



# Communication and Language Parent Workshop

24th January 2023

## Explore

Order the aspects of communication in order of how you think they develop.

### **Speech**

Saying the sounds in words clearly

### **Interaction**

An occasion where two or more people communicate or react to each other

### **Understanding**

Understanding what words and sentences mean

### **Spoken language**

Saying words and sentences

### **Attention and listening**

Ability to focus on an activity for a period of time/concentrate on hearing something

### **Play**

Engaging in an activity for enjoyment

# Communication and Language Development Matters

## Three and Four-Year-Olds

- 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
  - multisyllabic 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."

## Children in Reception

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
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- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
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- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
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- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

# Communication and Language Development Matters

## Early Learning Goals

### 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.



## Barriers to listening

Look at the picture of the classroom.  
What barriers to listening are there?



- There is calming music playing

## Barriers to listening

Children being able to see all the exciting things is tempting them and taking their attention meaning they are not listening.

Noise - have no music playing

Lack of face to face contact

Distance between listener and speaker

Physical and visual distractions - sit where your children do. What is distracting you?

Attention

Interruptions

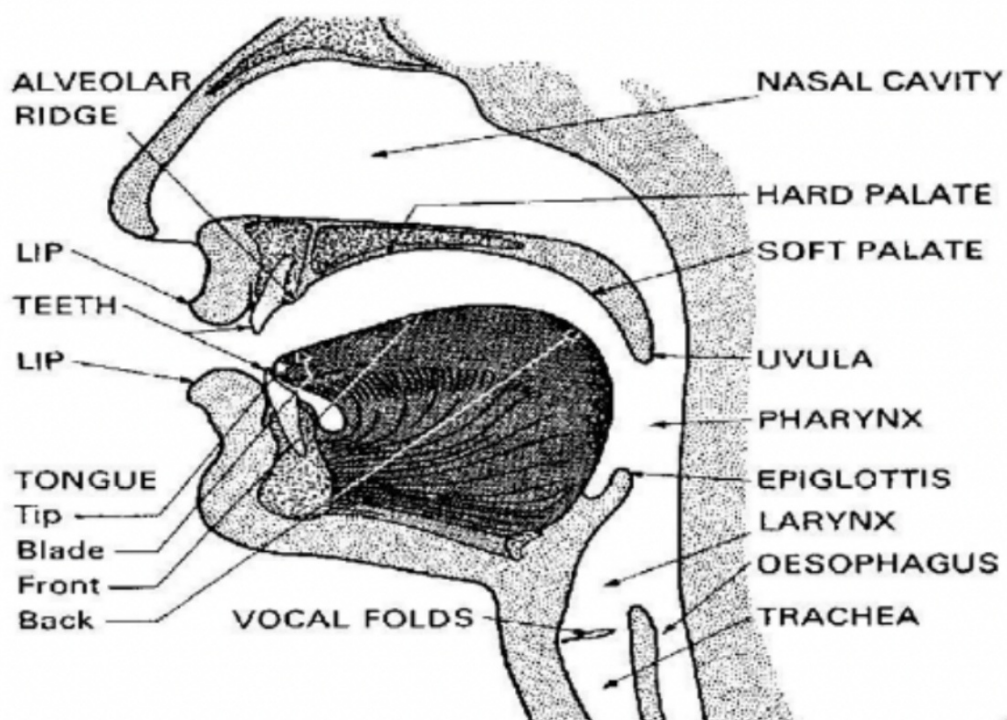
## Barriers to listening

Our Nursery provision has been well adapted to take into account the barriers to listening.

When children get to Reception age, they can usually cope better with more distractions in the room.



## Production of Speech sounds



Where do you think these different sounds are made?

t

g

d



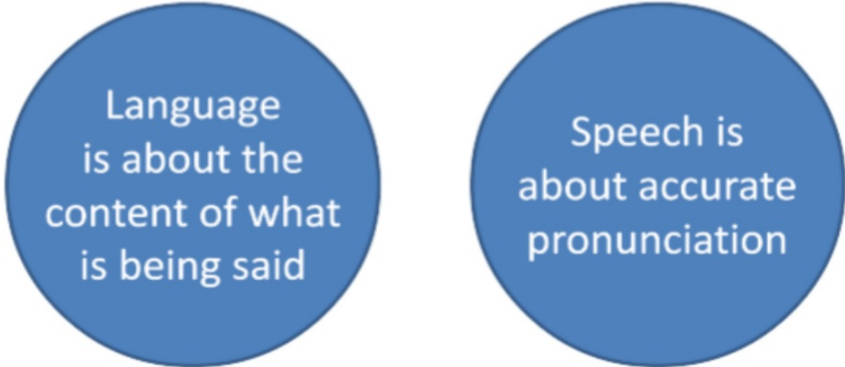
## Typical speech sound development

90% children acquire these sounds at roughly these ages.

|           |  |
|-----------|--|
| 2-3 years | Sounds at the end of words<br>Sounds in middles of words<br>Using correct number of syllables<br>p b t d n m |
| 3 years   | s z f v  |
| 4 years   | k/c g sh l   |
| 5 years   | Consonant blends e.g. bl pl sp st etc<br>ch j  |
| 6 years   | r  |
| 7 years   | th   |

## Language Vs Speech

E.g. child says “that’s my duice”  
child says “that’s my juice”



Language  
is about the  
content of what  
is being said

Speech is  
about accurate  
pronunciation

## The importance of having a wide vocabulary

- Vocabulary is a strong indicator of reading success.  
(Biemiller 2003)
- In school we find children with a wider vocabulary achieve higher in writing.
- The size of a child's vocabulary at age 5 is the strongest predictor of later academic success.  
(Biemiller 2003)

## What do we do in school for communication and language?

Word Wizard - brings vocabulary relating to a topic/text

Early Communication Screening

Time to talk - newsletters sent home

Parent Workshops

Homework might have communication aspects to it

Snack and Social - Wellcomm

Oracy sessions

Singing

Story Time

Turn Talk Tell opportunities

Social Station Provision

Answering in full sentences (what is your fav. colour?)



## What do we do in school for communication and language?

Have a look at the activities linked to each area of our provision. How do you think they promote communication and language in your children?

Art and DT - open ended resources

Role Play area

Social Station - Boxed/board games

Reading Area

On the Development Matters, highlight what you think it covers.

# Provision

## Art and DT Open ended resources

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# Provision

## Reading Area Fiction and Non-Fiction

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# Provision

## Social Station Boxed Board Games

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# Provision

## Role Play Area

| Children in Reception  |
|--|
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## It's Time to Talk and More Time to Talk

**It's  
Time to Talk**

**MORE  
Time to talk**

If your child has been identified as needing some support with their communication and language, their teacher will decide how to appropriately support your child. One of the ways the class teacher might decide is for your child to take part in an intervention. They would be in a small group completing 'It's Time to Talk' or 'More Time to Talk' intervention which includes songs, games and exposure to vocabulary. These sessions do not focus on speech sound pronunciation. The aim of these sessions is for your child to have quality interaction time with the member of staff regularly and to have focussed sessions on their communication development. If your child is identified as needing these sessions, your child's teacher will inform you of this. The session leader will send home some helpful at home tips for you to use that link with that weeks sessions theme.

## Ways to help at home and the benefits

- Make sure children have a good model to follow.
  - Provide plenty of practise through talk opportunities.
  - Build in quiet times and reduce background noise.
  - Recommended to remove dummies and bottles by 1year.
  - (younger children) Don't correct their speech, just model back how it should've been.
  - (older children) See if they can copy the way you say a word to gently prompt the correction.
  - On pick up from school, have a conversation using open questions (not a yes/no answer).
  - If your child accesses T2T, have a look at the parent newsletter to see what they're working on in school.
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key to communicating

Improving wellbeing

Shared high expectations

give a breadth of language

# Help on our website



01782 917640 office@stgg.org.uk

HomeParentsAbout UsCurriculumClass Pages

Oracy


At St Giles' and St George's we are working hard to develop our pupils confidence, articulation and capacity to learn. High quality oracy education empowers pupils, regardless of their background, to find their voice for success in school and in life.


[Oracy Policy](#)

[Oracy, Communication and Language Curriculum](#)

The video below explains why Oracy is important:

The video below explains what Oracy is and why it should be taught:



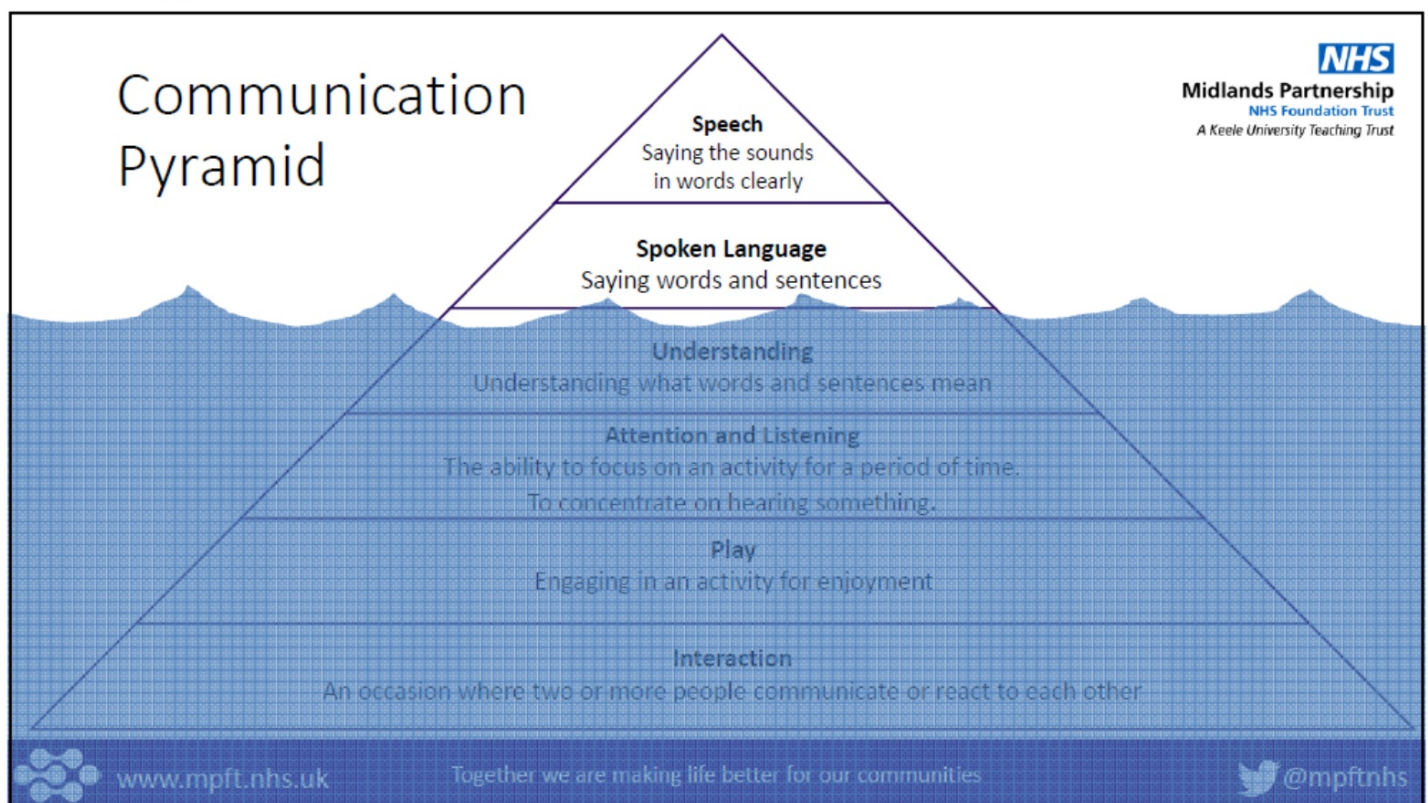


Scroll and there are parent tip sheets.

<https://www.stgilesstgeorgesacademy.co.uk/information/oracy/>



## Review



Was the order you put them in right?  
Has anything surprised you about the order?