

How do I know if my child is reaching the milestones?

The following checklists may help you determine if your child's communication skills are developing on schedule. If you are concerned at all, you are welcome to contact us for a chat or ask your child's Health Visitor.

Two to three years. My Child:

	Yes	No
Listens to simple stories with pictures	—	—
Enjoys nursery rhymes with actions	—	—
Understands longer instructions e.g. where's mummy's coat?	—	—
Plays alongside other children but not with them	—	—
Using own name	—	—
Has a conversation with a teddy/dolly or other toys	—	—
Taking turns in conversation	—	—
Asking lots of questions and keen to learn new words	—	—
Putting words together e.g. "want more juice"	—	—

Using a range of speech sounds but may still have difficulty with sh, ch, th, r

Yes No

— —

May shorten words e.g. nana for banana or bider for spider

— —

Speech and language therapy department
Vaughan Building, Ruckhall Lane
Belmont, Hereford HR2 9RP
Tel: 01432 363975
www.wyevalley.nhs.uk
(Services, community services)

If you would like help to understand this document, or would like it in another format or language, please call 01432 363975

Talking with your child (2 to 3 years)



Does your child still have a dummy?

Dummies can cause problems with speech and dribbling.

Try to limit the use of the dummy to nap times and bed time only.

Always take the dummy out when your child is trying to talk to you.

Now that your child is getting older, they may like to trade their dummies in for a small present or special toy!! Why not leave them for the Easter Bunny or Father Christmas.

Is too much television bad for children?

Try to limit the amount of television your child watches each day. This will give you time for listening, talking and playing together.

Always turn the television off when no one is watching. Constant background noise can affect how we listen and talk together.

Only let your child watch programmes that were made for that age group. Watch together so you can talk about what is happening.

How to encourage your child

Children enjoy helping, so let them share your daily activities such as polishing or putting the clothes in the washing machine. This gives you chance to comment on objects and actions.....and still do your housework!

Never force your child to speak, e.g. "say car, for mummy, say car", or keep asking for a response from them when one is not offered. Communicating needs to be fun, not hard work!

Expand your child's sentences so you can show them how words fit together e.g.
Child says: "dolly hair"
You say: "yes, you're brushing dolly's hair"

Accept whatever word they use for something, giving them lots of praise. Don't worry if the speech sounds are wrong e.g. "bue tar" for blue car. Remember to repeat the words back for them to listen to e.g. "yes, it's a blue car. Do not ask them to correct themselves or say the word again. This might make them feel anxious or frustrated.

Don't be afraid to tell the same story or sing the same song more than once. Repeating things lots of times is how your child will learn to understand and remember what they hear.

Activities to try

Read stories your child enjoys. Talk about the pictures and encourage the child to tell the story. Try 'lift the flap' books so your child can join in. Encourage them to hold the book and turn the pages. You could try acting the story out or use puppets.

Use your old plastic containers, bottles, and cardboard tubes to make 'junk models'. Use lots of descriptive words to talk about what you are doing e.g. cutting, sticky, wet.

Involve your child in every day situations and act them out in play e.g. undress dolly, bathe her, dress her and put her to bed, or making a sandwich - spread the butter, put the filling in, cut the bread.

Encourage your child to play with small world toys such as dolls house furniture, tea sets, tool sets. Play alongside them so you can show them how to use the toys if they are not sure. Make sure you don't dominate the play.

Set up an obstacle course in your garden or play 'hide and seek'. Talk about what your child is doing using 'action' or 'position' words e.g. your running on the grass, your under the table, your in the tent.