



# Help your child to learn at home.

## Communication and Language

### Let's talk!

Research shows that children who have good language skills are more likely to be successful at school so let's talk!

What will your children remember?

Moments spent listening, talking, playing and sharing.

These are ways to support your child to develop their communication and language skills:

#### Have a special time to talk about the day.

Talking about what has happened during the day develops your child's memory skills. It is also a good time for your child to practise retelling events in order using past tense e.g. play**ed**, ran, enjoy**ed**.



Meal times and bedtime are good times to talk. Turning off the television and putting phones out of sight will help your child to engage in conversation.

#### Pictures, puppets and performing parents!

Facial expression, silly voices, puppets, pictures and props will encourage your child to talk to you.



#### Pretend play.

Join in with your child's pretend play. Let them take the lead. This will help their language and creativity. Talk about what they are saying and doing rather than asking lots of questions. Your commentary helps their language skills and shows that you are listening and interested.

Reversing roles can be great fun for a child. Let them be the 'daddy' or the 'teacher'. This helps your child to talk about new situations.



#### Share a story.

Reading picture books is a wonderful way to increase your child's vocabulary. It helps them to understand the pattern of language and develops their imagination. Ideally children should be read to everyday - some families find it useful for reading to be part of the bedtime routine. Remember there are lots of picture books available to borrow in the corridor. Your child can change their book before or after school.

#### Ask open questions.

Encourage your child to talk by asking open questions which require more than a 'yes' or 'no' answer.

Can you tell me about your picture?

What are you going to play with today?

### Leave a little time.

Children may need time to think before responding to questions and instructions. Give your child time without answering for them or finishing their sentences.

### Sing a song.

Songs and rhymes are a wonderful way to develop language skills. Rhyme of the week sheets are available outside each classroom and on the school website. There are also lots of songs and rhymes available on the internet – try the BBC Radio Nursery Songs and Rhymes website:

<https://www.bbc.co.uk/programmes/p06kbsbz>



### Bring out a board game.

Playing board games that involve taking turns help children to listen and concentrate for longer. They also provide children with opportunities to talk about different subjects.



When we go shopping...

The owl...

### Have a plan.



Look at the weekly parent plan to find out what topics, stories and songs your child is learning at nursery. This will help you to support new words and ideas that your child is learning.

## The Early Years Curriculum

Not all children develop at the same rate but by the end of nursery most children will...

### Listening and Attention – 30-50 months:

- 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).

### Listening and Attention – 40-60 months:

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

### Understanding – 30-50 months:

- 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

### Understanding – 40-60 months:

- 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.

### Speaking – 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.'*

### Speaking – 40-60 months:

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.