



Let's Learn Together Time to Talk- Modelling– 22nd November 2022

Welcome

- Over the last few years we have seen a huge decline in children's ability to communicate effectively
- At school we have a consistent focus on building effective communication skills
- It is important that parents at home support and build the same skills that we work on in school

What is communication?

- Communication is all about getting information from one party to another.
- Communication can be defined as the process or act of exchanging, expressing or conveying information and ideas through writing, speaking and gesturing.



Writing



Speaking



Gesturing

Effective communication



What does the EYFS Curriculum Expect?

The EYFS Curriculum for Communication and Language is broken down into two areas:

- Listening, Attention and Understanding
- Speaking

What does the EYFS Curriculum Expect from 2-3 year olds?

2-3 Years	<ul style="list-style-type: none"> Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.
	<ul style="list-style-type: none"> Listen to other people's talk with interest but can easily be distracted by other things.
	<ul style="list-style-type: none"> Listen to simple stories and understand what is happening, with the help of the pictures.
	<ul style="list-style-type: none"> Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.
	<ul style="list-style-type: none"> Understand and act on longer sentences like 'Make teddy jump' or 'Find your coat'.
	<ul style="list-style-type: none"> Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

2-3 Years	<ul style="list-style-type: none"> Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
	<ul style="list-style-type: none"> Use the speech sounds p, b, m, w. Are usually still learning to pronounce: <ul style="list-style-type: none"> l/r/w/y f/th s/sh/ch/dz/j

3-4 year olds?

3-4 Years	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time.
	<ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

3-4 Years	<ul style="list-style-type: none"> • Use a wider range of vocabulary.
	<ul style="list-style-type: none"> • Sing a large repertoire of songs.
	<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	<ul style="list-style-type: none"> • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
	<ul style="list-style-type: none"> • May have problems saying: <ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
	<ul style="list-style-type: none"> • Use longer sentences of four to six words.
	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult

	<p>or a friend, using words as well as actions.</p> <ul style="list-style-type: none"> • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
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4-5 year olds?

Reception	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. 		<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound.
	<ul style="list-style-type: none"> Engage in story times. 		
			<ul style="list-style-type: none"> Learn rhymes, poems and songs.
	<p><u>ELG: Listening, Attention & Understanding</u></p>	<p>at school and at home.</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. 	
	<ul style="list-style-type: none"> <i>Listen to and talk about stories to build familiarity and understanding.</i> 		

4-5 year olds?

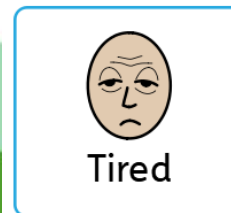
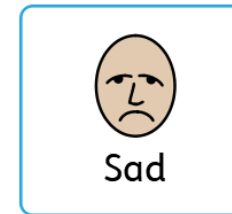
Reception	<ul style="list-style-type: none"> Learn new vocabulary. 		<ul style="list-style-type: none"> Connect one idea or action to another using a range of connectives. 		<ul style="list-style-type: none"> Develop social phrases.
	<ul style="list-style-type: none"> Use new vocabulary through the day. 				<ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
			<ul style="list-style-type: none"> Describe events in some detail. 		<ul style="list-style-type: none"> Use new vocabulary in different contexts.
	<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. 				<ul style="list-style-type: none"> <i>Listen to and talk about stories to build familiarity and understanding.</i>
	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. 		<ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. 		<ul style="list-style-type: none"> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG: Speaking	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 				

Key Principles of Supporting Effective Communication

- Use correct terminology for things, do not 'dumb,' it down e.g ambulance not nee naw.
- Always repeat words/ phrases back to children correctly
- E.g If they say 'Can I have a nana?' You would say 'Yes, of course you can have a banana.'
- Limit dummy time and never let a child talk while they have a dummy in their mouth.

Key Principles of Supporting Effective Communication

- Limit screen time (including your screen time)
- Model good listening, give your full attention when your child is communicating with you and get down to their level
- Talk constantly, ask questions constantly, listen constantly
- Celebrate words and use of new vocabulary
- Do not speak for your child or allow siblings to do so
- Use visuals or Makaton as well as words



Makaton

- Makaton is a very effective tool for allowing children to communicate through signs as well as words. Many babies are able to use simple signs and it helps limit frustration at not being understood.
- Some common signs you can teach your child are:
 - Yes
 - No
 - Please
 - Thank you
 - Tired
 - More

Makaton

Baby Sign Language

Everyday Signs



Makaton- where to learn?

- YouTube- Makaton with Lucinda
- Mr Tumble
- The Makaton Charity- <https://makaton.org/>
- Singing Hands



The word no - top tips

- Say what you want your child to DO, rather than what you DON'T want them to do.
 - When telling a child what they can't do it is important to let them know what they can do. e.g "NO you cant have an ice cream" can become "We can eat some ice cream after our dinner"
- Try using the word "STOP" instead.
 - Often when we use the word NO we often want children to stop doing what they are doing. Try using the word 'STOP' instead. e.g "lets stop and think about what would happen if we had our ice cream before dinner?"

The word no - top tips

- Empathise with your child and say "YES" This tactic encourages you to understand and acknowledge what your child is wanting.
- Try saying YES instead of NO in a more positive state of mind. e.g 'can I have some sweets?' - you can reply with a positive alternative such as "YES I agree it would be nice to have some sweets now but it's nearly dinner time. How about we have some after dinner and you can hand them out to everyone."

The word no - top tips

- Give children a reason for saying "NO".
 - Studies have shown that children are more likely to do as they are asked if they are given an explanation of why they are being asked to do something.
 - e.g "throwing blocks at your brother is not a great idea they will hurt him. How about we put all the blocks on the floor and see what we can build with them"

The word no - top tips

- Offer an alternative.
 - It is important to offer a suitable alternative to what you do not want them to do or what they are asking you for.
 - e.g 'can we play at the park longer?' could be answered as such "we have been at the park for a while now how about we go home and do some painting. I noticed you enjoyed using your paints the other day"

Communication Tips for Little Ridges

- Model language constantly, never correct your child when they pronounce something incorrectly. Just say it back in the correct way e.g 'yes that's a red car'
- Use 'my turn, your turn' when talking and saying new words.
- Listen carefully and give time for your child to answer.
- Repeat new words several times for your child to use them.
- Try not to ask too many questions at this age, narrate their play rather than question e.g. 'I see you are playing with a green car'

Communication Tips for Reception

- Rehearse giving your child two step instructions: 'Can you go and put your coat on and then bring me your drink?'
- My turn, your turn to model new words/ pronunciation/ full sentences
- Enjoy learning new vocabulary and explaining the meaning of words
- Teach your child good etiquette in conversations
- Join your child in play and allow them to be the expert
- <https://www.youtube.com/watch?v=fsnkxNUBRFY&t=4s> Eating Snakes

Bucks Speech and Language Support

Accessing our services

[Urgent or high health needs – referral required](#)



[All other needs – no referral required](#)



Accessing a Speech and Language Therapist without the need for a referral

If your child does not meet our high/urgent health and care need criteria they are still able to access Speech and Language Therapy support via our website resources, live webinars and virtual advice lines. No referral is needed and this support can be accessed by anyone supporting the child or young person.

[Access our resources and guides](#)

[Access training](#)

[Find out about our virtual advice sessions](#)

<https://www.buckshealthcare.nhs.uk/cyp/therapy/speech-and-language-therapy/>



I CAN Help



Concerned about a child's talking, listening and understanding? Are you looking for more information about speech, language and communication?

I CAN helps parents and practitioners by providing information and resources through the I CAN Help Enquiry Service, via the [Talking Point](#) website and in person through our multi-disciplinary speech and language assessments for children.

In summary

- We are always here to support you in building strong and effective communication
- Follow our Twitter Pages for regular top tips: Talking Tuesdays and Wordy Wednesdays
- Leaflets



Green Ridge Berries

@GRPABerries Follows you



GreenRidgeAcorns

@GRPAAcorns



Green Ridge Hazel

@GRPAAcorns

Green Ridge Birch

@GRPABirch

Green Ridge Willow

@GRPWillow Follows you

