

Communication and Language

Supporting Learning at





Listening and Attention

Parent Learning

Listening and Attention
https://www.youtube.com/watch?v=R8vjuebHcTc
Click the above link for an informative video

Good listeners:

Encourage listening skills by being a good listener yourself - so give your child plenty of opportunity to talk to you

On Same Level:

Get down to your child's level to talk to them and make eye contact.

Attention please:

Turn off all distractions such as the TV, tablets and radios and put phones on silent – especially during meals, stories, bath and bedtime.

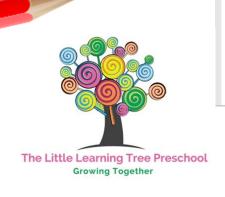


A unique Child:

This is what we see children doing at different ages and stages of development

Positive Relationships:

This is what parents themselves can do to support their children at each age and stage of development.



Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

	A Unique Child:	Positive Relationships:	attention Enabling Environments:	
	observing what a child is learning	what adults could do	what adults could provide	
Birth - 11 months	 Turns toward a familiar sound then locates range of sounds with accuracy. Listens to, distinguishes and responds to intonations and sounds of voices. Reacts in interaction with others by smiling, looking and moving. Quietens or alerts to the sound of speech. Looks intently at a person talking, but stops responding if speaker turns away. Listens to familiar sounds, words, or finger plays. Fleeting Attention – not under child's control, new stimuli takes whole attention. Moves whole bodies to sounds they enjoy, such as music or a regular beat. Has a strong exploratory impulse. Concentrates intently on an object or activity of own choosing for short periods. Pays attention to dominant stimulus – easily distracted by noises or other people talking. 	 Being physically close, making eye contact, using touch or voice all provide ideal opportunities for early conversations between adults and babies, and between one baby and another. Encourage playfulness, turn-taking and responses, including peek-a-boo and rhymes. Use a lively voice, with ups and downs to help babies tune in. Sing songs and rhymes during everyday routines. Use repeated sounds, and words and phrases so babies can begin to recognise particular sounds. 	 Share stories, songs and rhymes from all cultures and in babies' home languages. Display photographs showing how young babies communicate. Share favourite stories as babies are settling to sleep, or at other quiet times. Plan times when you can sing with young babies, encouragin them to join in. Create an environment which invites responses from babies and adults, for example, touching, smiling, smelling, feeling, listening, exploring, describing and sharing. 	
8-20 months	Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Rigid attention – may appear not to hear.	Encourage young children to explore and imitate sound. Talk about the different sounds they hear, such as a tractor's "chug chug" while sharing a book.	Collect resources that children can listen to and learn to distinguish between. These may include noises in the street, and games that involve guessing which object makes a particular sound	
22-36 months	 Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. 	Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books. Be aware of the needs of children learning English as an additional language from a variety of cultures and ask parents to share their favourites from their home languages.	Keep background noise to a minimum, e.g. use music or rad briefly only for particular purposes. Use puppets and other props to encourage listening and responding when singing a familiar song or reading from a story book. Encourage children to learn one another's names and to pronounce them correctly. Ensure all staff can pronounce the names of children, parents and other staff members. Make sure that shortened names and nicknames are not substituted instead.	

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Enabling Environments:
These are examples of activities
you can do and resources you
can use at each age and stage
of development

Remember:
Children progress at different rates and may be higher or lower in their stage of development in relation to their age.

You can look on Tapestry to see where you feel your child lies in the stages of development and use the ideas in this stage

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

Communication and Language: Listening and attention A Unique Child: **Positive Relationships: Enabling Environments:** observing what a child is learning what adults could do what adults could provide Listens to others one to one or in small groups, when Model being a listener by listening to children and taking When making up alliterative jingles, draw attention to account of what they say in your responses to them. the similarities in sounds at the beginning of words conversation interests them. and emphasise the initial sound, e.g. "mmmmummy", Listens to stories with increasing attention and recall. Cue children, particularly those with communication "shshshshadow", "K-K-K-KKaty". difficulties, into a change of conversation, e.g. 'Now we Joins in with repeated refrains and anticipates key events and Plan activities listening carefully to different speech are going to talk about... phrases in rhymes and stories. sounds, e.g. a sound chain copying the voice sound For those children who find it difficult to 'listen and do'. Focusing attention – still listen or do, but can shift own around the circle, or identifying other children's voices say their name before giving an instruction or asking a 30-50 month attention. Is able to follow directions (if not intently focused on own Help children be aware of different voice sounds by Share rhymes, books and stories from many cultures. choice of activity). using a mirror to see what their mouth and tongue do sometimes using languages other than English, as they make different sounds. particularly where children are learning English as an additional language. Children then all hear a range of When singing or saying rhymes, talk about the languages and recognise the skill needed to speak more similarities in the rhyming words. Make up alternative than one. endings and encourage children to supply the last word of the second line, e.g. 'Hickory Dickory boot, The Introduce 'rhyme time' bags containing books to take mouse ran down the... home and involve parents in rhymes and singing games. Set up a listening area where children can enjoy rhymes Ask parents to record regional variations of songs and Choose stories with repeated refrains, dances and Play games which involve listening for a signal, such as Maintains attention, concentrates and sits quietly during action songs involving looking and pointing, and songs 'Simon Says', and use 'ready, steady...go!' appropriate activity. that require replies and turn-taking such as 'Tommy Use opportunities to stop and listen carefully for Two-channelled attention – can listen and do for short span. environmental sounds, and talk about sounds you can Plan regular short periods when individuals listen hear such as long, short, high, low. Early Learning Goal to others, such as singing a short song, sharing an Explain why it is important to pay attention when others Children listen attentively in a range of situations. They experience or describing something they have seen are speaking. listen to stories, accurately anticipating key events and 40-60+ or done. months respond to what they hear with relevant comments, Give children opportunities both to speak and to listen, Use sand timers to help extend concentration for questions or actions. They give their attention to what ensuring that the needs of children learning English as children who find it difficult to focus their attention on others say and respond appropriately, while engaged in an additional language are met, so that they can a task. another activity. participate fully.



The Little Learning Tree Preschool
Growing Together

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Activity Ideas

Books with Props

Share this video with your child.

Make your own props to books you have at home

Read stories at bedtime to encourage communication between just you and your child in a relaxed environment



Activity Ideas

Singing with Props

Share this video with your child.

Make your own props to rhymes, such as: twinkle twinkle, 5 currant buns, 5 little ducks, incy wincy spider.

Rhymes help with learning new words and noticing rhythm to the spoken word and is essential for learning to read.



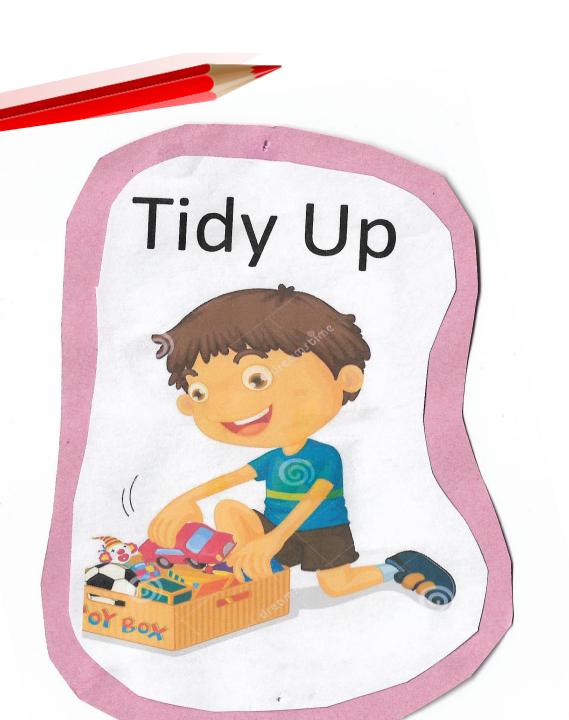
Reinforcing at home

We do many activities to support listening and attention. Maybe you can adapt these for use at home.

- Listening Walks
- Eye Spy colours, numbers, objects
- Circle time talks
- Ring games
- Stories with Props
- Rhymes and singing
- Listening Lotto games









Understanding

Parent Learning

Understanding:

https://www.youtube.com/watch?v=iBmzjPaDc28

 Talk to children about what they have been doing and help them to think about things they have been doing.

- Give children clear directions, using single words if necessary
- When introducing a new activity, use actions and gestures
- Showing children a photograph or picture helps to reinforce understanding.



A unique Child:

This is what we see children doing at different ages and stages of development

Positive Relationships:

This is what parents themselves can do to support their children at each age and stage of development.



Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

Communication and Language: Understanding					
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide		
Birth - 11 months	Stops and looks when hears own name. Starts to understand contextual clues, e.g. familiar gestures, words and sounds.	Look at the baby and say their name. Make eye contact and wait for them to react. Interpret and give meaning to the things young babies show interest in, e.g. when babies point to an object tell them what it is. Talk to babies about what you are doing and what is happening, so they will link words with actions, e.g. preparing lunch.	Let babies see and hear the sequence of actions you go through as you carry out familiar routines. Provide resources that stimulate babies' interests such as a shiny bell, a book or a mirror. Display lists of words from different home languages, and invite parents and other adults to contribute. Include languages such as Romany and Creole, since seeing their languages reflected in the setting will encourage all parents to feel involved and valued. When you use nursery rhymes, help children understand the words by using actions as well.		
8-20 months	 Developing the ability to follow others' body language, including pointing and gesture. Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'. 	Use actions to support your words, e.g. waving when you say 'bye bye'. Speak clearly. Babies respond well to a higher pitched, sing-song voice. Use and repeat single words, so the baby can gradually link the word to its meaning.			
16-26 months	Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. Understands simple sentences (e.g. 'Throw the ball.')	Be aware that young children's understanding is much greater than their ability to express their thoughts and ideas. Recognise young children's competence and appreciate their efforts when they show their understanding of new words and phrases.	 Plan play activities and provide resources which encourage young children to engage in symbolic play, e.g. putting a 'baby' to bed and talking to it appropriately. Use pictures, books, real objects, and signs alongside your words. 		
22-36 months	 Identifies action words by pointing to the right picture, e.g., "Who's jumping?" Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). Developing understanding of simple concepts (e.g. big/little). 	Use talk to describe what children are doing by providing a running commentary, e.g. 'Oh, I can see what you are doing. You have to put the milk in the cup first.' Provide opportunities for children to talk with other children and adults about what they see, hear, think and feel.	 Include things which excite young children's curiosity, such as hats, bubbles, shells, story books, seeds and snails. Provide activities, such as cooking, where talk is used to anticipate or initiate what children will be doing, e.g. "We need some eggs. Let's see if we can find some in here." 		

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Enabling Environments: what adults could provide

enacted. Help children to predict and order events coherently, by providing props and materials that encourage children

understood at home; confirm which their preferred

pictures, puppets and objects, to encourage children to retell stories and to think about how the characters feel

 Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages

Positive Relationships:

what adults could do

Prompt children's thinking and discussion through

Talk to children about what they have been doing and

help them to reflect upon and explain events, e.g. "You

told me this model was going to be a tractor. What's this

Give children clear directions and help them to deal with

those involving more than one action, e.g. "Put the cars

away, please, then come and wash your hands and get

When introducing a new activity, use mime and gesture to

Showing children a photograph of an activity such as

Be aware that some children may watch another child in

order to know what to do, rather than understanding it

hand washing helps to reinforce understanding.

 Use stories from books to focus children's attention on predictions and explanations, e.g. "Why did the boat tip over?"

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas Communication and Language: Understanding

involvement in their play.

lever for?"

ready for lunch".

themselves.

support language development.

A Unique Child:

observing what a child is learning

Understands use of objects (e.g. "What do we use to cut

Shows understanding of prepositions such as 'under', 'on

top', 'behind' by carrying out an action or selecting correct

Responds to simple instructions, e.g. to get or put away an

Beginning to understand 'why' and 'how' questions.

Responds to instructions involving a two-part sequence.

Understands humour, e.g. nonsense rhymes, jokes.

Listens and responds to ideas expressed by others in

Children follow instructions involving several ideas or

actions. They answer 'how' and 'why' questions about

their experiences and in response to stories or events.

Able to follow a story without pictures or props.

conversation or discussion.

Early Learning Goal

30-50 month

months

Help children to

 identify patterns, e.g. what generally happens to 'good' and 'wicked' characters at the end of stories

• draw conclusions: 'The sky has gone dark. It must be

explain effect: 'It sank because it was too heavy'

predict: 'It might not grow in there if it is too dark'

speculate: 'What if the bridge falls down?'

or wet and dry sand.

Set up displays that remind children of what they have

Provide for, initiate and join in imaginative play and

Enabling Environments:

These are examples of activities you can do and resources you can use at each age and stage of development

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Activity Ideas



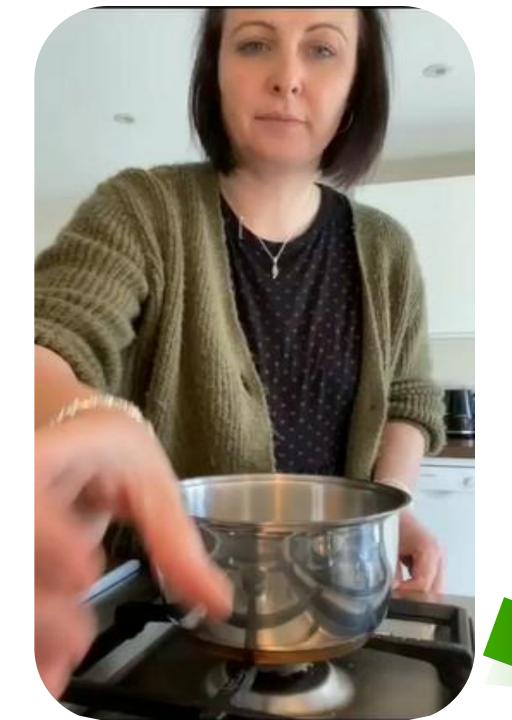
Playdough Making

Talking about what ingredients do we need next?

What will happen when/if?

What did we do?

Is the mixture sticky, soft, dry, smooth?





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Help with Understanding

Visuals

Visuals can be in the form of pictures, symbols or photographs

- Here are a few we use at preschool
- We will send some visuals for you to use at home.
 You can print them, cut them out and make up your own routine.
- You can use the blank ones to draw your own visuals

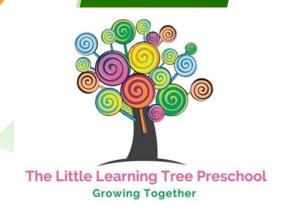
Reinforcing at home

We do many activities to support children's understanding. Maybe you can do these at home.

- Asking open ended questions such as: what will happen? What can you do next? Why?
- Talk about past experiences and activities by looking at Tapestry together, reading books and asking about what happened in the story and looking at photos together
- Activities that encourage children to ask and respond to questions, such as growing seeds, looking at changes in the weather and malleable materials such as playdough and gloop.







Speaking

Parent Learning

Speaking:

https://www.youtube.com/watch?v=7b4fMFI-Y7Q

Good communication is essential for learning. As well as being the foundation for reading and writing, it's also vital for children's social and emotional development. Most early years teachers agree that, for a child starting school, being able to talk about what they think and explain how they feel are more important than any academic skills. Good communication has a positive impact on behaviour too. Children who can't communicate their wishes, feelings and concerns, are more likely to display disruptive behaviour



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Communication and Language: Speaking				
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Birth - 11 months	Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. Makes own sounds in response when talked to by familiar adults. Lifts arms in anticipation of being picked up. Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'.	Find out from parents how they like to communicate with their baby, noting especially the chosen language. Ensure parents understand the importance of talking with babies in their home language. Encourage babies' sounds and babbling by copying their sounds in a turn-taking 'conversation'. Communicate with parents to exchange and update information about babies' personal words.	Learn and use key words in the home languages of babies in the setting. Provide tapes and tape recorders so that parents can record familiar, comforting sounds, such as lullabies in home languages. Use these to help babies settle if they are tired or distressed.	
8-20 months	Uses sounds in play, e.g. 'brrrm' for toy car. Uses single words. Frequently imitates words and sounds. Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.) Uses pointing with eye gaze to make requests, and to share an interest. Creates personal words as they begin to develop language.	 Try to 'tune in' to the different messages young babies are attempting to convey. Share the fun of discovery and value babies' attempts at words, e.g., by picking up a doll in response to "baba". When babies try to say a word, repeat it back so they can hear the name of the object clearly. Find out from parents greetings used in English and in languages other than English, and use them in the setting. Recognise and equally value all languages spoken and written by parents, staff and children. 	Find out from parents the words that children use for things which are important to them, such as 'bankie' for their comfort blanket, remembering to extend this question to home languages. Explain that strong foundations in a home language support the development of English.	
16-26 months	 Copies familiar expressions, e.g. 'Oh dear', 'All gone'. Beginning to put two words together (e.g. 'want ball', 'more juice'). Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). Beginning to ask simple questions. Beginning to talk about people and things that are not present. 	 Build vocabulary by giving choices, e.g. 'apple or satsuma?' Model building sentences by repeating what the child says and adding another word, e.g. child says 'car', say 'mummy's car' or 'blue car'. Show children how to pronounce or use words by responding and repeating what they say in the correct way, rather than saying they are wrong. Accept and praise words and phrases in home languages, saying English alternatives and encouraging their use. Encourage parents whose children are learning English as an additional language to continue to encourage use of the first language at home. Support children in using a variety of communication strategies, including signing, where appropriate. 	Allow time to follow young children's lead and have fun together while developing vocabulary, e.g. saying 'We're jumping up', 'going down'. Plan to talk through and comment on some activities to highlight specific vocabulary or language structures, e.g. "You've caught the ball. I've caught the ball. Nasima's caught the ball". Provide stories with repetitive phrases and structures to read aloud to children to support specific vocabulary or language structures.	

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22-36 months	 Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. Uses a variety of questions (e.g. what, where, who). Uses simple sentences (e.g.' Mummy gonna work.') Beginning to use word endings (e.g. going, cats). 	Wait and allow the child time to start the conversation. Follow the child's lead to talk about what they are interested in. Give children 'thinking time'. Wait for them to think about what they want to say and put their thoughts into words, without jumping in too soon to say something yourself. For children learning English as an additional language, value non-verbal communications and those offered in home languages. Add words to what children say, e.g. child says 'Brush dolly hair', you say 'Yes, Lucy is brushing dolly's hair.'	Display pictures and photographs showing familiar events, objects and activities and talk about them with the children. Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms. I have to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases. Provide opportunities for children whose home language is other than English, to use that language.			
30-50 months	 Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g., This box is my castle.' 	 Talk with children to make links between their body language and words, e.g. "Your face does look cross. Has something upset you?" Introduce new words in the context of play and activities. Use a lot of statements and fewer questions. When you do ask a question, use an open question with many possible answers. Show interest in the words children use to communicate and describe their experiences. Help children expand on what they say, introducing and reinforcing the use of more complex sentences. 	 Help children to build their vocabulary by extending the range of their experiences. Ensure that all practitioners use correct grammar. Foster children's enjoyment of spoken and written language by providing interesting and stimulating play opportunities. 			



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Activity Ideas



These are examples of how to support your child's Speaking:

Memory game

- Gather a few every day items that your child uses or knows
- Put them on a tray or table
- Ask your child to look at the items carefully and remember them
- Cover the items with a tea towel or other covering
- Ask your child if they can remember what is under the tea towel
- Get them to use as many words as they can to describe the items such as colour or size and help them in using new words to develop their vocabulary

Pictures by Eric Carle by Bill Martin, Jr.

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Repetitive Stories and Games >

Reinforcing at home

We do many activities to support children's Speaking. Maybe you can do these at home.

Supporting children's speaking skills is one of the most important things you can do.

- We limit computer and tablet time to ensure children develop their communication skills.
- Technology has a place in learning but just talking to your child and letting them speak is the best thing you can do to develop their speech.
- Repeat words back correctly to children if they have difficulty pronouncing a word.
- To extend vocabulary, add words to a sentence, e.g. a child says "red car", you repeat back "big, red car"



https://www.pacey.org.uk/Pacey/media/Websitefiles/school%20ready/Happy-Talk.pdf

https://www.pacey.org.uk/Pacey/media/Website-files/school%20ready/Listen-and-Learn.pdf

https://www.virtualspeechcenter.com/blog/214/20-listening-games-and-activities-for-preschoolers

https://www.youtube.com/watch?v=h0Kp_J9kvNM

https://www.thelittlelearningtreepreschool.co.uk/news



Links to websites and activities and you can use to support your child's Communication and Language skills.



Remember you don't have to do important things is to PLAYHAVE FUN

Take Care