



CHARTIERS VALLEY
PRIMARY SCHOOL | *Inspiring excellence.*

Kindergarten Registration
Speech and Language
Packet

Dear Families,

Welcome to Chartiers Valley Primary School. We are excited to be a part of your child's educational experience. My name is Amy Moon and I am the speech language pathologist for the Primary school. I wanted to take some time to share information on speech and language development and the expectations for a 5 year old child with regards to communication.

A child's language develops long before their first words emerge. Babies acquire the foundation for language throughout their entire first year of life by smiling at their caregivers, cooing, babbling, and eventually speaking their first meaningful words around a year of age. Then, they begin to combine words into phrases, sentences, and eventually back and forth conversation between their communication partners. Most children are eager to converse with others and their language serves a variety of purposes such as; expressing their wants and needs, gaining attention, protesting, and responding to others. Sometimes, a child's language development can be delayed or disordered, this can affect their ability to make sense of their world, express themselves, and learn.

While a child's language involves understanding and use of vocabulary; speech/articulation includes making sounds correctly within words. A child, who has a delay in speech abilities, might struggle with the accurate production of sounds in words, or substitute or omit sounds, which can make it difficult to understand their communication attempts. Often times, children with articulation disorders get frustrated that others are having a hard time understanding them. This can affect their participation in the classroom or ability to engage with their peers. Other disorders that fall under the category of speech or language support include stuttering, voice and swallowing impairments.

Early identification of communication disorders is crucial to academic success in the classroom. Therefore; parents, caregivers and educators play a central role in recognizing speech or language delays and disorders. Once a child is identified as having difficulty with communication, the appropriate intervention can improve their ability to have a successful school experience.

Attached, you will find a checklist of speech and language skills that are appropriate for a 5-year-old child. If you have concerns regarding your child's speech or language abilities, you can talk with your child's teacher or contact me directly. My job is to assess whether or not your child's difficulty with communication is affecting their ability to be successful in the classroom and to work with the educational team to help your child become an effective communicator. Please don't hesitate to contact me with any questions or concerns. I hope that you have an enjoyable summer with your family.

Sincerely,

Amy C. Moon MS., CCC-SLP
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Speech:

	YES	NO
You can understand your child's speech all of the time.		
Strangers can understand your child's speech most of the time.		
Your child uses sounds correctly in words; with the exception of the following sounds: /L, SH, CH, J, S, Z, R, TH/.		
Your child includes all syllables in words. (ex. refrigerator, marshmallow)		
Your child's speech sounds clear and isn't "muffled."		
Your child has control over their saliva.		

Language Expression:

	YES	NO
Your child has a large vocabulary.		
Your child uses a variety of word types (nouns, verbs, adjectives, pronouns).		
Your child speaks in sentences of at least 4-8 words.		
Your child uses grammatically correct sentences.		
Your child can engage in a back and forth conversation with a peer or adult.		
Your child can describe features of an object during an activity such as "show and tell."		

Language Understanding:

	YES	NO
Your child can follow a 3-step direction. (ex. "point to the flower, the ball, and the dog")		
Your child can answer "what" questions, "who" questions, and "where" questions accurately.		
Your child understands time concepts. (morning, afternoon, yesterday, tomorrow)		
Your child understands the concepts of same, different.		
Your child understands attribute concepts. (big/little, hard/soft, wet/dry)		
Your child understands prepositions. (on, in, under, over, behind, far, near)		
Your child labels pictures in books.		
Your child enjoys books and can answer simple questions after reading a book.		
Your child talks about experiences at school, play dates, vacations, etc.		

Here are some ideas to stimulate your child's speech and language development.

- Describe objects to your child using several adjectives. (hot or cold, big or small, blue or red, etc.)
- Explain *how* things move. (quickly or slowly)
- Explain *when* things happen. (yesterday, today, before, after, now, soon, later, tomorrow).
- Play hide-and-seek and talk about location concepts. (under, in, out, behind, etc.)
- Play turn taking games and encourage pronouns such as, "my" and "your."
- Play the opposite's game by asking your child, "*What is the opposite of big?*"
- Play a guessing games (ex. "*I'm thinking about something white and cold and you drink it.*")
 - Take turns and ask your child to describe something for you to guess.
- Talk about what you are doing, and where you are going.
- Talk about the people you see in the community (doctor, teacher, and clerk).
- Talk to your child about *why* you are doing something.
- Encourage the use of pronouns, "I, we, they, he, and she" when appropriate.
 - If they use the wrong pronoun, say it back to them, highlighting the right pronoun. (Ex. Child: "*her go to the store.*" Adult: "*Yes, SHE went to the store.*")
- Encourage your child to listen to the sounds around him/her and identify what he/she hears.
- Encourage your child to use language to express his/her feelings, ideas and fears.
 - Narrate their feelings for them. (ex. "*I can see that made you sad,*" or "*Wow you're excited!*")
- Provide opportunities for your child to draw and create with crayons, pencils and paper and to share about what he/she created.
- Read stories to your child; encourage your child to talk about the pictures as you read and retell the stories at the end.