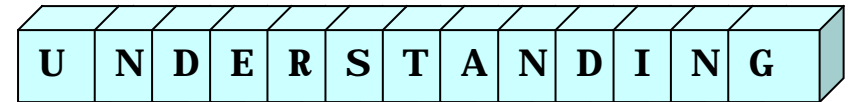


- ❑ Get together a few familiar objects. Ask your child to find one of them. Use gesture to support your words. Use pointing/miming to help your child understand what you are saying.
- ❑ Play a ‘posting’ game. Name something for your child to post from a choice of 2 or 3 items.
- ❑ Play a ‘finding’ game, eg “let’s find the . . . . “
- ❑ Take turns to be ‘teachers’ and give instructions, eg “put teddy on the chair”.
- ❑ When tidying up, tell your child where to put items. Add a few surprises, eg “Put the puzzle in the bath”.

**REMEMBER:**

Use actions, mime and pointing to help your child understand words




Understanding is the ability to give meaning to the words that a child hears. Just as children say one word, then two together and so on, understanding words takes time. Some children take longer to understand words or some types of words.

This leaflet provides information on how understanding develops and how you can help your child.

Your Speech & Language Therapist is

..... Tel: .....



## Under- standing

Young children are able to see and hear what is happening around them. They then have to learn to understand what these things mean.

At first, children rely on clues to help them understand the words. These clues may be **gesture, pointing** and the **situation** (eg if you are in the kitchen, words are likely to be about food or drink).

Children are then able to understand particular words in different situations, with or without clues.

The number of words in a sentence that children understand gradually increases, eg

“Where’s the **cup**?”

A child has to understand only one word to respond. However, with,

“Put the **box** on the **table**”,

there are 2 main words to understand in order to respond in the expected way.



## How to help

- ❑ Make sure that you have your child’s attention when you talk to them. You could **call** their name and make sure that they can **see** you.
- ❑ Your child needs to **hear** words **lots** of times, in different situations, before they understand them fully.
- ❑ **Name** the things that your child is holding, playing with or looking at.
- ❑ Use **actions, mime** and **pointing** to help get your message across.
- ❑ Use **simple** language and **short** sentences.
- ❑ Emphasise the **important** words in a sentence.