



ADVICE ON LANGUAGE DEVELOPMENT

- By getting down to the child's level and being **face to face** with him/her, the child will sense your interest in what he/she is doing, and is more likely to include you in his/her play and will become more aware of what you do and say.
- By **interpreting** the child's attempts to communicate he/she will know that you are trying to understand him/her. The child will also hear the correct word for what he/she is trying to say.
- By **exaggerating** key words within a sentence the child will find it easier to focus on the new words and associate them with what is happening.
- By keeping the language **simple** the child will find it easier to understand what adults are saying especially if **gestures** are used to support the language. For example instead of saying, "Would you like an *apple* or an *orange*?" say "*Apple* or *orange*?" whilst showing him both fruits.
- By giving **choices** you will encourage the child to request for what he/she wants by pointing or vocalising, therefore giving him/her an opportunity to communicate. For example, say "*Milk* or *Juice*?" whilst showing the child both things.
- In order for children to acquire a word they need to hear it numerous times. It is best if they hear this word when showing them the object. The type of vocabulary that children find easiest to acquire are things which are very common in their everyday lives. They will generally acquire words in the following categories first for example, simple foods e.g. *apple*, body parts e.g. *head*, household objects e.g. *TV*, clothing e.g. *shoe*, outside objects e.g. *tree*, toys e.g. *bear*, important people e.g. *mummy*. To help the child acquire this vocabulary involve him/her in situations where you can ask or comment on what is happening, for example,
 - a) When putting away toys you can say, "BEAR. BEAR in cupboard".
 - b) When going up stairs you can say, "UP. UP the stairs".
- **Add** to the child's vocalizations, gestures or words. For example if the child points to the floor say, "down", if he/she is playing with a car you say, "car...big car", when he/she is taking his clothes off say, "off, off, off!".
- By **repeating** the same words or phrases every time the child will find it easier to understand and then say the word.

- By **commenting** on what's happening the child will be aware that you are interested in what he/she does, and will be receiving information on objects that he/she can see or actions he/she has just seen.