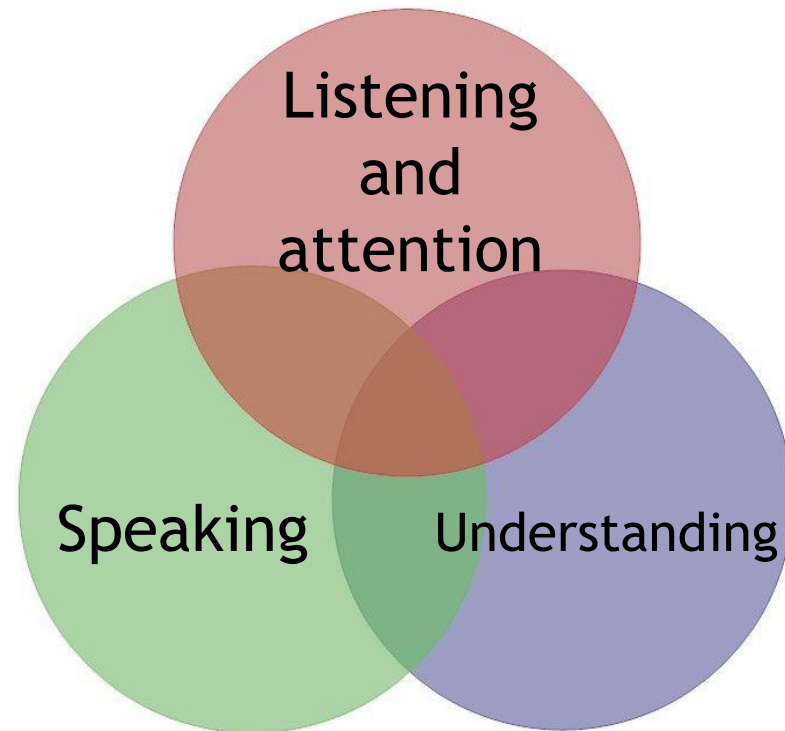


The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the frame, creating a modern, layered effect. The text is centered on the left side of the white background.

‘Developing your child’s language’ workshop

Communication and Language

- ▶ Communication and Language (CL) is one of the *three prime areas* of learning and development in the EYFS framework.
- ▶ **Communication and language development** involves giving children opportunities to speak and listen in a range of situations, and to develop their confidence and skills in expressing themselves.
- ▶ In the EYFS **Communication and Language** consists of three aspects:



Listening and attention

▶ What is listening?

- ▶ *“Listening is the ability to focus on an auditory event and make sense of it”*

Middleton & Waring, 2002

- ▶ *“Listening is one of the most important of all the skills that children need if they are to learn from their environment (the world around them)”*

Law & Elias, 1969

▶ What is attention?

Attention is the ability to:

- ▶ focus on a specific item e.g. piece of food, a toy.
- ▶ transfer focus from one item to another e.g. from a toy/game to you
- ▶ Maintain that focus for a specific length of time

- ▶ Dickinson and Tabors (2001)
- ▶ During the preschool years, members of a research team visited children in their homes and classrooms, interviewed parents and teachers, and audiotaped conversations.
- ▶ In both homes and classrooms they audiotaped mealtimes and book reading; in classrooms, teachers and children wore backpacks with tape recorders, allowing them to record conversations during group times and free play. These audiotapes were transcribed and analysed for evidence of relationships between selected language experiences and assessments of children's language and literacy skills at the end of Kindergarten (Reception).
- ▶ They continued to assess children's reading and language abilities throughout the elementary grades and into middle school, and found very strong correlations between children's skills in kindergarten and end-of-seventh grade assessments (our year 8). For example, seventh grade reading comprehension was strongly related to kindergarten receptive vocabulary. This data shows the strong continuity between early and later literacy skills and highlight the need to identify experiences in the preschool years that contribute to the acquisition of language and literacy skills.

Research

- ▶ 17% was spent in meaningful conversation with the teacher
- ▶ 18% was spent in meaningful conversation with peers
- ▶ 59% was spent not talking at all

Dickinson and Tabors (2011)

The need for specific activities

A significant number of children now start school with reduced levels of proficiency in oral language. Children are exposed to different degrees of quality of oral language before entering early years settings and these differences are linked to later language skills. Both homes and classrooms where children receive frequent examples of language models are reported to enhance language development.

2016 Save the Children - found that the most important factor in reaching expected levels in English and maths at age 7 was children's language skills at age 5.

Age 5 years	Top 25 th Percentile	Bottom 25 th
Come into school knowing	7100 root words	3000 root words
Each day learn	3 new root words	1 new root word

Root words

- ▶ Root words are basic words and by adding prefixes and suffixes we can change their meaning
- ▶ Use - misuse, useless, usable, using, used, user
- ▶ Friend - friendly, friendship, unfriendly, friendless
- ▶ Faith - faithfully, unfaithful, unfaithfully, faithful

Phonics data review meeting 2018

- ▶ “graphemes relate to phonemes provides children with the ability to decode most words in their language. Provided that children have adequate vocabulary, this sound based representation can then be used to access the meaning of the new words.”

Processing instructions and information

Understanding/Receptive Language

- ▶ Attend
- ▶ Listen
- ▶ Hear
- ▶ Understand the words
- ▶ Understand the sentence/grammar
- ▶ Understand the context

Use of Language/Expressive Language

- ▶ Think about context
- ▶ Retrieve words
- ▶ Put sentence together/sort out the grammar
- ▶ Co - ordinate mouth and speak



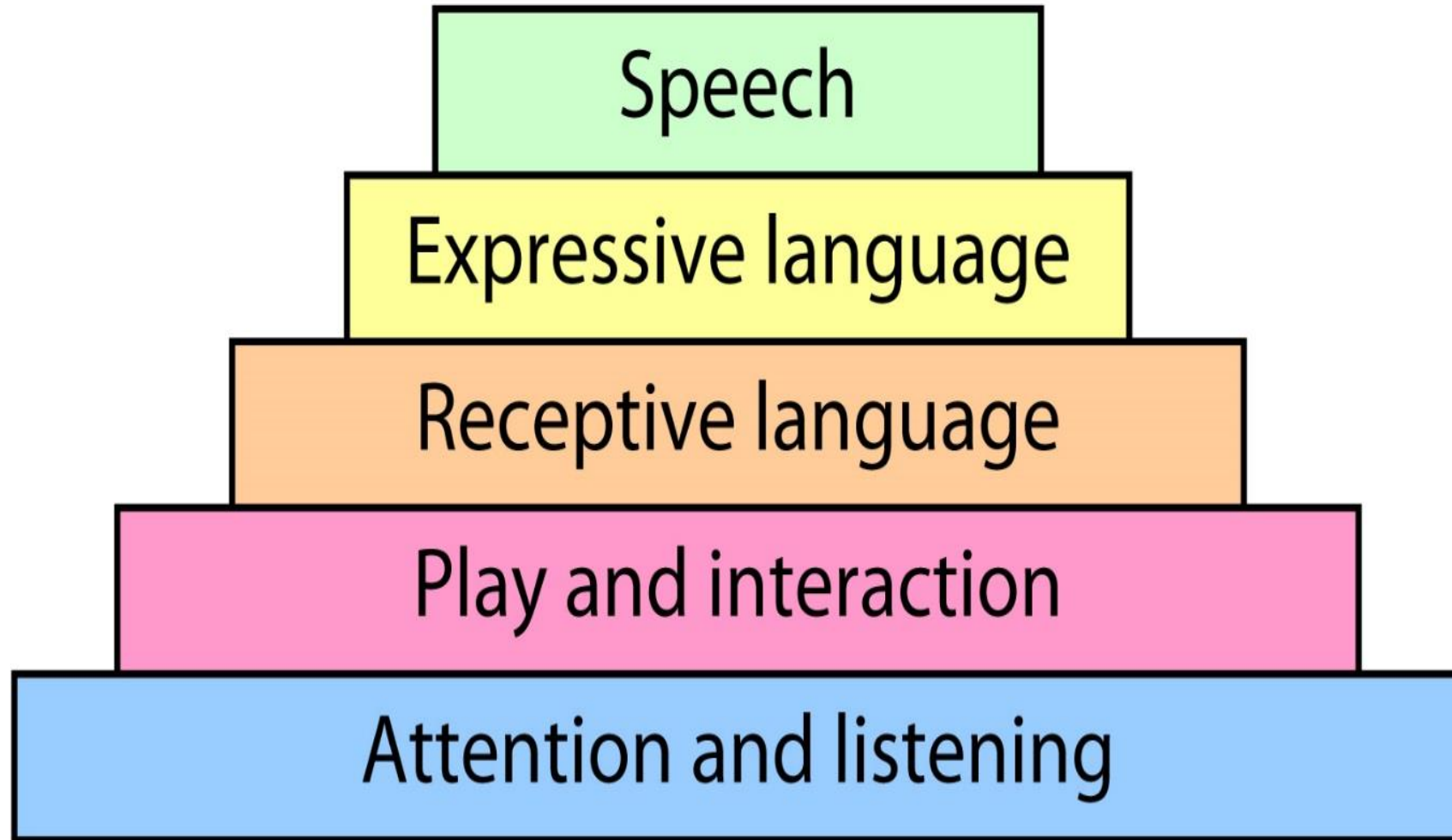
Let's start from the very beginning.....

http://www.youtube.com/watch?v=_JmA2ClUvUY&feature=relmfu

Activities

- ▶ Activity 1 - Pyramid game. Put these statements into an appropriate order that will support children's language development. Put the most important at the bottom and work up to the top.

The Communication Pyramid



Talking tips

- ▶ Say the child's name first before speaking - to gain their attention
- ▶ Respond by:
 - ▶ • *explaining* - describe what the child is doing or looking at, using short, simple sentences that are two or three words longer than the sentences the child would normally use.
 - ▶ *repeating* - If your child says something inaccurately, acknowledge what they have said and repeat it back in the correct way using a correctly structured and articulated sentence.
 - ▶ • *expanding* - repeat what the child says but add 1 or 2 words either at the end of the sentence or within the sentence.
- ▶ Use more comments than questions: Apply the 3:1 rule! Asking lots of questions can feel like a test. Make it a conversation. Comment on what they are doing and what is happening.

- ▶ Give the children lots of time to respond to what you are saying to them. *Counting silently to 10 sometimes is a good way of giving children the time needed*
- ▶ Give choices to increase vocabulary: “Apple or sultana?” “This soft, fluffy bear or the big elephant with floppy ears?”

Remember

- ▶ "If a child doesn't hear a word, that child won't say that word. If he doesn't say it, he won't read it or write it."



VIA 9GAG.COM

Today's activities

- ▶ Over 20 to choose from!
- ▶ Listening
- ▶ Past tense
- ▶ Nouns
- ▶ Materials
- ▶ Conversations
- ▶ Describing
- ▶ Comparatives
- ▶ Sequencing

Useful websites

- ▶ <http://www.talkingpoint.org.uk/>
- ▶ <http://www.ican.org.uk/>
- ▶ <http://www.tts-group.co.uk>