

SPEECH

Setting Early Language
Goals in Partnership
13-15 months



S

Stop and get your Child's Attention

Face to face:

Try to sit or bend down at your child's level. This will help your child to listen. Your child will see you and may copy you.

Follow what interests your child:

Try to follow what they are interested in or what they are looking at. Children will pay more attention when they are interested.

Wait for communication and then respond:

Remember to pause and wait to allow your child time to respond. Your child may communicate by looking, pointing, using sounds or words. Responding to their attempts at communication will encourage them to interact more.



P

Play and Interaction

Have a short, special time every day to play and interact:

Quiet time to talk and play is important. Children love people games like 'peek a boo', 'round and round the garden.'

Take turns when you play:

This will help your child to learn about taking turns in talking too. Encourage back and forth interactions with your child.

Use songs and rhymes and stories:

For opportunities for play and interaction.



E

Echo and Repeat

Copy sounds, words and actions:

Children need to hear words many times before they can understand and say them. Repeating a word in different situations will help them to learn.

Use gestures and signs:

Using actions and gestures will help children understand new words.

Copy and Interpret:

Repeat back words your child says. Put into words what you think your child is trying to tell you. Try and keep your language simple and add on a new word/idea to what your child has already said.



E

Expand your child's words

Point to objects as you say the name:

Point out things your child is interested in, let them hear the word.

Fun with routines:

Everyday routines can be a good time to talk with your child about what they are doing. Make routines a fun time for interaction and communication.

Sharing new experiences:

Helps children to learn new words. You can link language to what your child sees and what they are doing. Try to slow down your rate of speech and stress any new words to help your child to understand.

Look it's a red flower

Flower

Now lets put on your socks



C

Comments and Opportunities

More comments and less questions:

Too many questions can be too much pressure. Try talking about what is happening instead.

Give your child a reason to communicate:

By offering them choices, putting items in sight but out of reach, hard to operate items e.g. spinning top, bubbles. Wait and watch how they respond.

Try to avoid background noise or distractions:

Such as mobile phones and television. Having your full attention will help children to interact with you. Background noise can make it difficult for your child to tune into your voice.



H

Help your child to play with sounds

Have fun with sounds:

Make animal noises together and copy back sounds your child makes.

Words are not clear at first:

Don't correct your child but copy back the words clearly.

Avoid excess use of dummies:

This will give your child lots of opportunities to make and play with sounds and words.



Resources

Remember these resources which are available to help you with lots of ideas for developing your child's language:

Ready Steady Toddler

Play at Home Resource

Play, Talk, Read resources (Parent club)

www.parentclub.scot/articles/play-talk-read

Tiny happy people

www.bbc.co.uk/tiny-happy-people

Scottish Booktrust

www.scottishbooktrust.com/bookbug

NHS Lanarkshire Speech and Language Therapy (SLT)

sltenquiry@lanarkshire.scot.nhs.uk

SLT drop in sessions

SLT Twitter: @SLTSouthlan

SLT Facebook: NHS Lanarkshire Speech and Language Therapy

Age/stage Developmental milestones

Birth to five years:

[www.thecommunicationtrust.org.uk/media/363847/](http://www.thecommunicationtrust.org.uk/media/363847/tct_univspeak_0-5.pdf)

[tct_univspeak_0-5.pdf](http://www.thecommunicationtrust.org.uk/media/363847/tct_univspeak_0-5.pdf)

Developmental progress checker 0-17 years

www.talkingpoint.org.uk/progress-checker



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