

Helping Kids Discover and Develop Language

2 ½ Years (30 months)

1. The child produces 2 to 3 word sentences and some adult grammar.

For example, the child may say “Daddy go car”, “Bruno drink juice”, “Me hit ball”, “two cookies”, “bird flying”

SUGGESTION:

- When your child produces 1-2 words, you can immediately use those words in a longer phrase (e.g. Child: “Sam up”; Adult: “Sam wants up”). Enlarging the child’s production is called ‘expanding’.

2. The child uses about 250 to 350 words, including action words (eg. run, eat, fall)

SUGGESTIONS:

- You can increase your child’s vocabulary by exposing him/her to new experiences
- Follow your child’s lead and label new actions and objects in which your child shows interest in
- Verbally interact with your child as much as possible
- Use daily routines (e.g. bath time, getting dressed, setting the table) as opportunities to increase vocabulary
- Label objects, people and actions when reading to your child

3. The child understands the concepts of “one” and “all”.

For example, if the caregiver asks for one block, the child will give them only one block. If the caregiver asks for all the blocks, the child will pick up all the blocks and hand them to the caregiver.

SUGGESTION:

- Use the words “one” and “all” during everyday events and emphasize these words in conversation (e.g. hold up 1 finger and say “Just one” when your child wants to take a handful of candy or a number of cookies from the plate. While playing with toys such as blocks, you might say “Give me **all** the blocks” or “Give me just **one** block”.

4. The child understands such prepositions as “in”, “under”, and “on”.

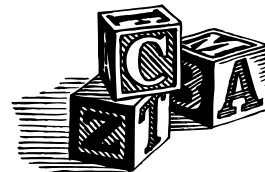
For example, when the caregiver says “the ball is under the couch”, the child will go to get the ball from the appropriate place.

SUGGESTIONS:

- A hide and seek game can involve the use of many prepositions (e.g. your child can hide their favourite toy, then you can ask about where it is: “Is it **on** the table?”, “Is it **in** the desk?”).

Adapted from Helping Kids Discover and Develop Language (K. Angus et al, 1993) & Ministry of Ontario PSLP Brochures.

- Label actions that involve your child's body (e.g. "Sit **down**", "Jump **up**", "**Off** table", "**Under** couch")
- Use prepositions while you and your child are putting things away (e.g. "Apples **in** the fridge")
- Activities such as setting the table and putting away the dishes provide you with many opportunities to use prepositions such as "in", "on", and "under"



5. The child recites rhymes and songs.

The child may recite or sing rhymes or songs such as "Twinkle-Twinkle Little Star".

SUGGESTIONS:

- Take every opportunity to sing songs together as singing often involves physical contact, turn-taking, repetition, and gestures which help develop conversational skills
- Encourage your child to learn and recite their favourite nursery rhyme. Repeat often.
- Say the first part of a rhyme your child is familiar with and have your child finish it