

SPEECH & LANGUAGE

Monthly Parent Newsletter

LET'S TALK SPEECH

Speech refers to how we generate sounds and words.

Speech includes:

- **Speech Sound Production:** producing speech sounds in isolation, syllables, words, phrases, sentences and conversation (Articulation, Phonological, Motor planning and execution,)
- **Voice:** the quality, pitch, and volume of speech
- **Fluency:** the flow of speech without excessive stuttering or interruptions (some disfluency is appropriate)

Children with speech difficulties may be hard to understand due to substituting a sound (e.g., “wed”/red), omitting sounds (e.g., “cuh”/cup), or have difficulty speaking smoothly. (American Speech-Language-Hearing Association)

LET'S TALK LANGUAGE

Language refers to how we understand (receptive) and use (expressive) words to communicate with others.

Language includes:

- Understanding gestures, words, and connected speech
- Using vocabulary, grammar and putting together phrases and sentences
- Telling and explaining thoughts, wants, and needs
- Social communication skills, such as taking turns in conversation and staying on topic

Children with language difficulties may struggle to understand, access, organize, and use language. This may impact their ability to participate in conversation. (American Speech-Language-Hearing Association)



ACTIVITY IDEAS

Here are some activities you can use at home that encourage learning, and use of communication skills!

- Go on a nature walk and describe what you see, hear, smell, and feel
- Play “I Spy” using categories, colors, or beginning sounds
- Blow bubbles and practice single words and phrases (“bubbles”, “more bubbles”, “big bubble,” “pop it!”)
- Create a backyard obstacle course and follow multi-step directions
- Chalk drawing: describe pictures, tell stories, or practice target sounds
- Scavenger hunts using categories, rhyming words, or positional concepts (under, in/out, off/on)
- Visit a playground and encourage social skills and conversation with peers (sharing, initiating play, turn-taking, maintaining topic, asking/answering questions, greeting others, practicing gestures (e.g., waving, nodding, pointing))
- Practice sequencing by explaining the steps for planting flowers, watering plants, making a sandwich, and washing hands, etc.
- Use toy boats or cups to practice concepts such as full/empty, in/out, down, more, none, all, and sink/float
- Describe actions during sprinkler play (“jumping,” “running,” “splashing”)

If your child receives related services (Speech, Occupational and Physical Therapy), continue to work with your child on their goals to help with learning and maintain skills learned throughout the school. These goals can be found on your child’s Individual Education Plan (IEP).

References:

Scope of Practice in Speech-Language Pathology.” American Speech-Language-Hearing Association, 4 Feb. 2016,

<https://www.asha.org/policy/sp2016-00343/>. Accessed 1 June 2026