



Educational Psychology Service & Speech and Language Therapy Service

This leaflet has been designed to support parents and educators on strategies to develop expressive language at home.



Expressive Language Difficulties

Expressive language difficulties are when a child struggles to use spoken words and sentences to express themselves and get their message across.

To support expressive language at home you can:



Give lots of time

When asking your child a question, give them lots of time to think before you expect an answer.



Model the language you want to encourage

For example: if the child says “car” you would say “daddy’s car” or if the child says “daddy car” you would say “daddy’s driving a car.”



Create opportunities

Give lots of opportunities for your child to communicate and interact with others – e.g. use open ended rather than closed questions. For example, ‘What do you like to do at home?’ rather than ‘do you like to read books?’ Open questions provide opportunities for more language whereas closed questions only require a ‘yes’ or ‘no’ answer.



Model don’t correct

If a child makes a mistake in their spoken language, try to not correct them. Instead, model back what they say correctly. For example, if they said, ‘When I played football, I runned up and down the field’ you could reply, ‘oh, when you played football, you ran up and down the field’.



Encourage all forms of communication

Encourage your child to communicate with you however they can e.g. using pointing, gesture, facial expression, pictures.





Receptive Language

Bolton Council

Educational Psychology Service & Speech and Language Therapy Service

This leaflet has been designed to support parents and educators on strategies to develop receptive language at home.



Receptive Language Difficulties

Receptive language is another word for understanding. Receptive language difficulties are when a child struggles to understand the meaning of spoken words and sentences.

To support receptive language at home you can:



Check they're listening

Sit opposite your child, make sure you are face-to-face, and engage in eye contact before giving an instruction.



Use total communication

Use gestures, body language, facial expressions and pictures alongside words to help your child understand what you are saying.



Slow down

Reduce your rate of speech to allow time for the child to process what is being said.



Break it up

Break up longer instructions into smaller steps and give these one at a time.



Simplify

Simplify the words you use. Emphasise key words when giving instructions by changing your intonation – e.g. 'a put your **books** on the **shelf**'.



Encourage asking for help

Encourage the child/young person to let you know when they do not understand what has been said to them.



Use choices

If a child/young person is struggling to understand and answer an open question (e.g. 'What would you like for lunch?') try giving them a forced alternative (e.g. 'would you like a sandwich or a jacket potato?')



Check understanding

Check a child/young person's understanding if using non-literal language/idioms/sarcasm – e.g. 'I'm pulling your leg'. You may need to explain the literal meaning if they do not understand.



Vocabulary and Word Finding

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This leaflet has been designed to support parents and educators on strategies to develop vocabulary and wordfinding skills at home.



Vocabulary and Word Finding Difficulties

Vocabulary refers to the words that we understand and use. Some children have difficulty understanding or using as many words as they should in their speech and/or writing to express themselves. If a child understands lots of words but is unable to use them correctly when they're talking, we can call this a word finding difficulty. Word finding involves retrieving the right word in our brain at the right time when we need it.

To support vocabulary and word finding at home you can:



Cue them in

If your child is struggling to name a word, support them by asking them questions such as, 'what does it look like?' 'where would you find it?' 'what do you do with it?' etc.



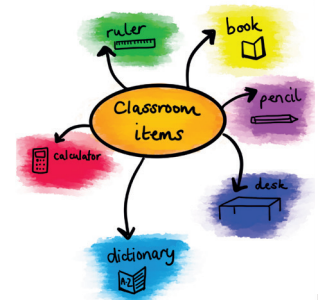
Pre-teach

Teach your child important vocabulary before it's used in class using objects, pictures, symbols and gestures.



Use mind maps

Make use of word maps and mind maps to develop a child/young person's understanding of vocabulary. A mind map explores a topic – e.g. 'Egyptians'. A word map explores specific vocabulary – e.g. 'Pyramid'.



One at a time

Introduce a few new words at a time. Pick words that will be useful and meaningful. Speak to your child's teacher about the words they'll be using in the classroom.



Explain

Use simple definitions to explain the meaning of the word.



Multi-sensory approach

- o See it: use real objects and situations, photos and pictures
- o Hear it
- o Say it: say the word and use it in a sentence
- o Read it
- o Write it: write the individual word, and again in a sentence.

