

Speaking and Listening

Workshop for Nursery
Parents

World Health Organisation's Advice:

- Children aged less than 2 years **should not** spend any time passively watching screens.
- For children aged 2 to 5, the WHO advise **no more than 1 hour** of sedentary screen time in 24 hours, though "less is better".

30 - 50 months You might notice that....

Personal, Social and Emotional Development	Physical Development	Communication and Language
<p>Making relationships</p> <ul style="list-style-type: none"> I can play in a group with my friends. I can make up ideas for things to do and games to play. I will ask my friends to play with me. I can watch what my friends are doing and join in with them. I talk to and make friends with other children and grown ups I know. <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> I choose the toys I want to play with and what I want to do with them with help from a grown up. I like it when you say things like "well done for eating all your dinner" or "thank you for putting the toys away" I like helping you when you are busy, like putting some shopping away or matching my socks together. I am beginning to talk to grown ups I don't know when you are there. I will join in new things when you are with me. When we are playing, I will chat to my friends about you and our family. I can ask grown ups for help when I need it. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> I know when I am sad or cross and that if I shout or say unkind things I might make my friends sad or worried too. I know that sometimes my friends will want to have the toys I am playing with and need help from a grown up to help me share these with them. I am beginning to understand that when you are busy I can't always have everything I want, when I want it. I know that sometimes I can't do things I want to do, like running around in the supermarket or jumping up and down on your friend's sofa with my muddy boots on. 	<p>Moving and handling</p> <ul style="list-style-type: none"> I like running, walking, jumping, hopping, skipping and moving around in lots of different ways. I can go up and down stairs and steps like a grown up, using one foot per step. I can carry something I like carefully downstairs, usually stopping with two feet on each step. I can run around, stopping, changing direction and slowing down so that I don't bump into things. When you show me how to stand on just one foot, I can copy you, just for a second without falling over. I can catch a large ball when you throw it to me. I can wave my arms or ribbons to make up and down lines and circles in the air. I can use child scissors to make snips in paper. I can hold my pencil near the top, like a grown up, using my thumb and two fingers, not my whole hand. I can make the lines and marks that I want with a pencil. When you write my name, I can copy some of the letters by myself on my piece of paper. <p>Health and self care</p> <ul style="list-style-type: none"> I can tell you when I am hungry and want something to eat or when I am tired and want to have a sleep. I notice that when I am running, I get hot and I pant a bit. I understand that I have to be careful when I am using children's scissors to snip or my knife to spread jam. Most of the time, I remember to go to the toilet in time and I wipe myself. I can wash and dry my own hands. When you help me and hold out my coat, I can put it my arms in and I can do the zip up when you start it. I can pull my own trousers up too. 	<p>Listening and attention</p> <ul style="list-style-type: none"> When I like what they are talking about, I listen to my friends. I listen to the stories you tell me and I talk about them later. When you read me stories, I join in with my favourite bits, like "Who's been sleeping in my bed?" when we are reading Goldilocks and the Three Bears. I can join in with my favourite rhymes and stories with you and guess what will happen next. I stop what I am doing and listen when I hear you talk to me, or I hear the door bell ring. When you ask me to do something like "Come and put your coat on", I will do it if I am not really busy playing. <p>Understanding</p> <ul style="list-style-type: none"> When you ask me questions like "What do we need to cut the bread?" I know it's a knife. When we are playing and you ask me to "Put teddy under the blanket" or "Put the car on top of the garage" I know what you mean and I can do it by myself. I can help you when you ask me to put something away or get something like "Put your shoes in the basket, please" I am beginning to understand when you ask me questions <p>Speaking</p> <ul style="list-style-type: none"> I am beginning to use longer sentences with words like "because" and "and" like "I cried, I did, because I banged my foot" I can tell you about something that happened yesterday, like "remember when we went to the park and had a green apple and came home". I ask lots of questions and answer your questions too. I can talk about what we are doing now, and what might happen later or tomorrow. When I talk to you, sometimes I talk like a grown up to make myself clear, like "I really, really need the toilet now". I can use lots of words about things that interest me, like "diplodocus" and "brontosaurus" and I like to learn lots of new words. I pretend about things when I am playing, like using my coat on my head "this is my magic flying cape".

Listening and Attention

- I listen to stories you tell me and talk about them later.
- When you read me stories, I join in with my favourite bits

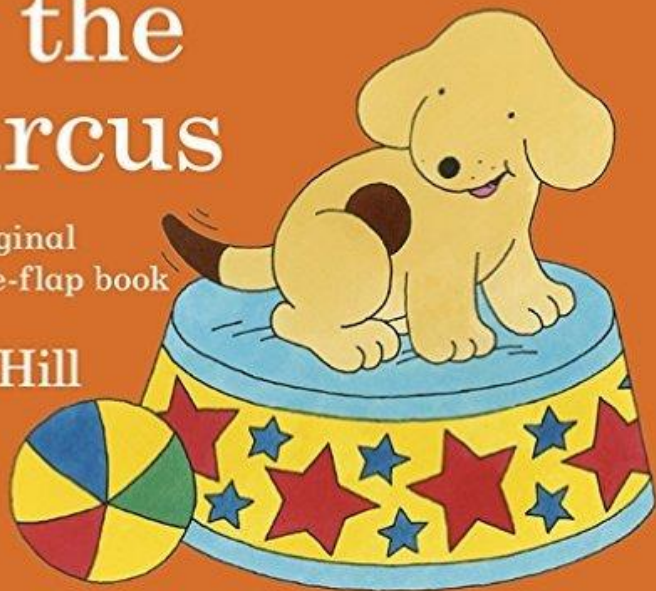


Spot Goes to the Circus



An original
lift-the-flap book

Eric Hill



Maisy's Clothes

La ropa de Maisy

Learn
Spanish with
Maisy



A Maisy Dual-language Book **Lucy Cousins**

Click here for links to bedtime stories and support

The screenshot shows the CBeebies website interface. At the top is a navigation bar with icons for Home, Shows, Games, Puzzles & Quizzes, Watch & Sing, Join In, Make & Colour, Radio, and Topics. Below this is a large banner for 'Bedtime Stories' featuring a purple book and a moon. A white box on the banner contains the text 'Bedtime Stories' and 'Join a host of different celebrities for a different story read each night just before bedtime.' Below this text is a blue button with a plus icon and 'Add to My Shows', and a grey badge with the number '12837'. To the right of the banner is a white box with 'On iPlayer' and a pink button that says 'Choose an episode'. Below the banner are seven purple cards, each with a photo, a 'For Parents' tag, a title, and a heart icon with a number. The cards are: 1. 'Getting through the night: coping with commo...' (72 hearts), 2. 'Is your little one struggling to sleep?' (148 hearts), 3. 'Who should read your bedtime story?' (312 hearts), 4. 'Good nights: how to handle older children's ...' (82 hearts), 5. 'Help your child learn to read' (118 hearts), 6. 'Communicating: learning area', and 7. 'Reading and Writing: learning area'.

Bedtime Stories

Join a host of different celebrities for a different story read each night just before bedtime.

[+ Add to My Shows](#) 12837

On **iPlayer**

[Choose an episode](#)

For Parents

Getting through the night: coping with commo... [♥ 72](#)

For Parents

Is your little one struggling to sleep? [♥ 148](#)

For Parents

Who should read your bedtime story? [♥ 312](#)

For Parents

Good nights: how to handle older children's ... [♥ 82](#)

For Parents

Help your child learn to read [♥ 118](#)

For Parents

Communicating: learning area

For Parents

Reading and Writing: learning area

Speaking Targets for EYFS:

- I am beginning to use longer sentences with words like 'because' and 'and'.
- I ask lots of questions and answer your questions too.
- I can talk about what we are doing now and what might happen later tomorrow.

We encourage use of a Book Area at home



Ways to Support Talking

Top Talking Tips for Parents Early Years



**No Pens Day
Wednesday**

✓
Allow your child to take the lead when you play together – this will keep them motivated and they'll develop crucial thinking and language skills through their play.

✓
Give your child time – they might need more time than you think to answer questions or follow instructions, so give them an extra few seconds to do this.

✓
Younger children might find it difficult to tell you about their day at school. To support them, try giving choices like “did you paint a picture or play on the swings?” or ask “tell me one good thing that happened today”. You could say one good thing about your day too, just to get the conversation going.

✓
Share books together – interactive books with flaps or different textures are really great.

✓
Think about matching the language you use to the language level of your child – try not to use vocabulary or sentence structures that are far more complex than the ones that they are using.

Top Talking Tips for Parents Early Years

✓
Think about your non-verbal communication – your facial expressions, body language and tone of voice are great ways of showing your child that you're interested in what they say as well as helping them to keep their interest.

✓
Demonstrate rather than correct. If your child says something incorrectly, repeat what they've said, but in the correct way and try to keep it in the conversation. You can do this with individual words, e.g. if they say "tat" you can repeat "ah, you saw a ...cat", or sentences e.g. if they say "dog runned" you can say, "yes, the dog ran, didn't it."

✓
Encourage turn taking during games, you can make it clear what you're doing by explaining "my turn now" and telling your child when they've done well at waiting for their turn.

✓
Think out loud– talk to your child about what you're doing and when you're doing it, that way they will begin to match what they hear to the object or the action that you're talking about.

Top Talking Tips for Parents Early Years

✓
Silence is ok! If you allow your child some space and time, you might be surprised with what they say.

✓
Use rhymes and singing – sing your child's favourite nursery rhyme with them. Try to sing it slowly to help your child listen to the words of the rhyme. If you can use actions too, this will help your child to understand the words better.

✓
Repeat and expand on what your child says – e.g. if your child says “mummy car” you could say “mummy’s driving the car” – this helps children learn how to put words together to make sentences they can understand and then use them.

✓
Use repetition; children need to hear words several times in different situations before they can understand and then use them.

✓
Try setting aside some specific talking time, with the TV off, just for talking and playing together.

Early Years Talk Homework

You can support your child's speech, language and communication development anytime and anywhere. Here are some ideas to get you started.

**No Pens Day
Wednesday**

Shop talk

➤ If you're going shopping with your child, play a guessing game.

➤ Talk about things you're buying – can your child guess what it is? E.g. for banana you could say: "It's yellow and we eat it."

➤ Back at home, encourage your child to help with unpacking the bags and talk about what you're unpacking and where it belongs – give some silly instructions as well as sensible ones. E.g. put the banana in the oven...can your child say why this is a bit silly?!



Listen and Do

➤ Play this game to develop your child's listening and understanding.

➤ Give your child simple instructions and see how many things they can remember! It could range from only one thing, e.g. "Find a plate", to lots of things, like "Find a plate, a spoon, a cup and a fork."

➤ You can also help your child to develop their talking by seeing if they can give you instructions to follow.



Action charade

➤ Your child will be learning lots of new vocabulary, particularly action words.

➤ Start by acting out an action for your child to guess (running, jumping, eating, sleeping, licking, brushing, walking, hopping, skipping). Can they guess what you're doing?

➤ Then see if they can take a turn to do the action while you guess what the word is. If they find this difficult, you could give them a word to act out.

➤ You can make this game a bit more difficult by encouraging your child to put the action word into a sentence, e.g. instead of just saying 'brushing' they could say "You're brushing your teeth."



Story time talking

➤ Does your child have a favourite story that they know really well?

➤ See if they can tell you all about their favourite book or story. You can give them some clues to help if needed, like:

- Who is in the story?
- Where does it happen?
- What happens?
- How does it all end up?

➤ Or you could tell the story, but make some mistakes – can they spot where you go wrong...?!

