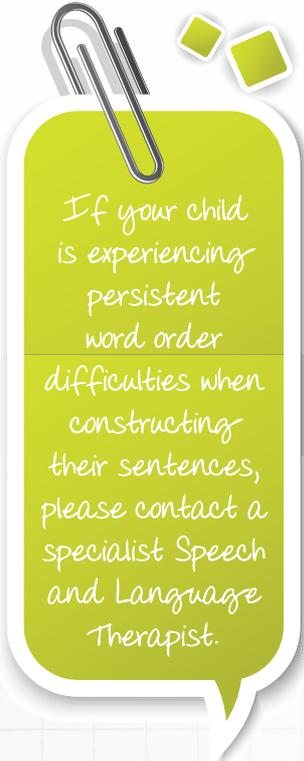


# EXPAND GRAMMAR

Understanding how vocabulary is built up helps us to understand grammar.

If your child has quite a good understanding of the alphabet and the sounds in words, and has a large vocabulary, they are ready to think more about how words are built up into sentences.

How we build words into sentences is 'Grammar'. It is one of the harder things for a child with a hearing loss to develop, so it's worth focusing upon when the time is right. Make sure the other language building blocks are in place first. Your child needs to be using at least four words in a sentence, and they need to understand about the sounds in words and how words are built into sentences. Then they are ready to think about how they are creating sentences.



If your child is experiencing persistent word order difficulties when constructing their sentences, please contact a specialist Speech and Language Therapist.

## What is Grammar?

### GRAMMAR INVOLVES WORD ORDER

If your child signs, they may use a different word order in their sign language compared with their spoken language.

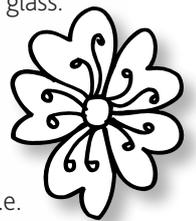
Word order is really important to the meaning of sentences. Generally, we are finding that with better hearing technology children are developing a more auditory based spoken language system and so the big word order issues of a decade ago are not as evident in the written and spoken language of children's with hearing loss. This is very exciting, but it does mean that you must expose your child to a lot of simply structured sentences if they are going to internalize and learn the word order of our language.

### GRAMMAR INVOLVES KNOWING HOW WORDS ARE BUILT UP

#### Compound words

Many short words are joined together to make longer words (blended words). Sometimes this gives you clues to what they mean and sometimes it helps you read and remember the word.

- » Greenhouse – where green plants are grown outside in a little house made of glass.
- » Forever – for a long time, ever and ever.
- » Teapot – the pot for your tea.



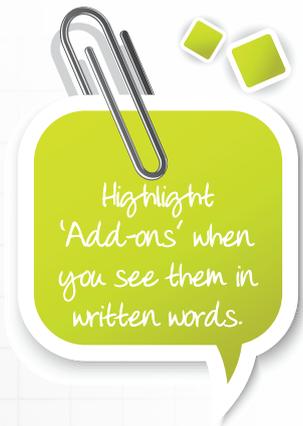
**Remember:** Children who understand how words can be built up, broken down or manipulated, tend to have larger vocabularies and better reading comprehension.

#### Add ons

Grammar involves building new vocabulary using a combination of elements ('Add ons' i.e. suffixes and prefixes). Children who understand how words are formed by adding elements ('add ons') onto the beginning (prefix) or end (suffix) of the word (the base word) tend to have larger vocabularies and better reading comprehension. It's therefore important that children recognize these in their reading and writing.

- » Do – undo, able – unable, comfortable – uncomfortable
- » Like – dislike, able – disable, arm – disarm
- » Incompetent – competent, indescribable – describable

Spoken English involves a lot of 'add ons' at the ends of words (a suffix) or the beginnings of words (a prefix) -ed, -ly, -s, pre-, un-, e.g. *I ran quickly* NOT *I ran quick*, and *the fastest boy won the race* NOT *the most fast boy won the race*.



Highlight 'Add-ons' when you see them in written words.



EXPAND

EXPAND THE BUILDING BLOCKS OF LANGUAGE

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Many words change their form within sentences. Understanding this can help your child know their meaning within the sentence and focuses upon grammar.

- Rabbit and rabbits – plural / more than one
- Rabbit's – it belongs to the rabbit
- Fast – faster – fastest, big – bigger – biggest, long – longer – longest  
Are all comparing words
- 'ian', 'ist' and 'er' all turn a base word into people words  
Music – musician, magic – magician, art – artist, jog – jogger, teach – teacher, build – builder, speak – speaker

### GRAMMAR INVOLVES SUBJECTS AND VERBS AGREEING

- He is walking to school NOT he are walking to school
- The child is cross NOT the children is cross
- He walks to school NOT he walk to school

### GRAMMAR INVOLVES LINKING SENTENCES

More complicated grammar involves longer sentences joined with linking words.

**Two short sentences:** The man ran out of his house. He was late for his bus.

**Linked:** The man ran out of his house because he was late for his bus.

Linking words can be harder or easier to use:

- And, because, or
- If, before, after, so, instead
- Although, otherwise, unless, however, whatever, whenever, neither, either, as soon as, in order to, even though



## How do we learn grammar?

You know what sounds right, but you don't know every rule to explain why!  
Your child is the same.

Using their hearing technology, your child is getting used to hearing 'what sounds right'.

This is why it is really important your child always hears complete and grammatically correct sentences. It's the rhythm and flow of a sentence which often helps a child know if a sentence sounds right or sounds strange.

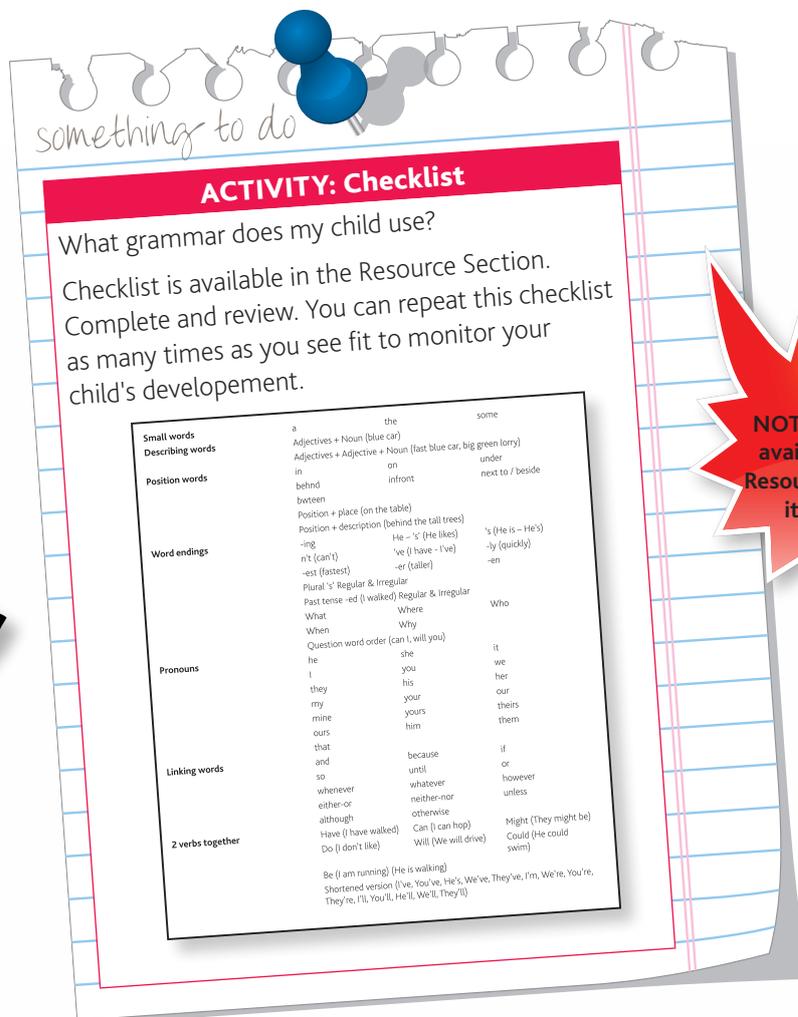
### Remember the Listening Loop

Let your child hear the correct grammatical construction. If they are getting it wrong, prompt them to refer to their memory of how sentences are formed and compare this with what they have just heard you say. You do this by modelling the correct sentences after they have said it, or gently prompting them to use alternatives.

Probably the best and easiest way of learning grammar is to identify a couple of specific features in your child's speech and focus upon these in everyday sentences, games or familiar songs. Put the target feature into a repetitive phrase your child must use over and over again. Be imaginative and adapt your language – it's easier than you think.

My child learns grammar by hearing the correct form over and over again.





## WHAT IS MY CHILD'S GRAMMAR LIKE?

Listen to your child's sentences. What are they doing? What do they need to add or change?

If you are not sure, sit and listen to them talking with someone else or ask them to tell you a story. Look at the grammar checklist in the Resources Section. Tick off what you hear.

The grammar development of children with a hearing loss will follow a similar pattern to a hearing child's, so think about what features might develop next.

Don't test and don't over correct and don't teach lots of rules.

Use the games and ideas below to build up your child's use of a grammatical structures or phrases in everyday life.

## ACTIVITIES TO USE A SPECIFIC GRAMMATICAL STRUCTURE OVER AND OVER AGAIN

Remember to keep it fun.

Here are a few ideas of games; use them to build up your own phrases in family life.

### ACTIVITY: Pronouns (I, you, he, she, we, they)

- I went shopping and I bought OR She went shopping and she bought \_\_\_\_\_ etc.
- I spy with my little eye something beginning with 'c'.
- I spy with my little eye something blue. (for younger children)

Lead child says the phrase, thinks of an item they can currently see and tells you the letter it begins with or its color. The other children have to shout out what they think it might be. Add the phrase 'You saw a cat', 'You saw the cake', 'You saw a pen'.

Think of a current song which uses I, She, He a lot. Look at the words and sing along.



# EXPAND – 2I



## ACTIVITY: Checklist – What grammar does my child use?

<b>Small words</b>	a	the	some
<b>Describing words</b>	Adjective + Noun (blue car)		
	Adjective + Adjective + Noun (fast blue car, big green lorry)		
<b>Position words</b>	in	on	under
	behind	in front	next to / beside
	between		
	Position + place (on the table)		
	Position + description (behind the tall trees)		
<b>Word endings</b>	-ing	He - 's' (He likes)	's (He is – He's)
	n't (can't)	've (I have - I've)	-ly (quickly)
	-est (fastest)	-er (taller)	-en
	Plural 's' Regular & Irregular		
	Past tense -ed (I walked) Regular & Irregular		
	What	Where	Who
	When	Why	How
	Question word order (can I, will you)		
<b>Pronouns</b>	he	she	it
	I	you	we
	they	his	her
	my	your	our
	mine	yours	theirs
	ours	him	them
	that		
<b>Linking words</b>	and	because	if
	so	until	or
	whenever	whatever	however
	either-or	neither-nor	unless
	although	otherwise	
<b>2 verbs together</b>	Have (I have walked)	Can (I can hop)	Might (They might be)
	Do (I don't like)	Will (We will drive)	Could (He could swim)
	Be (I am running) (He is walking)		
	Shortened version (I've, You've, He's, We've, They've, I'm, We're, You're, They're, I'll, You'll, He'll, We'll, They'll)		

