

# Language Development in Bilingual Children

**Guest speaker: Nisrine El-Choueifati,  
Speech Pathologist**

**Sector Capacity Building Program**

# Acknowledgement of Country

KU respectfully acknowledges the Traditional Owners and Custodians of the Wiradjuri land on which we are meeting today.

We acknowledge the contribution by Aboriginal and Torres Strait Islander peoples, in particular to the education of young children.



# Language development in Bilingual children



TALKING TRIUMPHS  
SPEECH THERAPY SERVICES

Presentation by Nisrine El-Choueifati -Speech therapist  
For KU Children's Services  
NSW Preschool Inclusion,  
Sector Capacity Building  
Program

Supporting development and knowing when to seek help



# Who am I and what do I do?

My name Nisrine El-Choueifati and I have been Certified, Practicing Speech Pathologist for 16 years.



- I was able to learn **3 languages by the age of 6**, including ; French, Arabic and English and was able to learn Italian at school
- I have **worked with families, educators and speech pathology** students to support all children to be able to communicate and participate.
- I am also **privileged to be teaching future speech pathologists**
- I have a passion for supporting bi-lingual language learners.
- I am also the **author of a children's book called "I have a Magic Ball"** which is a book inspired to encourage all children to interact and participate in book reading. Go to: <https://nisrineelchoueifati.com/>

# Getting to know you ...

-  **Reaction** – if you speak another language?
-  **Reaction** – if you speak a language of children and family in your service?
-  **Chat** – What languages do you speak?



Use the chat or audio to share ...



What would you like to gain from today ?



What are your specific questions

# What is the aim of today's session ...

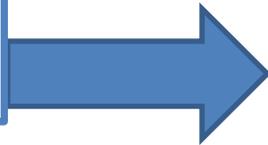


**1. Understanding bilingual children's language development** and supporting the development of more than one language.



**2. Strategies to observe and identify language differences** in bilingual children and knowing when to refer to a speech pathologist.

This will be achieved throughout ...



**3. A range of tools and frameworks** to help gather information, and plan for supporting bilingual children who may have difficulties with speech and language development.

# What is the aim of today's session ...



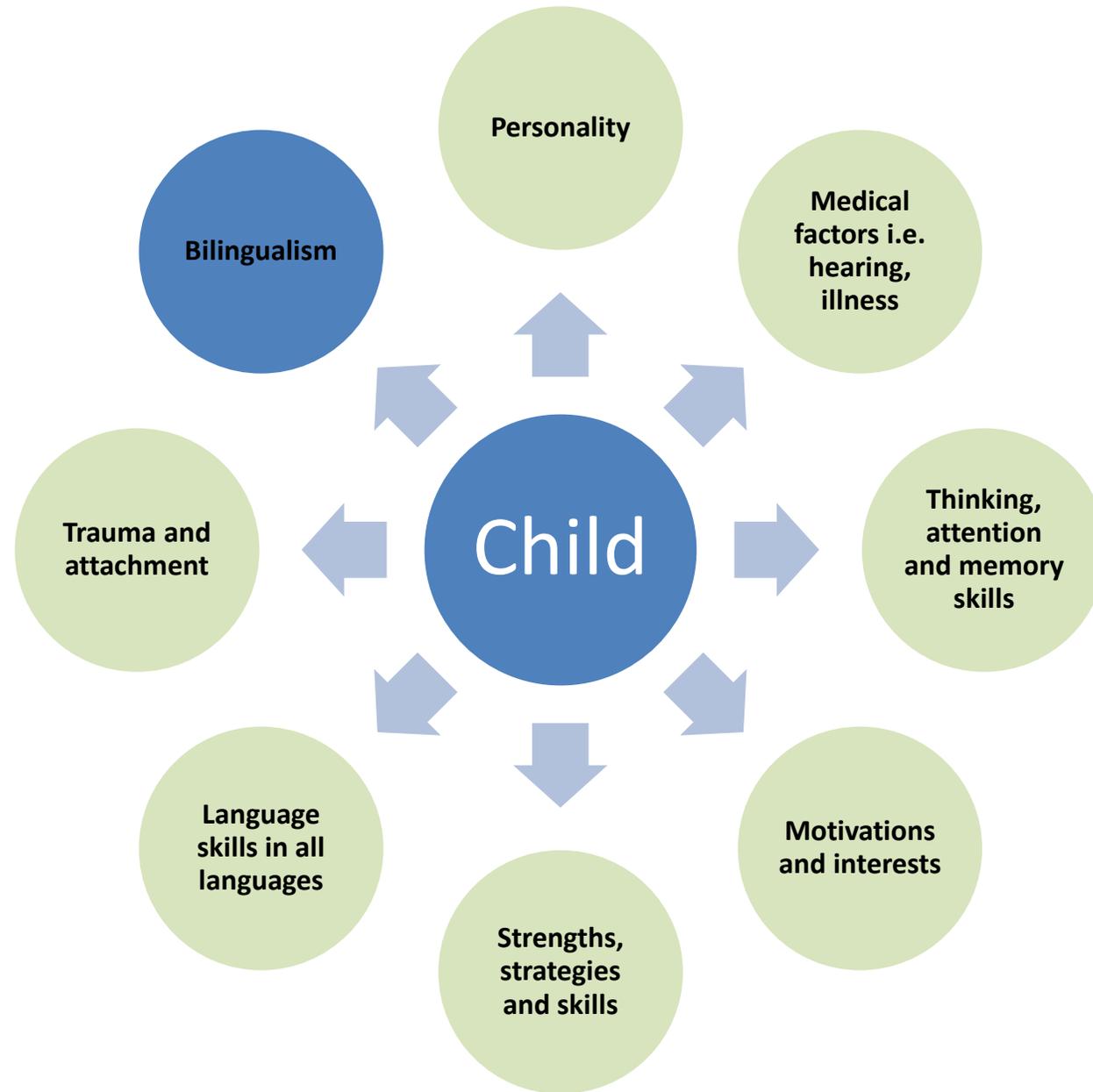
1. **Understanding bilingual children's language development** and supporting the development of more than one language.

# The goal and vision ...

Supporting bilingualism is not about making sure that all children who live in Australia speak English, but to ensure that children are able to maintain the relevant language system that allows them to belong, share and become a part of a multilingual Australia.

**Bi-lingualism  
DOES NOT cause  
language,  
speech or  
communication  
problems**

**We need to look  
at the whole  
child and family**



# De-bunking myths and misconceptions



## MYTH

## FACT

|   |   |
|---|---|
| Speaking 2 or more languages to a child can "confuse" them, so it is better to only speak 1 language.                                 | All children are capable of learning multiple languages, including children with developmental delays and learning disabilities.  |
| It is better for families to only speak the language taught in school to their children, even if they do not speak the language well. | Families should speak the language they are most comfortable speaking, so children are given rich linguistic models and can interact best with other members of their community.                            |
| Young bilingual children are delayed in learning language compared to peers who only speak 1 language.                                | Bilingualism does NOT cause language delays, and has been shown to improve children's ability to learn new words, identify sounds, and problem-solve.   |
| Bilingual children should not mix parts of the languages they speak.  | "Translanguaging" occurs when individuals grammatically mix aspects of the languages they speak. It fosters cultural and metalinguistic awareness.  |
| Children become bilingual just by listening to people around them speaking the second language.                                       | Learning language is an active process that requires many opportunities for children to practice communicating in context with others. Listening and responding are both crucial for developing competence. |

Bilingualism in young children- separating fact from fiction  
<http://www.hanen.org/helpful-info/articles/bilingualism-in-young-children--separating-fact-fr.aspx>

# BILINGUAL

## Q & A

What is the most common indicator of DLD in bilinguals?



Persistent grammatical errors in BOTH languages.

Should we expect bilinguals' languages to influence each other?



Yes. Language influence is a natural outcome of hearing more than one language.

Are bilinguals typically delayed in both languages?



Typically bilinguals may seem delayed in 2 languages if we only look at 1 language. We need to account for what they know in each language.

Won't children with DLD become more confused if they have exposure in to 2 languages?



There is no research that shows that 2 languages are harder for children with DLD than 1 language is for children with DLD.

Should bilingual families use only one language if their child has DLD?



**NO!** Families should provide rich conversation and interactions in whatever language(s) they speak.

**Bilingualism in children with language delays**

<https://www.hanen.org/SiteAssets/Articles---Printer-Friendly/Research-in-your-Daily-Work/Bilingualism-in-children-with-language-delays-Part.aspx>

Interests,  
Need,  
reason and  
motivation

Clear and  
informed  
family  
decision

People, connection,  
responsive and culture



Input and  
Exposure -  
enough language and  
modelling

A Plan

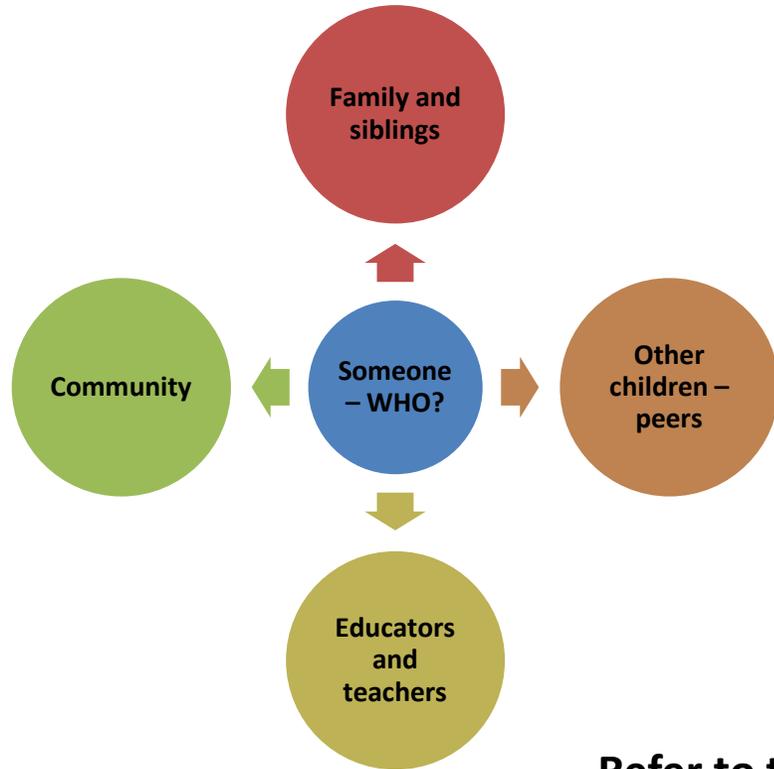
**A recipe for multi-lingual success**

Supporting Second Language Learning

<https://www.hanen.org/SiteAssets/Articles---Printer-Friendly/Research-in-your-Daily-Work/Supporting-Second-Language-Learning---PF.aspx>

To learn to communicate, children need:

- Someone to communicate with
- A reason
- A way



Refer to the planning tool provided

# How do children learn a second language?

**Dual language development in Typically developing children -**

<https://www.hanen.org/SiteAssets/Articles---Printer-Friendly/Research-in-your-Daily-Work/Dual-Language-Development-in-Typically-Developing-.aspx>

**Can children with Autism learn two languages ? -**

[https://www.hanen.org/Helpful-Info/Articles/Can-Children-on-the-Autism-Spectrum-Learn-Two-Lang/01\\_January\\_Can-Children-on-the-Autism-Spectrum.aspx](https://www.hanen.org/Helpful-Info/Articles/Can-Children-on-the-Autism-Spectrum-Learn-Two-Lang/01_January_Can-Children-on-the-Autism-Spectrum.aspx)

# Processes for learning multiple languages

## Sequential

learning another language after the first language is already acquired.

## Simultaneous

Learning more than one language at the same time, typically before age 3.

## Language shift

Occurs when an individual stops speaking a language, replacing it with another. This is commonly due to the influence of more dominant language

# Normal features of bi-lingual language development

| Feature                                | Definition  | Example   |
|--|---|---|
| <b><i>Silent Period</i></b>            | When children are first exposed to a second language, <ul style="list-style-type: none"><li>- Focus on listening and comprehension.</li><li>- Children are often very quiet, speaking little as they focus on understanding the new language</li></ul>              | Child may be silent but will observe and demonstrate an ability to observe and follow instructions based on environmental cues what is happening  |
| <b><i>Codeswitching</i></b>            | Switching between two languages over phrases or sentences.  | For example, a Spanish speaker might say, "Me gustaria manejar-I'll take the car!" ("I'd like to drive-I'll take the car").   |
| <b><i>Interference or Transfer</i></b> | When children transfer features from their first language (L1) to English (L2). This means that a child may make an English error due to the direct influence of an L1 structure.<br>Accents are also an example of transferring sounds from language with another. | For example, in Spanish, "esta casa es mas grande" means "this house is bigger." However, a literal translation would be "this house is more bigger."<br>A Spanish-speaking child who said "this house is more bigger" would be manifesting transfer from Spanish to English. |

# Normal features of bi-lingual language development

## Language Loss

- When the child's home language is not reinforced and maintained while he/she is learning a second language, he/she will lose skills and fluency in the home language

## Avoidance

- Child avoids things he/she can't say or participate and situations where he/she doesn't have the communication skills

## Fossilisation

- This occurs when a certain incorrect structure of the second language becomes fixed and cannot be changed

## Reduced Exposure to Home and Second Language

- Not a "normal behaviour" of second language learning. Lack of exposure to both languages therefore the child does not perform well in both languages



**SOUTH EASTERN SYDNEY LOCAL HEALTH DISTRICT-  
Helping your Child learn two languages on Youtube:**

<https://www.youtube.com/watch?v=PlrD7PkeDdg>

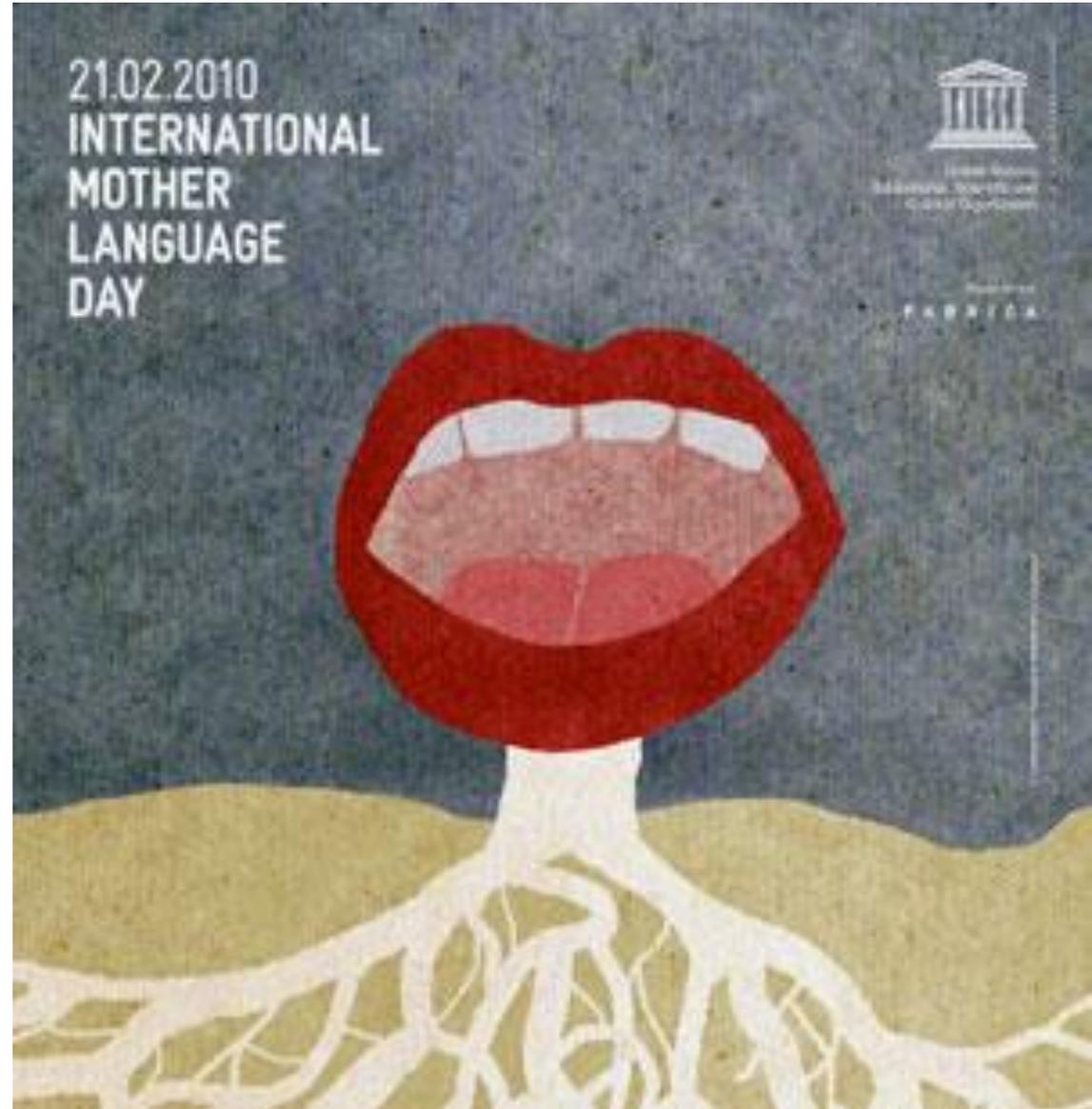


**2. Strategies to observe and identify language differences** in bilingual children and knowing when to refer to a speech pathologist.

# Language is one aspect of culture - the role of family and community is so important

The role of parents is so important for how children will learn language and it is our role to support this decision making :

- The decision belongs to the family.
- Deciding for the family by recommending one language has an impact on the interaction around language, identity and belonging.
- It is our role to help families to make an informed decision so you can plan for success and consider ALL the crucial child, family and community factors that can enable bi-lingualism.



**Language= communication= identity=  
relationship= belonging**

1. Family
2. Educational Setting
3. Community



## Communication and Language

### 1. Positive, safe , responsive, Interactions

- [family language input](#)
- [Family choice and decisions are](#) important
- [Family connection to language IS](#) important
- [Family joy and interaction](#) with language IS important

**Re **SPECT** ful  
and inclusive?**

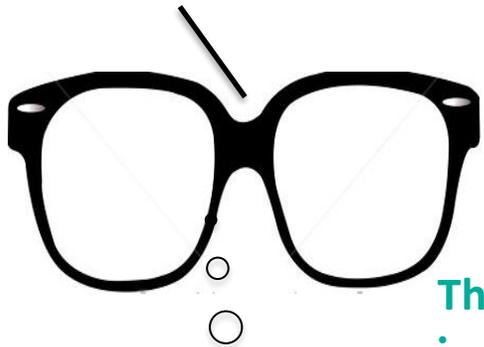
**Re LOOK**  
**SEE**  
**OBSERVE**



# Specialist , look and see...

## Family lens

- Knowledge
- Skills
- Attitudes, beliefs and experiences



Behave,  
act,  
respond

## Educator lens

- Knowledge
- Skills
- Attitudes, beliefs and experiences



Behave,  
act,  
respond

## The child's lens

- Knowledge
- Skills
- Attitudes, beliefs and experiences



Match or mis-match?

# Commonly misinterpreted Behaviours



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Common misinterpreted behaviours include:

---

Speaks infrequently

---

Speaks excessively (in the home language or in English)

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Refuses to answer questions

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Confuses similar sounding words

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Is unable to tell or retell stories

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Has poor recall

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Uses poor pronunciation

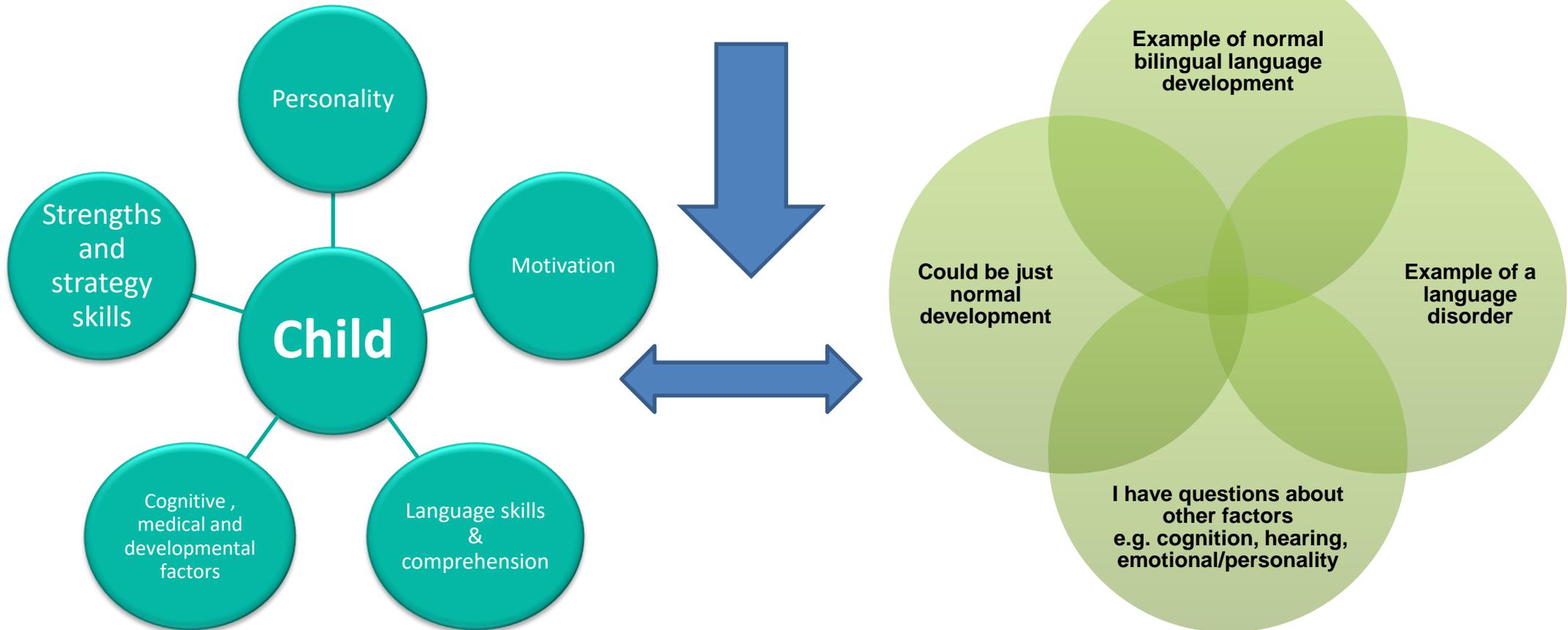
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Uses poor sentence structure and grammar

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Does not volunteer information

## Observation and assessment



## Strategies to support information gathering about a child's language development.



| Strategy for ascertaining information   | Examples  | What information did I receive and what action will I take? |
|---|---|---|
| <b>Observation</b><br>Have a observed the child in a range of settings to consider the influence of the role of: <ul style="list-style-type: none"> <li>- Personality</li> <li>- Trust</li> <li>- Language</li> <li>- Cultural expectations and context</li> </ul> In language learning | Child with peers  |   |
|   | Child with their family   |   |
|   | Have been able to observe the child in a <u>recorded</u> interaction communicating in a comfortable environment               |   |
| <b>Outcome 1: Children have a strong sense of identity</b><br><br><b>Outcome 3: Children have a strong sense of wellbeing</b>   |   |   |
| <b>Discussion with the family</b><br>Have I spoken to the family about their understanding of the child and their goals and priorities?<br><b>Outcome 1: Children have a strong sense of identity</b><br><br><b>Outcome 4: Children are confident and involved learners</b>             | Using the Mapping tool to understand the "How", "Why" and "Ways" of bi-lingual language development                           |   |
| <b>Developing positive interactions for teaching and learning</b>   | Do I know the child's interests?<br>When is the child motivated and interested what skills and strengths do they demonstrate? |   |

Nisrine El-Choueifati – Speech Therapist – Supporting information gathering for communication development.

## The Communication Passport

The passport is a resource that can support communication and information gathering between early childhood educators, families, bi-cultural support workers or interpreters. It provides a range of questions and observations that can support in identifying the child's strengths and needs in language learning as well as the families resources and supports. Each member of the team may have different information and bringing it together can support the assistance and communication to provide more specific support.

EYLF outcome 1: Children have a strong sense of identity

### Child safety and security

### Comments

- Settling well into early childhood service
- Requires support to separate.
- Has developed relationships with educators.
- Has developed relationships with peers.
- Has specific interests that make them feel safe
- Is familiar with the preschool routine

EYLF outcome 1: Children have a strong sense of identity.

### Child Interests and strengths

### Comments

- Craft and drawing
- Music
- Movement
- Construction and transport
- Social and peer play home corner
- Puzzles
- OTHER \_\_\_\_\_

Outcome 5: Children are effective communicators.

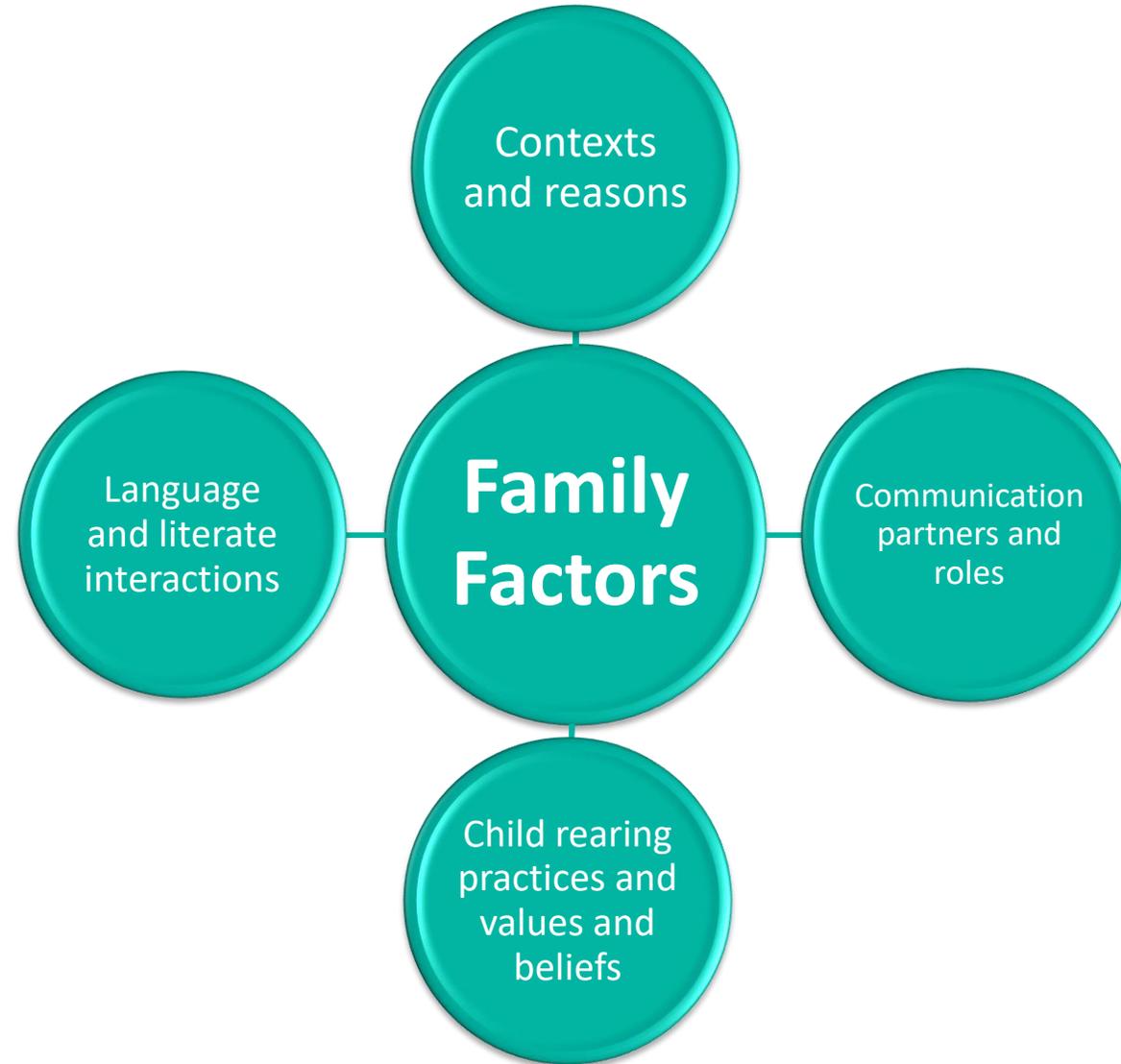
### Child's understanding of language

### Comments

- Routines
- Simple instructions
- Questions in conversation

Gathering information from a range of sources in multiple languages –

- Educator observations over time
- Family observations and discussions
- Bi-cultural support worker observations



# Cultural beliefs influencing early childhood

- How parents/carers interact with you
- Their view of play, learning, toileting etc
- Child rearing practices - their views on managing good and challenging behaviours, play, learning, toileting etc
- Their view of their child's needs and how they articulate these needs or their own needs with respect to you
- Family lifestyle and rituals – sleeping/bed sharing
- Who cares for the child at home
- Giving children choices or a voice
- Language
- Festivities and celebrations
- Music
- Childminding
- Role of childcare
- Who makes the decisions with respect to the child
- Education



**Kevin**



**Christa**



**Stephanie and Lucija**



**Lilliana**

**Let's meet 4 families and children –  
Every child and family is different**



## **Kevin is 3.5 years old and he lives with his parents and grandparents.**

**Sequential learner:** He has been learning Chinese since birth and will begin to learn English when he starts preschool.

**Child's communication :** He is very competent and very skilled in expressing his ideas and telling stories in Chinese. He comes home and tells his mum in Chinese that no one at preschool can speak and he is teaching them.

**Interests:** He watches Chinese TV for children, reads Chinese books and also attends a Chinese playgroup.

**Preschool:** The family wanted him to start preschool so that he can begin to learn English before he goes to school. He is happy to attend but the preschool teacher told the parents after 3 months of attending they are worried that Kevin is not communicating.

### **Family questions:**

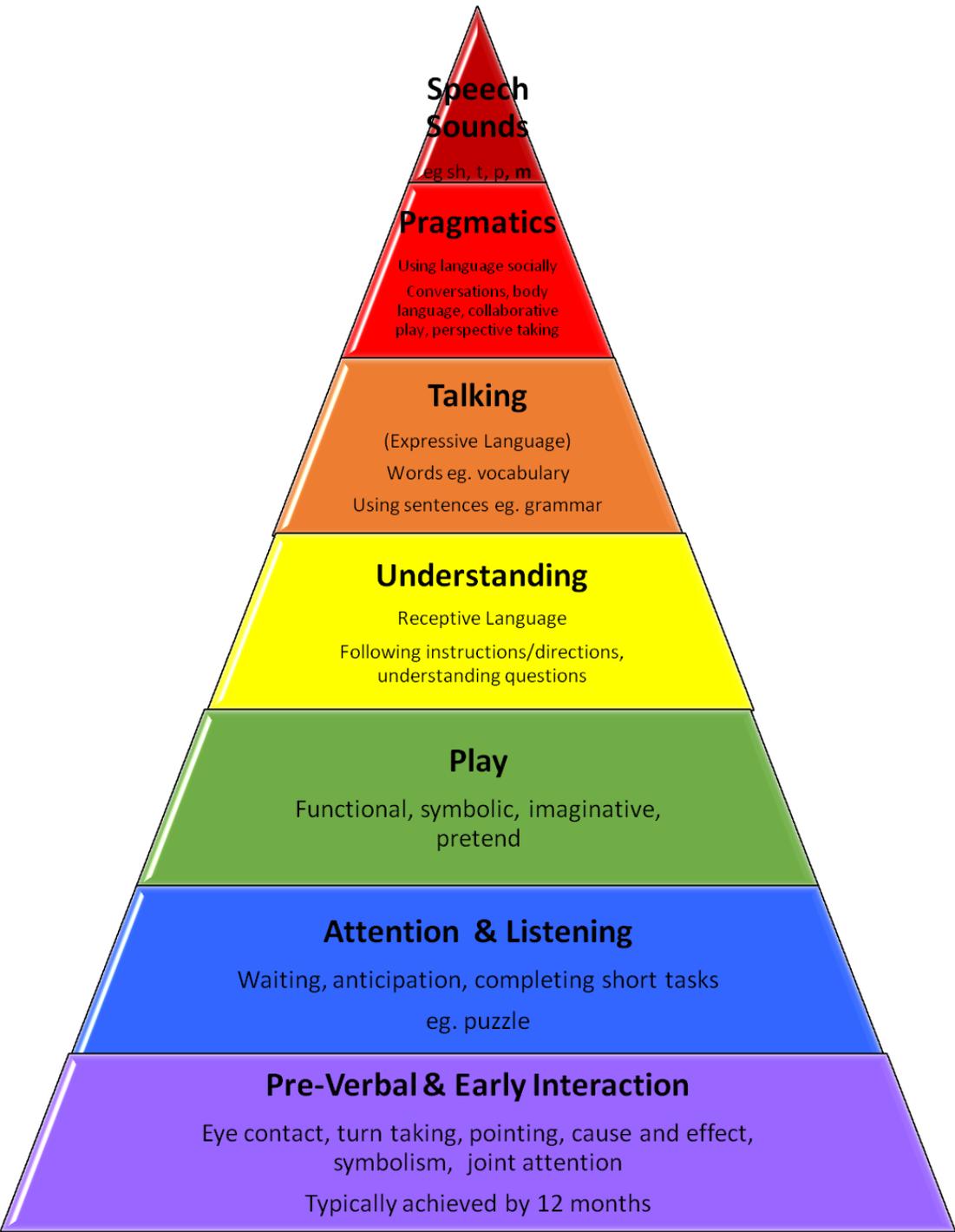
- How can they share Kevin's communication skills with the teachers?
- The family does not want Kevin to forget Chinese as his grandparents will go back to China.
- They are worried that he won't learn English

## Acting as a bridge between home and education settings

- **The silent period** is normal and language learning takes time especially for sequential language learners.
- **Families should share their child's skills in the home language with educators** – share videos of your child in home language so educators can see your child's personality
- **Invite the child to be the expert at preschool** - teach staff and children new words
- **Family volunteer to read a story** for children or teach all the children your child's favourite song
- **Family to ask the preschool to share books they are reading** in English and borrow them to practice translating in home language.

### Resources and supports with early childhood settings

- Bi-cultural support - [Early Childhood Services - Ethnic Community Services Co-operative \(ecsc.org.au\)](http://www.ecsc.org.au) – excellent resources to support Early childhood services - [ecsc-resources-order-form.pdf](#)
- Early language Learning Australia : <https://www.ella.edu.au/>
- Diversity Kids – resources and training to support [Resources - DIVERSITY KIDS](#)
- [Inclusion Support Program - Department of Education, Skills and Employment, Australian Government \(dese.gov.au\)](#)



**Speech  
Sounds**

eg sh, t, p, m

**Pragmatics**

Using language socially  
Conversations, body  
language, collaborative  
play, perspective taking

**Talking**

(Expressive Language)  
Words eg. vocabulary  
Using sentences eg. grammar

**Understanding**

Receptive Language  
Following instructions/directions,  
understanding questions

**Play**

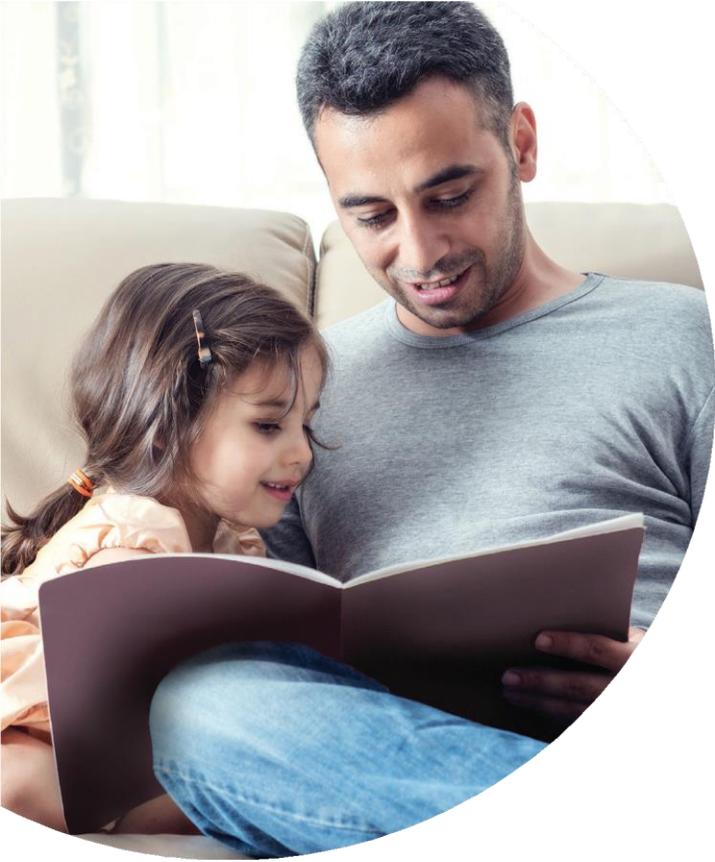
Functional, symbolic, imaginative,  
pretend

**Attention & Listening**

Waiting, anticipation, completing short tasks  
eg. puzzle

**Pre-Verbal & Early Interaction**

Eye contact, turn taking, pointing, cause and effect,  
symbolism, joint attention  
Typically achieved by 12 months



Christa is 4 years old and she lives with her mum, dad and 3 sisters.

**Simultaneous learner** : Christa's mum speaks Thai with her extended family and her dad speaks Greek with his extended family. Her mother and father speak English to each other and the children.

**Christa's Communication skills** : Christa speaks English most of the time. When Christa goes to either of her grandparents she can understand instructions and can sometimes say key words in Greek and Thai. She also likes some Greek music and loves when her Thai grandmother shares bedtime stories.

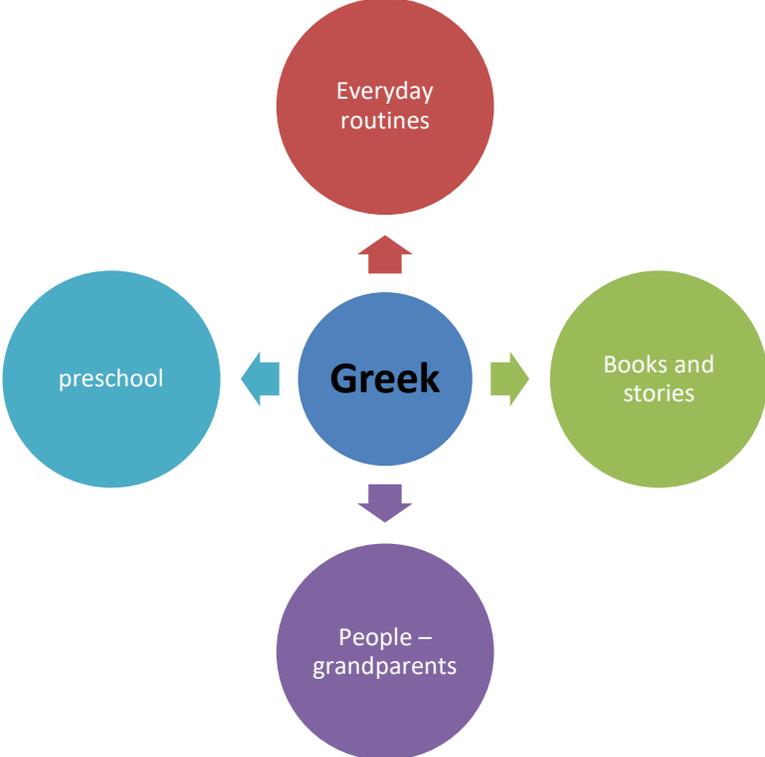
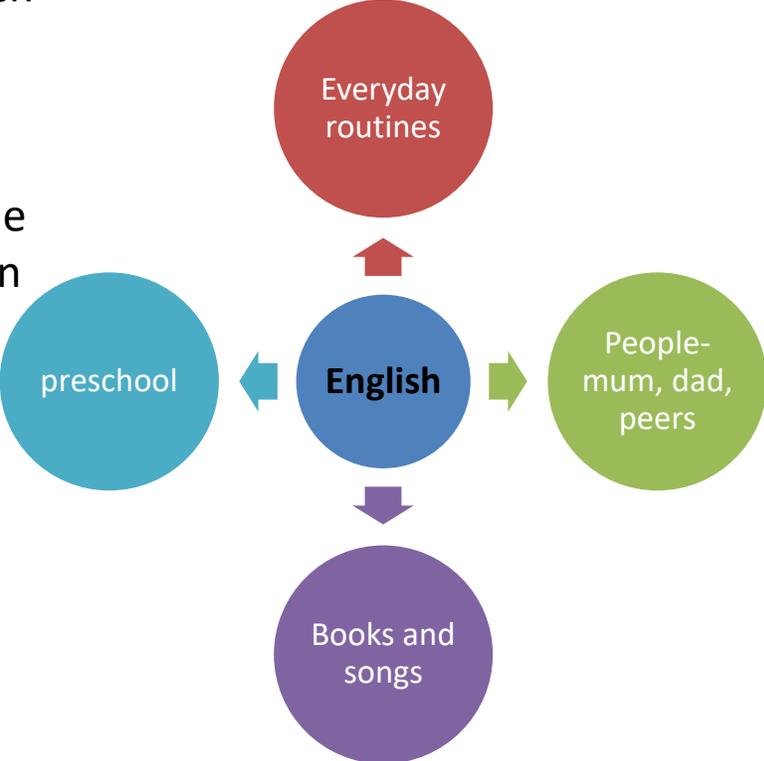
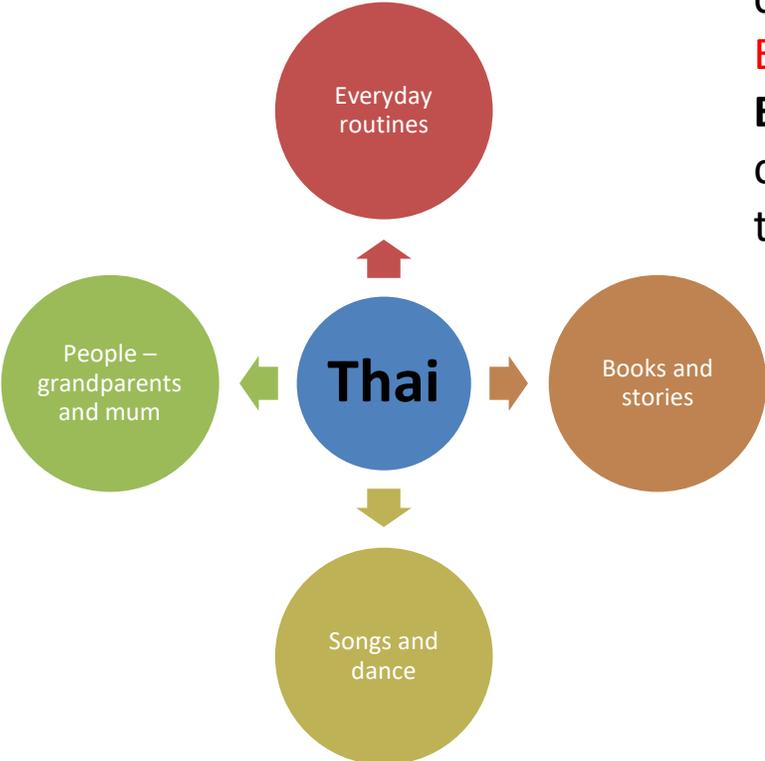
**Family questions:**

- The family want to encourage Christa to learn Greek and Thai so that she can be connected to the culture, but they feel very confused about how this can happen?

**Planning the opportunities** – when adults are clear the child will be clear.

**EXPOSURE + NEED is the KEY**

**Building routines** can also help the child – specific books, song time in the car , movies.





# Stephanie is 4 years old and Lucija is 2 years old .

## **Simultaneous learner:**

Stephanie's mum and dad have encouraged their children to learn Croatian since birth and Stephanie was fluent in speaking in Croatian. Stephanie has been going to preschool for 2 years where she was exposed to English.

**Stephanie's Communication skills :** Stephanie would know that when she came home she would speak in Croatian with her mum and she would speak with her younger sister in English. Recently, Stephanie responds in English and doesn't want mum to speak in Croatian anymore. She will also mix Croatian and English in the same sentence.

## **Family questions:**

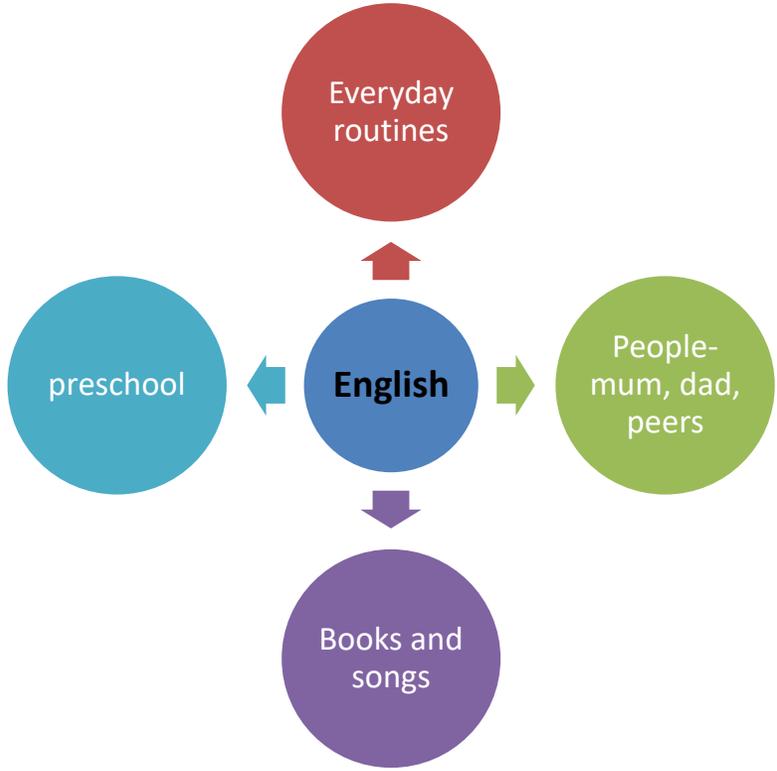
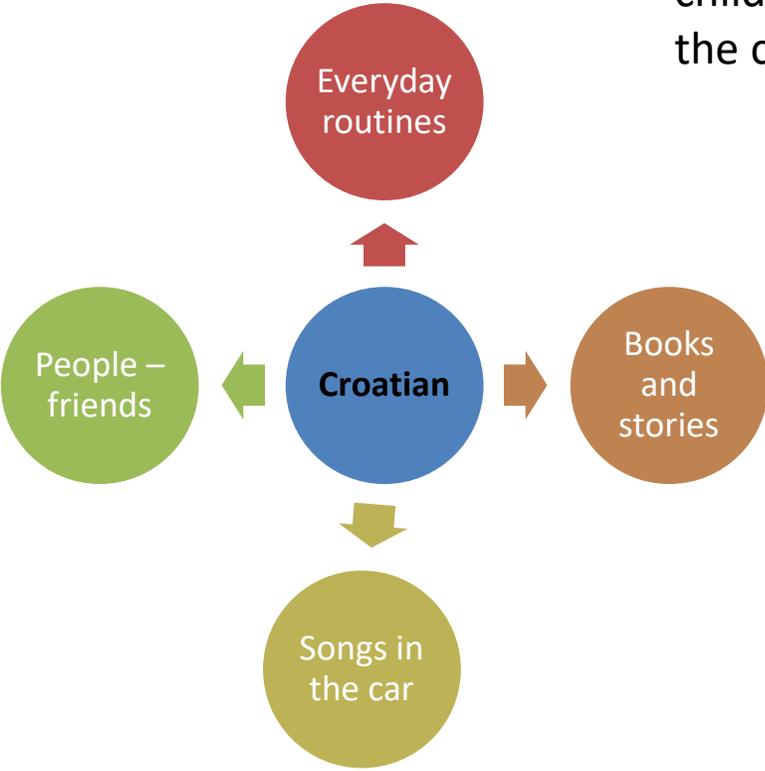
- They don't want to force her to speak the language but want her to maintain it. What strategies can they use?
- They are also worried that she is mixing words in the sentence

- Family to consider: WHY Is it important for the child to be bi-lingual ?
- **It is normal for Christa to Code switch** (swap between languages) as often as they wants to. Some words are better understood in one language compared to another. **Respond by modelling a full sentence in one language but it's normal that you may also code-switch as an adult.**
- **Don't force the child to speak in one language** , it is important to respect they may take time understanding and need support to hear the language. Be patient and stay joyful.
- **Building interest and connection with peers** and sharing language and culture with preschool and peers

**Planning the opportunities** – when adults are clear the child will be clear.

**EXPOSURE + NEED is the KEY**

**Building routines** can also help the child – specific books, song time in the car , movies.





Lilliana is 3 years old, and Mum speaks Spanish at home. Mum is not confident in speaking English, and the family have been in Australia for 2 years. They don't have a lot of family support .

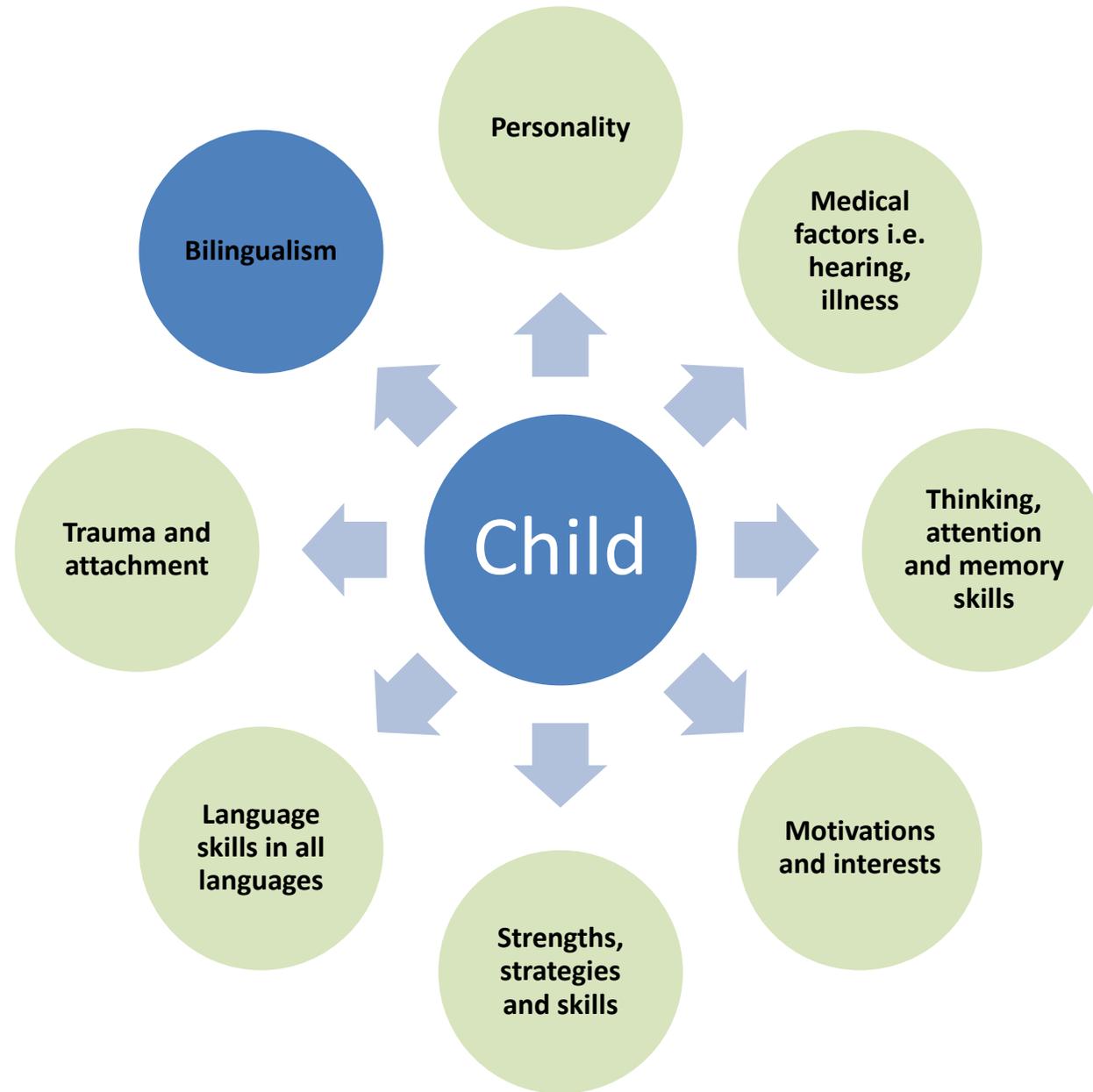
**Lilly's Communication skills:** Lilliana is only using one word to ask for things in Spanish. Mum said that Lilliana is hard to understand, and she doesn't say all the sounds in words for example the Spanish word for dog is "Perro" and Lilliana says " Pepe". Lilliana likes to look at books by herself but covers Mum's mouth when she starts reading.

**Family question:**

- Is Lilly confused because of the Spanish language ? Is she copying my accent?
- Mum is unsure about Lilliana's development and has seen other children her age who can speak using a words in a sentence?

**Bi-lingualism  
DOES NOT cause  
language,  
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**We need to look  
at the whole  
child and family**



## What is an accent ?

If two languages share a sound, you would expect that the shared sounds would not be difficult for a second-language learner to produce in their second language. For example, English and Spanish both have /b/ so the word "baby (bebe)" should not be a problem.

If a sound is not shared by two languages, you would expect the second-language speaker to 1) delete 2) distort or 3) replace the sound. This is in fact the case. Let's use Spanish and take a look at a few examples:

1. **Deletion:** *Don't* becomes *Don* REASON: No final /t/ and no final clusters in Spanish

2. **Distortion:** *Spaghetti* becomes *Espaghetti* REASON: No initial /s/ cluster in Spanish

3. **Replacement:** *This* becomes *Dis* REASON: No /th/ so the brain chooses the most similar sound from the first language.

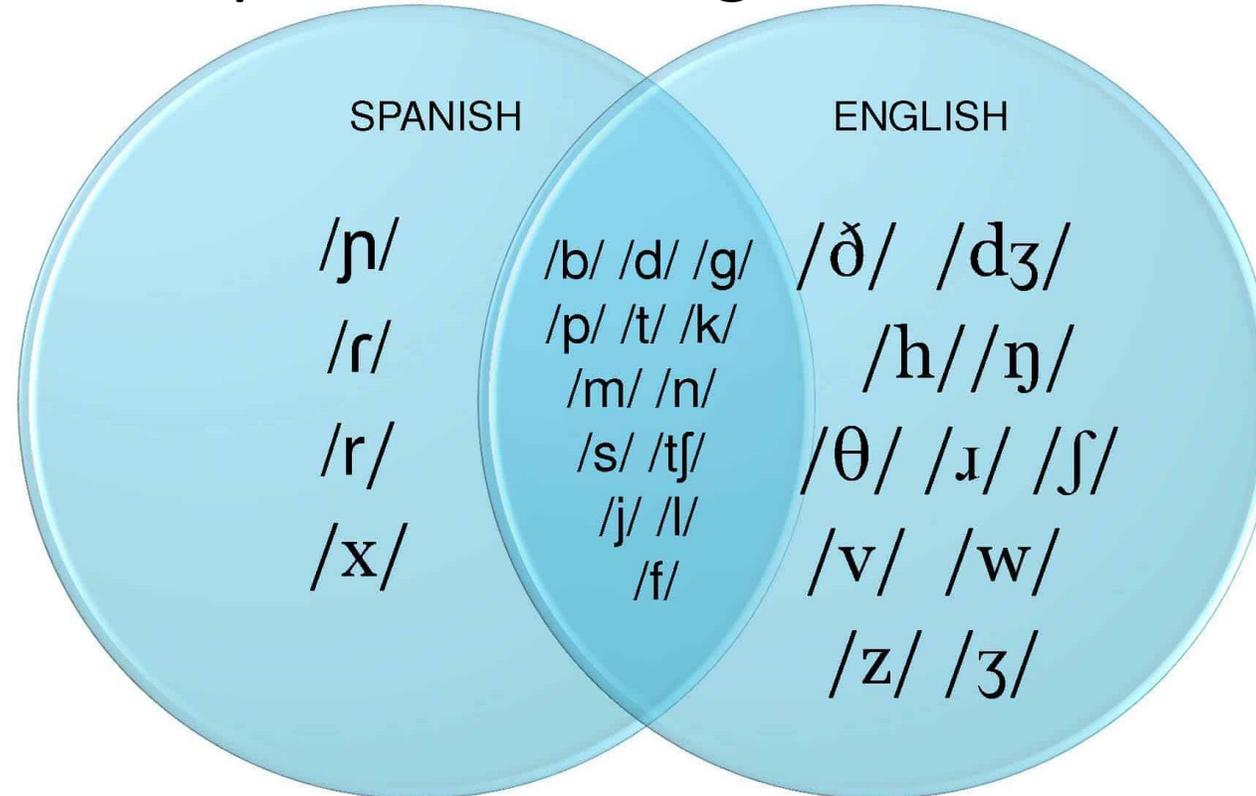
## Can children catch an accent ?

As adults learning a new language it is very hard to hear and distinguish new sounds and accent has a story of courage and bravery.

When a child learns a new language early, they will take time to hear and learn the new sounds and it is normal they may change sounds.

We know that children no matter what language they learn can have speech sound difficulties and may develop sounds slowly and it is important if they are producing sounds incorrectly in Both or their first language to get help from a speech pathologist.

# Spanish and English Sounds



Many languages share similar sounds to English but there are many differences in language learning. It is much easier for children who learn a language before 7 to hear the differences and produce different sounds.

**BILINGUISTICS**

“Is My Accent Confusing My Child?” How Do Multiple Accents Affect Children’s Language Learning? By Dashiell Brockman (2023)

[PF---Is-My-Accent-Confusing-My-Child-pdf.aspx \(hanen.org\)](https://www.hanen.org/PF---Is-My-Accent-Confusing-My-Child-pdf.aspx)

# **A context to address 3 goals:**

**Goal 1: Build interest, connection and interaction with any language**

**Goal 2 : Exposure, building Understanding and vocabulary – in any language**

**Goal 3 : Develop expression and communication in any communication**

To learn to communicate, children need:

- Someone to communicate with
- A reason
- A way



**Goal 1: Build interest, connection and interaction with any language**



**Tell stories without the book** and make connections with everyday life. **Create photo books about your child's life to translate**

**Choose books, activities, songs that relate to your child's interests**

Find **books that are interesting** with flaps and puppets.

**Introduce a puppet that will represent a new language** – This helps the child associate the puppet with what language is spoken.

**Choose a book about a song or sing the words in a story**



- **Let your child hold the book** and turn the pages.
- **Look at what they are interested in and talk about it .**
- You don't have to read the book word for word. You can make up a story

**Include your child and families' names** in the story this will help the child relate. Choose books that have images that relate to your country and culture.

**Goal 2 : Exposure, building Understanding and vocabulary – in any language**

**Point to the pictures and say the words** - this helps the child learn to understand and connect to the meaning of words and sentences.

**In bilingual books** – point to the different print and say the words. This helps the child connect to what words and letters look like in different languages.

**Build on the vocabulary of the book in other environments** , interactions and contexts :

- Play
- Everyday activities – bath time, cooking, gardening
- Songs and rhymes
- Daily interactions

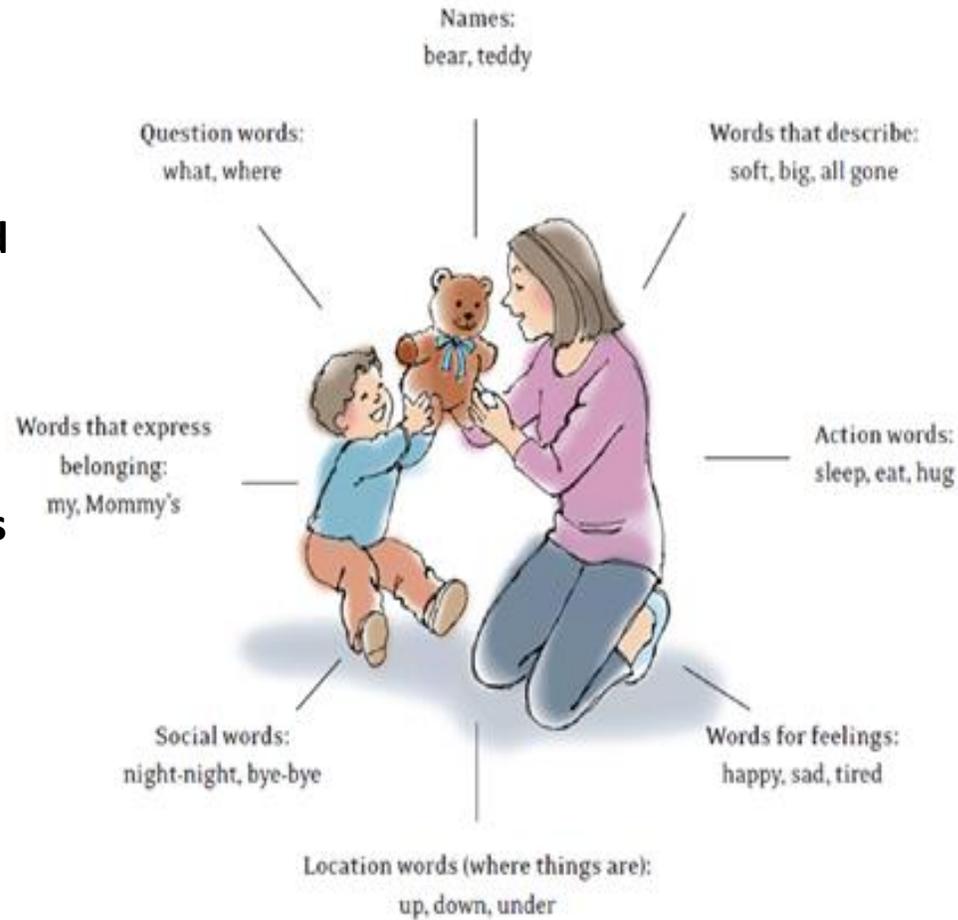
**Give a child time to listen and understand** before choosing to speak

**Re-read books over ,over and over again!** This helps your child to learn the words and make the connection between the letter names and sounds.



**Choose to translate a book or borrow Audiobooks so of a book your child knows well into a new language and build on their understanding.**

**Add language and different types of words and vocabulary relating to interest and focus**



- S**tress the new word to focus the children's attention
- S**how the children what the word means
- T**ell the children what the word means
- a**nd
- R**elate the word to children's personal experiences and knowledge, as well as to other words and situations
- S**ay it again — and read the book again

Tips to Build Vocabulary: Repeat Words That Match Your Child's Interests - *By Rachelle Comeau - Speech-Language Pathologist, The Hanen Centre*  
<http://www.hanen.org/Helpful-Info/Articles/Repeat.aspx>

**Goal 3 : Develop expression and communication in any communication**



**Avoid asking too many questions and testing a child.** Instead **make a comment and model sentences** about what the child is observing or interested in and wait. Share comments about what you like and what you enjoy.

*Talk about what a child is looking at: Example: if your child is pointing to the picture of a bird and saying “bird” it is a great time to model a sentence in any language “ oh the blue bird is flying”*

**Let a child code switch** (swap between languages) as often as they want to. Some words are better understood in one language compared to another.

Respond by modelling a full sentence in one language.

**Don't force or tell a child to “say this”** or repeat words. If your child says something incorrectly acknowledge it and provide a model.



# Communication Milestones Chart

Speech Pathology Australia has developed a Children's Communication Milestone Chart to help identify each of the language and literacy milestones from 12 months to 5 years old.

**Understanding and speaking 'between the flags'**

Children learn to communicate by interacting with carers, early childhood educators, and their peers. A child's communication development is everyone's responsibility. Speech pathologists can support children (and those who care for them) to build communication, and make sure children are developing 'between the flags'.

**We can work together to:**

- find out which children are understanding and speaking 'between the flags'
- create communication-supporting learning spaces
- help children with a range of communication needs.

**Speech pathologists can also provide therapy to help children with:**

- understanding and using pictures, symbols, signs, gestures, speech sounds, words and sentences
- taking turns and making eye contact
- building skills for later reading and spelling
- managing voice and feeding difficulties.

**Don't 'wait and see'**

Please speak to parents about their child's communication as soon as you have any concerns. Get advice from Speech Pathology Australia by phoning 1300 368 835. Work together with a speech pathologist in your area. You can contact speech pathologists:

- through local community health centres and not-for-profit organisations
- by calling or emailing private practices.

Try searching for speech pathology services online or at [www.speechpathologyaustralia.org.au](http://www.speechpathologyaustralia.org.au) (look on 'Find a Speech Pathologist').

**Language and cultural differences**

Children from different backgrounds, including Aboriginal and Torres Strait Islander backgrounds, may use words differently when learning English. This may not be a problem. Always encourage families to use the language(s) at home that they are comfortable speaking.

Regardless of whether English is a child's first language, ALL children need meaningful language experiences through stories, music, nursery rhymes, play and LOTS of repetition. If you're unsure about their progress, check with a speech pathologist.

**Speech Pathology Australia**  
[www.speechpathologyaustralia.org.au](http://www.speechpathologyaustralia.org.au)

## Communication milestones

**At 12 months children can usually...**

- understand about 10 words
- respond to their name
- recognise greetings and gestures, such as 'hi' and 'bye-bye'
- recognise a few familiar people and objects (e.g. mummy, blanket, teddy)
- make eye contact

**When you talk to me, WAIT for me to respond before you say more.**

**At 18 months children can usually...**

- start to use sounds, gestures, and say a few words
- continue to babble
- copy different sounds and noises

**When you talk to me, WAIT for me to respond before you say more.**

**At 24 months children can usually...**

- understands up to 50 words and some short phrases
- follow simple instructions (e.g. 'show the ball')
- points to familiar objects when named
- points to some pictures in familiar books

**Get face-to-face with me when we communicate.**

**At 30 months children can usually...**

- say 6 to 20 single words – some easier to understand than others, but becoming more consistent
- copy lots of words and noises
- name a few body parts
- use objects in pretend play (e.g. hold toy phone to their ear and say 'hello')

**At 2 years children can usually...**

- follow simple two-part instructions (e.g. 'give me the ball and the car')
- respond to simple wh-questions, such as 'what' and 'where'
- point to several body parts and pictures in books when named
- understand when an object is 'in' and 'out' something.

**Get face-to-face with me when we communicate.**

**At 3 years children can usually...**

- follow more complex two-part instructions (e.g. 'give me the teddy and throw the ball')
- understand simple wh-questions, such as 'what', 'where' and 'who'
- understand the concepts of 'same' and 'different'
- sort items into groups when asked (e.g. toys vs food)
- recognise some basic colours.

**Figure out what I want to say and put it into words for me.**

**At 4 years children can usually...**

- answer most questions about daily tasks
- understand most wh-questions, including those about a story they have recently heard
- understand some numbers
- show an awareness that some words start or finish with the same sounds.

**No need to always read the whole book. Talk about pictures that interest me.**

**At 5 years children can usually...**

- follow three-part instructions (e.g. 'put on your shoes, get your backpack and line up outside')
- understand time-related words (e.g. 'before', 'later', 'now' and 'later')
- start thinking about the meaning of words when learning
- understand instructions without stopping to listen
- begin to recognise some letters, sounds and numbers.

**use well formed sentences to be understood by most people**

- take turns in increasingly longer conversations
- tell simple, short stories with a beginning, middle and end
- use past and future verbs correctly (e.g. 'went', 'will go')
- use most speech sounds, but still may have difficulties with 's', 'y', 't' and 'th'.

To download this poster as handy information sheets visit [www.speechpathologyaustralia.org.au/milestones](http://www.speechpathologyaustralia.org.au/milestones)

It is free to download from the Association's website:

[www.speechpathologyaustralia.org.au/milestones](http://www.speechpathologyaustralia.org.au/milestones)



# What if a child is having difficulties?

- Speech pathologists are here to support you and your child.
- It is best to refer early.
- If you are unsure to refer or not, contact a speech pathologist, and we can talk through your concerns.
- Have a look on the Speech Pathology Australia website.
- Use the **Find a Speech Pathologist** link on the Speech Pathology Australia website and/or contact your local community health centre.

[www.speechpathologyaustralia.org.au/find](http://www.speechpathologyaustralia.org.au/find)

# Translated materials to support families understanding of communication development

THE EARLY WORDS EARLY LITERACY PROGRAM FOR WESTERN SYDNEY

– <http://www.earlywords.info/>

Free tip sheets for supporting language and literacy of children from birth to 5 years old [Tip sheet downloads \(earlywords.info\)](http://www.earlywords.info/)



The screenshot shows the homepage of the Early Words website. At the top, there is a blue header with a yellow cartoon character and the text "early Words Prepare your child from birth for reading and writing". Below the header is a navigation menu with buttons for Home, Resources, In the community, Children's books, About Early Words, Stories, songs & games, What else?, Research, Early Words Toolkit, and Contact us. There is also a section for "Aboriginal site" with logos for "childrenfirst growing potential" and "familiesNSW supporting families to make choices". The main content area is titled "Resources — packs and downloads" and lists categories: Tip sheets, Posters, Aboriginal resources, Guidelines for choosing books, and Early Words Videos. It includes a paragraph about the resources being designed to help parents understand and give practical advice, and another paragraph stating that resources are available in nine community languages. There are images of various tip sheets and a CD-ROM.



The screenshot shows the "Resources for the mob" page on the Early Words website. The header is orange with the "early Words" logo and the text "Prepare your bub from birth for reading and writing". A navigation menu on the left includes "Early Words", "HOME", "RESOURCES", and "MAIN SITE". The main content area is titled "Resources for the mob" and includes a paragraph about the resources being developed in partnership with the Western Sydney Aboriginal community. It lists the stages from pregnancy to 5 years and mentions that families can look at easy activities that will help their child get ready to read, write, and yarn well. There is a small image of a poster titled "5 top tips for the first 5 years". Below this, it says "The resources support the mob to use the Top 5 Tips for the First 5 Years." and "Everyone is welcome to download the resources." There is also a section for "Tip sheets:" which states that the tip sheets are divided into eight stages from pregnancy to 5 years and that each tip sheet gives ideas to help the child learn. It includes two links: "» Download the Tip Sheets in colour (best for screen)" and "» Download the Tip Sheets in black and white (best for printing)". Logos for "childrenfirst growing potential" and "familiesNSW supporting families to make choices" are visible at the bottom of the page.

[Early Words Aboriginal early literacy program for western Sydney: resources](http://www.earlywords.info/)



**Questions...**

**For more information and support  
please contact me ...**

Nisrine El-ChouEIFati

**Please email me :**

**[talkingtriumphs@gmail.com](mailto:talkingtriumphs@gmail.com)** or

**Phone : 0423224449**



**TALKING TRIUMPHS**  

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**SPEECH THERAPY SERVICES**

# Coming up soon

## **Webinar:**

Supporting young children with anxiety through The Brave Program

## **Presenter:**

Prof Caroline Donovan, Griffith University

**Date:** Mon 6<sup>th</sup> March 4.30-5.30pm



Register for our PD events here:

<https://kudisabilityinclusion.com.au/professional-learning/events>