

# Ways to help your child at home

Acacias Community Primary School



## What are the characteristics of children with Speech, Language and Communication difficulties?

Children with Speech, Language and Communication difficulties might:

- have unclear or muddled speech that is difficult for others to understand
- only use a limited number of words
- struggle to learn and remember new words
- need to be told several times or shown before they understand what you mean
- find it difficult to retell events that have happened to them
- not reply to questions or may repeat back part of what is said to them because they don't understand
- not want to take part in activities that involve talking or they might really want to join in games but don't know how to
- get angry or show frustration when they don't understand or can't communicate
- find reading, spelling or maths difficult
- struggle when routines change

## How can you help your child?

As a parent or carer for a child with a Speech, Language or Communication difficulty you will want to provide the best possible support for them.

Spending time playing games and enjoying activities together is an excellent way to develop your child's speech and language skills. Your child will learn from watching other children and adults interacting together.

Talking with them about the day's events or favourite activities is very valuable. A good way to do this is to ask: "Can you think of 3 good things you did today?" rather than "Tell me about your day." Also share with them good things that have happened in your day.

Simple games, such as guessing riddles, provide a fun way to develop vocabulary. Examples of some games are outlined in the pack provided.

When you are talking together, it will help if you:

- speak a little more slowly than you usually do
- use short sentences and simple language
- allow time after asking a question for them to listen, think and work out what has been said
- use gestures or pictures to help with their understanding

- check they understand your instructions by asking them to repeat what they think they have to do
- comment on events rather than ask questions, for example "You have painted a picture of a flower" rather than "What have you painted?"
- give them the words and phrases they need to deal with a particular situation, for example, when a child wants to join in a game: "Ben, you could say 'Can I join in?'"
- model good language in your replies, for example, if they say "Car blue school" you could reply: "So you saw a blue car on the way to school"
- help them build bigger sentences, for example, if they say "Daddy going shopping" you could say "Yes, daddy's going shopping to buy some bread"

The following website may be helpful for further advice:

[www.talkingpoint.org.uk](http://www.talkingpoint.org.uk)

If you have any further queries, please contact Paul Sanchez, the Special Needs Co-ordinator; Laura Milsom, the Speech and Language Therapist or Rebecca Riley, the Inclusion Manager.