

STRATEGIES

TO ENCOURAGE LANGUAGE DEVELOPMENT

Position yourself at the child's level.

I am down at the child's level and we are face-to-face while talking.



I'm firsty!

You're THHHH-irsty?
What would you like to drink?

Rephrase. You are a model.

When the child makes a mistake, rephrase the sentence using the correct words. It is not necessary for the child to repeat the corrected version. Hearing it is enough.



Improve communication by following your child's interests.

I am listening and observing the child so I can follow his/her interests.



Do you want an apple or a banana?

Offer a choice of answers.

When the child does not use the correct word or does not answer a question correctly, offer the child a choice.



Expand the child's sentences.

Add a word or more to expand the child's utterance to make a sentence.



[Insérez les coordonnées de votre ressource]



STRATEGIES AND STAGES FOR LANGUAGE DEVELOPMENT

FROM BIRTH TO 5 YEARS

AN ORIGINAL PRIORITÉ ENFANTS LOTBINIÈRE PROJECT

Illustrations and graphics: : Irène Lumineau

STAGES OF LANGUAGE DEVELOPMENT



FROM BIRTH TO 1 YEAR

0-7 months

- The child babbles and makes sounds.
- They smile and look at the person talking to them.

8-11 months

- They turn around when you say their name.
- They point at what interests them or at what they want.
- Around the age of 1 year, they begin to say their first words.
- They use gestures to make themselves understood.

It is advised to seek guidance when...

Around 10 months - 1 year

- The child doesn't turn when their name is spoken.
- The child does not babble.
- The child does not point.
- You are concerned.

IDEAS AND SUGGESTIONS

0-7 months

- Talk to your baby often while feeding, bathing, changing their diaper, walking, etc.
- Have fun repeating the sounds your baby makes while encouraging them often to make new ones.

8-11 mois

- Name what your baby sees and touches (things, people, places).
- Show your child pictures of animals and encourage them to imitate the different sounds they make.
- Sing the same songs and short rhymes often.



FROM 1 TO 2 YEARS

- The child starts using 2-3 word sentences and asks questions. *Example: What's that?*
- The child begins to initiate conversation.
- They understand more than 2 instructions. *Example: "Wash your hands and come eat."*

It is advised to seek guidance when...

- The child does not understand new instructions. They do not understand simple questions. *Example: where?, who?*
- The child has a vocabulary of less than 50 words.
- The child does not combine words.
- You are concerned.

IDEAS AND SUGGESTIONS

- Look at pictures with your child, asking them to point out objects, people, images.
- Read to your child daily as this will help them learn new words.
- Describe what you are doing. *Example: In the grocery store, place your child in front of you, describe your actions, name the foods and let them smell the different odours.*
- Use real words to identify objects to help your child expand their vocabulary.
- Listen to music, dance, and sing along with your child.



FROM 2 TO 3 YEARS

- The child is easily understood by those around them.
- They start to answer questions that begin with: **Why...?**
- The child makes short complete sentences. *Example: "My shirt is wet."*
- They can keep easy conversations going.

It is advised to seek guidance when...

- They often use words like this and there or often seem to search for their words.
- They only understand the instructions and games that they know by heart.
- Family members do not understand the child.

IDEAS AND SUGGESTIONS

- Take advantage of meal times to talk to your child:
 - Make a game of asking your child what they want by offering them choices;
 - Set the example by rephrasing their words or sentences when what they are saying is unclear without putting pressure on them to repeat themselves;
 - Ask for their help with cooking as well as serving meals, and describe what you're doing. *Example: "I'm stirring the soup, putting the plates out, etc."*
- Make reading part of your routine:
 - Tell the same story often, your child will want to tell parts of their favourite story;
 - Go to the library with your child and let them choose a book.



FROM 3 TO 4 YEARS

- The child makes longer sentences. *Example: "At daycare, I made a boat with my friends."*
- They respond to questions that begin with: **How...?**
- They can explain a game or the flow of a routine in a simple way.

It is advised to seek guidance when...

- The child does not understand the concepts of space and time. *Example: on, under, before, after.*
- They cannot answer a simple riddle. *Example: "What kind of animal lives in a kennel and barks?"*
- People that do not know the child have difficulty understanding them.
- They have difficulty answering questions.

IDEAS AND SUGGESTIONS

- Encourage your child to talk on the phone with their friends or grandparents.
- Play matching games with colours and shapes.
- While reading a book...
 - Point at the words and slide your finger from left to right as this will help your child understand that there is meaning when reading;
 - Let your child guess the end of the story;
 - Allow your child to ask questions.
- Speak about and name the emotions. *Example: Play in front of a mirror, with your child and make "angry" or "happy" faces with them.*



FROM 4 TO 5 YEARS

- The child can create a riddle without help.
- They use the right words to express time. *Example: then, after, yesterday, etc.*
- They respond to questions that begin with: **When...?**
- They can receive and convey a message.

It is advised to seek guidance when...

- The child has difficulty with pronunciation and strangers sometimes don't understand them.
- It is difficult to have a conversation with the child. You often have to ask questions and ask for an explanation to fully understand what they're saying.
- Their sentences are always short (5-6 words or less).

IDEAS AND SUGGESTIONS

- Encourage your child to talk on the phone with their friends or grandparents.
- Play matching games with colours and shapes.
- While reading a book...
 - Point at the words and slide your finger from left to right as this will help your child understand that there is meaning when reading;
 - Let your child guess the end of the story;
 - Allow your child to ask questions.
- Speak about and name the emotions. *Example: Play in front of a mirror with your child and make "angry" or "happy" faces with them.*

