

Let's Talk Language!

Carramar Primary School
2022 Kindy Orientation

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WEST COAST LANGUAGE DEVELOPMENT CENTRE - CHANGING FUTURES



Acknowledgement of Country

We acknowledge the traditional custodians of the land on which our students live and are educated, the Whadjuk-Noongar people.

We wish to acknowledge and show our respect for their elders, past, present and emerging, for their continuing culture and the contributions they make to the life of our community, both now and in the past.

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Speech

- Different from 'language'
- Means articulation
- By the time most children enter Kindergarten, they should be intelligible most of the time, particularly by those closest to them



Refer to Speech Pathology Australia advice sheets

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Speech Sound Development



Average age children learn to pronounce English consonants correctly
(Based on 15 English speech acquisition studies compiled by McLeod and Crowe, 2018)

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Fronting

Pattern: Sounds usually articulated at the back of the mouth are brought forward to the front.

Usually resolved by: 3 ½ years

Sounds like:

- cat → tat
- cookie → tootie
- good → dood

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Gliding

Pattern: /l/ and /r/ sounds are tricky for young kids, and can be substituted for /w/ or /y/

Usually resolved by: 5 years of age

Sounds like:

- leg → yeg
- rabbit → wabbit
- red → wed

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Cluster Reduction

Pattern: an adjacent consonant is dropped from the word

Usually resolved by: 4 years of age

Sounds like:

- spoon → poon
- blue → bue
- splash → spash



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Stopping

Pattern: a sound that should have extended airflow is made short

Usually resolved by: 3-4 ½ years of age

Sounds like:

- fish → bish
- soap → doap
- jump → dump



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Atypical - Backing

Pattern: a sound that should be made at the front of the mouth is produced at the back of the mouth.

Never age appropriate!

Sounds like:

- duck → guck
- train → gain
- see → kee



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Atypical – Initial Consonant Deletion

Pattern: the first consonant sound of all words is left off

Never age appropriate!

Sounds like:


- ball → all
- see → ee
- play → ay



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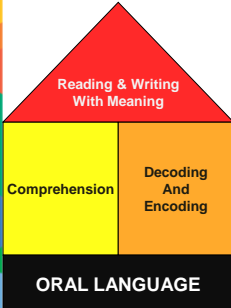
Types of Speech Sound Disorders - Lisps

Interdental	Dental	Lateral
Tongue protrudes between teeth	Tongue rests on or pushes against the front teeth	Air escapes across the sides of the tongue
Forward airflow	Forward airflow	Sounds 'slushy'
Sounds like 'th'	Muffled sound, tongue isn't always visible	Sometimes associated with mealtime difficulties
Normal for some children until 5/6 years old	Normal for some children until 5/6 years old	Never a part of normal development - refer to SPl!




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Importance of Oral Language



ORAL LANGUAGE

- Spoken language drives development in the early years from 0-8.
- Approximately age 8 Written language takes over and drives language development.



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Why is Spoken Language Important?

- Social interaction
- To share his/her world
- To understand the world
- For success at school- academic success

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Importance of Vocabulary

Vocabulary knowledge is central to children's and adults' success in school and life

At risk of poor reading and writing, poor exam results and a lack of success in school

Poor language is linked to poor behaviour even in very young children

2 in 3 language delayed 3 year olds have **behaviour problems**

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Importance of Phonological Awareness

One of the greatest predictors of later literacy outcomes in students.

Students with poor phonological skills are more likely to go on to have reading difficulties in middle primary.

These are **taught** skills, and so can be taught at home and are always taught explicitly in early schooling years- Kindy and Pre-Primary.

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Carramar Kindy Program

Intentional language teaching – building vocabulary, story telling skills, improving grammar in oral language and building listening comprehension.

Social and emotional well being.

Teaching Letter knowledge- letter names.

Explicitly teaching phonological skills as a precursor for reading.

Working on gross and fine motor skills.

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So what can parents do?

Helpful Tips

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Talk to Your Children!

- Talk a lot about everything - people, places, activities, toys.
- Talk about what you & your child are experiencing.
- Go to different places, experience new things – expose your child to different things and experiences.


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Ideas to Build Phonological Awareness

Early PA skills to build *before/during* Kindy:

- **Rhyming**
- **Syllables**
- **Playing with sounds in words- alliteration**

- Sing a lot of rhyming songs & read rhyming books.
- Pay attention to environmental signs and think of rhyming words.
- Discuss what sound words start with.
- Play robot talking and ask children to blend sentences and syllables together.




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READ, READ, READ!!!


Research shows that how often a child is exposed to books, and how young it starts, has a strong relationship with their later academic achievements

So...read, read, read!!even when your child can read themselves.



This helps them to continue to develop their skills:

Vocabulary
Comprehension
Sentence structure
All other areas of language



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Book Sharing Tips

****See handout provided****

Read to Your Child!!

- Choose a book that the child is interested in (even if it's the millionth time you're reading it!). Read every single day!

Discuss & Comment


- Parents should read the story and discuss the topic of the book.
- Discuss other examples of the topic or event. Relate the information to the child's life.

Vocabulary

- Explain any unknown vocabulary words (improves comprehension of the story).

Phonological Awareness


- Bring in some phonological awareness- rhyme some of the words, break words into syllables, tell the child the first sound in some words.




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More Comments Less Questions!

- Questions/commands place pressure on the child to 'perform' and can limit how much they say.
- Comments place little/no pressure on the child. Supports comprehension and builds language.
- Children learn to talk by *hearing* people talk to them.






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Commenting

Commenting = Saying something about the book.



Oh dear, it looks really rainy and stormy!




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Commenting


Types of comments:

- Comment on the **pictures**


- Add information – e.g. size, colour, characteristics
- Model higher level vocabulary



That looks like an ENORMOUS monster!



Wow, that broom is amazing!



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Stuttering/Dysfluency

- A disorder in the rhythm or flow of speech
- Generally occurs between ages 2- 6 years old.
- Is more common in boys than girls
- Different types & severities:
 - **Repetitions**- whole word, syllable, single sounds.
 - **Prolongations**- single sounds
 - **Blocking** – blockage of sound output. The child looks stuck when they go to talk.

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English as an Additional Language or Dialect (EAL/D)

- Beneficial for children to have additional languages.
- Children need to be hearing a **good** model of *any* language.
- Children may develop a preference for one language over another.
- Children who acquire English as a *second language* may go through a silent period, depending on age.
- Talk to your class teacher if you have any concerns.

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Technology

- Screen time is the time you spend watching TV or DVDs, using the computer or iPad, playing video or hand-held computer games, and using a mobile phone.

HOW MUCH TIME?

Not much!

Recommendations:

Under 2: no screen time

2 – 5 years: no more than an hour a day

5 -18 years: not more than 2 hours

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Parents as Partners

EARLY INTERVENTION IS CRUCIAL

- As parents, you play an extremely important role in your child's speech & language development.
- You...
 - know your child better than anyone
 - spend the most time with your child
- Parents & Schools working in partnership ensures the best outcomes for your child



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Where to go if I have concerns about my child?

- Government Speech Pathology Services – Child Development Service (CDS)
 - <https://www.cahs.health.wa.gov.au/Our-services/Community-Health/Child-Development-Service>
 - Phone: 1300 551 827
 - ***PLEASE TALK AT LENGTH WITH YOUR TEACHER IF A REFERRAL IS MADE**
- Private Speech Pathology Services
 - Private Speech Pathology Association of WA (PSPAWA)
 - www.pspawa.com.au
 - Speech Pathology Australia
 - www.speechpathologyaustralia.org.au

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