

## SUPPORT AT HOME: LANGUAGE



**SPEAK CONSISTENTLY** to your child in your native tongue, even if it is not English or Chinese, so that you are providing your child with best possible quality language input effectively and consistently. Research in speech pathology shows that when a child has a strong foundation in their first language, they are better prepared to absorb a second language.

**QUALITY LANGUAGE INPUT MUST COME FROM LIVE INTERACTION** rather than screens. Talk to your child all the time with clarity, elegance, honesty, precision, good diction, without paraphonia (not in a baby voice), at a normal volume, and with annunciation.

**USE VOCABULARY THAT IS POSITIVE** (e.g. "Walk," instead of "Don't run!", scientifically accurate and specific (e.g. a mare, stallion or pony instead of just a "horse"), and in context.

When your developing child makes a mistake in pronunciation or grammar, you can MODEL THE CORRECT WAY WITHOUT JUDGEMENT (e.g. If child says, “I goed to the library,” you can respond positively by saying, “Oh you mean you went to the store?”). There is no need to further emphasise the mistake. The more you model the correct language, the more accurate your child’s speech becomes.

HELP YOUR CHILD PREPARE FOR WRITING BY REFINING HIS FINE MOTOR SKILLS through the [Practical Life activities](#) that he naturally loves repeating at this age: food preparation, cooking, caring for plants and pets, sweeping, mopping, dusting, polishing, and gardening. Allow him to do the tough work because this is just what his body craves at this stage.

READ ALOUD TO YOUR CHILD. Continue doing so even after he begins reading himself because his comprehension level will remain much higher than his reading ability for some time. Reading aloud is one of the greatest predictors of academic success. Ask open-ended questions (who, what, when, where, why, how) that require the child to use their own words.