

Contact details

Early Years Team

For all enquiries, including:

- Attention difficulties
- Social communication difficulties
- Language delay
- Complex needs
- Stuttering
- Hearing loss
- Speech sound difficulties

Please contact:

Clinical Navigator
Leatherhead Clinic
Poplar Road
Leatherhead
Surrey
KT22 8SD
01372 384 305

CSH.childrensclinicalnavigator@nhs.net

For further information and resources please visit:

www.cshsurrey.co.uk/our-services/service-children/speech-and-language-therapy

Follow us on Twitter: @CSHpaedtherapy



Need to contact the service?

Please see the Contact details section of this leaflet.

Your experiences

CSH Surrey is committed to putting people first and continually improving services through listening and responding to feedback. To share your experiences, please:

Call: 01306 646 223

Email: CSH.Feedback@nhs.net

Or write to the Governance Office address below.

Large print, audio format or another language

Call 01306 646 223

or email CSH.Communications@nhs.net to receive this information in large print, audio format or another language.

General enquiries

Visit www.cshsurrey.co.uk for information and contact details for all other CSH Surrey services.

A heart in the community

CSH Surrey, proud to be part of the CSH Group. As a social enterprise, CSH makes profit to benefit local communities and to enhance its health and care services.



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Building Sentences

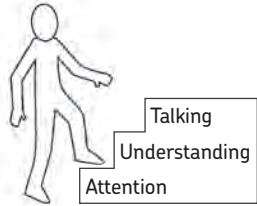
Information and advice for parents, carers and professionals from CSH Surrey Early Years Speech and Language Service

Better healthcare together

CSH Surrey, providing NHS community nursing and therapy services in the homes, schools, clinics and hospitals in the heart of Surrey since 2006.

How do children learn to talk?

Before children start to use words they need to develop some underlying skills. These 'steps' to talking are shown below:



Once children can focus on something for long enough, they can start to link words to their meanings. They then start to understand and use familiar single words (e.g. car, mummy).

Most children need to understand two words in a sentence (e.g. "give the apple to teddy" – where there is a choice of foods and characters) before they start to link single words together to form short sentences.

Children tend to have about 50 single words before they start joining them together

How does talking develop?

18 months: Using at least 10 words, although these may not be clear

2 years: Using at least 50 words and starting to link words together

2 ½ years: Using 3-4 words together in short sentences (e.g. mummy go work)

3 years: Using 4-6 word sentences and starting to use plurals and pronouns

4 years: Using 5-8 word sentences, past and future tense and asking questions

Activities to promote talking skills

- Every day spend time talking face to face with your child:
 - o Turn off distractions such as the TV
 - o Sit on the floor with your child so you are at the same level
 - o Follow your child's lead i.e. play with the toy they are interested in
 - o Watch them quietly to see what they are interested in talking about, and give them time to speak before you do
 - o Make occasional comments on what your child is doing to encourage further conversation.
- Verbs (action words) are the building blocks of sentences. Choose a few easy verbs to focus on (e.g. sit, eat, sleep) then make sure you use these words in short sentences throughout the day
- Take photos of your child and friends and family carrying out basic actions (Daddy's sitting, Chloe's eating, Baby's sleeping etc.) Look at the pictures together. Wait for your child to label them, then expand what they say (e.g. if they say "daddy" you would say "yes, Daddy's eating")
- Play a game where you put various family belongings in a bag (e.g. daddy's shoe, mummy's coat). Take them out one at a time and sort them into piles saying "mummy's sock" etc. After a few items wait for your child to say what the next item is. You can also do this when sorting the washing!

Strategies to promote talking skills

Use the 'expansion' technique; when your child uses a single word, repeat this word back to them adding a word or two .e.g.

- o **Child:** "biscuit" (*requesting more biscuits*)
Adult: "more biscuits!"
- o **Child:** "Daddy" (*pointing to daddy's bike*)
Adult: "Daddy's Bike"

Even though your sentences are simple try to use correct grammar.

Useful links

www.ican.org.uk

www.talkingpoint.org.uk

www.thecommunicationtrust.org.uk

What can we do to help your child?

After assessment, the CSH Early Years Speech and Language therapy service can offer advice and training for parents, with therapy as needed, in order to help children to develop early language skills.

For more information or enquiries, please see the contact details section of this leaflet.