

# Five Gentle English Routines at Home

Simple phrases for connection, confidence, and useful practice - even when a parent's English is still growing.

The purpose is not to turn home into another classroom. Choose one routine, use it naturally for several days, and let the child answer with words, gestures, a drawing, or silence while they think.

## A gentle rule for adults

Offer the phrase once, give thinking time, and notice the effort. Correction can wait until the learner feels safe enough to keep communicating.

# Use one small phrase in a real moment.

## 1. Morning connection

### Good morning. How are you feeling?

Use at breakfast or before school. A child may answer with one feeling word, a face, a gesture, or a drawing.

Try: happy, tired, worried, excited, calm.

## 2. Noticing together

### What do you notice?

Use with a picture, toy, room, meal, window view, or short walk. Accept simple observations before asking for a longer sentence.

Try: I notice a red bag. I notice three birds.

## 3. Listening and repair

### Please say that again slowly.

Model this when someone speaks too quickly or a message is unclear. It shows that misunderstanding can be repaired without embarrassment.

Try: I did not understand yet. Can you show me?

## 4. Specific encouragement

### I like how carefully you listened.

Praise the action rather than calling the child smart or perfect. Specific feedback helps the learner understand what to repeat.

Try: You waited for your turn. You tried a new word.

## 5. Closing with gratitude

### Thank you for practicing with me.

End a short practice before either person becomes tired. A warm ending makes it easier to return tomorrow.

Try: What was easy today? What should we try again?

## A calm seven-day practice

# Small, repeated moments are enough.

| Day | Choose                  | Notice                                                          |
|-----|-------------------------|-----------------------------------------------------------------|
| 1   | Morning connection      | How did the child respond - word, gesture, drawing, or silence? |
| 2   | Repeat the same routine | Did the response become easier or more detailed?                |
| 3   | Noticing together       | Which object or picture held attention?                         |
| 4   | Listening and repair    | Could the family repeat without shame or frustration?           |
| 5   | Specific encouragement  | Which effort can you name honestly?                             |
| 6   | Child chooses a routine | Choice can make practice feel more personal.                    |
| 7   | Close with gratitude    | What would the family like to keep using?                       |

## When to make it lighter

Pause or shorten the activity when the child becomes distressed, tired, pressured, or repeatedly disengaged. Return later, change the time, offer a choice, or use a nonverbal response. A break is not failure; it is information about what the learner needs.

## When to ask for help

A teacher can help when a family wants age-appropriate language, clearer goals, or a more suitable pace. Educational support does not replace medical, psychological, speech, occupational, or other clinical assessment when those services are needed.

## Would you like guidance for your family's situation?

Visit the Contact page at [mama-and-child-english.vinnythatcat.chatgpt.site](https://mama-and-child-english.vinnythatcat.chatgpt.site) or email [mama.child@abclearningsolutions.com](mailto:mama.child@abclearningsolutions.com).