

# **Children who have difficulties with expressive language**

Information for parents, teachers and carers

For more information, please contact Speech & Language Therapy on:

**For York and Selby Area:** 01904 726599

**For Scarborough Whitby, Ryedale Area:** 01723 342472

## UNIVERSAL LEVEL: 'What you need to know'

Support, enable and include children with expressive language difficulties through:

- Staff from nurseries and schools can attend training courses on expressive language development provided by Speech and Language Therapy;
- *Working with children with expressive language difficulties - How to develop expressive language skills in KS1 and KS2*
- *Working with children with expressive language difficulties - How to develop expressive language skills at secondary school*
- *Working with children with vocabulary difficulties - KS1/2 session and KS 3-4 session*
- Being aware of how expressive language develops
- Being aware that expressive language development can be immature or not follow the usually expected path. The speech and language therapist will be able to explain the child's specific difficulties with expressive language.
- Understanding the child's difficulties formulating what he wants to say, to produce phrases and sentences
- Understanding that this may affect the child's confidence to speak.
- Read information about the development of Expressive Language from relevant sources.....



## **TARGETED LEVEL:**

### **Boost a child's expressive language by:**

- Expand the child's utterances e.g. if the child says "Daddy go car" you could say "Daddy's going in his car"
- Say/model phrases and types of words the child needs to develop eg: "under the bridge....It's fast .....
- Re-phrase the child's sentences if they muddle words but don't ask them to repeat the sentence e.g. if the child says, "Go home mummy". You then say, "Yes, mummy is going home"
- Repeat back more mature forms e.g. if child says "Falled down" you say, "Yes, he fell down"
- Provide opportunities to practice new language and repeat it in new contexts
- New vocabulary may have to be introduced slowly and repeated often. In school this may be introduced and worked on prior to lessons
- Allow extra time for the child to organise thoughts into words; don't jump in too fast to speak or answer for them
- Listening to good language models will help the child develop their language (from adults and peers)
- The child would benefit from being included in targeted language groups e.g. Talk Boost or Language for Thinking, which may run in nurseries and schools.

## **Tell us what you think**

We hope that you found this leaflet helpful. If you would like to tell us what you think, please contact:

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**For Scarborough Whitby, Ryedale Area:** 01723 342472

## **Teaching, Training and Research**

Our Trust is committed to teaching, training and research to support the development of staff and improve health and healthcare in our community. Staff or students in training may attend consultations for this purpose. You can opt-out if you do not want trainees to attend. Staff may also ask you to be involved in our research.

## **Patient Advice and Liaison Service (PALS)**

Patients, relatives and carers sometimes need to turn to someone for help, advice or support. Our PALS team is here for you.

PALS can be contacted on 01904 726262, or via email at [pals@york.nhs.uk](mailto:pals@york.nhs.uk)

An answer phone is available out of hours.

## **About Us**

Providing care together in York, Scarborough, Bridlington, Whitby, Malton, Selby and Easingwold.

## **Caring with Pride:**

Our ultimate objective is to be trusted to deliver safe, effective and sustainable healthcare within our communities.

## **Our values:**

- Caring about we do
- Respecting and valuing each other
- Listening in order to improve
- Always doing what we can to be helpful

Speech and Language Therapy – Expressive language difficulties, School age

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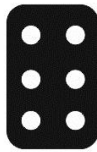
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**01904 725566**

email: [access@york.nhs.uk](mailto:access@york.nhs.uk)



Braille



Audio e.g.  
CD



Large print



Electronic

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