

The Oaktree School



Early Years Foundation Stage

Communication and Language Workshop

Three Key Areas

- 1) **Interactions-** Communicating in ways that build social relationships.
- 2) **Exploring Language-** Building vocabulary to help children learn more
- 3) **Listening and Understanding-** Developing listening and attention skills.



Interactions

Good interactions are important in order to build healthy relationships which in turn provide opportunities for friendship, empathy and sharing emotions'.

Good interactions use:

- Words
- body language
- facial expressions
- Actions
- songs



Exploring Language

By age 3 children recognise 1000 words,
by age 5 they recognise 10,000.

You can encourage language development through
creativity and problem solving during activities
like:

Books

Imaginative play

painting

exploring

observing nature

music



Listening and Understanding

Children develop listening and understanding by observing and reacting to others.

Listening- different to simply hearing. It means interpreting different sounds, while beginning to understand social interactions.

Understanding- processing what's being communicated, beginning with simple ideas and vocabulary.



Watch from 1:45-8:45. Think about the:

- Interactions
- Language
- Listening and Understanding

Note-
Video is
Canadian so it
does not match
exactly with our
assessment and
phonics!



Watch from 1:15-7:00. Think about the:

- Interactions
- Language
- Listening and Understanding

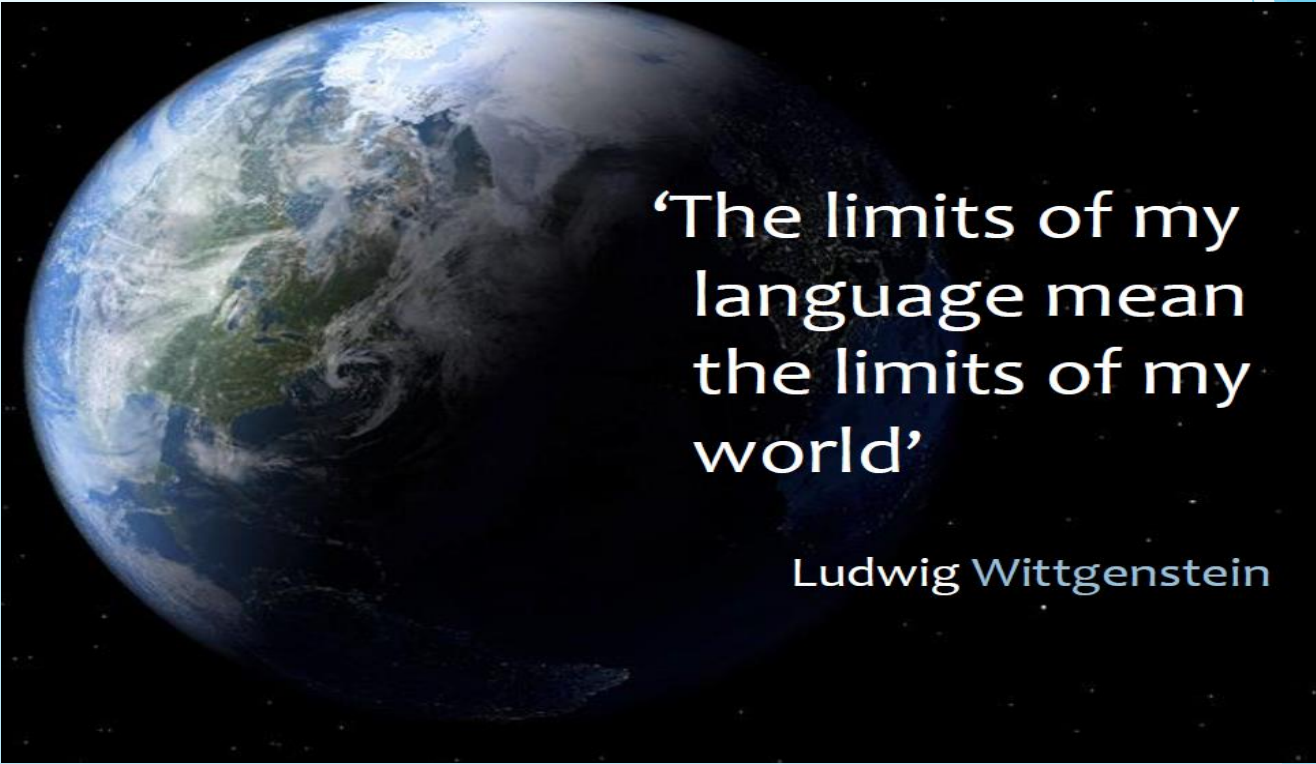
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Link to Communication and Language

Why is Language Important?





‘The limits of my
language mean
the limits of my
world’

Ludwig Wittgenstein

Children's communication and language develops when they have:

Someone who is interested in them and their ideas to talk to.

Something interesting to talk about.



Talking and listening with young children in ways which encourage language development

- Responding sensitively to children's communication
- Observing and commenting on child's current interest, following the child's lead
- Talking to children in language they are likely to understand
- Taking time for children to respond
Ask once and wait, ask again and wait, rephrase question and ask again. This gives children time to think what they have been asked and respond without an adult jumping in and answering for them.

The art of conversation

- Turn-taking
- Feedback - active listening
- Contingent responses - back and forth conversations



- Think about your last good conversation with your child
- What made it good?
- How often do you have proper conversations?

Communication and Language Early Learning Goals (ELGs)

Listening and attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.



Ideas for developing listening and attention and children's understanding skills at home

- Games like Simon Says and Traffic Lights, which help your child listen and follow instructions.
- Listening walks, where you take time to stop and pay attention to the sounds you can hear.
- Clapping a rhythm for your child to repeat.
- Playing Chinese Whispers.
- Describing a picture to your child, which they have to draw based on your description.
- Playing 'What's That Sound?', using household objects to make a noise (e.g. shaking a peppermill, deflating a balloon) and getting your child to guess what it is.

Ideas for developing speaking at home

What can I do to help a child talk more clearly?

The most important way to help children communicate is to make them feel confident and happy about talking.

- Show them you are listening by looking at them
- Give them time to talk
- Remember that what a child says is as important as how he/she says it

When you don't understand:

- Do not pretend to have understood - be honest
- Ask them to show you if they can and describe the actions you are taking as they are leading you
- Ask closed question to get more information, e.g. "is it something you would like?", "Is it something that you were playing with at school?", "A friend at school or at home?"

Further strategies for supporting speech development

- Talk through what you and your child are doing. This helps to give children the words they need so that they can explain themselves next time.
- Positively repeat words, phrases and sentences back to your child to model the correct way of saying something. Do not expect your child to repeat it back perfectly.
- Give them alternatives
- "Did you mean...?"

Top tips for parents!

1. Speak clearly and at a slow pace
2. Offer your child choices
3. Sing together - nursery rhymes, silly rhymes that you have made up, traditional rhymes. This helps with their phonological awareness which is a vital set of skills that allows children to learn how to read as it provides children with a means to access the written form; phonics. You might know phonics as sound and letter combinations used to represent words.
4. Share bedtime stories
5. Watch, wait and listen to follow your child's lead in their play
6. See it and say it - give them the vocabulary, add language
7. Combine talk with the televisions



Praise!

Praise is a very powerful tool.

- Use specific praise for things they do well and tell them why it was a good thing to do –

“well done for putting the toys away; that was really helpful”.
- This can enable children to feel good about themselves and their abilities even though they may find talking difficult.

