Nursery Communication and Language Parent Workshop

Sara Crane - Head of School and EYFS Leader

Ella Wray- Angelfish Classteacher

Rae Riches - Nursery Supervisor



Agenda

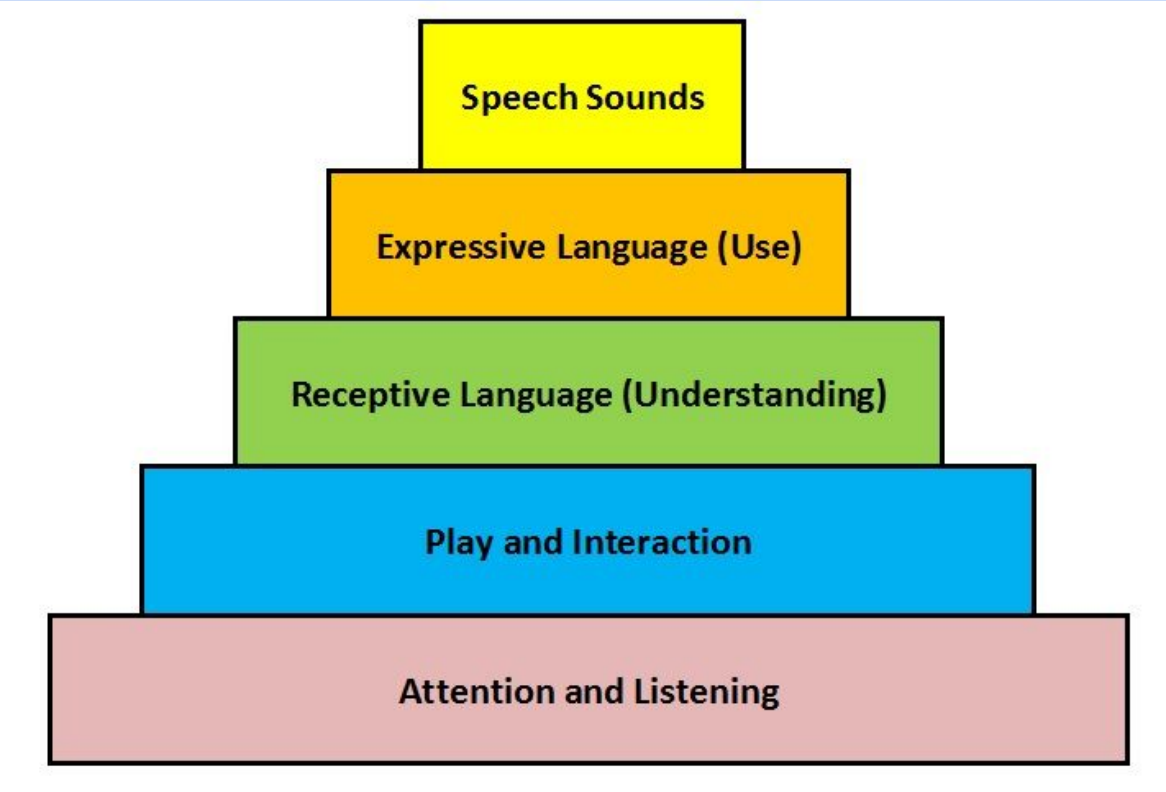
- Why is Communication and Language a prime area of learning?
- What skills do children need to secure before they can successfully access phonics teaching in reception?
- How do we rehearse these skills in nursery?
- Skills we rehearse in directed teaching sessions (rising five monster phonics)
- How can parents promote a language and literacy rich home environment?
- How can parents support their child to develop phonological awareness?

(The ability to identify and manipulate units of oral language such as rhymes, words and letters.)

Statutory Framework for EYFS
Prime Area of Learning - Communication and Language

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. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Language Development Pyramid



Be playful, patient and proud!

[Playful Conversations Build the Brain]



[3 years - Talks with you in conversation using at least two back-and-forth exchanges]



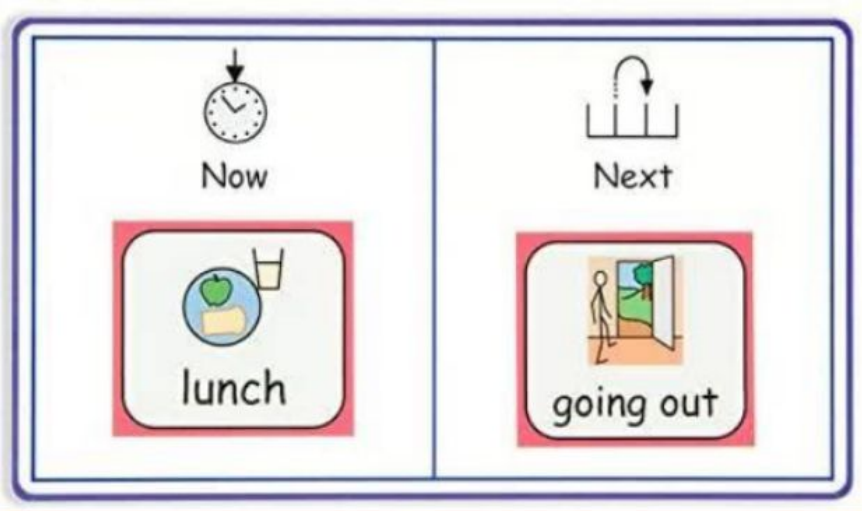
Developmental Milestones

ESCC Early Years Speech, Language and Communication Monitoring Tool (V3) for ……..dob……..

Stage	Listening and Attention	Understanding (Receptive Language)	Talking (Expressive Language)	Social Communication
0-11 months	Turns toward a familiar sound then locates range of sounds with accuracy. Listens to, distinguishes and responds to intonations and sounds of voices. Quietens or alerts to the sound of speech. Fleeting Attention – not under child's control, new stimuli takes whole attention.	Stops and looks when hears own name. *(by 12 months ⌦)*	Gradually develops speech sounds (babbling) to communicate with adults; says sounds like *'baba, nono, gogo'*. *(by 11 months ⌦)*	Gazes at faces and copies facial movements, eg. sticking out tongue. Concentrates intently on faces and enjoys interaction. Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. *(by 12 months ⌦)*
8-20 months	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. Moves whole bodies to sounds they enjoy, such as music or a regular beat. Has a strong exploratory impulse.	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'*	Uses single words. *(by 16 months ⌦)* 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)*	Likes being with familiar adult and watching them. Developing the ability to follow an adult's body language, including pointing and gesture. Learns that their voice and actions have effects on others. Uses pointing with eye gaze to make requests, and to share an interest. *(by 18 months ⌦)*
16-26 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.	Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.	Beginning to put two words together (e.g. *'want ball', 'more juice'*) *(by 24 months ⌦)* Uses different types of everyday words (nouns, verbs and adjectives, e.g. *banana, go, sleep, hot)* Beginning to ask simple questions.	Gradually able to engage in 'pretend' play with toys (supports child to imagine another's point of view). Looks to others for responses which confirm, contribute to, or challenge their understanding.
22-36 months	Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. *(by 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.	Identifies action words by pointing to the right picture, e.g., *"Who's jumping?"* *(by 30 months ⌦)* 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*)	Learns new words very rapidly and is able to use them in communicating. Uses action, sometimes with limited talk, that is largely concerned with the 'here and now' (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)*	Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Enjoys being with and talking to adults and other children. Interested in others' play and will join in. Responds to the feelings of others.
30-50 months	Listens to others in one to one or 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).	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. Beginning to understand 'why' and 'how' questions.	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*)	Beginning to accept the needs of others, with support. Can initiate conversations. Shows confidence in linking up with others for support and guidance. Talks freely about their home and community. Forms friendships with other children.
40-60+ months	Sustains attentive listening, responding to what they have heard with relevant comments, questions or actions. Maintains attention, concentrates and sits quietly when appropriate. Two-channelled attention – can listen and do for short span. Integrated attention – can listen and do in range of situations with range of people; varies according to the demands of the task.	Understands humour, e.g. nonsense rhymes, jokes. Demonstrates understanding of "how?" and "why?" questions by giving explanations. Able to follow a story without pictures or props. Understands instructions containing sequencing words; first…after…last, and more abstract concepts – long, short, tall, hard soft, rough.	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main theme or intention. Uses language to imagine and recreate roles and experiences in play situations. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.	Has confidence to speak to others about their own wants, interests and opinions. Initiates conversation, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Shows awareness of the listener when speaking. Expresses needs / feelings in appropriate ways. Forms good relationships with adults and peers. Works as part of a group or class, taking turns

How do we support communication and language and ensure the children have secure foundations to build on?

Now and next boards



High quality interactions

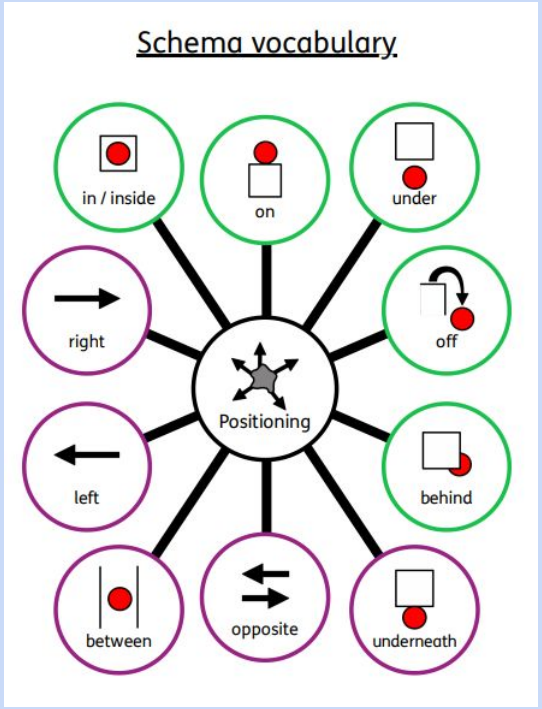




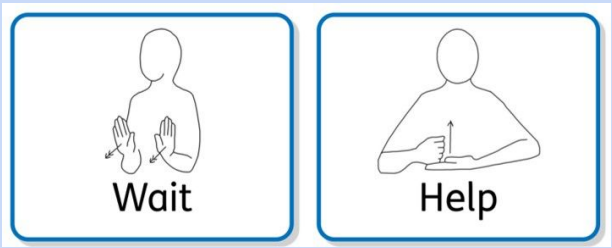
How do we support communication and language and ensure the children have secure foundations to build on?

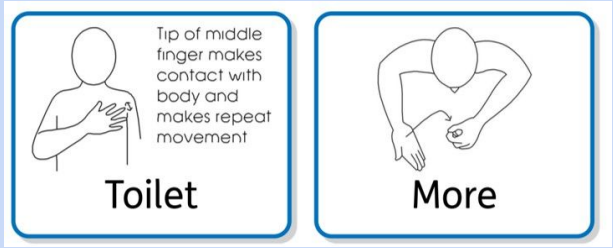
Schema vocabulary

Positioning Schema	Positioning Schema	
Children will be learning about order, logic and symmetry. They will be interested in placing objects in lines, patterns, rows and in order. 	**Core Vocabulary** ○ line, row, sort ○ in, inside, out, outside ○ up, down, under, behind, over, on top, next to ○ forwards, backwards ○ round ○ top, bottom ○ on, off	**Extended Vocabulary** ○ order, sequence ○ above, underneath, below, beneath ○ front, beside, between, through ○ opposite, around, upside down ○ left, right, direction, location ○ compass directions (north, south, east, west) ○ straight ○ near, far



Makaton



















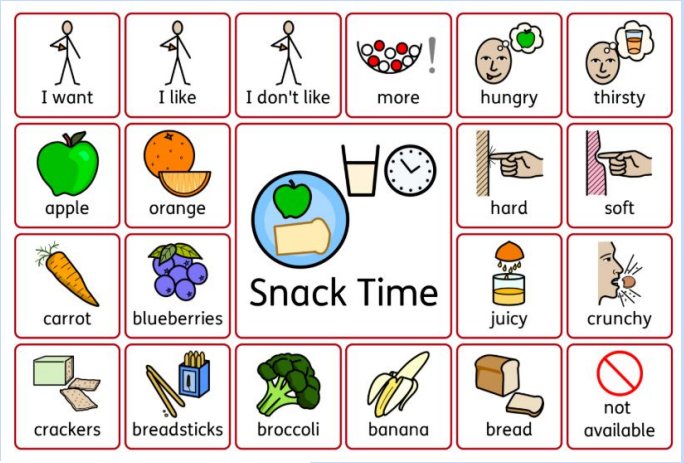
How do we support communication and language and ensure the children have secure foundations to build on?

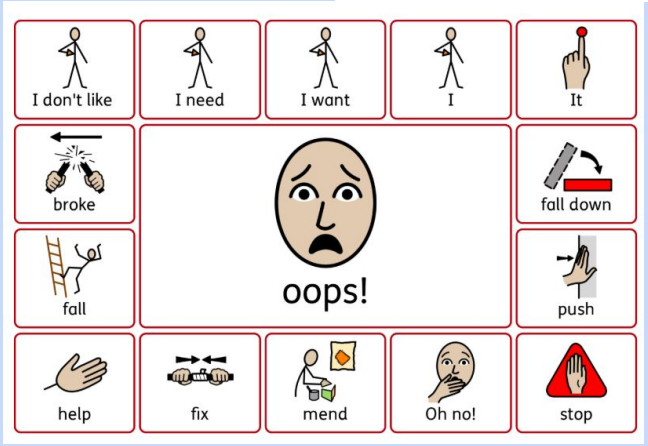
Chatter boxes





Communication boards





How do we support communication and language and ensure the children have secure foundations to build on?









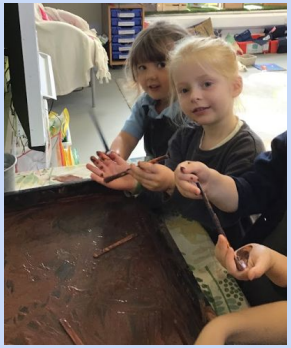
How do we support communication and language and ensure the children have secure foundations to build on?

Story retelling



Sensory play





Understanding the world - talking about and exploring the natural world







Rising Five - Directed phonics sessions





Phase 1 sets out the building blocks for learning to read and write. The main aim is for children to 'experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do'. (Letters and Sounds 2007)

The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Aspect 1 – Environmental Sounds
General Sound Discrimination - raising children's awareness of the sounds around them and their listening skills.
Aspect 2 – Instrumental Sounds
General Sound Discrimination made by various instruments and noise makers.
Aspect 3 – Body Percussion
General Sound Discrimination of body sounds and rhythms.
Aspect 4 – Rhythm and Rhyme
Develops children's appreciation and experiences of rhythm and rhyme in speech.
Aspect 5 – Alliteration
The focus is on the initial sounds of words.
Aspect 6 – Voice Sounds
Distinguishing between different vocal sounds and to begin oral blending and segmenting.
Aspect 7 – Oral Blending and Segmenting
Develop oral blending and segmenting skills.
Blending practice - The teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects.
Segmenting practise, the teacher could hold up an object such as a sock and ask the children w sounds they can hear in the word sock.



Meet the Monsters

Click on a Monster to see the Colour-Coded Graphemes



Angry Red A



Green Froggy



Yellow I



Miss Oh No



U-Hoo



Cool Blue



Brown Owl



Ghosts



Tricky Witch



The Black Cats

What can parents do to support a language rich environment at home?

1. Read Aloud Daily

Reading aloud is one of the most effective ways to expose children to language. Make it a habit to read to your child every day. Choose age-appropriate books, and don't forget to discuss the story, characters, and illustrations. Share books anywhere and everywhere!

2. Engage in Conversation

Engage your child in meaningful conversations. Ask open-ended questions that encourage them to express their thoughts and feelings. Listen actively and respond with interest.

3. Expand Vocabulary

Introduce new words regularly. Explore synonyms and antonyms and encourage your child to use descriptive language.

Synonym - a word that means the same or nearly the same as another (shut or close the door)

Antonym - a word opposite in meaning to another (big or small)

What can parents do to support a language and literacy rich environment at home?

4. Utilise Technology Wisely

While screen time should be limited, many educational apps and websites can support language development. Choose high-quality, age-appropriate options. Beware of accents!

5. Narrate Everyday Activities

Describe what you are doing while cooking, cleaning, or gardening. This enhances vocabulary and helps children understand the world around them.

6. Encourage Writing

Provide opportunities for your child to write, whether it's mark making their name on a card, shopping list, drawing pictures for family/friends, labels or creating stories. Celebrate their efforts and display their work proudly.

What can parents do to support a language and literacy rich environment at home?

7. Visit the Library

Frequent trips to the library expose children to a wide range of books and resources. Participate in library programs and encourage your child to choose their books.

8. Choose a book home from our nursery book shack each day to share at home.

9. Play Word Games and puzzles

Engage in word and card games. Jigsaws. Orchard games.

10. Be a Language and Literacy Role Model

Model good language habits by speaking clearly and using proper grammar. Avoid using baby talk, as it may hinder language development. Let your child 'see you as a reader'. When and what does your child see you reading at home? (Not a phone/computer screen)

11. Don't point out mistakes.

Repeat back what your child has said correctly without telling them they have got something wrong.

What can parents do to support phonological awareness?

- Focus on listening - for example play games such as Simon Says
- Focus on listening and labelling - can children close their eyes and say what they hear inside, outside, in the garden, in the park, at the coast, in the supermarket?
- Learn nursery rhymes, songs and poems
- Play clapping, tapping and rhythmic games such as Pat-a-cake, Wind the bobbin
- Engage in language play with rhyme and alliteration
- Point out words in the environment - for example supermarket names, character names on toys and clothes, street signs
- Use the words 'word' and 'letter' when reading books to children or when writing or pointing to environmental print.
- Model reading left to right.

Child: *holds up a toy cow* "Cow!"

Parent: *looks at the cow with the child* "Yes, a cow! I wonder what noise the cow makes…"
(Shared attention + open question)



Child: "Cow goes moo."

Parent: "The cow does go moo! I wonder what else the cow does"
(Modelling full sentence, responds and expands)

Child: "Eat grass!"

Parent: "The cow eats green, long grass—good idea. How should we feed her?"
(Add in descriptive words to expand vocabulary/sentence)

Child: "With this!!"

Parent: "Yes! We can feed her with the bucket. I wonder what other animals we might see on the farm…"
(Names objects and keeps the conversation going)

Thank you for joining us and your continued support.

Have fun with language and literacy play!

