



Early Language and Communication



Mrs. Bailey





Early Language and Communication

Session Aims

- To understand the importance of language and communication skills in the Early Years
- To know how to support the development of language and communication skills home





4 Main Components of Speech and Language

Phonetics and Phonology	Semantics	Syntax and Morphology	Pragmatics
<p>Learning to produce speech sounds</p> <p>Understanding rules of sound sequences in speech</p>	<p>Learning vocabulary</p> <p>Developing concepts</p>	<p>The rules for arranging words into sentences</p> <p>Changing tenses</p> <p>Using their voice effectively</p> <p>plural/singular</p>	<p>Learning social rules for language</p> <p>Adapting language for who you are talking to</p> <p>Taking it in turns when having a conversation whilst staying on topic</p> <p>Non-Verbal communication e.g. expressions, tone of voice and gestures</p>





Language Development Milestones

0-12 months	12-24 months	2 - 3 years	3 - 4 years	4 - 5 years	5 -7 years
<p>Making sounds like cooing and babbling</p> <p>Making noises when spoken to</p> <p>Responding to sounds and understanding simple words</p> <p>Starting to say recognisable words e.g. mama although not always clear</p>	<p>First words - up to 50 single words e.g. dog, cup</p> <p>Copy saying words or sounds a lot</p> <p>Understand at least 200 words</p> <p>Start to put 2-3 words together e.g. 'more juice'</p> <p>Understanding simple instructions</p> <p>Begin to ask questions - 'what that? Where going?'</p> <p>Make noises of familiar animals</p>	<p>Understand who, what and where questions</p> <p>Put 4 or 5 words together to make longer sentences</p> <p>Understand lots of words approx 300</p> <p>Ask lots of questions - they want to know the name of things</p> <p>Begin to use action words e.g. fall, run</p> <p>Start to talk about themselves e.g. likes and dislikes</p> <p>Answer simple questions about objects e.g. what do we eat with?</p>	<p>More complex sentences - linking sentences together using and</p> <p>Sentences are up to 6 words long e.g. 'I want to play with cars.'</p> <p>Talk about the past or the future</p> <p>Answer simple problem solving questions e.g. what can you do if you're cold?</p> <p>Tell a short story about something familiar</p> <p>Initiate conversations</p> <p>Use imagination on their own and with friends</p>	<p>Listen to and answer questions about longer stories with no pictures</p> <p>Choose their own playmates and play make believe games</p> <p>Take turns in longer conversations and stay on topic</p> <p>Understand sequencing and words such as first, next.</p> <p>Understand and use prepositions e.g. above, below</p> <p>Say most words clearly</p>	<p>Understand longer instructions with 2 parts</p> <p>Widen vocabulary - knowing there are words with 2 different meanings e.g. orange</p> <p>Talk for a variety of reasons - tell jokes, stories</p> <p>Use conjunctions to join sentences together</p> <p>Takes turns in conversation</p> <p>Talk clearly</p>



BEING OUR BEST



Communication and Language

ELG - Reception

Communication and Language

Listening, Attention and Understanding

- 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 conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- 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.



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Spoken Language

The National Curriculum

Spoken language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication





Research

What does the research say?



- Early language skills are an indicator of success later in a child's life. Research tells us that good early language skills are closely related to;
 - * A child's readiness for school
 - * Qualifications a child gains at school
 - * When reaching adulthood - their mental health, literacy skills and earnings.
- Children who have not developed a broad vocabulary by the time they are 5 are significantly less likely to reach age related expectations at 11 years old.
- Your child's vocabulary is a predictor of how well they will manage their emotions when they are 6.



Creating a Language-Rich Home Environment



Talk, Talk, Talk



Sing songs and rhymes

"IF A CHILD KNOWS 8 NURSERY RHYMES BY HEART BY THE TIME THEY ARE 4 YEARS OLD, THEY ARE USUALLY AMONG THE BEST READERS AND SPELLERS IN THEIR CLASS BY THE TIME THEY ARE 8".

CREDIT: MEGAN FOX, READING MAGIC

The logo for World Nursery Rhyme Week, featuring the word "WORLD" in a stylized font with a globe icon and "Nursery Rhyme Week" written below it.

Read Aloud

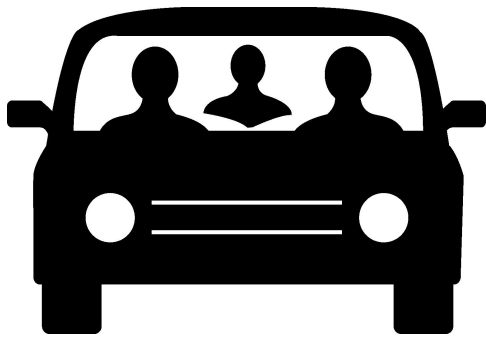
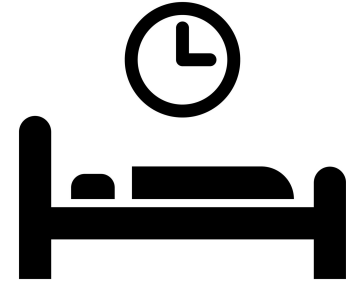
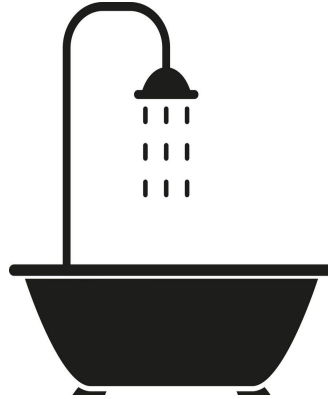
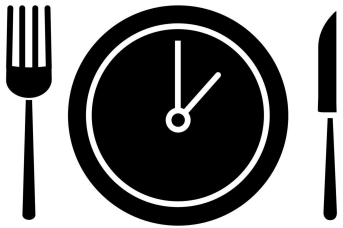


Listen Attentively





Daily Routines That Boost Communication Skills





The Power of Play in Language Development



Strategies That Develop Quality Interactions

Foundations for Language Interaction techniques



<p>Tune in Watch, wait, wonder</p>	<p>Pause more Think before you speak</p>	<p>Running commentary Narrate the activity</p> <p>I can see you are ... Now you are ... Look at you ...</p>	<p>Make links Connect to what they know</p> <p>That is like when ... That makes me think of ... Do you remember when we ...?</p>	<p>Give choices Model language</p> <p>Would you like ... or ...? Do you want to ... or ...?</p>
<p>Recast and extend Build on language</p> <p>That's right, it has (reword) It has red/look like that one in our book (reword)</p>	<p>Name Point and label</p> <p>That's called a ... or That's a ... End by saying ... isn't it?</p>	<p>Ask open questions Find out more</p> <p>Tell me (more) about ... Yes ...? Why ...? What ...? Where ...? Who ...? When ...?</p>	<p>Prompt thinking Think, suggest, wonder</p> <p>I think ... Why don't you ...? I wonder what ...?</p>	<p>Comment Tell, don't ask</p> <p>You are ... You look ...</p>



Reading Together

strategies to make an impact



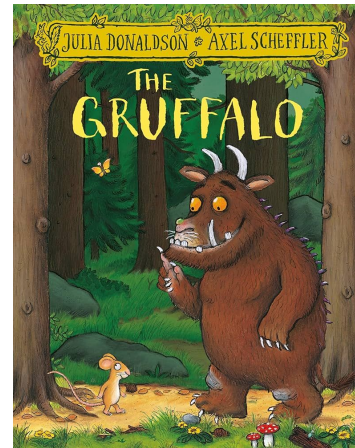
Engage with pictures



Read with different voices



Ask open ended questions



Re-Read favourites





Reading Together

What is the impact?

Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

Here's how many words kids would have heard by the time they were 5 years old:

Never read to, **4,662** words

1–2 times per week, **63,570** words

3–5 times per week, **169,520** words

Daily, **296,660** words

Five books a day, **1,483,300** words

Taken from the New Reading Framework released July 2021

The MORE
that you read,
the MORE things
you will know.
The MORE that you
LEARN,
the MORE places you'll go.

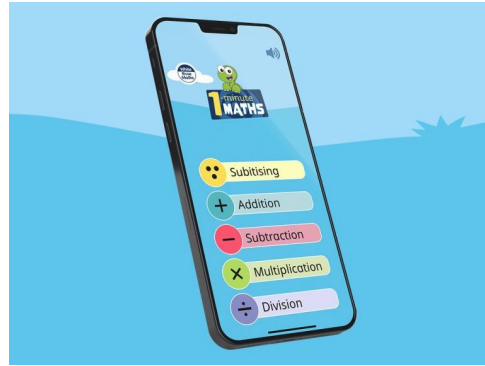
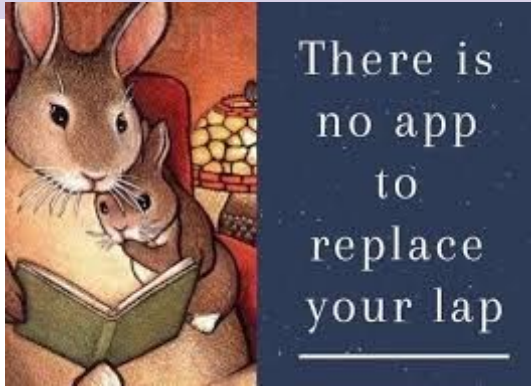


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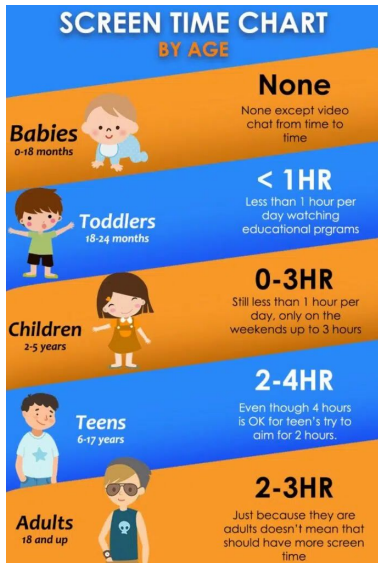
Screen Time and Communication

Finding the Right Balance

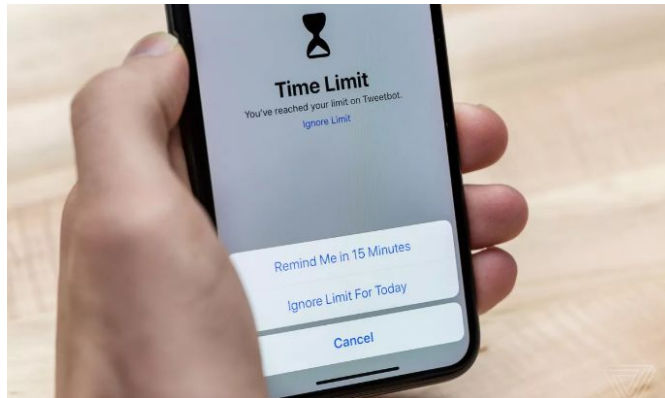


Choose Educational Content

Engage with Content



Limit Screen Time



Set a Good Example





Early Language Concerns

What should I do if I'm concerned?



Speak to your
teacher

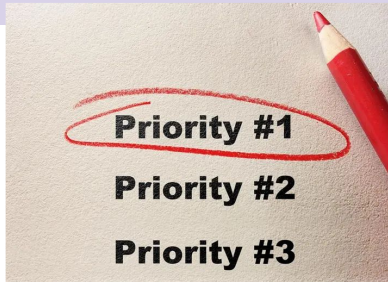


Speak to your GP





What will school do?



- Make language a priority
- Provide a curriculum that promotes and develops oracy skills
- Give multiple opportunities for spoken language to be developed in a variety of situations - learning to talk and learning through talk
- Provide a language rich environment





What will school do?



- Adults are trained in being skilled with their interactions with the children
- Expose children to new vocabulary through books and topics
- Teach reading in a systematic and structured way
- Build children's phonic knowledge





Any Questions?



FEEDBACK

**Please take a moment to
share your feedback with us**

