion.
- Give your child time to respond.
- Try not to ask too many questions.
- Use your talking box every week.
- Mix and match the activities and discussions you have.



This can also be adapted to make a sound box.

Some resources that may be useful is adding animals and imitating the animal sounds. Your child can copy and guess the animals.

Do you live or work in Ayrshire and have concerns about a child's speech, language or communication.



We are offering an expanded Helpline Service until further notice

For advice and guidance from an experienced Speech and Language Therapist, please call the Helpline for your area.

East Ayrshire 07980919654
Monday 9.30am - 11.30am
Thursday 2pm - 4pm

North Ayrshire 07833233942
Wednesday 2pm - 4pm
Thursday 2pm - 4pm

South Ayrshire 07833095374
Tuesday 2pm - 4pm
Thursday 10am - 12pm



Working together to achieve the healthiest life possible for everyone in Ayrshire and Arran



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- Find us on Facebook www.facebook.com/SpeechandLanguageTherapyinEastAyrshire
www.facebook.com/SPINNorthAyrshire/
- Follow us on Instagram AyrshireSLT (@weepeoplechat)

What is in the bag today?

What you will need.

- A pillow case
- Collect 4-6 familiar objects and place them in your pillowcase.
- Take it in turns to choose an object from the bag (Pillow Case).
- Other players must hide their eyes
- Player with the object has to describe the object chosen
- Imitate the sound it makes for e.g a snake or a monkey, in order for other players to guess the object.
- Player that guessed correct has to pick another object and repeat.

Memory Game (Using the above materials)

- Place objects from the pillow case on top of a table or on the floor
- Place pillow case over the objects
- Take it in turns to remove one object while other players hide their eyes
- Remove the pillowcase; can the other player identify what is missing?
- If the players do not guess then the player with the object can give some clues to assist them. Continue.



Tips to help encourage your wee people's speech, language and communication skills
#gettingweepeoplechatting



Be face-to-face

Watch, wait, listen

Follow their lead and play their way

Give them a reason to communicate

Balance questions with comments

Give them time to respond

Try to limit screen time

The Communication Pyramid

NHS For information and advice on supporting your wee person's speech, language and communication contact:
Ayrshire & Arran

Speech and Language Therapy in East Ayrshire #gettingweepeoplechatting
 @weepeoplechat

Helpline: Phone/text 07980919654 on Thursdays: 2 pm-4 pm.



Fun Sensory Play

Get your child talking with an Activity Cube!
For e.g.: if your child is struggling to pronounce sounds then you could make/copy/print, cut, and stick pictures relating to this on the cube. You would then take turns and say and repeat the picture you roll.

FREE printable, no sign up required here => <https://funsensoryplay.com/sensory-activity-cube>

How Speech Sounds Develop

r th

l j v

ch sh s f y sh

k g ng

p b t d m n

vowels

Speech sound development age 3 to 7

3

p b m n t d w

k g f h y

sp st sm sk ng s

l sh ch j z v

r th zh (as in vision)

7

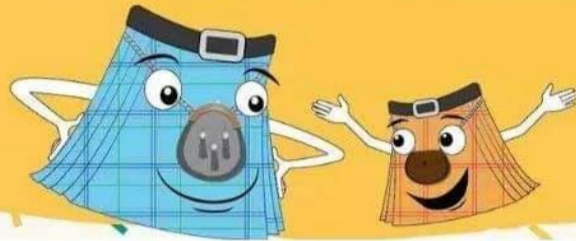
Fun ways to help your child learn new sounds

While taking turns with your child's favourite toys, model sounds that your child finds difficult. For example:










Building a tower - as you add blocks to the tower, say the sound

Rolling a ball - as you roll the ball, let your child hear the sound really clearly

Board games - on your turn, emphasise the sound your child finds difficult



Stages of Speech and Language Development

	Listening and attention	Understanding	Speech sounds and talk	Social skills
Up to 3 months 	<ul style="list-style-type: none"> Turns towards a familiar sound Startled by loud noises 	<ul style="list-style-type: none"> Recognises parent's voice Often calmed by familiar friendly voice, e.g. parent's 	<ul style="list-style-type: none"> Frequently cries especially when unhappy or uncomfortable Makes vocal sounds, e.g. cooing, gurgling 	<ul style="list-style-type: none"> Gazes at faces and copies facial movements, e.g. sticking out tongue! Makes eye contact for fairly long periods
3 – 6 months 	<ul style="list-style-type: none"> Watches face when someone talks 	<ul style="list-style-type: none"> Shows excitement at sound of approaching voices 	<ul style="list-style-type: none"> Makes vocal noises to get attention Makes sounds back when talked to Laughs during play Babbles to self 	<ul style="list-style-type: none"> Senses different emotions in parent's voice and may respond differently, for example, smile, quieten, laugh Cries in different ways to express different needs
6 – 12 months 	<ul style="list-style-type: none"> Locates source of voice with accuracy Focuses on different sounds, e.g. telephone, doorbell, clock 	<ul style="list-style-type: none"> Understands frequently used words such as 'all gone', 'no' and 'bye-bye' Stops and looks when hears own name Understands simple instructions when supported by gestures and context 	<ul style="list-style-type: none"> Uses speech sounds (babbling) to communicate with adults; says sounds like 'ba-ba, no-no, go-go' Stops babbling when hears familiar adult voice Uses gestures such as waving and pointing to help communicate Around 12 months begins to use single words e.g. 'mummy', 'dada', 'tete' (teddy) 	<ul style="list-style-type: none"> Enjoys action rhymes and songs Tries to copy adult speech and lip movements Takes 'turns' in conversations (using babble)
12 – 15 months 	<ul style="list-style-type: none"> Attends to music and singing Enjoys sound-making toys/objects 	<ul style="list-style-type: none"> Understands single words in context, e.g. cup, milk, daddy, when the object is there Understands more words than they can say Understands simple instructions, e.g. 'kiss mummy', 'give to daddy', 'stop' 	<ul style="list-style-type: none"> Says around 10 single words, although these may not be clear Reaches or points to something they want whilst making speech sounds 	<ul style="list-style-type: none"> Likes being with familiar adults Likes watching adults for short periods of time
15 – 18 months 	<ul style="list-style-type: none"> Listens and responds to simple information/instructions, e.g. 'Ben, put on shoes', 'Mohammed, give to daddy' 	<ul style="list-style-type: none"> Understands a wide range of single words and some two-word phrases, e.g. 'give me', 'shoe on' Recognises and points to objects and pictures in books if asked Gives named familiar objects to adult, e.g. coat, car, apple, book 	<ul style="list-style-type: none"> Still babbles but uses at least 20 single words correctly, although may not be clear Copies gestures and words from adults Constant babbling and single words used during play Uses intonation, pitch and changing volume when 'talking' 	<ul style="list-style-type: none"> Simple pretend play Plays alone, although likes to be near familiar adult Although increasingly independent, happiest when near familiar adult
18 months to 2 years 	<ul style="list-style-type: none"> Focuses on an activity of their own choice but finds it difficult to be directed by an adult Use of child's name beginning to help them to attend to what an adult says, e.g. 'Sarah, eat sandwiches', 'Ali, put coat on' 	<ul style="list-style-type: none"> Understanding of single words develops rapidly during this stage: anything between 200 and 500 words are known Understands more simple instructions, e.g. 'Get mummy's shoes', 'Get your bricks', 'Tell dad tea's ready' 	<ul style="list-style-type: none"> Uses up to 50 words Begins to put two or three words together Frequently asks questions, e.g. the names of people and objects (towards two years of age) Uses speech sounds p,b,m,w 	<ul style="list-style-type: none"> 'Pretend' play developing with toys, such as feeding a doll or driving a car Becomes frustrated when unable to make self understood - this may result in tantrums Follows adult body language including pointing, gesture and facial expressions
2 – 3 years 	<ul style="list-style-type: none"> Beginning to listen to talk with interest, but easily distracted Listens to talk addressed to him/herself, but finds it difficult if prompts are not provided, e.g. use of name, 'stop and listen' 	<ul style="list-style-type: none"> Developing understanding of simple concepts including in/on/under, big/little Understands phrases like 'put teddy in the box', 'get your book, coat and bag', 'draw a big brown dog' Understands simple 'who' and 'what' and 'where' questions but not why Understands a simple story when supported with pictures 	<ul style="list-style-type: none"> Uses 300 words including descriptive language, time, space, function Links four to five words together May stutter or stammer when thinking what to say Able to use pronouns (me, him, she), plurals and prepositions (in, on, under) Has problems saying speech sounds: /r/h/w/y, /t/h, /s/sh/ch/dz/ 	<ul style="list-style-type: none"> Holds a conversation but jumps from topic to topic Interested in other's play and will join in Expresses emotions towards adults and peers using words, not just actions
3 – 4 years 	<ul style="list-style-type: none"> Enjoys listening to stories Still finds it difficult to attend to more than one thing at a time, so can't easily listen to a speaker whilst still carrying on an activity; has to switch attention between speaker and task 	<ul style="list-style-type: none"> Understands questions or instructions with two parts: 'get your jumper' and 'stand by the door' Understands 'why' questions Aware of time in relation to past, present and future, e.g. 'Today is sunny, yesterday was rainy. I wonder what the weather will be like tomorrow?' (towards four years) 	<ul style="list-style-type: none"> Uses sentences of four to six words, e.g. 'I want to play with cars', 'What's that thingy called?' Uses future and past tense, e.g. 'I am going shopping, I walked home' May continue to have problems with irregular words, 'runned' for 'ran', 'swimmed' for 'swam' Able to remember and enjoys telling long stories or singing songs Has problems saying r, j, th, ch, and sh 	<ul style="list-style-type: none"> Understands turn-taking as well as sharing with adults and peers Initiates conversations Enjoys playing with peers Able to argue with adults or peers if they disagree - uses words, not just actions
4 – 5 years 	<ul style="list-style-type: none"> Attention is now more flexible - the child can understand spoken instructions related to a task without stopping the activity to look at the speaker 	<ul style="list-style-type: none"> Able to follow simple story without pictures Understands instructions containing sequencing words; 'first... after... last' Understands adjectives: soft, hard, smooth, etc Aware of more complex humour, laughs at jokes that are told 	<ul style="list-style-type: none"> Uses well formed sentences, e.g. 'I played with Ben at lunch time' but there may still be some grammatical errors Easily understood by adults and peers, with only a few immaturities in speech sounds, for example, 'th', 'r' and three consonant combinations 'scribble' Frequently asks the meaning of unfamiliar words and may use them randomly 	<ul style="list-style-type: none"> Chooses own friends Generally co-operative with playmates Able to plan construction and make believe play activities, e.g. building models from Lego Takes turns in longer conversations Uses language to gain information, negotiate, discuss feelings/ideas and give opinions

If there is anything else, you need support with, please feel free to contact us.

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Remember we are here to help. Please stay safe and take care.
Sending love from all at Loudoun.

