

Working Together

The Importance of Talk

Thursday 23rd November 2023



Learn. Grow. Achieve. Flourish

Working Together

**Welcome to all Nursery
and Reception parents**



Learn. Grow. Achieve. Flourish

Working Together

Aims of the workshop:

1. To understand the importance of talk in learning and development.
2. To feel confident supporting your child at home.



Learn. Grow. Achieve. Flourish

Working Together

- **Strengthen partnership between home and school**
- **Research states: strong partnership children do well emotionally and academically you getting involved in your child's education**
- **Starts from Early Years**
- **No parent course or handbook**



Speak to your children
as if they are the
wisest, kindest, most beautiful
and magical humans on
the Earth, for what they believe
is what they will
become!

Brooke
Hampton

Communication and Language



The development of children's spoken language **underpins** all seven areas of learning and development.

Prime Areas

Communication and Language



Physical Development



Personal, Social and Emotional Development



Specific Areas

Literacy



Mathematics



Expressive Arts and Design



Understanding the World



Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their

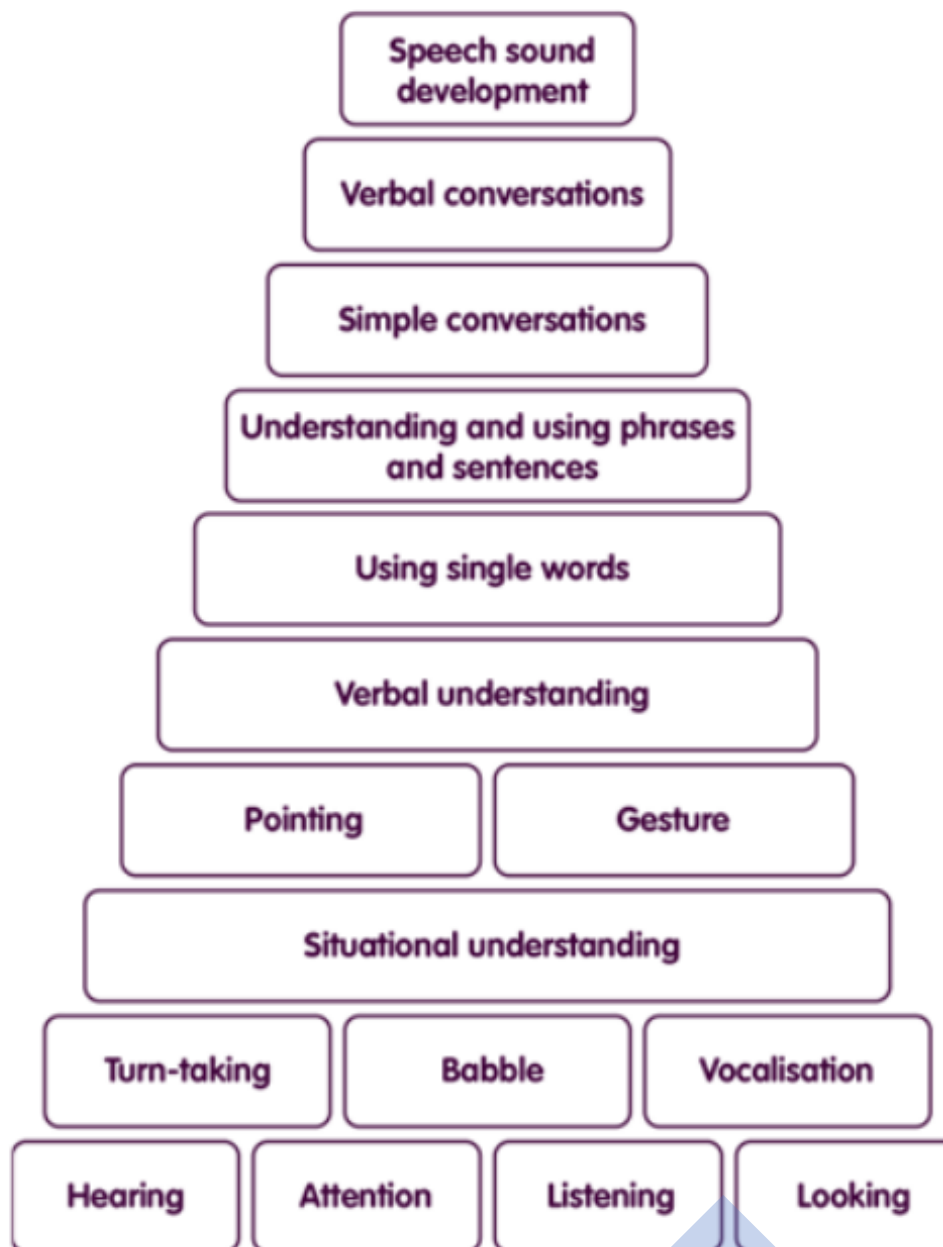
English programmes of study: key stages 1 and 2

National curriculum in England



If you can't
say it, you
can't read it
or write it

How speech, language and communication work together to enable effective communication



(Liz Scott, Greater Glasgow and Clyde NHS 2010)

Verbal communication

is the way we communicate with words and includes:

- Pitch and tone of voice
- The words you say
- Dialect, or using words your child can best understand.

Nonverbal communication

Is both intentional and unintentional communication through **body language**.

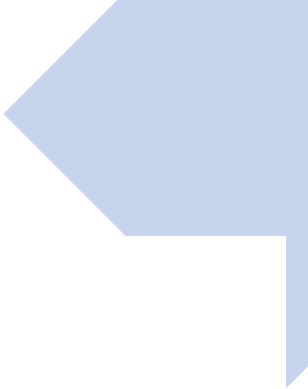
It includes things like:

- Facial expressions
- Eye contact
- Personal space
- Hand gestures
- Physical touch like a hug


Communication can take two forms: verbal and nonverbal

The benefits of talking to your baby it will...

- Help your child learn to talk, as it is from listening to your voice that babies learn to use language.
- **Stimulate your baby's brain**, helping to strengthen the connections that make learning possible.
- Help your **child become a good reader and writer**, because language skills form the foundation for literacy.
- **Help your child develop social skills and good relationships.**
- Show that you **love and respect your child, enhancing self-esteem.**
- Help the two of you **form a close bond** - communication is the basis of your relationship with each other.

- 
- by age 1, children recognise about 50 words
 - by age 3, children recognise about 1,000 words
 - by age 5, children recognise about 10,000 words

Having a large vocabulary helps children learn more. Words allow them to make sense of the world around them.



Banana NOT Nanah



**No baby
talk
Use the
correct
word**



train ...not choo choo

How to help your bilingual child

Knowing another language will help the development of their English.

The important thing is to talk to your child in whatever language feels comfortable to you.

This may mean that one parent uses one language, while the other uses a different language.

A Good Listener is someone who...

Looks at the speaker

Sits still

Thinks about what they hear

asks questions

stays focused

Gives feedback



Does not interrupt the speaker

pays attention

speaks only when it is their turn

stays patient

Relates to the topic

A Good Listener is someone like you!

Listening is a skill

HOW TO LISTEN



Mouth is quiet



Eyes are looking



Ears are listening



Brain is active



Body is still

Verb

physical
actions



 to jump

mental
actions



to think

states of
being



to be

Verbs are action or doing words. e.g., brushing, cutting, writing etc.

Guess the verb – Act out an action and ask your child to guess what the verb is.

Noun

NOUN



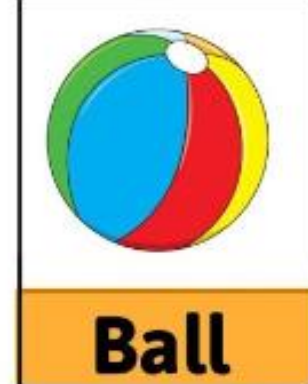
Person



Place



Animal



Thing

**Use My Turn, Your Turn
To learn new vocabulary**

**Nouns are the names of
objects, people and places.
E.g., Slough, pencil, carrot etc.**

**Guess the noun – describe the
object and your child guesses it.**

Ages and stages of typical development

Age Range - 0-5 Years

Speech

By 5 years old children will:

- Be able to make most speech sounds apart from l, r, j, th, ch and sh.
- Use speech which is clearly understandable by others.
- Use sentences of 4-6 words which are mainly grammatically correct.
- Be able to use plurals, pronouns and prepositions correctly.
- Learn and use new words rapidly.

Language – Understanding

By 5 years old children will:

- Understand 'what', 'where', 'why' and 'who' questions.
- Understand how to orally blend and segment ready for reading.
- Understand a growing number of adjectives.
- Be able to follow a simple story told orally without the use of pictures.
- Be starting to have an awareness of humour and will laugh at jokes.
- Have an awareness of the language used to sequence time.



3-4 years

Children at 3 to 4 years will usually be actively learning language and asking many questions.

Children develop skills at different rates, but by 4 years usually children will:

Listen to longer stories and answer questions about a storybook they have just read.

Understand and often use colour, number and time related words, for example, 'red' car, 'three' fingers and 'yesterday / tomorrow'.

Be able to answer questions about 'why' something has happened.

Use longer sentences and link sentences together.

Describe events that have already happened e.g. 'we went park.'

Enjoy make-believe play.

Start to like simple jokes.

Ask many questions using words like 'what' 'where' and 'why'.

Still make mistakes with tense such as say 'runned' for 'ran' and 'swimmed' for 'swam'.

Have difficulties with a small number of sounds – for example r, w, l, f, th, sh, ch and dz.

Start to be able to plan games with others.

4-5 years - At this stage, they need to listen, understand more and share their ideas within the classroom.

Children develop skills at different rates, but by 5 years usually children will:

Understand spoken instructions without stopping what they are doing to look at the speaker.

Take turns in much longer conversations.

Understand more complicated language such as 'first', 'last', 'might', 'may be', 'above' and 'in between'.

Understand words that describe sequences such as "first we are going to the shop, next we will play in the park".

Use sentences that are well formed. However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went'.

Think more about the meanings of words, such as describing the meaning of simple words or asking what a new word means.

Use most sounds effectively. However, they may have some difficulties with more difficult words such as 'scribble' or 'elephant'.

Things to look out for

By 3 and a half years old a child should be understood by people outside the family. If not, parents should seek advice from a speech and language therapist.

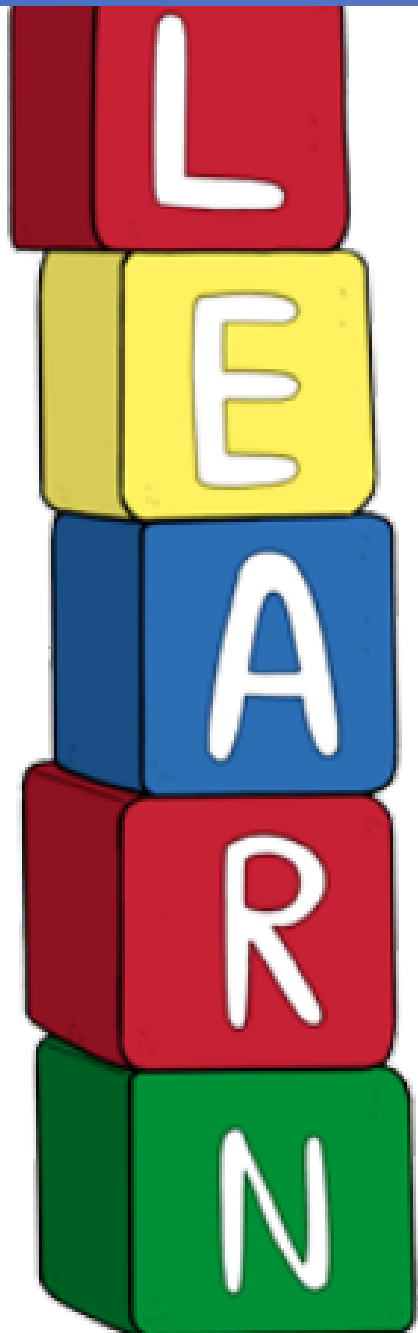
You should be concerned if:

- They are struggling to turn ideas into sentences
- The language they use is jumbled and difficult to understand
- They are unresponsive or slow to follow instructions.

Things to look out for

For some children, learning to talk and understand words can be a very difficult process and they may need extra help. By 5 years you may see the following:

- Difficulty with abstract ideas such as size or time.
- Difficulty with complex sentences.
- Not having the right words to be able to say what they want.
- Difficulty organising ideas in order.
- Missing out some words. E.g., saying 'playing ball' instead of 'the dog is playing with the ball'.
- Talking about lots of different topics in the same group of sentences.
- Not using the right sounds so that their speech is difficult to understand.



Look at the pictures together

Encourage your child to talk by letting them start the conversation

Ask questions about the story

Remember to talk about things your child is especially interested in

Never rush; remember to pause

Games to help encourage talk



Connecting Words

How to play: Take turns saying a single word. Each word must somehow be connected to the word before. Go as fast as you can!

Skills developed: Being creative, thinking laterally.

Example: "Tree", "Leaf", "Green", "Paint", "Wall", "Clock", "Hands".

Extension idea: To make it harder put in a rule where you have to cycle through letters in the alphabet e.g. "Apple", "Bowl", "Cup", "Drink", "Eat".

Shopping List - I Went to Market:

How to play: Take turns to add imaginary items to a shopping list. Before you add yours, you must recall all the items on the list so far.

Skills developed: Listening to others, memory and recall.

Example: "Apples", "Apples and bananas", "Apples, bananas and milk", "Apples, bananas, milk and eggs" etc.

What's better:

This fast-paced game simply asks kids about their preferences between two things

“What's better – banana or apple?”

“Banana”

“What's better – banana or cheese?”

“Cheese”

“What's better – cheese or chocolate?”

“Chocolate”

“What's better – chocolate or ice cream?”

Odd One Out:

Begin by naming three items – **two that are connected in some way and one that is not** and ask your children to choose the odd one out.

E.g. “**train, bus, hair**” it is easy to identify the odd one out.

Silly songs:

Younger children love to listen to silly nursery rhymes created by altering the rhyming words of familiar nursery rhymes.

This fun memory game will help your child communicate, develop their concentration and memory.

- Gather some of your child's favourite toys, books and household objects.
- Place them together and talk about what's there.
- Ask your child to close their eyes and turn around. Remove some of the items.
- Then get them to open their eyes and see if they can work out what's missing.
- Take turns removing items and closing your eyes, your child will enjoy testing your memory too.

At the shop:

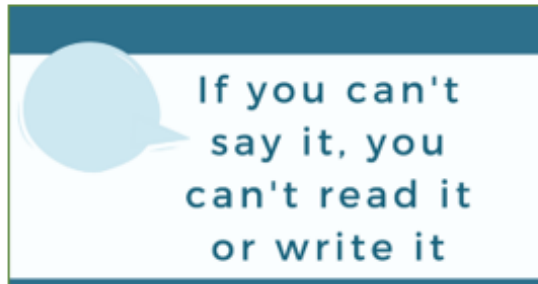
Bring your lists with you when you go to the shop.

- Involving your child in the shopping is a great learning activity, and will keep them happy and interested.
- Ask them questions like Where do you think we'll find those?
- Talk to them and give them clues about what you're looking for. E.g.: Next we need to find something we eat at breakfast time...
- If you're planning a specific meal, tell them about the recipe and what you need. E.g.: We need tomatoes for the spaghetti sauce.
- Encourage them to help you count items. For example: We need one, two, three apples.
- Talk about and show them the letters and symbols on the labels,
- Teach them about numbers and money by showing them the price labels and talking about how much things cost.

Communication and Language

"The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial."

Statutory framework for the early years foundation stage 2023 (DfE)



"Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing."

English National Curriculum DfE (2013)

Developing Communication and Language Skills

Children need lots of opportunities to have conversations with you and to hear you modelling language and introducing new words. They learn language better when they're engaged with things that fascinate, challenge, and excite them. Children need to hear and say new words often to strengthen the connections in their brains and to keep building their vocabulary.

Rhymes and rhyme time:

Rhyming helps children to break words down and to hear the sounds that make up words in preparation for reading and writing.

Did you know?

If children know eight nursery rhymes by the time, they are four years old, they are usually among the best readers by the time they are eight?

So why not sing songs and have a rhyme time with your child every day?

Try making up your own songs and rhymes. Use rhymes with actions and props. Draw children's attention to rhyming words as you sing.

Working Together

Early Years

Home & School



Importance of Talk

Learn. Grow. Achieve. Flourish.

Talking with your child

Talk to your child when you're playing together, walking together and in the car.

Have fun with nursery rhymes and songs, especially those with actions.

Encourage your child to listen to different sounds, such as cars and animals. This will help your child's listening skills.

Gain your child's attention when you want to talk. Say their name and wait before talking.

Increase vocabulary by giving choices, e.g. "Do you want juice or milk?"

Talk about things whilst doing them e.g. when you're unpacking the shopping.

Listen carefully and give your child time to finish talking. Take turns to speak.

Always respond in some way when your child says something.

Help your child to use more words by adding to what they've said, e.g., if they said "ball" you might say, "Yes, it is a big, red ball."

If your child says something incorrectly, say it back the right way, e.g. "Goggy bited it." "Yes, the dog bit it, didn't he?"

Try and have special time with your child

Games to support talking

I Spy:

I spy is a guessing game where one player (the spy) chooses an object within sight and says to the other players ...

"I spy with my little eye something beginning with...", naming the first letter's sound of the object. Other players attempt to guess this object.

Odd One Out:

Begin by naming three items – two that are connected in some way and one that is not (you can make this as easy or as hard as you wish, depending upon the age and interests of your child) and ask your child to choose the odd one out.

E.g. "train, bus, hair" it is easy to identify the odd one out.

Shopping List - I Went to Market:

How to play: Take turns to add imaginary items to a shopping list. Before you add yours, you must recall all the items on the list so far. e.g. "I went to the market and bought apples...I went to the market and bought apples and bananas..."

Connecting Words

How to play: Take turns saying a single word. Each word must somehow be connected to the word before. Go as fast as you can! Example: "Tree", "Leaf", "Green", "Paint", "Wall", "Clock", "Hands".

Talk about books and pictures

Use LEARN to talk about a book

Look at the pictures together.

Encourage your child to talk by letting them start the conversation.

Ask questions about the story.

Remember to talk about things your child is especially interested in.

Never rush remember to pause.

Nouns and Verbs

Nouns are the names of objects, people and places. E.g., Slough, pencil, carrot etc.

Verbs are action or doing words. e.g., brushing, cutting, writing etc.

A great way to start is by helping your child learn new action words for things they do every day, such as brush, wash, wipe, eat, and drink. Say the word for the action over and over again as you do it in your daily routine.

Here's what you might say as you practice teaching your child verbs:

"Open" while opening the cereal box.

"Pour" when pouring the cereal into a bowl.

"Stir" to stir the porridge.

"Scoop" when scooping ice cream out the box.

Guess the verb – Act out an action and ask your child to guess what the verb is.

Guess the noun – describe the object and your child guesses it.

Working Together

Next workshop ...

**Monday 27th November – Funky Fingers
@9.30 Yew Hall**



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