

| Before Birth | |
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| Communication abilities | Tips and suggestions for families |
| <ul style="list-style-type: none"> • Learns voices, music, sounds even in womb | <ul style="list-style-type: none"> • Speak to your baby • Sing/chant • Expose the baby to multiple voices of people in their life. |
| 0-6 months | |
| Communication abilities usually seen at this age | Tips and suggestions for families |
| <ul style="list-style-type: none"> • Watches people when they talk • Recognizes familiar voices and faces • Copies facial expressions • Communicates by: <ul style="list-style-type: none"> ◦ Crying ◦ Smiling, laughing ◦ Body movement, e.g., startling when there is a loud sound ◦ Eye movements, e.g., looking at people ◦ Grabbing things ◦ Facial expressions ◦ Early sounds – cooing, gurgling, mumbling, jabbering – mostly vowels (a, i, u- <Δ>) | <ul style="list-style-type: none"> • Learn the child's facial expressions, body movement, sounds and figure out what they mean. • Respond to your baby's needs by soothing and answering their needs • When you talk, make sure the child can see your face and give eye contact • Consider developing an aqausiq with your child and aqaq them often. Talk to an elder for help with this if you need it • Use affectionate talk to build a loving relationship with your baby • Encourage the baby to make sounds by: <ul style="list-style-type: none"> ◦ Modelling the sounds used in Inuktitut ◦ Singing songs or chanting: you can even make up songs ◦ Modelling different sounds such as birds calls and other sounds from the environment. For example, make the sound “qaarqilartuq” to associate the sound with the bird ◦ Repeating your child's sounds back to them. |
| More detailed information | |
| <ul style="list-style-type: none"> • The child uses communication to <ul style="list-style-type: none"> ◦ Protest, refuse (e.g., crying because does not like something) ◦ Ask for objects or actions (e.g., crying because wants milk) ◦ Play with people ◦ Get attention • Children don't communicate messages directly: they need adults to understand their behaviours to know what they want or need. | |

| 6-12 months | |
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| Communication abilities usually seen at this age | Tips and suggestions for families |
| <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Looks at people/things • Understands a few words but often need help from gestures to understand <p><u>Speaking/Communicating</u></p> <ul style="list-style-type: none"> • Copies/mimics other people talking • Jabbers and babbles using syllables, mamama, taatata, pipipi, uputu • Uses sounds/syllables as if they are words • Starts to use gestures (e.g. arms up -to get picked up; showing objects; waving) • At about 9-12 months starts to point to objects and people • At about 12 months the child may start to use a few words, often nutaraluut uqausingit (baby words) with easy syllables such as a, ma, ta, pa- <L,C,< (e.g. mma, ataataa, anaana, amaq, apaapaa, haahaa, amaama) <p>More detailed information</p> <ul style="list-style-type: none"> • The child uses communication to <ul style="list-style-type: none"> ◦ Protest, refuse ◦ Play with people ◦ Get attention ◦ Towards 12 months, asking for objects or actions with gestures, pointing, a few words ◦ Greeting • Children begin to communicate messages directly: they know that communication works • Joint attention: points at something and then looks at adult (9-12 months) | <ul style="list-style-type: none"> • Learn the child's facial expressions, body movement, sounds and figure out what they mean. • Continue to aqaq and use affectionate talk to build a loving relationship with the baby • Make eye contact when you talk • Play a-boo (peek a boo) games • Sing and chant with the baby. You can even make up songs • Read very simple books together • Use words with simple gestures: e.g. qaiguk (give me), mamaiiangaa (it smells bad) byebye, aaq (watch out), a-aa (hurts) • When the baby shows interest in an object/person/picture (by looking, pointing, grabbing), respond by naming it • Teach the baby the words that they need to express themselves. • Practice naming by pointing to objects and saying its name • Accept and encourage the words that the baby makes up. • Model different sounds such as birds calls and other sounds from the environment. For example, make the sound “qaarqilartuq” to associate the sound with the bird • Model the sounds needed for Inuktitut |

12-18 months

| Communication abilities usually seen at this age | Tips and suggestions for families |
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| <p>Understanding</p> <ul style="list-style-type: none"> Understands names of common objects, actions and people without gestures e.g. nasaq, qaigit, anaanatsiaq) <p>Speaking/communicating</p> <ul style="list-style-type: none"> Communicates with objects e.g. bringing toy to ask to play; bringing coat because wants to go home; bringing cup to ask for a drink Communicates with gestures such as pointing, clapping, showing By 18 months uses 10-50 words for people, objects, actions e.g. anaana, piipi, atii, akka, nauk May overuse words e.g. uses “qimmiq” (dog) for “nanuq” (bear) May put syllables together with lots of intonation that sound like sentences. Probably uses these sounds a, i, u, m, n, p, t, but may have trouble with other sounds and with finals. <p>More detailed information</p> <ul style="list-style-type: none"> The child uses communication to <ul style="list-style-type: none"> Protest, reject Ask for objects or actions Play with people Greeting Getting attention Making comments Talks about things that are happening now | <ul style="list-style-type: none"> Talk to your child, teaching them words for their daily life Use words, not just body language or gestures, Name what they see: toys, family members, food Teach words by pointing to an example, saying its name and describing it with a few words. Teach words by associating words with actions/gestures. For example, tell the child “irmik” when they are drinking. Say “nasaq” as you put on their hat Look at simple picture books or magazines with your child. If you don’t have any in Inuktitut, use one in another language but say the words in Inuktitut. Or you can make your own books with cardboard/string, with pictures you draw yourself or photos from magazines, catalogues or the internet. Let them turn pages. Talk about what you see, ask simple questions (suna, nani, kina, -li, nauk) and help them answer if necessary Listen to your child – don’t turn away Encourage and praise their words When baby says a word, repeat it back, making the word a bit longer by adding chunks or adding another word. For example, if the child says “amaama” reply by saying “ii, amaamalaurit”; if the child says “nannaa” repeat by saying “siniapilaurit”; if the child says, “atii/ittaq” you could say “anijuapkpit?” or “anijuamavit?” Sing children’s songs, especially action songs No TV, videos, IPADs. Children this age learn from real experiences and activities with adults and other children |

| 18-24 months | |
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| Communication abilities usually seen at this age | Tips and suggestions for families |
| <p><u>Understanding</u></p> <ul style="list-style-type: none"> Understands short sentences and instructions e.g. put your jacket on Understands many words Learns new words very quickly Points to pictures Understands simple questions e.g. suna una; naugli/nasailli?; yes/no questions e.g.: anigumavii (Do you want to go out?); atsamugumavii (Do you want to go to your aunt's?); sinigumavii? (Do you want to sleep?); sinilauqpiit/hinilauqpit (Did you sleep)? <p><u>Speaking</u></p> <ul style="list-style-type: none"> By 2 years uses 50 or more words. Common early words are: action words, family members, clothes, animals, food, things around the house, vehicles, social words Repeats short words and sentences Answers no with head/nose action and yes with head/eyebrows Adds chunks (affixes) to some words e.g. pisuttuq (pisuk+tuq); pisuttunga (pisuk+junga) Asks some simple questions e.g. suna (what) nauk (where/show me) By 2 years uses some 2-word sentences, e.g. ataataga pinnguatuq <p>More detailed information</p> <ul style="list-style-type: none"> Talks mostly about things happening now By 2 years uses 50-200 words Starting to longer words with 1-3 chunks e.g., iglu+mi, ani+lauq+nnga <ul style="list-style-type: none"> Uses -git, -guk (commands) Uses greetings -ai Uses -juq/tuq endings Average length of words is 2-3 syllables The child uses communication for all the reasons listed at 12-18 months as well as asking and answering questions | <ul style="list-style-type: none"> Provide a rich language experience for your child because they remember words that are associated with actual experiences. Go for walks, take them to the store, go camping, go visiting Use words to talk about items and actions in the child's daily life Point to items while you talk and name them. Add simple descriptive chunks to your words (-raapik, -raaluk, -up, -lik In the child's daily routines and in games, repeat words to help them learn new words. E.g. "here is your toothbrush. Let's brush your teeth with the toothbrush." Teach and use family relationship words (e.g. aunt, uncle, grandmother, grandfather) Start to ask your child to do simple chores for you e.g. "bring my slippers"; "bring a diaper". Ask your child some simple questions about the daily life. Ask genuine questions. E.g., anaanailli? (Where is mum?); namungasiviit? (Where are you going?); sunatuqpit/hunatuqpit? (what are you eating?); ikkiqpit? (are you cold?). Sing and chant in order to promote memory and remembering longer words Read short books together. They can be in any language. Let him/her turn pages, talk about what you see, ask simple questions and help them answer if necessary Use choices of words to help the child answer: e.g. "do you want water or milk?" "what do you want to put on next? hat or mitts?" Play finger plays and action games. When the child says a word or short sentence, repeat it back, making the word a bit longer by adding chunks and/or by adding another word E.g. if the child says "imirq" respond by saying "imirukpit?" If the child says "aputik", reply by saying "aputimut sanasimajuq". If the child says "qatammuu" repeat back and say "qatakkutinnuurumavii?" If the child uses the wrong word or mispronounces a word, say the proper word and sounds but don't correct the child. No TV, videos, IPADs. Children this age learn language from real experiences and activities with adults and other children. |

2- 2 1/2 years

| Communication abilities usually seen at this age | Tips and suggestions for families |
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| <p>Understanding</p> <ul style="list-style-type: none"> Understands more words and longer sentences e.g. “put your bowl on the table” Understands concepts like -aluk/juaq (big,) -apik (little), aaninituq (hurt), uunartuq (hot), ikkituq (cold), sukkutuq (broken) Understands simple stories <p>Speaking</p> <ul style="list-style-type: none"> Uses more words including many body parts, more animals, toys, objects and rooms in the house, weather, things outside the house, action words Uses question words e.g. kina (who), nani/namut (where), suna (what) Uses 2-3-word sentences Uses longer words with chunks/chunks such as -li/lu (and), -guma/ruma- (want to), -nngit- (not) Talks about past events/experiences Understandable at least 50% of the time by family members <p>More detailed information</p> <ul style="list-style-type: none"> Takes a few turns (2-3) in a conversation. Says words with 1-4 chunks tuktusiulaarqinuk tuktu+siuq+laaq+qinuk Average length of words is 2-4 syllables. Uses chunks such as <ul style="list-style-type: none"> li, -lu (and) e.g. anaanalu ataatalu guma- (want to) e.g., aniarumajunga apik (little) -aluk (big) nanualuk Direction chunks such as <ul style="list-style-type: none"> -mut (to) e.g., illiniarnimut -mi (in) e.g. qariami -mit (from) e.g., kuapamit possessive forms -up affix negatives -nngit- e.g., ruma-ngi-tunga The child uses communication for all the reasons listed at 1-2 years and now also talks about past events and feelings | <ul style="list-style-type: none"> Provide a rich language experience for your child because they remember words that are associated with actual experiences. In your daily routines, teach more specific words, e.g. parts of things (body, house, truck, qamutik parts etc), weather, feelings, how to describe size, colour etc.: “Do you want the big ball or the small, red ball?” Do traditional activities with your child e.g. making bannock, sewing, plucking ptarmigan, going camping, going on the land. Build their listening and understanding by asking the child some simple jobs to help you (e.g. bring me a spoon and a bowl; take this wool to your grandmother) Read short books together. They can be in any language. Let them turn pages, talk about what you see, ask them questions about the pictures and help them answer if necessary. Ask the child simple, genuine questions about common words and situations e, g, “what do you want to eat?”; “what t-shirt do you want to wear?”; “did you do something fun at the daycare?” Encourage complexity in words by modeling chunks to express tense (past, future), and direction (mit, mut, mi) Listen to what your child is telling you When the child says a word or short sentence, repeat it back, making the word a bit longer by adding chunks and/or by adding another word. E.g. if the child says, “Anaana” respond with “Anaanauvunga, nalligivagit”; if the child says “Aaa! Angiju” reply by saying “ii, qimmiq angijualuk!” Tell stories to your child to help build memory skills Sing and chant in order to promote memory and remembering longer words Limit screen time to 1 hour a day maximum (TV, videos, IPADs etc). Children learn best from real experiences and activities with adults and other children. |

| 2 1/2-3 years | |
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| Communication abilities usually seen at this age | Tips and suggestions for families |
| <p><u>Understanding</u></p> <ul style="list-style-type: none"> Understands more words and longer sentences ex “bring me your hat, jacket and mittens” Understands simple stories <p><u>Speaking</u></p> <ul style="list-style-type: none"> Uses many more words including specific words inside and outside the house such as <ul style="list-style-type: none"> vehicles e.g. anartauti/septic truck, qaanta/Honda etc ; household items e.g. allarutik/towel, akiti/pillow, kigutiniutik/toothbrush Uses 2- 3-word sentences Uses longer words with multiple chunks (affixes) Uses –vunga and –junga (“I” chunks) By 3 years talks about the future using the chunks –langa- and –laaq- (future) Uses pronouns such as ukua, uminga (identifying items), uvunga (I) <p>More detailed information</p> <p>By 3 years</p> <ul style="list-style-type: none"> uses longer words with up to 5-6 chunks e.g. piaraq+u+ nnguaq+ langa+mi+vit Average length of words is 3-4 syllables The child uses communication for all the reasons listed at 1-3 years and now also talks about future events | <ul style="list-style-type: none"> Talk to your child often Provide a rich language experience for your child. They will remember words that are associated with actual experiences Do traditional activities with your child e.g. making bannock, sewing, plucking ptarmigan, going camping, going on the land. Let them help you more and teach them the specific words they need. Continue to teach emotions/feelings words in daily life Build their listening and understanding by asking the child to do simple jobs to help you (e.g. bring me a spoon, a cup and a bowl”; “take the shirts and put them in my bedroom”; “help me put these socks together in pairs”) Listen carefully to what your child is telling you When the child says a word or short sentence, repeat it back, making the word a bit longer by adding chunks and/or by adding another word. E.g. if the child says “Anaana” respond by saying “anaanauvunga nalligivagit””; if the child says “sikituu apurtuq” reply by saying, “aa, sikituu nunakujumut apurtuq” (the skidoo hit the truck); if the child says “uunartuq” reply by saying “kiatsauti uunarsijuq” (the stove is hot”) Ask the child real questions about common situations e.g., “what do you think we should buy at the store?”; “who should we go and visit?”; “What will we do when the spring comes?” Start to teach thinking and reasoning skills. For example, if they hit somebody, ask them to imagine how the other person feels. When your child asks questions, help them to figure out the answer for themselves Look at books and pictures everyday. Talk about what the people in the books/pictures are feeling (e.g. sad, happy, excited). Ask the child questions about the pictures and help them answer if necessary Expect more clarity and accuracy in your child’s speech. Ask questions to encourage the child to use specific language Sing songs together. Practice longer songs, chants and rhythmic games Friends are becoming important at this age. Let your child play with other children, especially if they are only children. Well-behaved, kind, older children can be good teachers of language and social skills to younger kids Teach your child how to be a good friend, including treating everybody the same. Create scenarios where the child has to think about actions that will promote harmony and friendship Limit screen time to 1 hour a day maximum (TV, videos, IPADs etc). Children learn best from real experiences and activities with adults and other children |

3-4 years

| Communication abilities usually seen at this age | Tips and suggestions for families |
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| <p><u>Understanding</u></p> <ul style="list-style-type: none"> Understands long words and sentences. E.g. bring me your hat, and your sister's jacket and mittens Understands short stories and can answer simple questions about the story. <p><u>Speaking</u></p> <ul style="list-style-type: none"> Vocabulary continues to grow Uses more specific vocabulary <ul style="list-style-type: none"> More clothes Parts of objects: e.g., tail, handle, button, pocket Parts of the body: e.g., foot, ear, nail, mouth, foot Places around town e.g., nursing, coop, church Uses description words such as quausiq (wet), uunartuq (hot), sukkutuq (broken) Talks about the past and the future, using words such as “tomorrow, yesterday” Uses sentences of 2-4 words Uses longer and more complicated words Speech is understandable most of the time, even to strangers Pronounces sounds mostly correct. Might still have difficulty with g, v, s, l, q, r | <p>Tips and suggestions for families</p> <ul style="list-style-type: none"> Talk to your child often - provide them with strong, rich language. Include them in your activities, including traditional activities e.g. cooking, sewing, plucking ptarmigan, fixing things, going camping, going on the land. Let them watch you and teach them the words they need for the activity. Give them their own set of small tools and encourage them to play with tools while you work on the real items Make many opportunities for talking and sharing. Give your child eye contact and listen to what your child is telling you. Talk about the important things in the child's life to develop open communication Use adult language - not gestures and babble. If your child is still using baby words, model how they can use adult words. For example, if the child says “apaapa!” say imirukpit? Build their listening and understanding by asking the child some simple jobs to help you (e.g. “bring me a big spoon, a cup and a bowl”; “take the shoes and put them under the bed”; “put your socks and the underwear in the drawer”) Teach sequencing skills in thinking and actions (before/after, yesterday/tomorrow, first/then). For example, cook/fix/sew/make things with your child, letting them participate. Help them notice the sequence of steps to get to the finished item. For example, all the steps involved in making bannock or soup Look at books and pictures everyday. Talk about what the people in the books/pictures are feeling (e.g. sad, happy, excited). Start to ask more difficult questions about the child thinks what is going to happen, what the person feels etc When the child says a word or short sentence, repeat it back, making it a bit longer by adding chunks and/or another word/idea. E.g. if the child says, “My boots are on top” respond with “yes your boots are on top of the shelf: they are very wet”. If the child says, “Maggie is coming” reply by saying “yes, Maggie will be coming from Kuujjuaq tomorrow!” If your child mispronounces or makes a mistake when they talk, don't correct them directly. Instead encourage their communication by repeating what they said but correcting the mistake Play is very important to language development. Play helps the child put into practice their thoughts, plans and ideas <ul style="list-style-type: none"> Encourage ungatinguaq (imagination/pretend play), such as playing house, going shopping, going hunting, going on a plane Play simple games such as matching and memory games Play Simon Says and build their memory by giving longer and longer instructions. Sing songs together. Practice longer songs, chants and rhythmic games Teach more relationship words e.g., najak (sister of boy), anik (brother of girl); atsaq/attak |

(paternal aunt); ajak (maternal aunt) (or the words in your dialect).and how to address different people and show respect

- Discuss feelings openly. Teach the words that the child needs to talk about their emotions. You can make faces and ask your child to name what you are expressing. Ask them what they think made you feel that way
- When your child asks questions, help them to figure out the answer for themselves For example, if they ask, “where is ataata?”, help them to think of where he could be If they ask, “can I drive the skidoo?”, help them to think about why it is not a good idea
- Children this age love to spend time with older siblings/cousins/friends. They like to follow others. Well-behaved, kind, older children can be good teachers of language and social skills to younger children
- Friends are important at this age. Provide opportunities for your child to socialize often, with or without parents, especially if they are only children
- Teach your child how to be a good friend, including treating everybody the same. Notice when your child helps others or shares. Praise them for small things, such as passing a toy to another child
- Daycare and/or going to the family house can be a good place to learn language
- Encourage play writing. Expose them to the syllabics they need to make their name. Play with syllabic blocks or card to begin to recognize the sounds associated with each syllabic
- Limit screen time to 1 hour a day maximum (TV, videos, IPADs etc) . Children learn much more from real experiences and activities with adults and other children.

4-5 years

| Communication abilities usually seen at this age | Tips and suggestions for families |
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| <p><u>Understanding</u></p> <ul style="list-style-type: none"> Understands easily in most situations. Answers questions about a simple story By 4 years, understands instructions such as “put the spoon and the pencil in the cup” Starts to understand more difficult questions such as qanga (when), sumut (why), qanuq (how) Starts to understand concepts such as ataani (under), qulaani (over), iluani (inside), aniiirtuq (outside), mikijuq (small), angijuq (big), tatattuq (full), iluliqanngituk (empty) etc. | <ul style="list-style-type: none"> Talk to your child often - provide them with strong, rich language. Include them in your activities, including traditional activities e.g., cooking, sewing, plucking ptarmigan, fixing things, going camping, going on the land Make time for your child and create many opportunities for talking and sharing. Give them eye contact and listen to what your child is telling you. Talk to your child about what they did during their day, and about other important things in their life Be an active teacher. Every moment offers learning opportunities for your child Use adult language- not gestures and babytalk. If your child is still using baby words, rephrase what they say to show they can use adult words. E.g., if the child says “apaapa!” say “imirukpit”? When the child says a word or short sentence, repeat it back, making the word a bit longer by adding chunks and/or by adding another word For example, if the child says, “there’s a bird”, you can reply “yes, that’s a big black bird, it is called a tulugaq”. If the child says, “I will shoot this big caribou” reply by saying “yes, shoot that big caribou it and then we will butcher and eat it!” If your child mispronounces or makes a mistake when they talk, don’t correct them directly. Instead encourage their communication by repeating what they said but correcting the mistake Encourage ungatinguaq (imagination/pretend play). Pretend play and dressing up is a powerful way to learn language. Help your child and their friends to pretend to cook, go camping, play house, go hunting/fishing etc by giving materials (pots/pans/blanket house) and modelling ideas for them Don’t give them too many toys: encourage them to use their imagination and to be creative with what they have Play simple games with rules (baseball, memory) Sing songs together. Practice longer songs, chants and rhythmic games Look at books and pictures everyday. Talk about what the people in the books/pictures are feeling (e.g. sad, happy, excited). Start to ask more difficult questions about the child thinks what is going to happen, what the person is feeling etc. Read the book again a different day, and after a few pages, see if the child remembers what happened Tell legends and stories from your childhood or make up some stories Teach your child to observe the natural world including the weather and seasons. Help your child to describe in detail what they see. Teach about special places and place names. Show them to your child. Explain the |
| <p><u>Speaking</u></p> <ul style="list-style-type: none"> Uses a large vocabulary including <ul style="list-style-type: none"> more difficult animals e.g. mosquito, seagull, feelings e.g., atniaqtuq (be sick); ilirahuk (afraid); tatamittuq (surprised); taqajuq (tired); kaaktuq (hungry) more difficult questions e.g., qanuq (how), sujuq/hujuq (do what), space/size words e.g., iluani (inside); aniiirtuq (outside); qaangani (on top); mikijuq (small) angijuq (big) pronouns e.g. uvanga, uvannik (I, me), ingminik (self), uvaguk/uvatti (we, us), ukua (these) category words e.g., pinnguat (toys) anuraat (clothes) Uses sentences that are 2-5 words long Uses longer words with many chunks Tells longer stories that become clearer and better organized Talks about what they did yesterday/in the past Pronounces almost all sounds correctly. Might still have difficulty with g, v, s, l, q, r, t | |

place names and tell them about any special information that goes with the place

- Teach your child recognize and properly name items such as birds, plants, tools.
- Teach spatial and size words such as iluani (inside); aniirtuq (outside); qaangani (on top); mikijuq (small) angijuq (big)
- Build their listening and understanding by asking the child some simple jobs to help you. E.g., “bring me a big spoon, a cup and a bowl”; “take the shoes and put them under the bed”, “put your socks and the underwear in the drawer”
- Play language and word games e.g. I spy, Simon Says, saying the opposite word, treasure hunt for objects in the house or outside
- Encourage them to draw pictures of people/things and places they know. Talk to them about what they have drawn
- Discuss emotions openly and use proper words to teach the child how to talk about their feelings. Teach them that they can express some feelings openly, but some feelings need to be controlled., e.g. being angry/jealous
- Teach thinking and reasoning skills. Ask questions that will encourage the child to think of solutions to various challenges. For example, “What do you think will happen next?”, “When do you think we will be able to do that?” “
- When your child asks questions, help them to figure out the answer for themselves. E.g., if the child asks, “why do we have to eat?”, help them to find the reasons
- Teach sequencing skills in thinking and actions (before/after, yesterday/tomorrow, first/then). For example, cook/fix/sewing/make things with your child. Give them opportunities to participate. Help them notice the process to get to the end result, such as the steps involved in making bannock or soup
- Friends are important at this age. Create opportunities for your child to socialize often. Daycare can be a good place to learn language
- Children this age love to spend time with older siblings/cousins/friends. They like to follow others. Well-behaved, kind, older children can be good teachers of language and social skills to younger children
- Teach your child how to be a good friend, including making peace with others, and not holding grudges or making enemies
- Four-year olds like to spend time with grandparents. This is a good time for grandparents to talk with them about Inuit values and what is expected of them
- Help your child prepare to start school. Talk with your child about being with a large group of children. Tell them what you expect from them when they are at school,
- Introduce the child to reading and writing. Point out written words around the village and teach them to recognize them. Teach them to recognize their name in syllabics.
- Limit screen time to 1 hour a day maximum (TV, videos, IPADs etc)

5- 6 years

| Communication abilities usually seen at this age | Tips and suggestions for families |
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| <p><u>Understanding</u></p> <ul style="list-style-type: none"> Understands well in most situations. Understands quite long instructions and sentences For example, by 5 years <ul style="list-style-type: none"> Understands instructions such as “put the spoon on the book and the pencil in the cup” Understands instructions including <i>ataani</i> (under) e.g., put the pencil under the book Understands stories and can answer questions about the story Understands and answers <i>qanga</i> (when), <i>sumut</i> (why) <i>qanuq</i> (how) questions <p><u>Speaking</u></p> <ul style="list-style-type: none"> Uses many different words, but still learning new ones Uses longer sentences of 5 (or more) words Asks more difficult questions e.g., <i>sumut</i> (why); <i>qatsiniik</i> (how many) Uses longer, more complex and detailed words (up to 10 or more syllables), but still makes some mistakes (e.g., sing/dual/plural for nouns and verbs) Repeats sentences with three words/8 syllables such as <i>qimmiq illuup ataaniituuq</i> Uses language to tell simple stories, explain something, describe, predict what will happen etc and make silly jokes Pronounces almost all sounds correctly Might still have difficulty with <i>g, l, r, t</i> | <ul style="list-style-type: none"> Talk to your child often - provide them with strong, rich language. Include them in your activities, including traditional and other activities e.g., cooking, baking, sewing, plucking ptarmigan, fixing things, camping, going on the land, fishing, berry picking, hunting, playing outside, going to the playground butchering seal/whale, learning about dog sledding, joining in Christmas games etc Make time for your child and create many opportunities for talking and sharing. Give them eye contact and listen to what your child is telling you. Talk to your child about what they did during their day, and about other important things in the child’s daily life. When the child says a word or short sentence, repeat it back, making the word a bit longer by adding chunks and/or by adding another word. For example, if the child says, “we don’t have water, right?”, you can reply “you are right, we don’t have water, but I hope the water truck will come soon”. If the child says “anaana, that little boy is crying” reply by saying “yes, the little boy is crying because he fell over and hurt his knee!” If your child mispronounces or makes a mistake in their language, don’t correct them directly. Instead encourage their communication by repeating what they said but correctly Be an active teacher. Every moment offers learning opportunities for your child Collect items (e.g., plants, rocks, insects) from the land together. Teach them the name, how it can be used, and what can be eaten . Help them to observe the object. Encourage the child to draw each item and to share what she knows with others who visit Visit elders with your child and ask them to tell a story to your child Encourage <i>ungatinguaq</i> (imagination/pretend play). Imaginary play helps children to think about challenges in life and find solutions. Support imaginary play by encouraging children to play with what they have around them (e.g., boxes, sticks, stones). Don’t give them too many toys. Look at books and pictures everyday. Point out words and syllabics in the book. Talk about what the people in the books/pictures are feeling (e.g. sad, happy, excited). Start to ask more difficult questions about what is going to happen next, what a person in the story is feeling etc. Read the book again another day, and after a few pages, see if the child remembers what happened next in the story. Tell legends and stories from your childhood and/or make up some stories Play games with your child. <ul style="list-style-type: none"> “Which one is different?”-e.g., put your sewing tools on a table. Add an object that doesn’t belong. Ask your child which item doesn’t belong and explain why. “20 questions” games: take it in turns to think of an object- the other people have to guess the object by asking yes/no questions. E.g. is it an animal? Is it made of wood? |

- Riddles games: make up some riddles and have the child guess. E.g. I am in the sky at night, I am sometimes round and sometimes like a ☽ etc
- Memory games
- I spy with syllabics: e.g. “I spy with my little eye something that starts with ☀”
- Simon says: with longer and longer instructions.
- Build their listening and understanding by asking the child some simple jobs to help you (e.g. “bring me a big spoon, a cup and a bowl”; “take the shoes and put them under the bed”; “put your socks and the underwear in the drawer”.
- Ask more difficult questions. Ask questions that will encourage the child to think of solutions to various challenges. For example, “What do you think will happen next?” “When do you think we will be able to do that?”
- Sing songs together. Practice longer songs, chants and rhythmic games
- Make sure the child watches Inuktitut TV and listens to Inuktitut radio
- Continue to teach family and relationship words
- Discuss feelings openly and use proper words to teach the child how to talk about how they feel. Teach the child which feelings to express openly and which feelings to control (anger and jealousy). Help the child learn to control these feelings.
- When your child is the right age, send your child to kindergarten every day. They will learn lots of important language, listening and social skills there
- Teach easy syllabics and sight words in daily life
- Limit screen time to 1 hour a day maximum (TV, videos, IPADs etc). Children learn lots of real experiences and activities with adults and other children.