



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. played, ran, enjoyed.



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 questions.

Encourage your child to talk by asking questions which require more than a 'yes' or 'no' answer. Some questions are easier than others:

Level 1 – naming things.

What's this? or Point to the ____.

Level 2 – describing things and answering Who? Where? What?

Do you want the big or little piece? or Give me the red train.

Level 3 – retelling stories or events.

What did Fred do with the doll? or How does Ella feel?

Level 4 – solving problems and answering Why?

Why did the dragon fly away? or How will you get the stone out?

Have a plan.

Week beginning Monday 14th October 2019

This week in Willow

Book of the week:

Wow Said the Owl

WOW!

Rhyme of the week:

Owl in the Tree

Owl in the Tree

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...

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...

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult
- Use a wider range of vocabulary.
- 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?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- 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."