

## Remember . . .

- It's YOU your baby wants to hear not the TV.
- Try to have a special play time with your child each day.
- A dummy all day keeps talking away. Keep it for sleep time.

## If I . . .

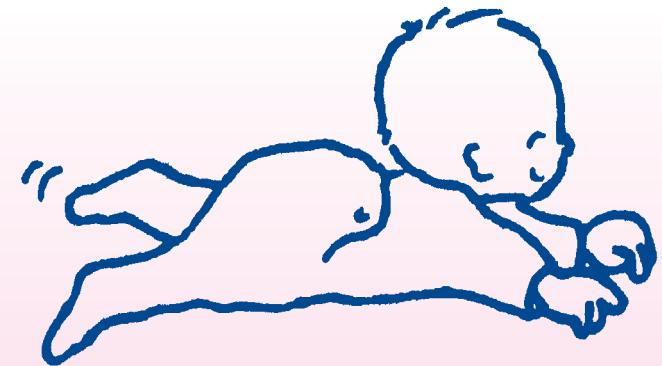
- Don't react to loud noises . . .
- Am very quiet and don't make many sounds . . .
- Don't seem interested in other people . . .
- Have difficulty feeding . . .

Please contact your Health Visitor.



# Talking tips

## Heads up, lookers and communicators



## 0-8 months

Start talking and playing with me  
as soon as I am born.

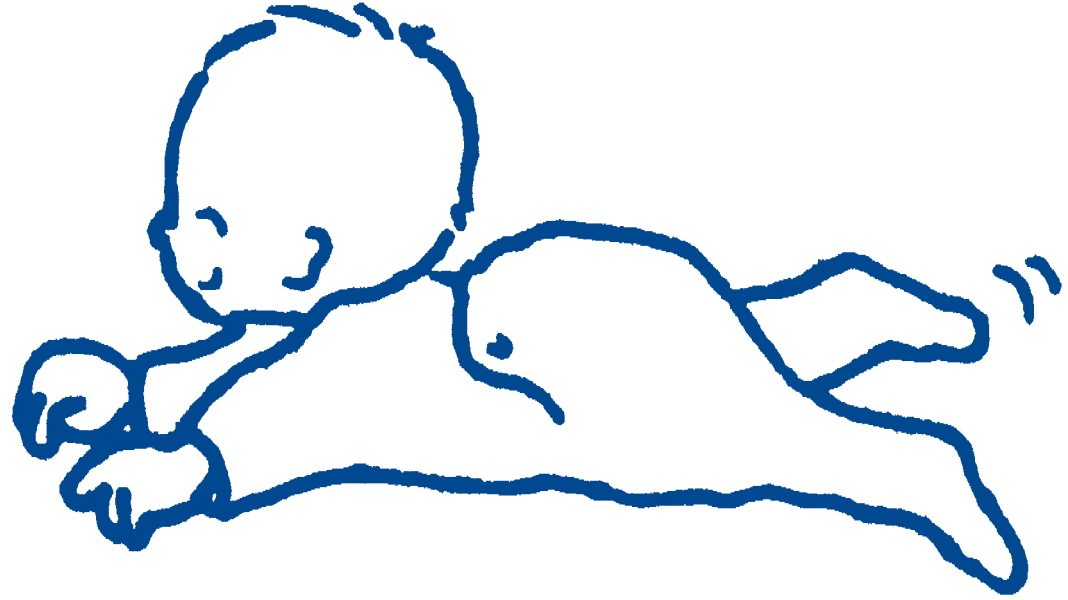
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## I can . . .

- Look at and recognise your face if you hold me close.
- Enjoy “talking” to you - so listen to the noises I make and then make them back to me.
- Understand gestures e.g. when you wave bye bye.
- Understand simple words e.g. “no”.



## I will . . .

- Cry, shout, laugh and reach to get your attention
- Tell you how I am feeling e.g. happy, tired, in pain, hungry.
- Play with sounds just for fun.
- Smile.
- Enjoy doing things again and again.

## I like it when . . .

- You talk about the things we are doing together.
- You say, and do things, again and again.
- We play peek-a-boo, tickling and bouncing games.
- We sing songs.
- We share books together.
- We play with toys.

The information in this leaflet applies to any language a child is learning. Being bilingual is positive. Your child learns best when they have lots of opportunities to listen and talk.

## Remember . . .

- It's you your baby wants to hear not the TV.
- Try to have a special play time with your baby each day.
- A dummy all day keeps talking away. Keep it for sleep time.

## If by 15 months I . . .

- Don't seem to hear properly . . .
- Am very quiet and not making many attempts to say words . . .
- Don't use some gestures to show you what I mean e.g. pointing . . .
- Don't look when my name is called . . .

Please contact your Health Visitor.



# Talking tips

## Sitters, standers and explorers - 1



## 9-15 months

Talk to me  
I understand more than I can say.

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## I can . . .

- Understand some every day words e.g. “bye bye, mum”.
- Concentrate for a very short time.
- Understand where noises are coming from.
- Let you know what I want by pointing, gesturing and trying to say words.



## I will . . .

- Enjoy babbling e.g. “dada”, “baba”.
- Try to say a few words, but I may not say them as clearly as you do.
- Make lots of noises such as “brmm brmm” instead of saying the word car.
- Shout to get your attention.
- Try to copy funny faces, actions and the sounds you make.

## I like it when . . .

- You talk about the things we are doing.
- You sit down with me and play.
- We share books together.
- We sing songs and rhymes.
- You copy me and do the things I do.

The information in this leaflet applies to any language a child is learning. Being bilingual is positive. Your child learns best when they have lots of opportunities to listen and talk.

## Remember . . .

- It's you your baby wants to hear not the TV.
- To try to have a special play time with your baby each day.
- A dummy all day keeps talking away. Keep it for sleep time.

## If by 18 months I . . .

- Don't seem to hear properly . . .
- Am very quiet and not saying at least 5 words . . .
- Don't seem to understand simple questions such as "Where is the ball?", "Get the car" and "Fetch your shoes" . . .

Please contact your Health Visitor.



# Talking tips

## Sitters, standers and Explorers - 2



# 12-18 months

Help me to learn new words.

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## I can . . .

- Understand what objects are for and how they are used e.g. hairbrush, cup.
- Now understand lots more words.
- Understand more than I can say.
- Concentrate for a few minutes on things I like doing.



## I like it when . . .

- We sing songs with actions together.
- You give me time to say what I want to say.
- We share books.
- You show me that you understand what I am trying to say.
- You repeat my words so that others can understand e.g. I say “bibi” and you say “yes, a biscuit”.
- We play together.

## I will . . .

- Say lots more words but I may not say them as clearly as you do.
- Know what is going to happen next.
- Tell you what I need and want.
- Either use one word to mean lots of things e.g. “dog” for all animals or to mean just our pet dog.

The information in this leaflet applies to any language a child is learning. Being bilingual is positive. Your child learns best when they have lots of opportunities to listen and talk.

## Remember . . .

- Choose TV programmes for young children e.g. ones with songs and simple stories.
- Watch these programmes with your young child and talk about what's happening.
- Switch the T.V. off to have quiet times with your child.
- Your child learns language during everyday activities.
- A dummy all day keeps talking away. Keep it for sleep time or when your child is tired or ill.

## If by 2 years I . . .

- Don't seem to hear properly.
- Say less than 20 words.
- Can't fetch two things when you ask me e.g. "get a teddy and your shoes".

Please contact your Health Visitor.



## Talking tips

### Movers, shakers and players



## 18-24 months

Help me to put two words together.

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## I can . . .

- Fetch at least two things that you ask for e.g. “get your ball and book”.
- Point to parts of the body e.g. hair, feet.
- Point to lots of everyday objects or pictures when you name them.
- Say at least 50 to 100 words.
- Start to make up little sentences e.g. “more juice”, “kick ball”, “biscuit please”.
- Understand more than I can say.



## I will . . .

- Try to say lots of words but not always as clearly as you do.
- Learn through saying things over and over again.
- Copy things you say.
- Enjoy pretending to do the things you do e.g. talking on the phone, vacuuming and dusting.

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## I like it when . . .

- We share books together.
- You give me time to talk.
- You listen to me.
- You help me to learn and say more e.g. I say “ball” you say “big ball” or “bouncy ball”.
- We talk together about the things we are doing.
- You talk about things I am interested in.
- We play together.
- We sing songs and rhymes.



## Remember . . .

- Choose TV programmes for young children e.g. ones with songs and simple stories.
- Watch these programmes with your young child and talk about what's happening.
- Try to have a special play time with your child (without the T.V. on to distract).
- A dummy all day keeps talking away. Keep it for sleep time or when your child is tired or ill.

## If by 28 months I . . .

- Don't seem to hear properly.
- Say less than 50 words.
- Am still only using single words.
- Can't fetch two things when you ask me e.g. "get a teddy and your shoes".

Please contact your Health Visitor.



## Talking tips

### Walkers, talkers and players



## 20-28 months

Help me to put words together.

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## I can . . .

- Bring at least two things that you ask for e.g. “get your ball and book”.
- Understand more than I can say.
- Ask what and where questions.
- Use position words e.g. in and on
- Start to make up little sentences e.g. “car gone”, “mummy’s shoe”, “baby cry”.



## I will . . .

- Try to say lots of words but not always as clearly as you do.
- Learn through saying things over and over again.
- Miss out small words e.g. for “mummy is eating” I may say “mummy eat”.
- Enjoy looking at books with you.

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## I like it when . . .

- We share books together.
- You give me time to talk.
- You listen to me.
- You help me to learn and say more e.g. I say “mummy eat” you say “mummy eat apple”.
- We talk together about the things we are doing.
- You talk about things I am interested in.
- You say back to me what you think I am trying to say e.g. I say “bicbic” and you say, “you want a biscuit?”
- You repeat my words so that others can understand e.g. I say “tat sleep” you say “yes, the cat is sleeping”.
- Your sentences aren’t too long.

# Remember . . .

- Choose TV programmes for young children e.g. ones with songs and simple stories.
- Watch these programmes with your child and talk about what's happening
- SWITCH the TV off to have quiet times with your child.
- Your child learns language during everyday activities.
- A dummy all day keeps talking away.
- Some children may repeat sounds or words e.g. "I want, I want, I want juice". This often stops as the child develops.

# If by 3 years I . . .

- Don't seem to hear properly . . .
- Still talk using single words and two words together e.g. "more juice". . .
- Can't bring you three objects on request e.g. "get me your coat, shoes and bag".
- Can't get you to understand most of what I say . . .
- Become upset or my family are worried when I repeat sounds or words . . .

Please contact your Health Visitor.



# Talking tips

## Walkers, talkers and pretenders



# 2 - 3 years

Help me to put more words together and  
then we can really begin to chat.

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## I can . . .

- Understand longer instructions e.g. “Put on your shoes and get your coat”.
- Understand more than I can say.
- Understand big and little e.g. “Where’s the little doll?” or “Where’s the big chair?”.
- Talk using at least 2-4 words e.g. “daddy gone work”, “me drewed that car”.
- Usually speak clearly enough for close family and friends to understand me.

The information in this leaflet applies to any language a child is learning. Being bilingual is positive. Your child learns best when they have lots of opportunities to listen and talk.



## I will . . .

- Find it hard to say some words e.g. “spoon” may sound like poon.
- Make mistakes with some words e.g. I may say “mans” for men and “sitted” for sat.
- Still miss out some small words e.g. for that car is going fast, I will say “car go fast”.
- Find it hard to understand things that are not happening now e.g. “we are going to grandma’s tomorrow”.
- Sit and look at a book with you for five minutes

## I like it when . . .

- You answer my questions.
- You tell me more e.g. I say “that car” and you say “that car is going fast”.
- You talk to me about what we’re doing and why e.g. “you need to put your coat on because it’s cold outside”.
- You include me in everyday activities e.g. “let’s find four big bananas”.
- You repeat my words so that others can understand e.g. I say “poon” and you say “yes it’s a spoon”.
- We play, sing songs and share books together.

## Remember . . .

- Try to have a special play time with your child each day.
- It's you your child wants to hear not just the TV.
- Your child does not need to have a dummy.

## If by 4 years . . .

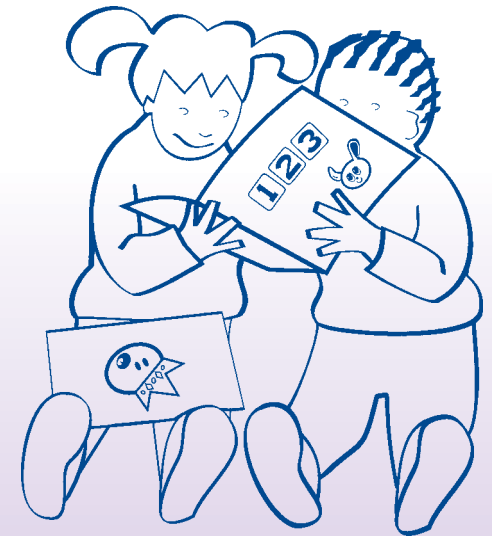
- I don't seem to hear properly . . .
- I only use three words together e.g. "mum go shop" . . .
- My family and close friends can't understand what I am trying to say . . .
- I don't understand simple concepts such as "big or little" or position words such as "in" or "under" . . .

Please contact your Health Visitor.



# Talking tips

## Runners, thinkers and sharers



## 3 - 4 years

I love to chat with you, please help  
me to get my sentences right.

## At 3 years I can . . .

- Understand sentences with up to 4 key words e.g. “Fetch the big blue teddy” or “Get your shoes from under the bed”.
- Select the things I want to listen to.
- Concentrate for a few minutes on the things I have chosen to concentrate on.
- Use past and present tenses.
- Use talking for different purposes e.g. bargaining, asking questions.

## At 4 years I can . . .

- Understand more complex sentences.
- Understand comments such as “in a minute”.
- Begin to understand sentences such as “pull your socks up” and “under the weather”.

## I will . . .

- Shift the focus of my attention from one activity to another.
- Still use some words that don't sound like yours.
- Enjoy listening to stories.
- Learn more from the T.V. if you watch with me and talk about the things that we are watching.



## I like it when . . .

- We talk and play together.
- You take me out and we explore new places such as the park or going shopping.
- We play simple games together such as hide and seek or picture lotto.
- You let me join in your activities at home like helping with the washing up, cooking and cleaning.

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## Remember . . .

- Try to have a special play with your child each day to play and talk together.
- It's you your child wants to hear not just the TV.
- Try not to let your child spend too long on the computer. Try and play on the computer together.

## If by 5 years . . .

- I don't seem to hear properly . . .
- People cannot understand what I am trying to say or I sound like a younger child...
- I don't understand what you are asking me to do...
- I am not using at least 4 words together...

Please contact your Health Visitor.



# Talking tips

## Runners, thinkers and sharers 2



## 4 - 5 years

I love to chat with you, please help me to get my sentences right.



## At 4 years

### I can . . .

- Understand more complex sentences.
- Understand comments such as “in a minute”.
- Begin to understand sentences that say one thing but mean something else e.g. “You little monkey”, meaning “You are being cheeky”.

## At 5 years

### I can . . .

- Understand and follow more than one instruction at a time e.g. “Before you go out to play put your toys in a box”.
- Understand instructions without stopping what I am doing.
- Understand more complicated language e.g. first, last.
- Understand that some things happened in the past e.g. “Yesterday we went to Grandma’s”.
- Understand that some things are going to happen e.g. “Tomorrow we will go shopping”.

## I will . . .

- Say most words as clearly as you do but may have difficulties with longer words e.g. hospital, caterpillar.
- Use long sentences.
- Occasionally say sheeps when I mean sheep, or goed when I mean went.
- Ask questions including “how? why? when?”
- Enjoy listening to stories and then retelling them to you.



## I like it when . . .

- We talk and play together.
- You take me out and we explore new and familiar places
- You let me help you find things in the supermarket .
- We look at books together and I can tell you a story.
- We watch T.V. together and talk about what is happening.
- You listen to me and include me in your conversations.
- We have fun together!

The information in this leaflet applies to any language a child is learning. Being bilingual is positive. Your child learns best when they have lots of opportunities to listen and talk.