

## Speaking Clearly

Learning to speak clearly helps children to manage learning tasks, express ideas, needs and feelings clearly and get along with other people. Speaking clearly involves:



- saying sounds/words clearly and correctly, so others can understand them
- choosing clear and exact words to express ideas (vocabulary)
- organising ideas into sentences and using the correct sentence structures (grammar).

Children also need to learn to **use different types of words and sentences** to suit **different situations**, e.g. when they are describing, explaining, asking questions, imagining, negotiating, predicting, storytelling.

### Saying sounds/words clearly:

Children develop the ability to say speech sounds, at different times. Children need to say sounds/words clearly so they can learn to read and write, and so other people can understand their ideas.

You can help your child by:

- showing them how to say/make a sound correctly e.g. The /l/ sound is made with the tongue just behind the top teeth. A /c/ sound is made at the back of the throat
- asking children to look in the mirror and see where their tongue is or how they are using their mouth as they say difficult sounds
- practise saying words with the difficult letter at the beginning of words (e.g. /l/ – ‘leaf’, ‘light’, ‘lemon’), then at the end of words (e.g. /l/ – ‘riddle’, ‘feel’) and then in the middle of words (e.g. ‘pikelet’, ‘helmet’).

### Speaking in sentences

We can support our children to learn to share ideas **clearly** by:

- using **full** sentences, rather than single words or phrases  
e.g. ‘*I want to ride my bike please*’ rather than “Want my bike”
- using correct grammar (correct words/language structures)  
e.g. ‘*That is my sister*’ rather than ‘That my sister’ Or ‘We went to the show’ rather than ‘We goed to the show’
- organising ideas, so they make sense to others  
e.g. saying, ‘*I rode my bike to find Dad and then I told him about the sick cow*’, rather than, ‘I told dad about the cow. I did go to find him, but no, no, I had to ride there, and then when I found him, I told him, I said it was sick’
- repeat what the child said using more exact words or a clearer sentence, to model good sentence structure
- Help children to speak clearly by encouraging them to use different ‘types’ of sentences and words that suit the purpose (reason) for speaking.



### Describing

*The mud is like oozy, bubbling chocolate. The sound was deafening like thunder. It felt even softer and more tickly than the feather.*

### Explaining

*The battery has energy that makes the torch work. To make ice, you have to leave the water in the freezer all night. I am angry because he didn't let me have a turn.*



### Asking questions

*What do I have to do first? How did that work? Why does that happen? When were dinosaurs alive? Where does milk come from? Who lived in Australia first?*



### Giving instructions/directions

*First you cut the paper. Next you fold it. Then you glue it. It's in my room, on my bed, near my pillow. You pour in the milk and then stir in the egg.*



### Negotiating/working with others

*How about if we take turns? Could you be the customer now? If we both try to pull, the box might move.*



### Imagining/creating/designing

*Let's pretend that \_\_\_\_\_. I wonder what would happen if \_\_\_\_? I was thinking that we could make \_\_\_\_\_. Once upon a time, in a little house in a little town, there lived \_\_\_\_\_.*



## Building vocabulary:

It is important for children to learn a variety of words to describe and explain ideas, feelings and needs. Help children to use more exact words by:

- introducing new words or clearer ways to describe or explain ideas, e.g. words like 'gigantic', 'prickly', 'bluish-green'/ 'teal', 'predict', 'force', 'energy', 'cycle', 'cylinder', 'texture'
- encouraging your child to add more detail or be more precise when talking, e.g. Tell me more about \_\_\_\_\_. Exactly what does it look like/sound like? What is another way to say/describe that?
- identifying new/interesting words used by authors when reading together

