



JESS LEES
Speech Therapy

Using the pronoun 'I'

General tips:

- Model saying 'I', as much as you can across the day; talk out loud, for example "I am drinking tea", "I like tea", "I have finished". Children have to hear a word lots and lots of times before they are able to use it.
- Use a gesture (pointing to yourself) as often as you can when you say this word, gestures are more tangible and help attach meaning to the word.
- Really emphasise the 'I' and pause slightly before saying the rest to help the word stand out.

Within daily tasks/activities:

- When going on a walk/car journey, you can take it turns to comment on something that you can see "I can see a flower".
- At meal times, go around the table and take it in turns to comment what you each have/like e.g. "I have chicken", "I love ice cream".
- Bath times/play time; requesting toys to have in the bath; "I want..."

Games/activities:

- I spy
- Games with pieces for your child to request or comment on e.g. pop up pirate "I want red" (swords) or "I got blue". Remember to model the sentence on your turn!
- Bingo/pairs games: "I got X"
- Hide and seek: "I found..."





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If after a few practise sessions your child begins to say ‘I’ on the odd occasion, great, keep going! And don’t forget to praise them for this “wow, I heard you say I, that’s clever!”

If not, introduce this visual prompt card (at the top of the page), tell them this is “I”, ask them to repeat after you a few times (“I, I, I”). Continue with activities and each time you say “I” point to the prompt card. On your child’s turn you can show it to them to encourage them to say it too.

