

Advice for Early Years – Delayed Language

Information for parents, teachers and carers

① For more information, please contact Speech & Language Therapy on:

York and Selby Area: 01904 726599

Scarborough Whitby, Ryedale Area: 01723 342472

UNIVERSAL LEVEL: 'What you need to know'

Support, enable and include your child through;

- Attendance at our training courses in relevant areas of Speech Language and Communication Needs(SLCN);
 - Identification of children with speech, language and communication difficulties.
 - Working with children in the Early Years.
- Being aware of language difficulties; a child may have difficulties with understanding or using words.
- Being aware of the way language skills usually develop
- Being aware of the ways language development can be immature or not following the usually expected path
- Being aware that the child's language skills may be in line with their general development.
- If your child still has a dummy, always remove it if your child tries to talk and try to wean your child off the dummy completely.
- Knowing that a child with these difficulties is not lazy and should not be asked to say particular words unless as part of a Speech and Language therapy plan.
- Being aware on the effects language problems can have on accessing the curriculum.
- Accessing information from relevant sources such as;



TARGETED LEVEL: 'What you do in light of what you know'

If your young child isn't using as much language as you expect them to, the most effective way of supporting their language development is to use the following simple strategies.

General Advice for developing language in the Early Years

- It's important to get down face to face with your child to show you're interested in what they are trying to communicate. Give them plenty of time to communicate with you and watch closely so you can pick up on any attempts they make.
- If your child makes a sound, action or gesture copy it straight away and then wait. This helps to show him that communication is about taking turns. e.g. Your child says 'boo' then you say 'boo'. This encourages them to do it again.
- Try and make sense of what your child is communicating.
 - e.g. if they point at a ball, you say 'ball'.
 - If they attempt to say a word but it's not clear e.g. 'do' you say 'dog'.
 - If they put their arms up to be picked up, pick them up and say 'up'.
- It's important to accept and act on any communication attempt your child makes e.g. pointing, but also to give them the words. Instead of asking them to name things (what's that?) or to say words (say "ball") just tell them the word. You need to give your child the word because they might not be able to say it yet. Children need to hear a new word lots of times before they can remember and use it.
- Use single words or short simple sentences when talking to your child e.g. 'ball' or 'it's a ball'. This makes language easier for them to understand and then learn to say themselves. Use fun words e.g. 'mooo', 'beep', 'pop', 'raaa', 'nee-naw'. Children like to copy these sounds first because they are fun to make!
- Make sure you show your child what you are talking about so they can make the link between the word and the object.
- Repeat the same words over and over, particularly in daily routines or favourite activities. Your child needs to hear words many times before they can understand and remember the word and then use it themselves.

Additional strategies depending on your child's level of language

- If your child uses some single words and they need to learn some more:
- They might use the same word to mean more than one thing e.g. 'car' might mean 'I want to go in the car' or 'There's a car' or 'Where's my car'. Make sure you listen to the way they say the word and look at their facial expressions and gestures.
- If they attempt to say a word but it's not clear e.g. 'poon' say the word clearly for them. Stress the sounds they missed or said incorrectly e.g. 'spoon'. Don't ask them to say it again.
- Try to make sure your child is hearing a range of words e.g. naming words (ball, apple, mummy), action words (jump, eat, wash), social words (night night, hello, bye), position words (in, on, up) and describing words (soft, red, big). When your child is ready to start putting words together they will need to know lots of different kinds of words.
- If your child uses lots of single words and needs to start joining the words together:
- If they say a single word e.g. 'baby', repeat the word back to them and add on 2-3 words to make a short grammatically correct sentence e.g. 'the baby is crying' or 'Where's the baby?' or 'The baby is messy'. This will help them to learn new words and show them how to put words together. Stress the key new words you add on, this will help your child pay attention to these words. It is particularly useful to help children learn action words as they combine easily with other words.
- Rather than just asking yes/no questions give your child choices. e.g. ask 'Do you want an apple or a biscuit for snack?' This will give them opportunities to use words they know. Ask your child some 'wh' questions (Who? What? Where?). Make sure they can answer these questions with their short phrases. E.g. 'What should we do next?' could be answered by 'go home' or 'play ball' or 'read book' and 'What happened?' could be answered by 'fall down', 'car broken', 'mummy gone'.
- There may be groups running at your local Children's Centre too such as Small Talk, where you will find out about ways you can encourage your child's language development.

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:

For York and Selby Area: 01904 726599

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

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- Early Years delayed language

Please telephone or email if you require this information in a different language or format

如果你要求本資訊是以不同的語言或版式提供，請致電或寫電郵

Jeżeli niniejsze informacje potrzebne są w innym języku lub formacie, należy zadzwonić lub wysłać wiadomość e-mail

Bu bilgileri değişik bir lisanda ya da formatta istiyorsanız lütfen telefon ediniz ya da e-posta gönderiniz



01904 725566

email: access@york.nhs.uk



Braille



Audio e.g.
CD



Large print



Electronic

Owner

Speech and Language Therapy (EP)

Date first issued

April 2017

Review Date

August 2018

Version

2 (issues August 2017)

Approved by

V M-T

Document Reference

EY -Del

© 2017 York Teaching Hospital NHS Foundation Trust. All Rights reserved.

www.yorkhospitals.nhs.uk