



The Little Learning Tree Preschool
Growing Together



2020

Communication and Language

Supporting Learning at
Home

Listening Ears



Listening and Attention



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Parent Learning



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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.



EYFS

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.



The Little Learning Tree Preschool
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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: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 Birth - 11 months	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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, encouraging 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	<ul style="list-style-type: none"> • 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. 		
 16-26 months	<ul style="list-style-type: none"> • 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. 		
 22-36 months	<ul style="list-style-type: none"> • 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. 		

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EYFS

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: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 30-50 months	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> • Model being a listener by listening to children and taking account of what they say in your responses to them. • Cue children, particularly those with communication difficulties, into a change of conversation, e.g. 'Now we are going to talk about...' • For those children who find it difficult to 'listen and do', say their name before giving an instruction or asking a question. • Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language. Children then all hear a range of languages and recognise the skill needed to speak more than one. • Introduce 'rhyme time' bags containing books to take home and involve parents in rhymes and singing games. • Ask parents to record regional variations of songs and rhymes. 	<ul style="list-style-type: none"> • When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. "mmmmummy", "shshshshadow", "K-K-K-KKaty". • Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children's voices on tape. • Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds. • When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. 'Hickory Dickory boot, The mouse ran down the...' • Set up a listening area where children can enjoy rhymes and stories.
 40-60+ months	<ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. <p>Early Learning Goal 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.</p>	<ul style="list-style-type: none"> • Play games which involve listening for a signal, such as 'Simon Says', and use 'ready, steady...go!' • Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds you can hear such as long, short, high, low. • Explain why it is important to pay attention when others are speaking. • Give children opportunities both to speak and to listen, ensuring that the needs of children learning English as an additional language are met, so that they can participate fully. 	<ul style="list-style-type: none"> • Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as 'Tommy Thumb'. • Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done. • Use sand timers to help extend concentration for children who find it difficult to focus their attention on a task.



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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



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Tidy Up



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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.



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Positive Relationships:





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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	<ul style="list-style-type: none"> Stops and looks when hears own name. Starts to understand contextual clues, e.g. familiar gestures, words and sounds. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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'. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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'.) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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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EYFS

Enabling Environments:



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

Remember:

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

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	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 30-50 months	<ul style="list-style-type: none"> Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> Prompt children's thinking and discussion through involvement in their play. 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 lever for?" 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 ready for lunch". When introducing a new activity, use mime and gesture to support language development. Showing children a photograph of an activity such as hand washing helps to reinforce understanding. Be aware that some children may watch another child in order to know what to do, rather than understanding it themselves. 	<ul style="list-style-type: none"> Set up shared experiences that children can reflect upon, e.g. visits, cooking, or stories that can be re-enacted. Help children to predict and order events coherently, by providing props and materials that encourage children to re-enact, using talk and action. Find out from parents how children make themselves understood at home; confirm which their preferred language is. Provide practical experiences that encourage children to ask and respond to questions, e.g. explaining pulleys or wet and dry sand. Introduce, alongside books, story props, such as pictures, puppets and objects, to encourage children to retell stories and to think about how the characters feel.
 40-60+ months	<ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. <p>Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<ul style="list-style-type: none"> Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages together. Use stories from books to focus children's attention on predictions and explanations, e.g. "Why did the boat tip over?" Help children to <ul style="list-style-type: none"> 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 going to rain" 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?" 	<ul style="list-style-type: none"> Set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books. Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character.



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Activity Ideas



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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?



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.





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Speaking

Kind Words

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	<ul style="list-style-type: none"> 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'. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Uses sounds in play, e.g. 'brrrr' 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. <i>teddy, more, no, bye-bye</i>). Uses pointing with eye gaze to make requests, and to share an interest. Creates personal words as they begin to develop language. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. <i>banana, go, sleep, hot</i>). Beginning to ask simple questions. Beginning to talk about people and things that are not present. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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. <i>what, where, who</i>). • Uses simple sentences (e.g. 'Mummy gonna work.') • Beginning to use word endings (e.g. <i>going, cats</i>). 	<ul style="list-style-type: none"> • 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.' • 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. 	<ul style="list-style-type: none"> • 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. • Plan 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. • 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.
 30-50 months	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • 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. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • 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.' 		



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Activity Ideas



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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

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/Website-files/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>



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



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Remember you don't have to do
any of these! The most
important things is to PLAY-
HAVE FUN

Take Care