



EYFS Ready for School Parent Workshop

Hannah Litchfield

Speech and Language Therapist





Learning Outcomes

By the end of this workshop, you will:

- Have an awareness of Speech, Language and Communication development in children 3-5 years.
- Have an awareness of a number of general strategies that can be used to support your child's communication development at home.
- Have a number of activity ideas to support your child's play, listening skills, understanding and talking at home and out and about, ready for school.





Parents/Carers, you are so important!!

- Babies listen to and can recognise voices before they're born. From birth, they learn to communicate by looking at their parents, listening and taking turns.
- As they develop, they begin to understand what people are saying; they learn how to say words and sentences and their speech becomes clear. This process continues as they grow;
- The quality of talk in the home influences children and young people's outcomes throughout their journey through school.
- You, as parents/carers, are the best people to help your children learn – you know them best, you care about them most and want to give them the best start in life.





Speech, Language and Communication

People sometimes assume that speech, language and communication skills develop and flourish no matter what.

This is not the case... Children need adults to encourage and support development of their language and communication.





Why is Speech and Language development important?





Speech, language and Communication

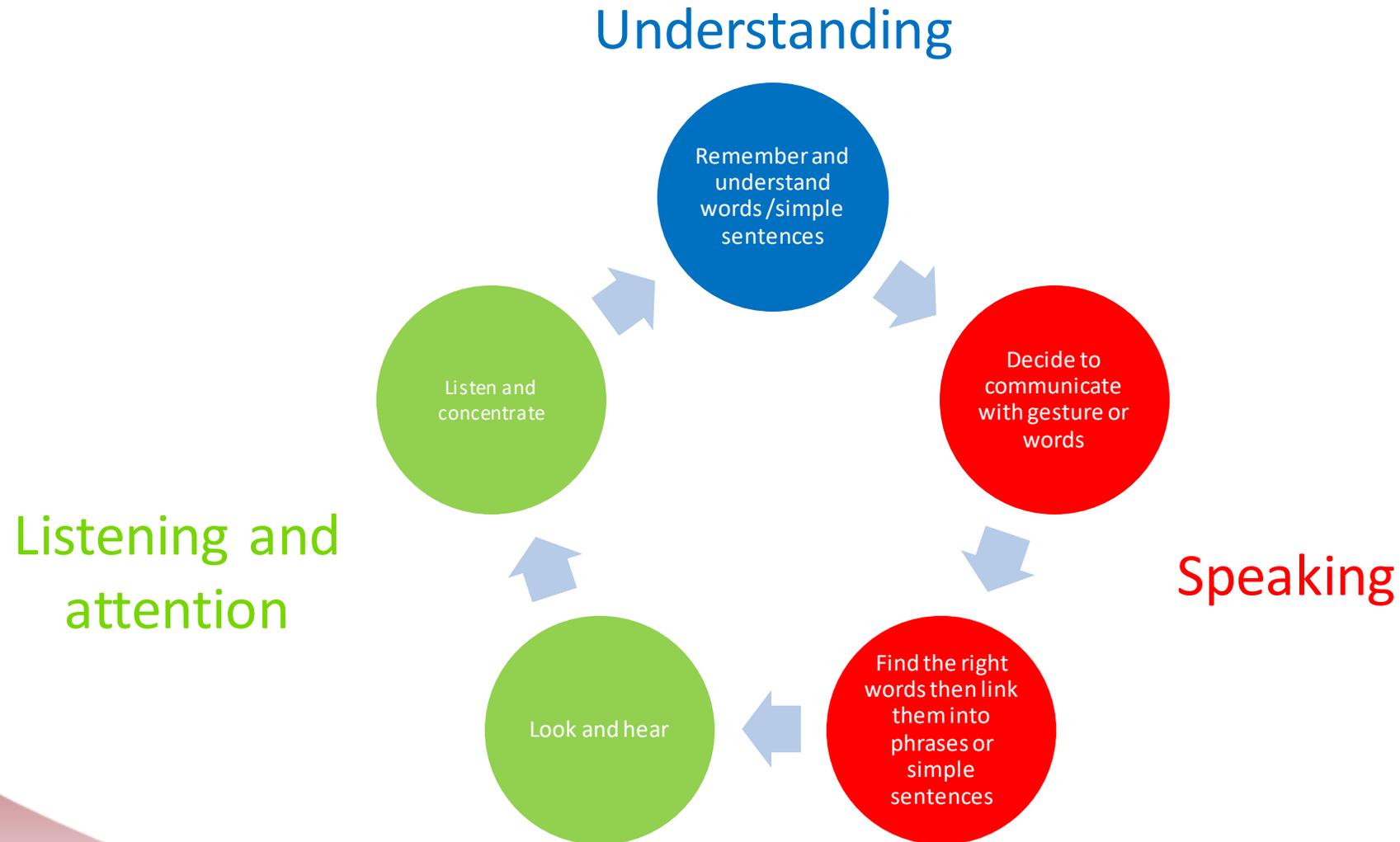
Learning a language is the most important thing a child will ever do. Young babies and children need to learn how to:

- Understand what people are saying (receptive language)
- Use words and sentences properly (expressive language)
- Speak clearly (speech)
- Look, listen and take turns (Social communication)





Linking communication with the Early Years Foundation Stage (EYFS)





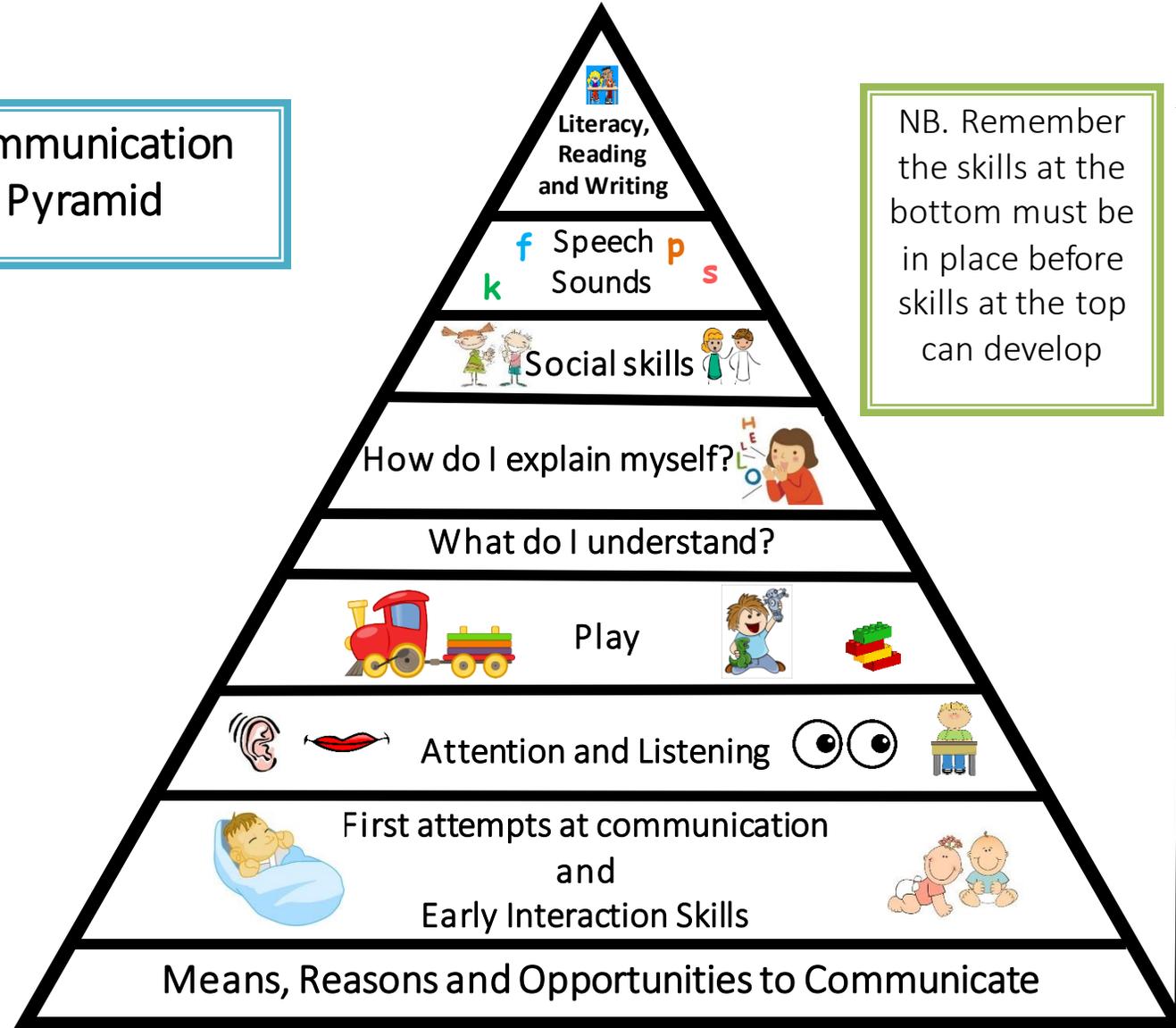
What is involved in successful
speech, language and
communication?





Communication Development

Communication Pyramid



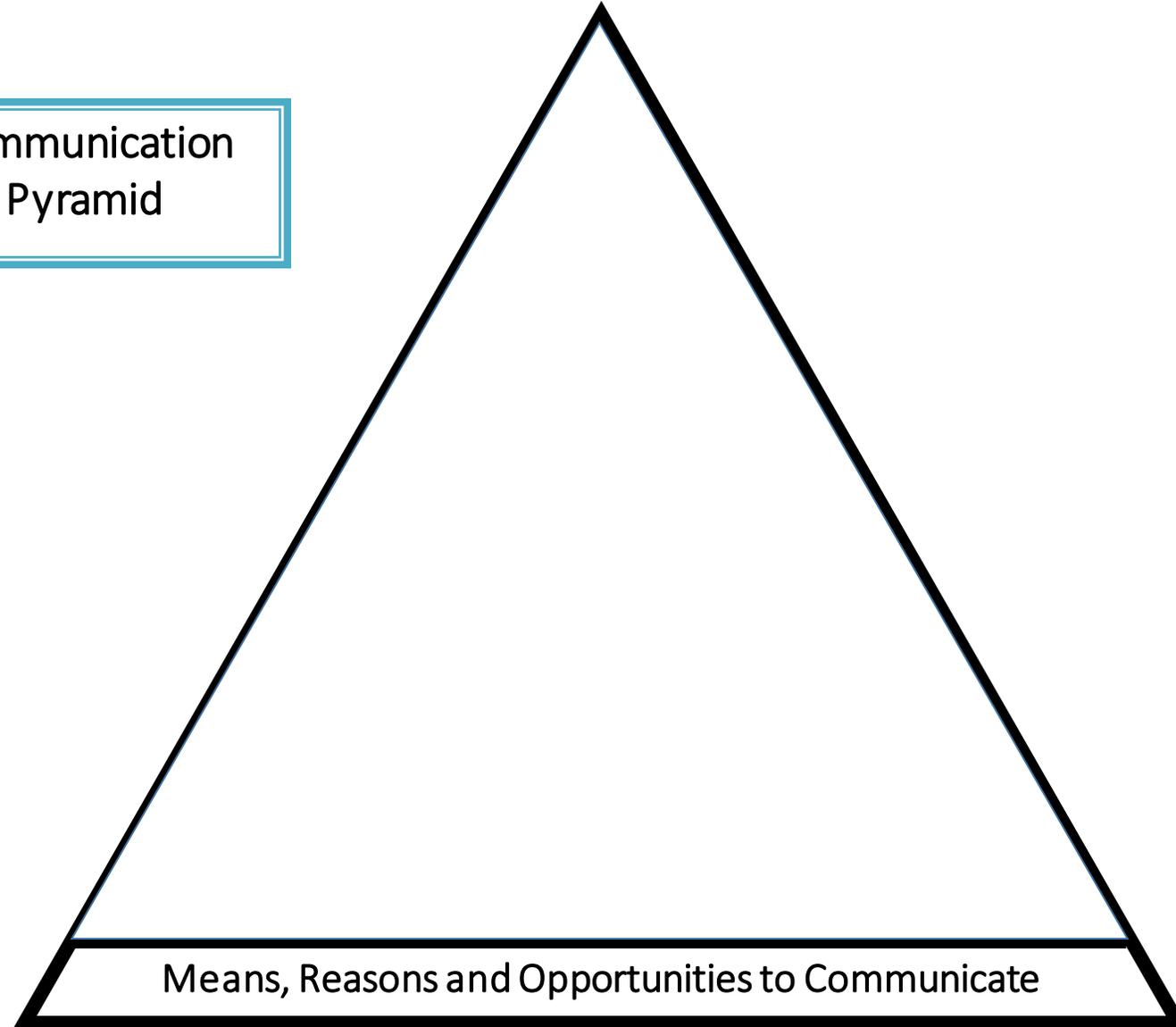
NB. Remember the skills at the bottom must be in place before skills at the top can develop





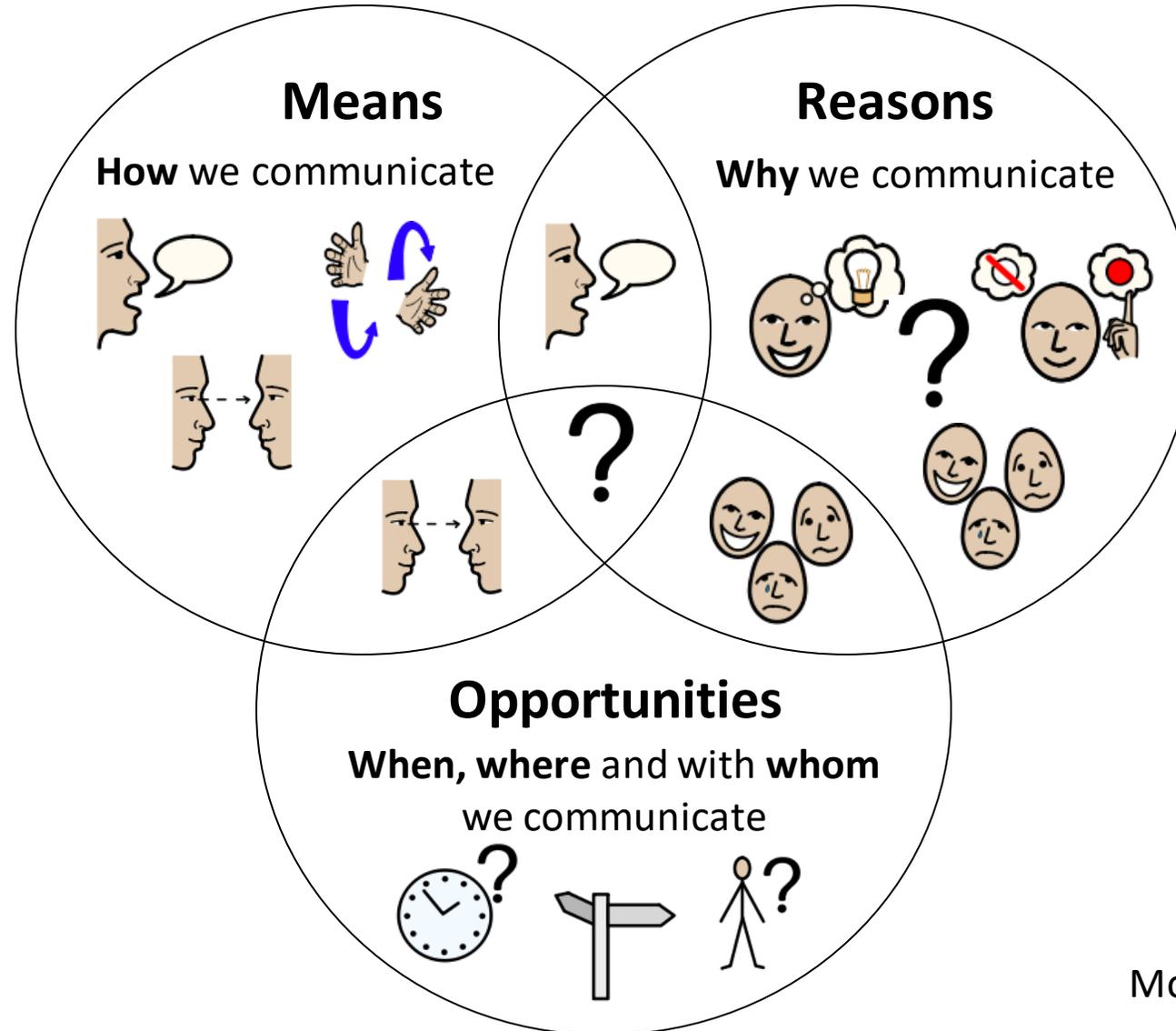
Communication Development

Communication
Pyramid





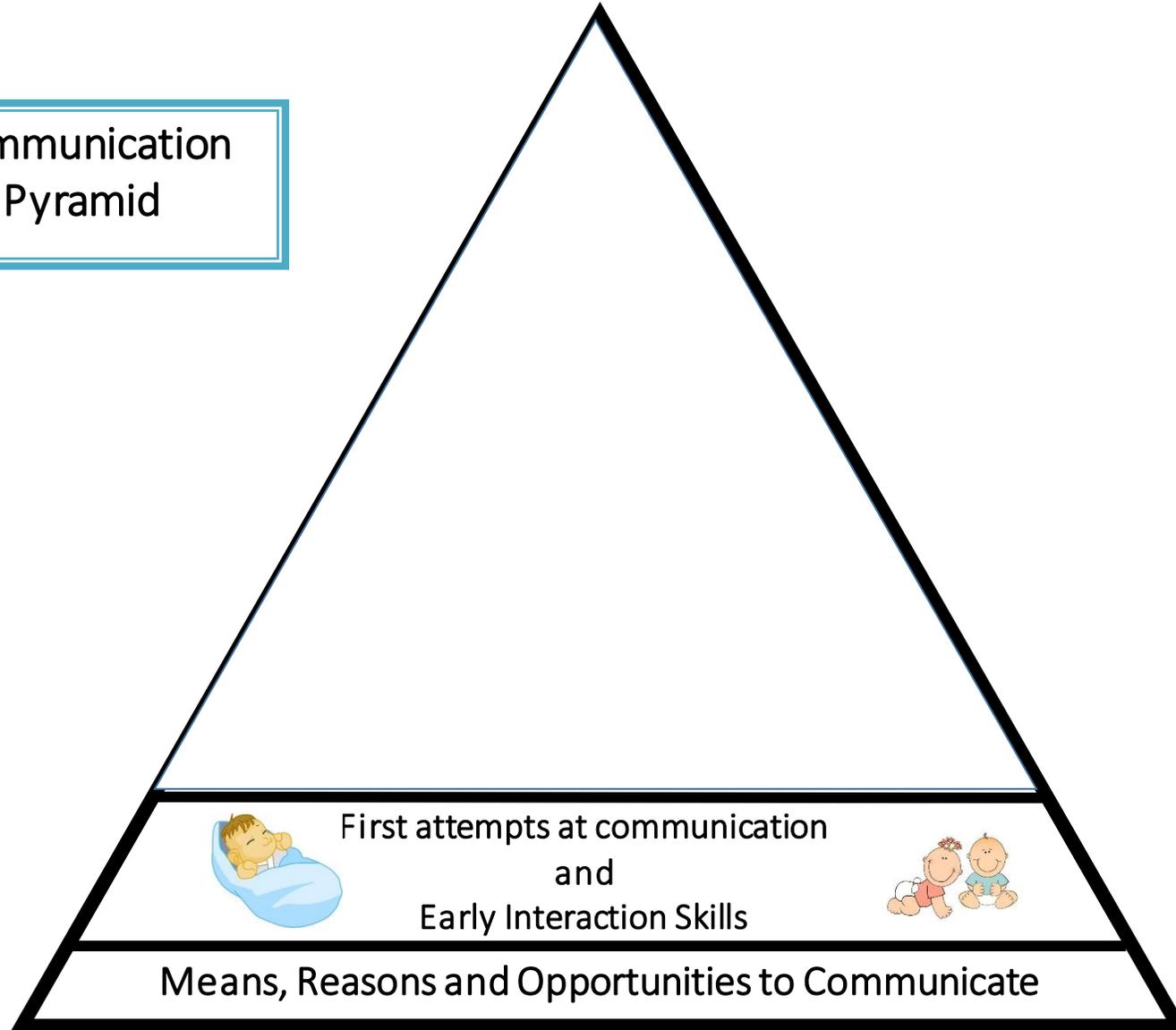
Effective Communication





Communication Development

Communication
Pyramid





Early interaction skills

From birth, children communicate using sounds, actions, eye gaze, and facial expressions.

Children gradually learn that the messages they send without words have an effect on other people, and they start to send these messages intentionally.

Whenever an adult responds to a child's message, either verbally or non-verbally, and the child responds back, an interaction has started. It's within these early back-and-forth interactions that the foundation for a child's conversations skills develops.

Through these early interactions, children learn the basic rules of conversation such as:

- How to start, maintain and finish an interaction
- Turn taking
- Joint attention
- Cause & effect
- How to repair a conversation if there has been a mis-understanding





Parent & Child Interaction





Follow the child's lead



- Follow your child's lead and interest in both play and conversation:
 - It shows that you are interested
 - Ensures language is focused on child's interest
 - Likely to result in more turns during the interaction, thereby providing more opportunity for language development.





Magic Hand Rule

One question to four...



It is important to limit the number of questions you ask.

Think about the 'magic hand' to help you to reduce the amount of questions you ask.



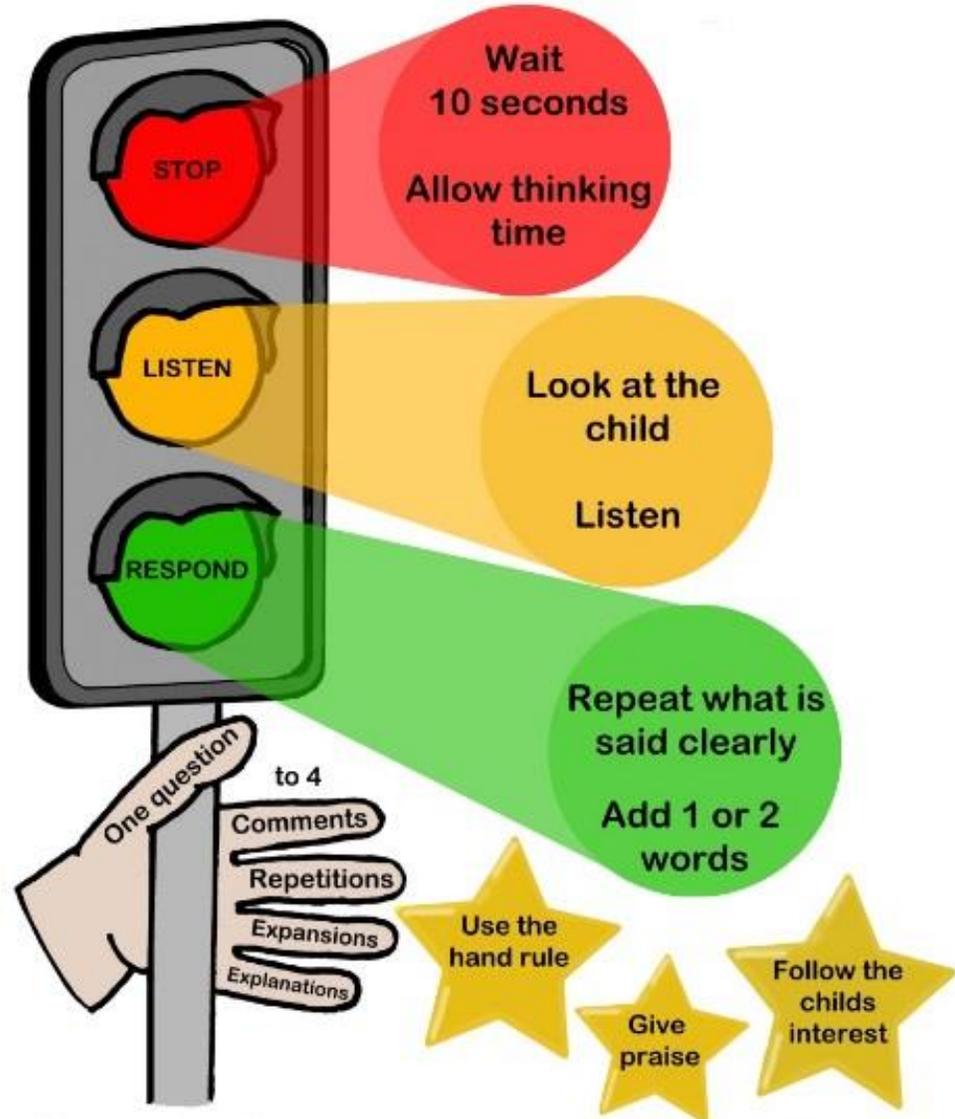


10 second rule





Interaction



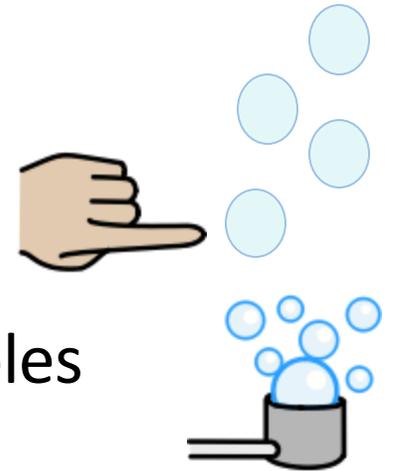


Suggested activities to support Early Interaction

This activity focuses on developing joint attention in which two people focus on the same thing.

Grab yourself a pot of bubbles and:

- Encourage your child to 'look' before you blow the bubbles
- Practise pointing when popping the bubbles
- 'Look' when the bubble has burst and see if your child looks at you (hopefully wanting more!)





Suggested activities to support Early Interaction

This activity focuses 'cause and effect'. In order to communicate, we need to understand how to make things happen.



Dig out your child's favourite wind up toy(s) and:

- Encourage your child to look before you wind it up
- Slowly wind the toy up, building anticipation and demonstrating cause
- Share excitement and enjoyment as the toy moves (effect)

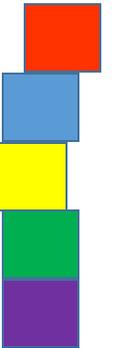




Suggested activities to support Early Interaction

This activity focuses on 'turn taking'. Daily interaction with your child should produce lots of turn taking opportunities. Remember to face your child, be at their level and give eye contact.

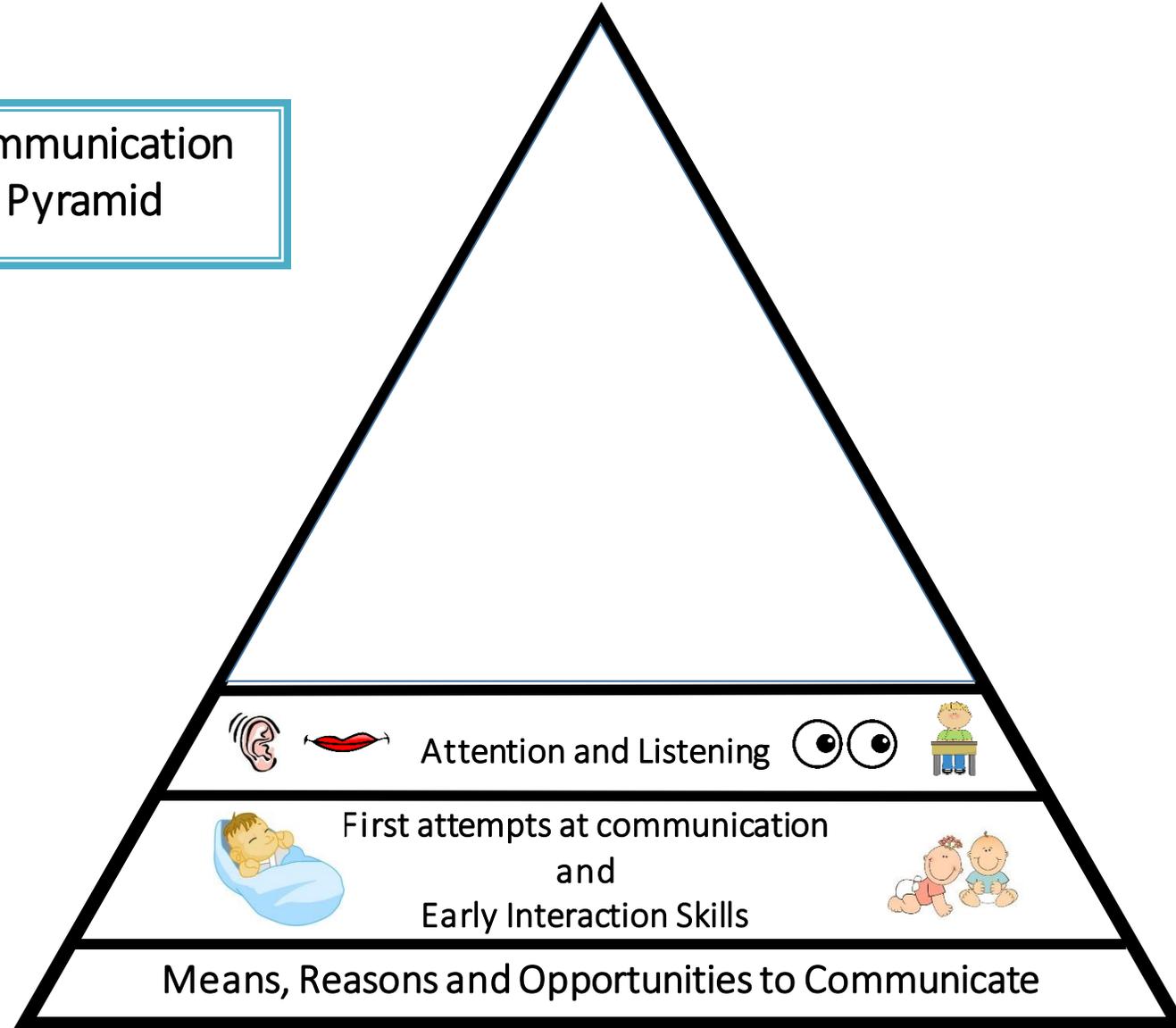
- For toddlers and pre-schoolers, take turns in putting blocks on top of each other to build a tower until it tumbles!
- For school aged children, take turns playing their favourite board game!





Communication Development

Communication Pyramid





Attention and Listening skills

The ability to attend and listen carefully to what is being said is needed in order to have and follow a conversation, as well as retaining information.

Typically developing children go through the following stages of development:

Age 2-3 years: A child will only be able to focus on what they are doing, and will not be able to listen to an instruction about something else at the same time (Single-Channelled Attention)

Age 3-4 years: A child still focuses on one thing at a time, but can start to control when to shift focus from one thing to another (Focusing Attention)

Age 4-5 years: A child's attention is two-channelled, the child can focus on the activity and an instruction at the same time (Two-Channelled Attention)





How to help: Attention and Listening

Poor listening and attention can be very difficult at home.

Understanding the stage your child is at can help you understand what you can expect of them, it might not be 'naughty behaviour':

Think about:

- How do you get your child's attention?
- Background noise and visual distractions at home (e.g. TV/Radio), can these be reduced when attention is needed?
- 1:1 time





Suggested activities to support attention and listening

This activity is all about the first of 4 'golden' rules of attention and listening: 'good **looking**'.



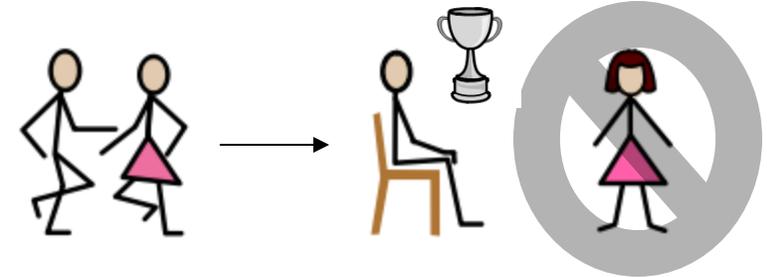
- Put a small number of objects on a tray.
- Allow your child(ren) to look at the objects for a few minutes and then tell them that one object will be taken away.
- Cover the tray with a towel and then remove one of the objects and ask them to tell you which one was removed.
- If they struggle reduce the number of objects and use cueing questions (e.g. it's something you play with, it's round, it bounces, its name begins with a 'b' sound).





Suggested activities to support attention and listening

This activity is all about the second of 4 'golden' rules of attention and listening: 'good **sitting**'.



- Play a game of musical bumps!
- Choose your favourite music to dance along to but when the music stops, you must sit down quickly and sit as still as you can.
- If you're seen to be moving whilst sitting, you're out of the game!
- The winner is the last person to be sitting still at the end of the game!





Suggested activities to support attention and listening

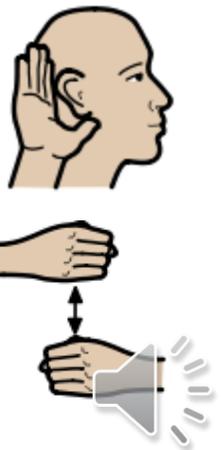
This activity is all about the third of 4 'golden' rules of attention and listening: 'staying **quiet**'. We need to make sure we only talk when it's our turn to when having conversations with others!

- Play a game of charades! Take it in turns to have a go at miming a secret message that the rest of the family have to guess but remember, you can't talk or use any sound effects!



To support the final 'golden' rule of attention and listening: '**listening to all of the words**'.

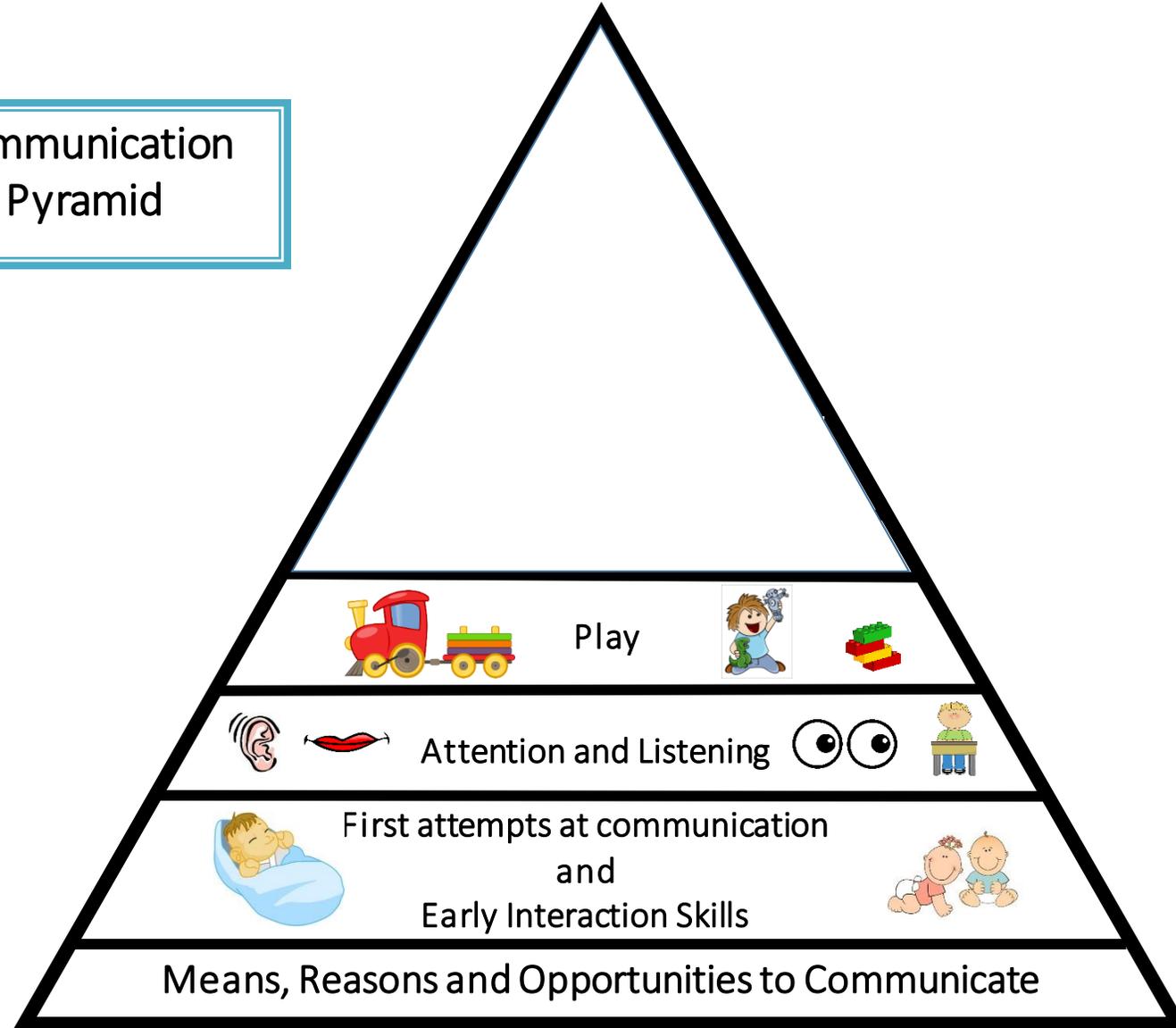
- Play a different version of 'Simon Says'! The person playing 'Simon' says one thing but carries out a different action. Everyone else playing must do what 'Simon' says and not what 'Simon' does! It's as simple as that!





Communication Development

Communication Pyramid





Play

- Play is one of the main ways in which children learn and develop.
- They may develop their language skills, emotions, creativity and social skills.
- Play helps to nurture imagination and give a child a sense of adventure.
- Through play, they can learn essential skills such as problem solving, working with others, sharing and much more.
- In turn, this helps them develop the ability to concentrate.
- It's important that learning is fun at this age. It needs to be about doing things with them that they like.





Stages of social play development





Exploratory play



Large doll Play



Types of play that promote language development

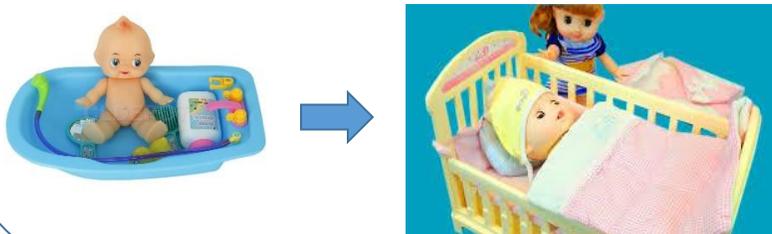
Pretend/Role Play



Small World Play



Sequenced Play





How to help: Play

- Follow the child's lead
- Label and expand
- Provide opportunities for co-operative play and model
- Repeat. Repeat. Repeat. Children learn through repetition



question to four...



MOST IMPORTANTLY, KEEP IT FUN!!





Suggested activities to support play development

‘People Play’ activity. Children need to learn how to engage with and play with people before they play with toys.

- For babies and toddlers, play a game of peekaboo. Try to build the anticipation of the reveal, and give your child a smile or a cuddle at the end to indicate the game has finished.

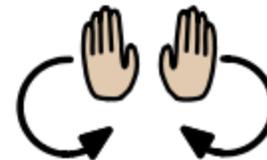


- For older children, play a game of hide and seek! Don't forget to count out loud before shouting ‘ready or not, here I come’ to build the anticipation and excitement!



‘Sensory and Exploratory Play’ activity. This type of play helps children to learn about the world around them.

- With your child's consent, allow them to experience positive touch by massaging their hands and/or feet.





Suggested activities to support play development

‘Cause and Effect Play’: This type of play teaches children that their actions can have an effect in or on something else.

- Play a game of Jenga! Will the block you pull out cause the tower to fall down?



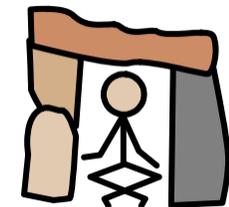
‘Physical Play’: This type of play helps children to develop movement and coordination skills. This type of play is particularly useful for active children who have difficulty concentrating.

- Have fun playing hopscotch, engage in a game of football or why not have a game of ‘What’s the time Mr Wolf?’.



‘Construction Play’: This type of play results in a sense of achievement and helps a child to: develop hand-eye coordination and movement skills; understand how parts fit together; and improve memory through practice.

- Work together to construct a den in which you can all play in and/or relax in once it’s done!





Suggested activities to support play development

‘Creative Play’: This type of play allows a child to explore their senses using different materials and textures whilst developing their imagination!

- Make models from old food packets, containers and boxes and decorate them using a range of materials from your arts and craft supplies!



‘Pretend play’: This helps a child to develop an understanding of what objects are used for; understand that a word can represent/symbolise an object, just like a toy can be used to represent a real object; develop flexible thinking and imagination; recreate social relationships; and learn how to cooperate and manage conflict with others. Choose one of the following activities and let your child take the lead:

- Use real objects from your kitchen and bake a pretend cake!
- Use your child(ren)’s favourite dolls/teddies and have a teddy bear’s picnic.
- Raid your child(ren)’s dress up box and play dress up. Be prepared to star in their made up story!

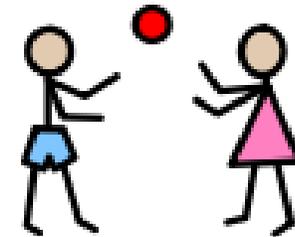
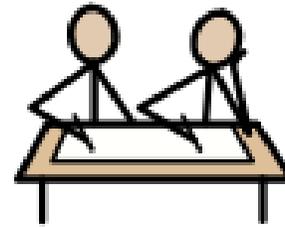




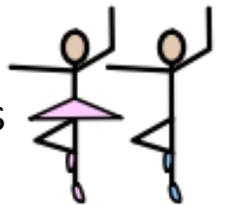
Suggested activities to support play development

‘Co-operative Play’. Involves the equal distribution of effort and responsibility amongst those involved to work together to reach a common goal. Cooperative play has many benefits, including:

- Improvement of physical, social, mental and emotional skills
- Improvement of listening and speaking skills
- Teamwork
- Leadership
- Developing empathy and an ability to share ideas, opinions and responsibilities
- Improvement of problem solving skills



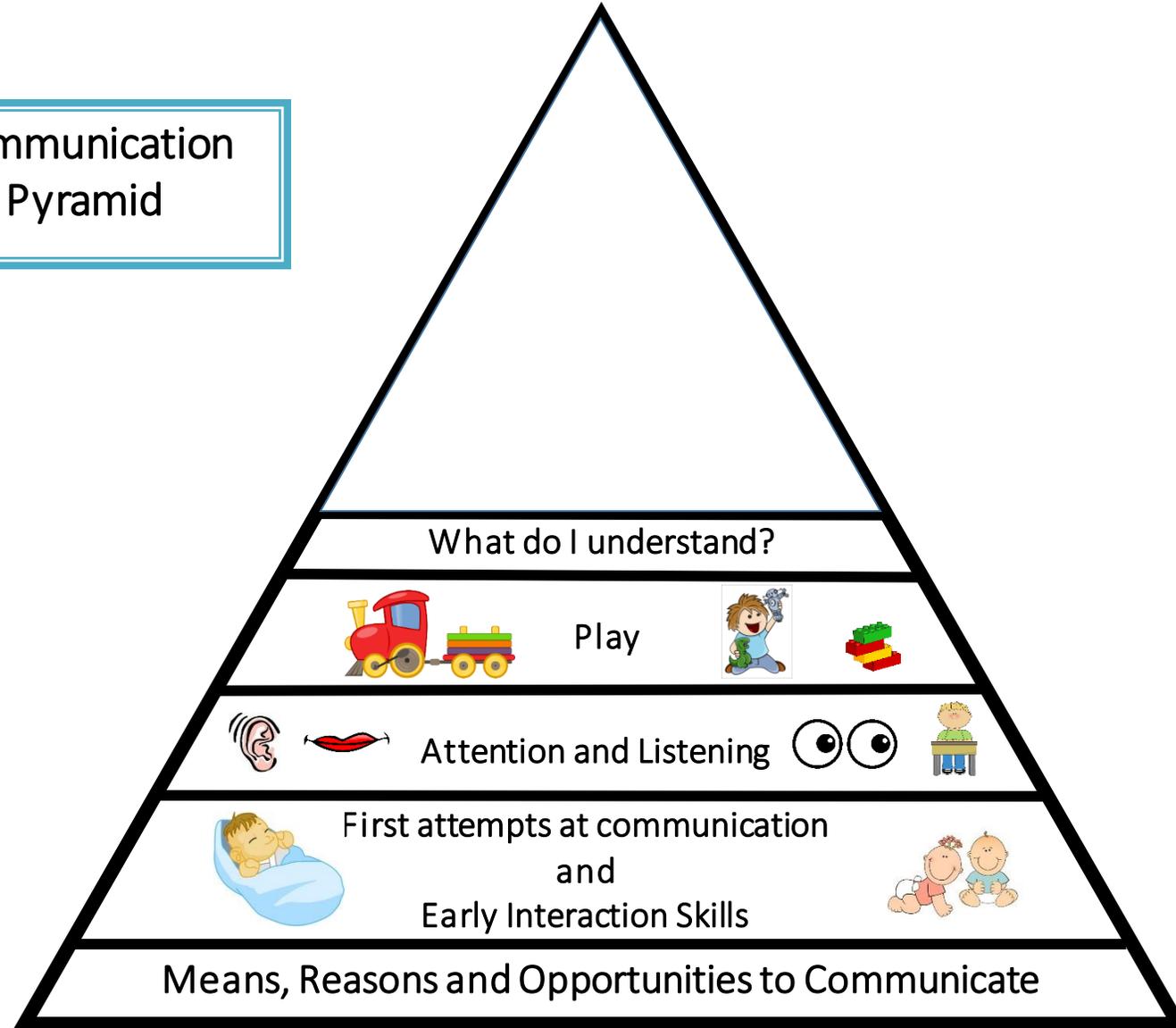
For an activity to support co-operative play, have a go at making up a dance routine together! Share ideas and work together to make the best routine you can! If it's really good, you could even share it on TikTok!





Communication Development

Communication Pyramid





Between 3-5 years..

Children will usually be able to:

- understand longer instructions, such as *“put on your coat and get your bag”* or *“where’s mummy’s coat?”*
- be able to understand simple ‘who’, ‘what’, ‘where’, ‘why’ questions
- listen to longer stories and answer questions about a story they have just heard, for example, simple questions such as *“Who did Cinderella dance with at the ball?”*, *“Were Cinderella’s sisters kind?”*
- understand and often use colour, number and time related words, for example, ‘red’ car, ‘three’ fingers
- start to like simple jokes – though often their own jokes make little sense
- understand more complicated language such as ‘first’, ‘last’, ‘might’, ‘maybe’, ‘above’ and ‘in between’
- understand words that describe sequences such as *“first we are going to the shop, next we will play in the park”*

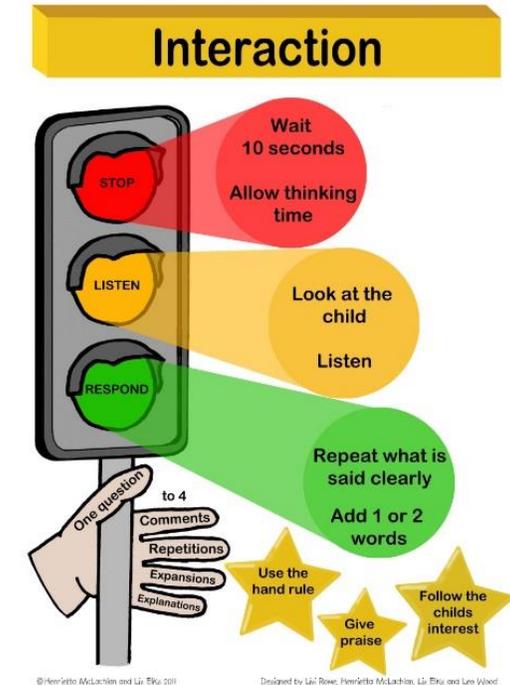




General Strategies: Understanding

- Use the 10 second 'think time' rule
- Use the 'magic hand' rule
- Use short sentences with simple vocabulary
- Change your language..make it simpler
- Repeat back what you have heard and understood
- Relate to the child's own experiences.

If the child hasn't understood what you've said, think about why they failed....



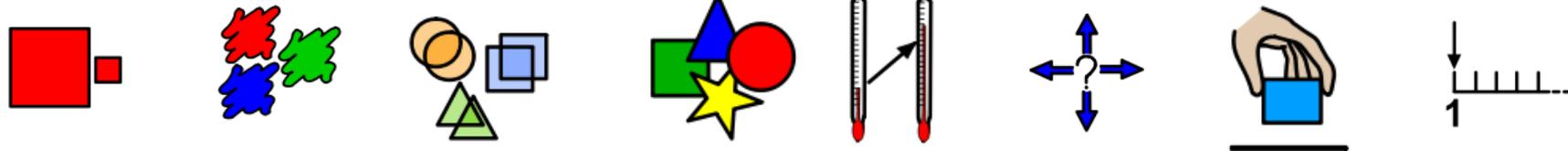


Suggested activities to support understanding

These activities focus on understanding **'concepts'**. We need to understand concepts to be able to follow instructions and be specific in what we are talking about.

Choose one or more of the following activities:

- Sorting laundry; sort and match socks by size/colour, line clothes up by size/colour/type (e.g. jumpers/trousers etc.)
- Shape hunt: walk around the house or garden and find circles/squares/triangles etc.
- Temperature: Explore temperature with your child(ren) by talking about what is **hot** or **cold**. For example, is it hot or cold outside today? Is the food they're eating hot or cold?
- Direction: Explore direction with your child(ren), for example, what can they see **up** in the sky or **down** on the ground? You could also talk about going up or down the stairs. What is to the **left/right** of them?
- Prepositions: Explore locations with your child(ren) by playing a game of hide and seek. Once you locate the child or they locate you, ask them to say where they were hiding (e.g. **in** the cupboard, **under** the bed, **behind** the curtain).
- Position: Explore position with your child(ren). Gather some wind up toys and have a race! Which one came **first**, **second** or **last**? If you're feeling energetic, you could have a race in the garden as a family!

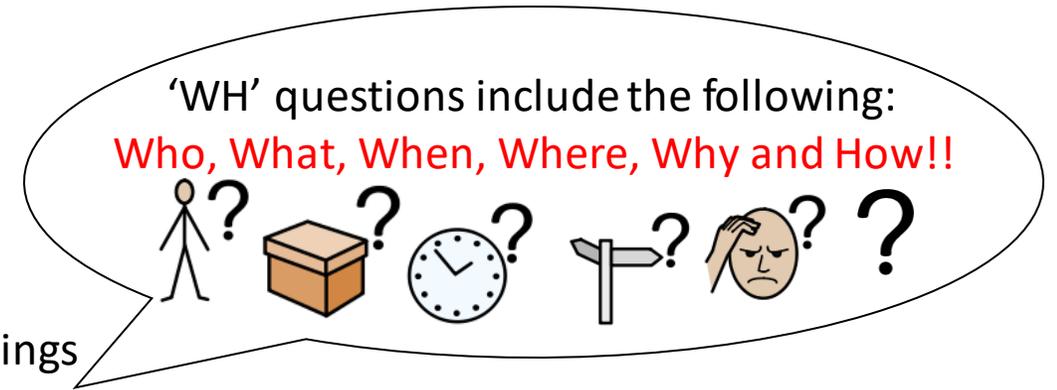




Suggested activities to support Understanding

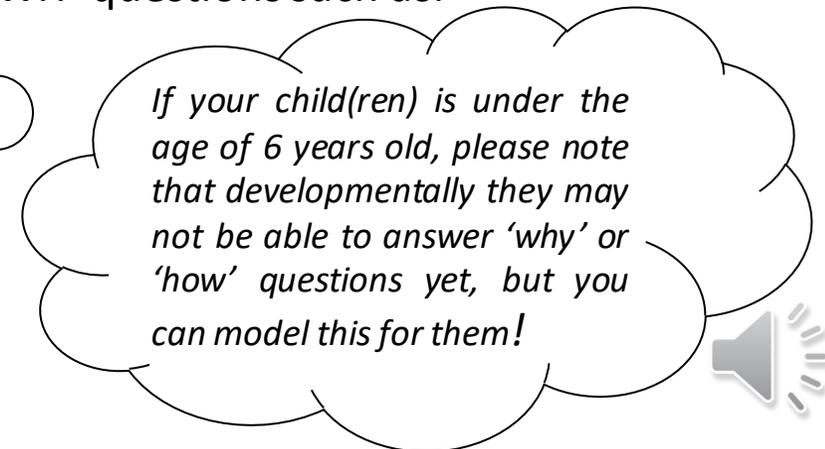
This activity focuses on understanding **'WH' questions**. Developing an understanding of these types of questions is important as it:

- Helps us make sense of the information we receive
- Enables us to participate in conversations with others
- Allows us to verify instructions that are given to us
- Helps us showcase our knowledge and understanding of things



Sit down with your child(ren) and read! Get them to choose their favourite books and enjoy taking the time to share a story. Once you've finished the story, ask your child(ren) a range of 'WH' questions such as:

- 'who were the characters?';
- 'where was the story set?';
- 'when was it set?';
- 'why did the characters do what they did?';
- 'how did the character's feel?'

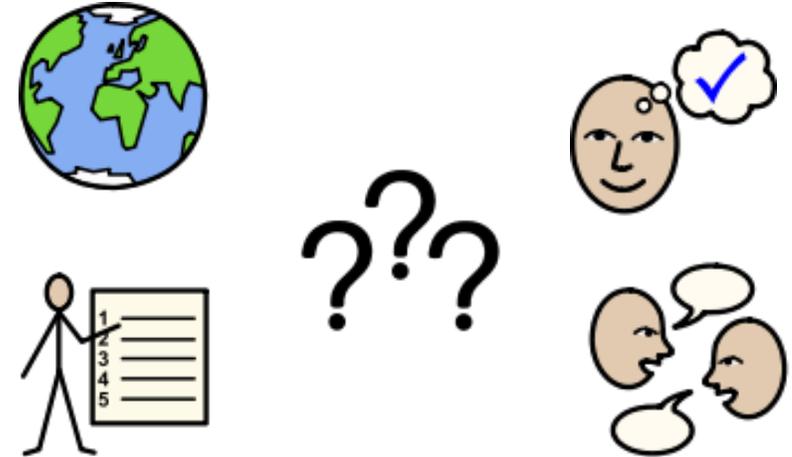




Suggested activities to support understanding

These activities focus on understanding **'semantics'**. Semantics refers to the meaning of words individually, together in a phrase and the relationship between words. Having well developed semantic skills is important as they help us to:

- Understand the world
- Follow instructions
- Understand questions
- Understand figurative language (e.g. "he has a heart of gold")
- Understand spoken and written language
- Successfully engage in conversation



Choose one or more of the following games:

- *Categories*: play a game of 'I went to the shop and bought a ...' (choose a category such as fruit, clothes, furniture, objects beginning with t etc)
- *Word Association*: in this game, the first person to play says a random word. The next player, in clockwise order, has to quickly say a word that has some connection with the previous word.
- Dig out any of the following commercially available games you might have at home: 'Articulate'; 'Don't say the word'; 'Taboo'; 'Hedbanz'; 'Scattegories'; 'Guess Who'.





Suggested activities to support understanding

These activities focus on **inferencing**. The ability to infer requires us to understand meaning that is not explicitly explained in what we have read or what we have heard. Having the ability to infer is important as it helps us to:

- Build up our range of vocabulary
- Develop empathy and build meaningful relationships with others
- Engage in humour and banter
- Develop High Order Thinking Skills including critical thinking; problem solving; and cause and effect
- Develop reading comprehension and math skills



Choose one or more of the following activities:

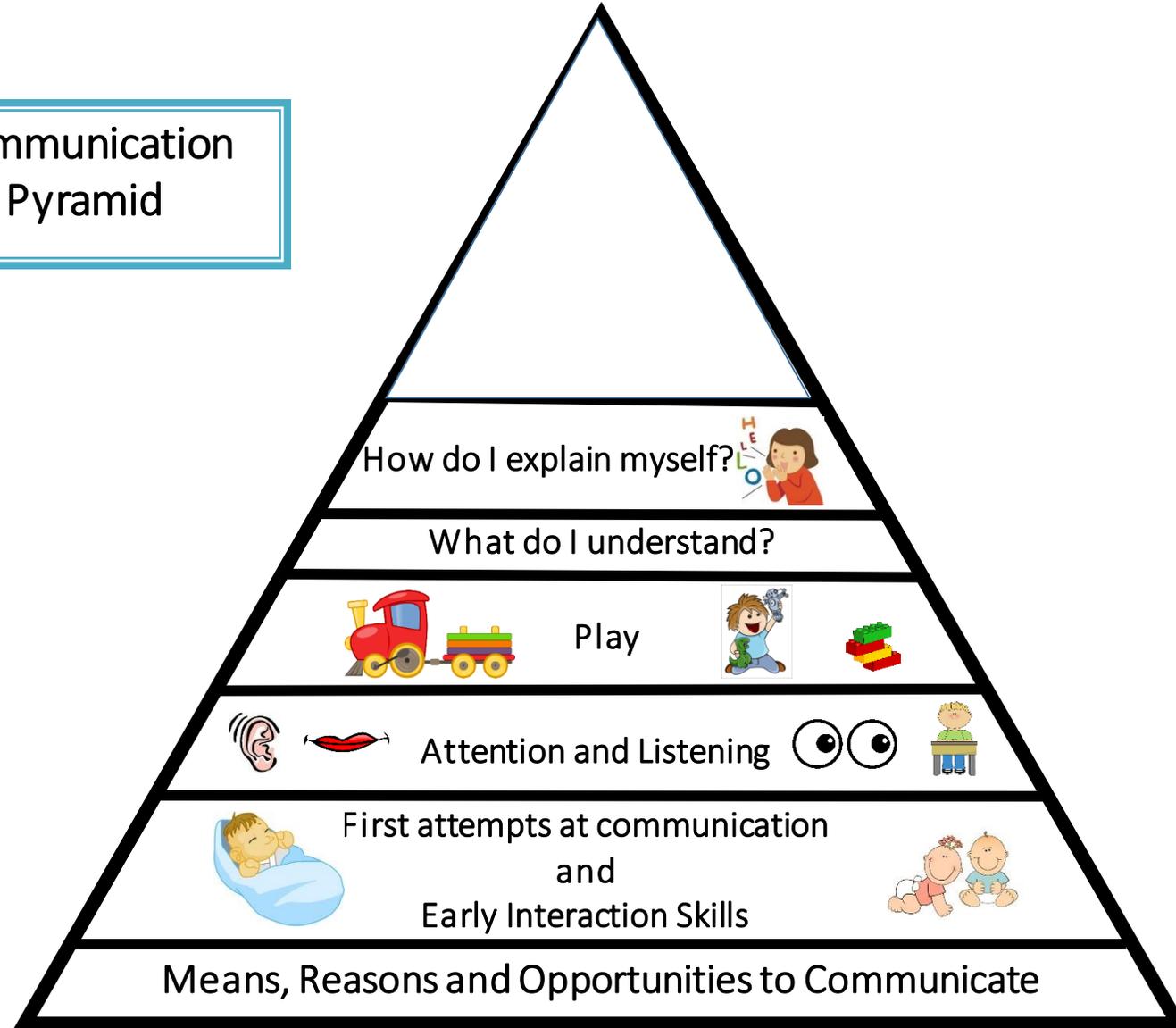
- Using 'YouTube', watch some Pixar short films and work together to infer what is happening in the story!
- Choose a wordless book you have and together carefully observe what is going on and notice small details in order to understand the story's meaning.
- Whilst reading a story with your child(ren), stop and get them to create a 'thought bubble' for one of the characters. What might the character be thinking? How might the character be feeling?





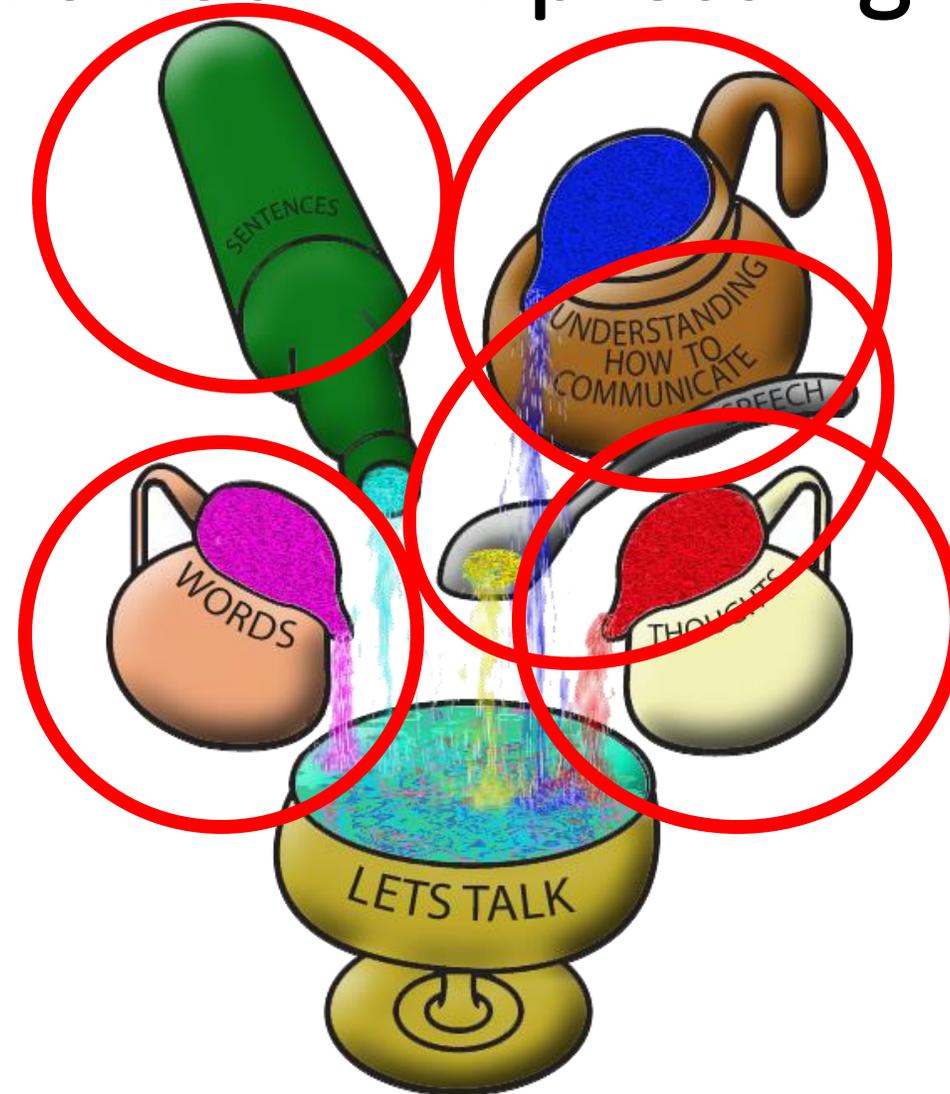
Communication Development

Communication Pyramid





What is Involved in Expressing Ourselves?





8-20 months

Object words



Teddy

Nose

Tummy

Eyes

16-26 months

Action words



Drinking

Holding

Looking

Sitting

16-26 months

Joining words



Juice teddy?

Teddy sitting

More juice

Juice please

22-36 months

Describing words



Teddy happy

Teddy thirsty

Blue cup

Big teapot

22-36 months

Grammatical words & endings



Teddy's happy

Teddy **is** drinking

Drink **has** all gone

Teddy's finished

30-50 months

Joining sentences together - 'and', 'so', 'because', 'but' etc



Ted, there's a fire!

We're going on a fire hunt

Find the fire and put it out

Hold on Ted 'cos we're going fast

The Language Journey

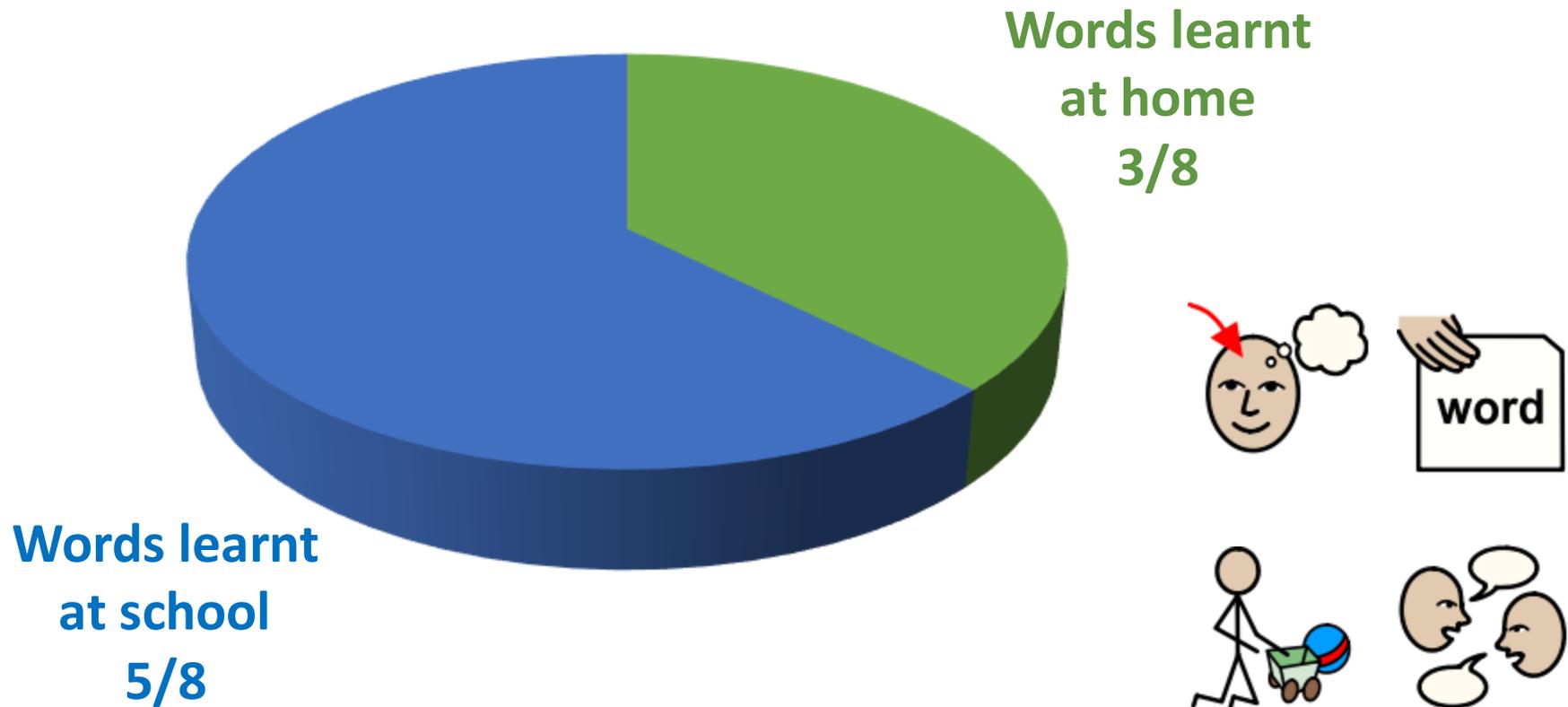
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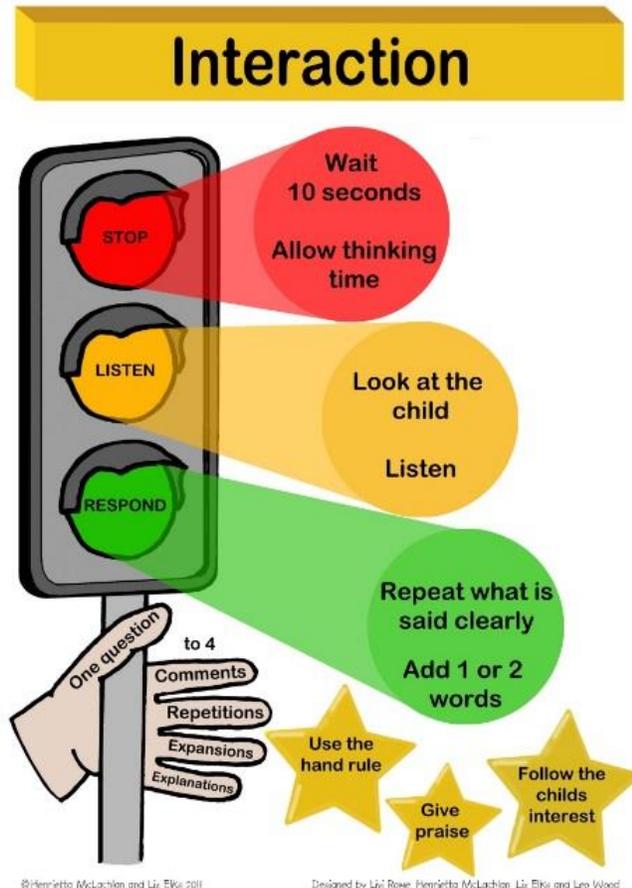




8 words a day



Strategies to help a child's talking



©Henrietta McLachlan and Li: Eki: 2011

Designed by Li: Rose, Henrietta McLachlan, Li: Eki: and Leo Wood

- WAIT!
- If the child does not use words, act on any attempts to communicate
- Think about how you're interacting with the child
- Provide opportunities to communicate
- Give children a reason to communicate
- Young children find it easier to talk about something they are doing
- Don't correct mistakes in grammar or word order, model the correct version





Modelling

- **Repeat** back what the child says correctly so he hears good examples
 - **Emphasise** words you wish to draw his attention to **!**
 - **Expand** the child's language by adding 1 or 2 words For example, if a child says "*brush dolly hair*" you can say "*Lucy is brushing dolly's hair*".
- ✓ Only model if it feels natural to do so.
 - ✗ Don't interrupt the flow of a conversation.
 - ✗ Don't ask a child to repeat your model.





Suggested activities to support expressive language

To be able to express ourselves effectively and therefore get our needs and wants met, we need to have:

- A wide range of **vocabulary** and a good understanding of the meaning behind the vocabulary we have (**semantics**)
- Good sentence formation (**syntax**)
- A good ability to tell stories and relay events that have happened in our lives (**narrative**)

Vocabulary & Word Finding: Play the vocabulary generator game. One person takes the 'hot seat' and is given 1 minute to name as many items as possible from a randomly chosen category! The aim is to get at least 10! How many can you get?





Suggested activities to support expressive language

Good sentence formation needs good **syntax** and **grammar**. Syntax refers to sentence structure (the way in which we order words) whilst grammar refers to the way in which words are used, classified and structured together to form coherent sentences in both spoken and written format.

Different parts of speech that we need to know include:

Nouns: a word for a person, place or thing (e.g. Mummy; school; apple)

Verbs: an action or 'doing' word (e.g. look; watch; talk)

Adjectives: a word to describe a noun (e.g. tasty; expensive; beautiful)

Adverbs: in it's simplest form is a word to describe a verb (e.g. quickly; angrily; joyously)

Preposition: a word that describes where something is (e.g. in; on; under)

Conjunctions: a joining word used to make longer sentences (e.g. but; and; if)





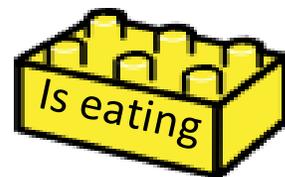
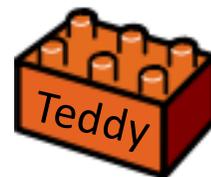
Suggested activities to support expressive language

Choose one or more of the following activities:

- Scavenger Hunt: Using old magazines, set your child(ren) the challenge of searching for various parts of speech such as nouns/verbs/adjectives/adverbs/conjunctions/prepositions etc and get them to create a wordart montage using the words they find and cut out!



- Lego/Duplo sentences: Using orange for 'who' (subject); yellow for 'what doing' (verb); 'green' for 'what' (object); blue for 'where'; brown for 'when'; white for 'adjectives', and 'red' for adverbs, stick a range of words/pictures on lego/duplo blocks and have your child(ren) create some sentences! For an even trickier challenge, use purple blocks to include 'conjunctions'!





Suggested activities to support expressive language

Narrative skills refer to the way in which we relay events or tell a story. It involves the ability to **sequence** in the correct order. Narrative is an important part of our language as it allows others to understand what we are saying and it allows us to express ourselves. It helps us to learn from events we experience so that we are able to think logically in the future about what might happen before and predict what might happen after an event, and therefore be prepared with appropriate responses and actions.

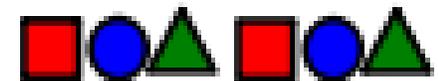
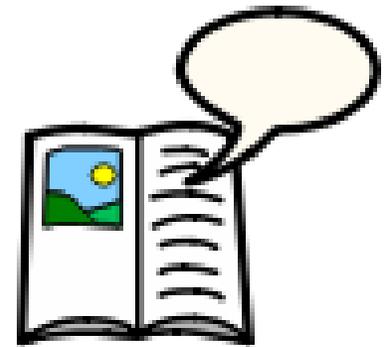
If we don't have well developed narrative skills, we are likely to experience:

Difficulties sharing experiences

Difficulties making friends and maintaining friendships

Difficulties managing our emotions and behaviours appropriately

High levels of frustration and/or anxiety





Suggested activities to support expressive language

Choose one or more of the following activities:

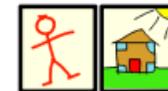
- Sequencing activities: get your child(ren) completing everyday sequencing activities such as making a sandwich; brushing their teeth; getting dressed; baking a cake etc, ensuring you talk through the steps they need to take and the order they need to do them.



- Take your child(ren)'s favourite story and ask them to retell the main events in the right order! This can be done through drawing, talking, singing, use of puppets etc!



- Draw a picture game: This one is a fun family activity. Each person begins by drawing a picture of their choice on a piece of paper. You then swap your drawing with the person to the left of you. You then take it in turns to go around and make up a story based on the drawing you have! Don't forget to include the main elements of the story: Who? What? Where? When? Why? How?



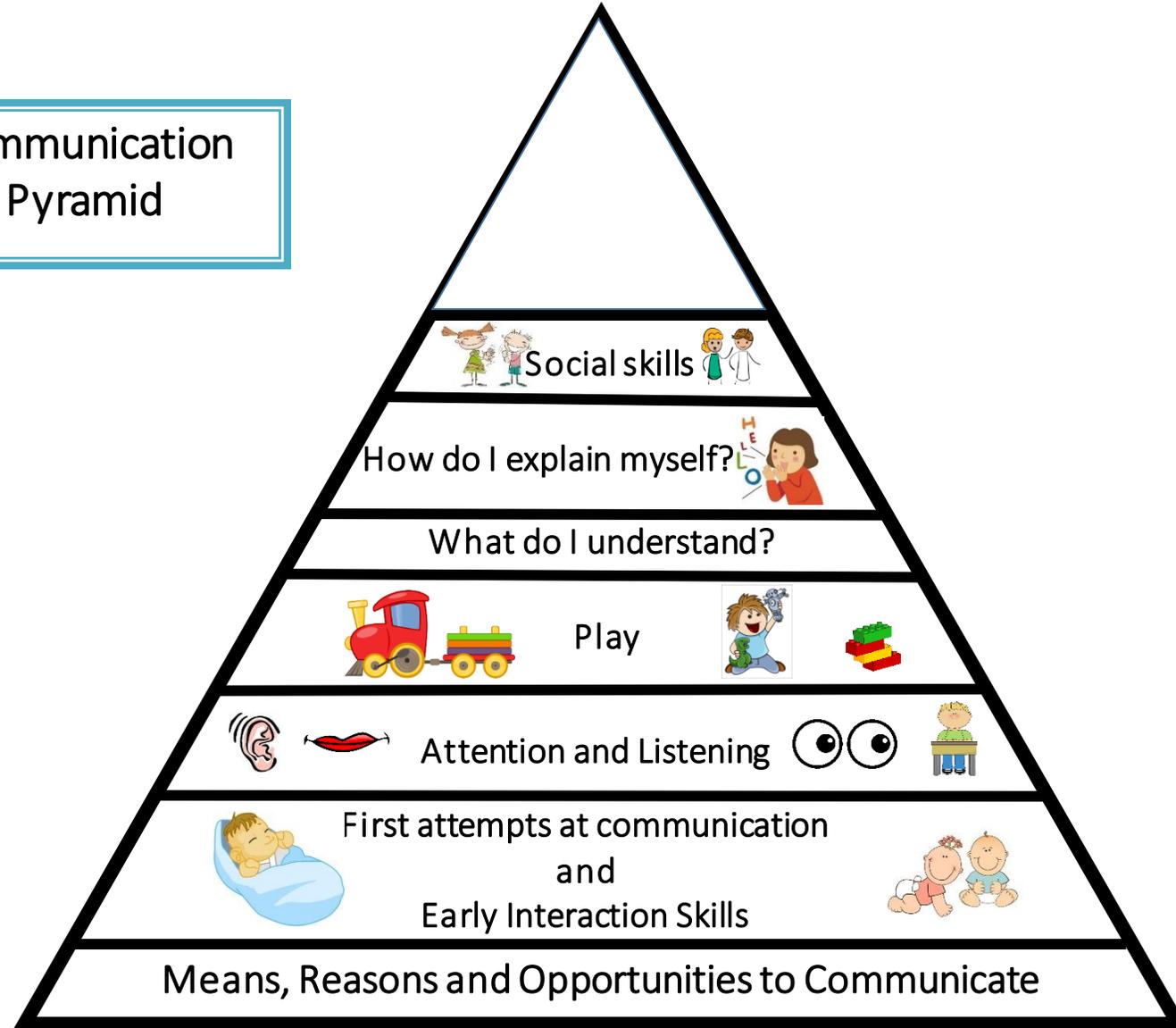
Please note, if your child(ren) is under the age of 6;0, they may not developmentally be able to include the how and why elements of their story. If they can't, please take the opportunity to model this for them.





Communication Development

Communication Pyramid





Social Communication Skills

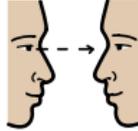
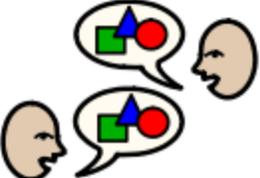
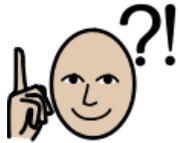
Means how well your child can use language in social situations, it can include:

- ‘Rules’ of conversation – such as taking turns, looking at the person speaking (eye contact), listening to what they are saying, how close to each other you are
- Use of non-verbal communication such as facial expressions, gestures to support the conversation
- The ability to use language in different ways – for example to greet people “hello”, to ask for something, to tell someone something etc..
- Ability to change how you say something to help the listener understand e.g. tone of voice, volume, language used





General Strategies: Social Communication Skills

- Encourage eye contact 
- Encourage/model active listening skills 
- Model topic maintenance in conversation – only accept relevant dialogue 
- Model and practice turn taking in conversation and in play 
- For tasks that must be completed, do not provide a choice by using polite questions e.g. ‘Would you like to..?’ Instead, tell the child what you want them to do e.g. ‘I want you to....’ 
- Use simple language 
- Use the child’s interests and experiences 

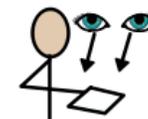
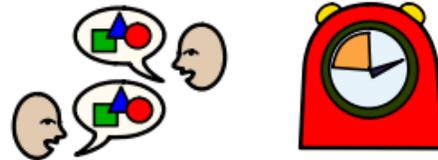
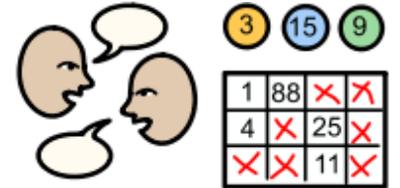




Suggested activities to support social communication

Choose one or more of the following activities:

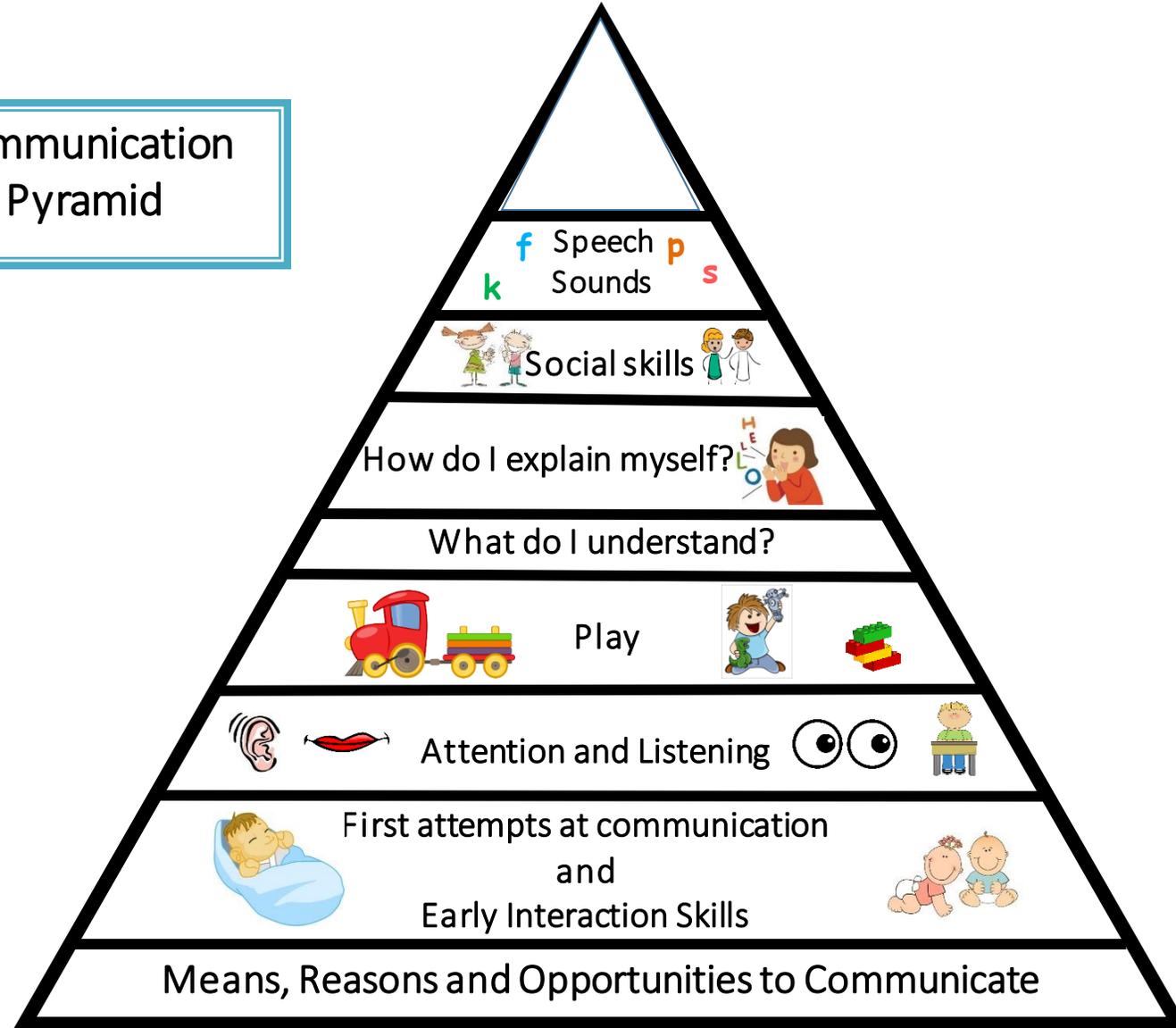
- Conversation Bingo: design your own bingo boards full of different topics that can be discussed (e.g. the weather/what makes you happy etc) and play it as you would a traditional game of bingo!
- Topics game: Design a game in which you have a range of categories to be discussed (e.g. food/sport/clothes). Have some questions, opinions and facts ready that people might say to fit into each of the categories and work out which ones go together! Challenge your child(ren) to talk about a category for 1 minute. Can they stay on topic?
- Show and Tell: Taking it in turns, one person at a time shares something they have read/seen/made etc. Everyone else listens and takes it in turns to ask questions. To help your child(ren) learn how to take turns in conversation properly, use 'turn' cards/balls/sticks so that they can identify when it is their turn to talk! This may help siblings get their chance to talk and learn about turn-taking!





Communication Development

Communication Pyramid





Typical Speech Development

2 – 3 years:

- Long speech sounds such as “s, f, v, sh, ch” may not have emerged
- Sounds made at the back of the mouth “k and g” may be articulated at the front (e.g. as ‘t’ or ‘d’)
- Sound blends (sp, st, sk, bl, pl, tr, gr) are often reduced to a single sound e.g. /sp/ to /p/.





Typical Speech Development

3 – 4 years:

- Should be understood by unfamiliar adults
- Sound blends are still often reduced
- ‘th’ and ‘r’ may still be immature
- By 4 years he should be using other consonant sounds appropriately at the beginnings and ends of words.





Typical Speech Development

4 – 5 years:

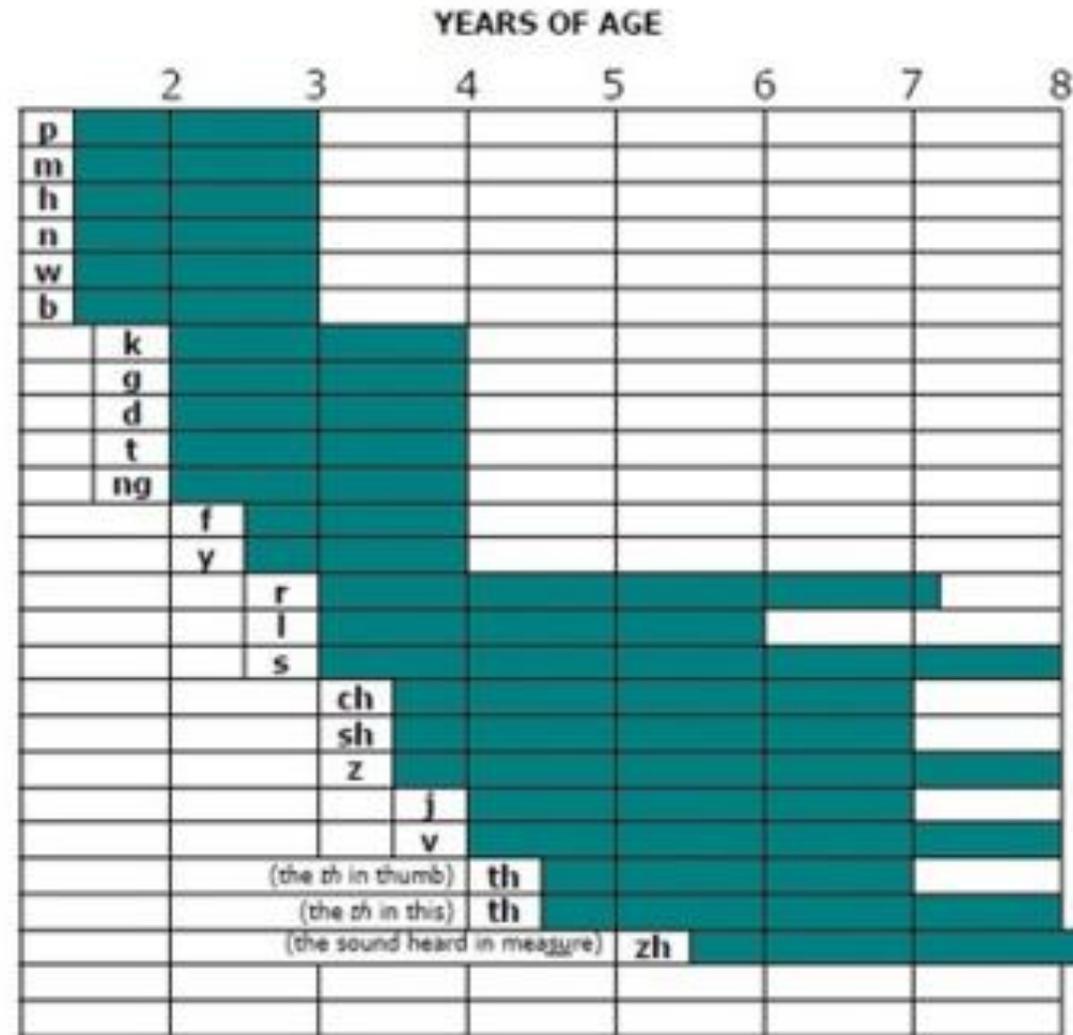
- Sound blends (sp, st, sk, bl, pl, tr, gr etc.) are emerging. The child may use 'r' and 'l' blends as in 'train' and 'blue' first
- 'th' and 'r' may remain immature until 6 years or later.





Speech Sound Development Chart

Horizontal bars indicate a range of typical sound development in children.



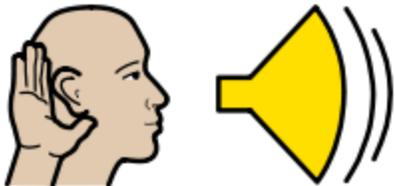
Source: Sander, Eric K. "When Are Speech Sounds Learned?" JSHD, 37 (February 1972).

This summarises the typical age a child should be able to make each speech sound in order of development





General Strategies: Speech Sounds

- React to what the child says; not how clearly he speaks
- Repeat what the child says but give a correct speech model 
- Don't make the child repeat the words 
- Do not pretend to have understood 
- Build self-esteem
- Encourage gesture, mime, pointing, showing etc so that the child gets their message across 
- Draw attention to sounds in activities 

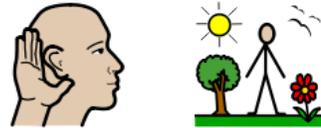




Suggested activities to develop sound awareness and support speech development

Sound awareness refers to the ability to tune in to the sounds that surround us in our environment.

- Sound Walks: Go outside and listen carefully to all the sounds you can hear. See how many your child(ren) can hear and identify.

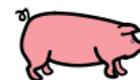


Auditory bombardment is when we are given increased exposure to speech sounds we have difficulty producing.

- Choose a selection of words that start with a particular sound your child(ren) has difficulty producing (e.g. /k/ for cup). Cut up the pictures that depict the words you have chosen. Slowly place each picture down in front of the child and name it. Do this for 2-3 minutes. If you get to the end of the pictures, start again!

Auditory discrimination is the ability to tell the difference between different sounds.   

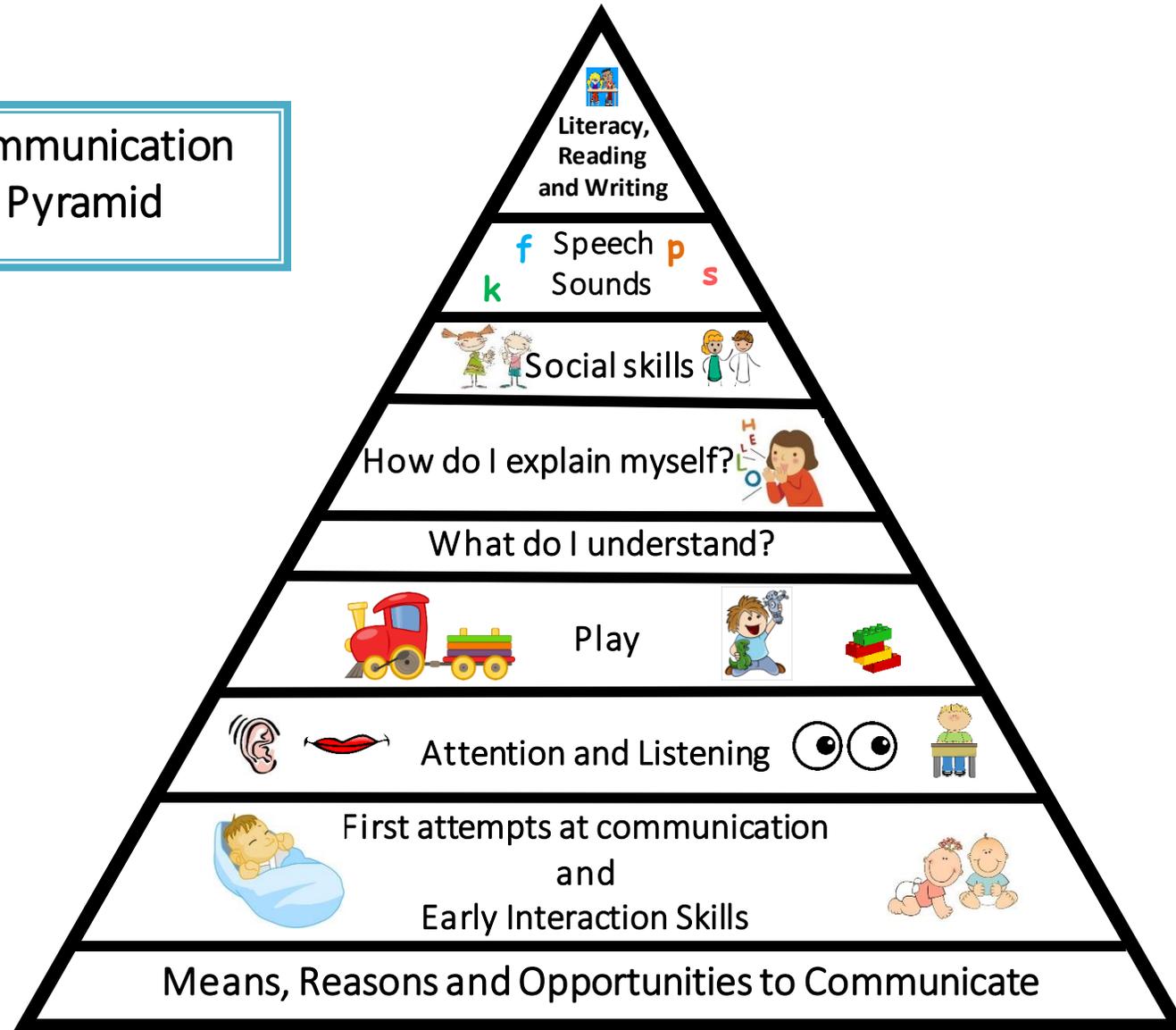
- Sound bags: Collect objects that can be represented by a sound (e.g. a toy pig/car/phone) and put them in a bag or box. One by one, pull them out and make the noise associated with them. Let your child(ren) play with them for a while. Once all the objects are on display, make the noise associated with one of them and see if your child(ren) can identify the right object. Repeat this for all of the objects. Then let your child(ren) make the noise for you to identify the correct object.





Communication Development

Communication Pyramid





Phonological Awareness skills

- Phonological awareness is the ability to understand how sounds and words link together. A child with good phonological skills can *'play'* with sounds and words.
- It supports reading and writing
- Children begin to read by listening to others read aloud, then by recognising sounds in words, sounding words out for themselves and recognising familiar words, etc.
- By engaging in word play, children learn to recognise patterns among words and use this knowledge to read and build words.





Phonological Awareness skills

Phonological awareness skills typically develop in a sequential pattern which is as follows:

- The ability to hear rhymes and alliteration
- Hearing words in spoken language
- Hearing syllables in spoken words and then being able to clap out syllables.
- Hearing sounds at the beginning of words and then being able to produce words that begin with certain sounds.
- Recognising and identify rhyming words and then being able to produce rhyming words.
- Being able to hear individual sounds in words.
- Being able to blend individual sounds together to make a word (e.g. c_a_t = cat).
- Being able to segment sounds in words (e.g. cat = c_a_t).
- Deleting, substituting and manipulating sounds in words.



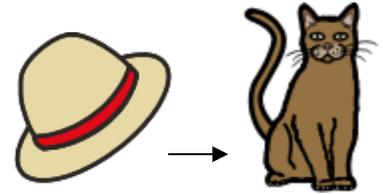


Suggested activities to support Phonological Awareness

These focus on **rhymes** and **alliteration**. Rhyme means the repetition of end sounds, either in words or in lines of a poem. Alliteration is when words start with the same sound e.g. Danny the dangerous dog.

Choose one or more of the following activities:

- Play a game of 'I spy' with a twist: "I spy with my little eye, something that rhymes with ..."
- Scavenger hunt: Set your child(ren) the challenge of finding something in the house/garden that rhymes with a word you give them.
- Rhyme Surprise: Fill a container with small items (plastic figures, blocks, shapes, etc.). Each person has a go at pulling an item out of the container and says a word that rhymes with it!
- Silly Sentences: Give your child(ren) a sound and ask them to create a silly sentence with as many words that they can think of that start with the sound (e.g. Silly Simon sent sad Sarah some sumptuous sausages). The winner is the person who can create the sentence with the most words!
- Letter Collage: Print or draw a letter on a sheet of paper and then work together to cut out pictures of words from old magazines that start with that letter.





Suggested activities to support Phonological Awareness

These focus on **syllable segmentation**. Syllable segmentation is the ability to identify how many syllables (or beats) there are in a word (e.g. com-pu-ter has 3 beats/syllables).

Choose one or more of the following activities:



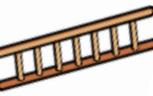
- Syllable memory game: Make a memory pairs game using cards with pictures of different objects that have a varied number of syllables. Make sure you have two of each! Place all the cards face down on the table/floor and take it in turns to turn over two cards to see if you can find a matching pair. If you find a matching pair, you get another go! Clap the syllables in the words each time e.g. ball = 1 clap; teddy = 2 claps etc.



- Snap: make a set of cards with pictures of objects made up of a varied number of syllables. Play a game of snap, but instead of looking for matching pictures, the aim of the game is to find a matching pair of syllables (e.g. ball + teddy = no snap (different number of syllables in each word); teddy & tiger = snap (both have 2 syllables/beats)).



- Ladder run: Using masking tape on a carpet or chalk on a pavement/patio, make a giant ladder. Then ask your child(ren) to pick a picture from a set you have, say the word and then jump up the ladder according to how many syllables/beats the word has (e.g. teddy – jump two rungs up the ladder).





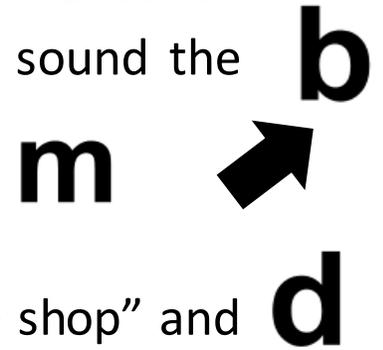
Suggested activities to support Phonological Awareness

These focus on **phoneme identification**. Phoneme identification is the ability to hear individual sounds in words and is a skill we need to be able to learn to spell as well as read.

- I spy: Play 'I Spy' but as well as targeting the beginning sounds, how about playing it where your child(ren) has to identify end sounds or middle sounds?



- Wheel of phonemes: Make yourself a spinner and identify some target sounds for the spinner to fall on. Take it in turns to turn the spinner and identify five words that start/end with the sound the spinner falls on.



- I went to the shop and I bought: Taking it in turns, each player starts with "I went to the shop" and then identifies a word that starts/ends with the sound you choose. A different word has to be said by the next player. If you say the same word as someone else, you're out! You can make this more challenging by making every player have to say everyone else's word before their own!





Suggested activities to support Phonological Awareness

These focus on **phoneme blending**. Phoneme blending refers to the ability to identify a word when hearing parts of the word (phonemes or syllables) in isolation.

- I spy: In this version of the game, instead of identifying the initial sound, you sound out all the sounds in the word (e.g. “I spy with my little eye a d-o-g”.) Your child(ren) then has to blend the sounds together to say the word! This could also be done using syllables (e.g. “I spy with my little eye a com-pu-ter”.)
- Bingo: Make some bingo boards that have pictures in each square. Each player has a board each. The bingo caller then, one by one, sounds out a word for the players to blend. If they have the corresponding picture on their bingo board, they cross it out (or place a counter on top of it). The first player to cross out all of the pictures in a line shouts BINGO and wins! At this point, you can keep on playing for a full house (where each player is playing to cross out all of the pictures on their board to win!)





Suggested activities to support Phonological Awareness

These focus on **phoneme segmenting**. Phoneme segmenting refers to the ability to separate sounds in words. It is a necessary skill for developing writing skills.

- Segmenting band: Each player has a musical instrument and are given a picture with a word on. In harmony, they all then sound out the word by playing their instrument on each sound.
- Stone hopping: This is a versatile game and is great for maths skills as well as a wide range of phonics activities. First, make yourself a stream using blue material and place three stepping stones made out of cardboard across it. Each player is then given a picture of a CVC object (e.g. box/cat/bag) and one by one they have to segment their object, e.g. 'b-o-x'. For every sound they segment right, the player gets to hop on to a stepping stone until they get to the other side.
- Table tennis: using mini bats and a ball, two players take it in turns to segment the sounds in a word given to them whilst batting the ball back and forth to each other. The first person to get the wrong sound loses that turn!

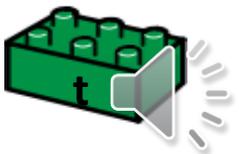
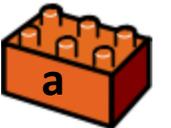
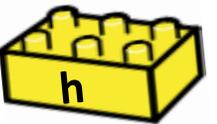




Suggested activities to support Phonological Awareness

These focus on **phoneme manipulation**. Phoneme manipulation refers to the ability to delete and substitute sounds in words. Phoneme deletion and phoneme substitution are advanced phonological awareness skills that allows us to quickly and mentally manipulate sounds so that when we read new words, we are able to blend rapidly and read fluently.

- **Hungry Puppet:** The aim of this game is for your child(ren) to feed the puppet the sound he/she asks for from a word you have given them! You will need duplo blocks or pieces of card with individual letters on them that spell out a word (start with a CVC word like h-a-t). The puppet then asks for one of the sounds (either initial or final sound) and your child(ren) feeds it to them. They then read out the word they are left with.
- **Sound spinner:** The aim of this game is for your child(ren) to spin the wheel and change the sound (you could do this for any sound within a word) to the sound they land on. E.g. you give them the word 'hat', they spin the wheel and land on the sound 's' and you are focusing on initial sound substitution so it becomes 'sat'.





Reading and book sharing

- Share books and talk about the story and characters. Have children join in with stories to make them more interactive, E.g. joining in with repetitive lines of stories.
- If you're not a confident reader, use picture books without words and make up the story together using the pictures as prompts.
- Silly stories – change a key word in a story to check if your child is listening e.g. the very hungry *monkey* (instead of caterpillar), see if they correct you.





English as an Additional Language (EAL)

- Speaking more than one language is a positive and beneficial skill and should be celebrated.
- There is no evidence to suggest that learning more than one language will delay the development of speech and language skills. In fact, learning more than one language at once can have many positive benefits for children.

For children learning English as an additional language:

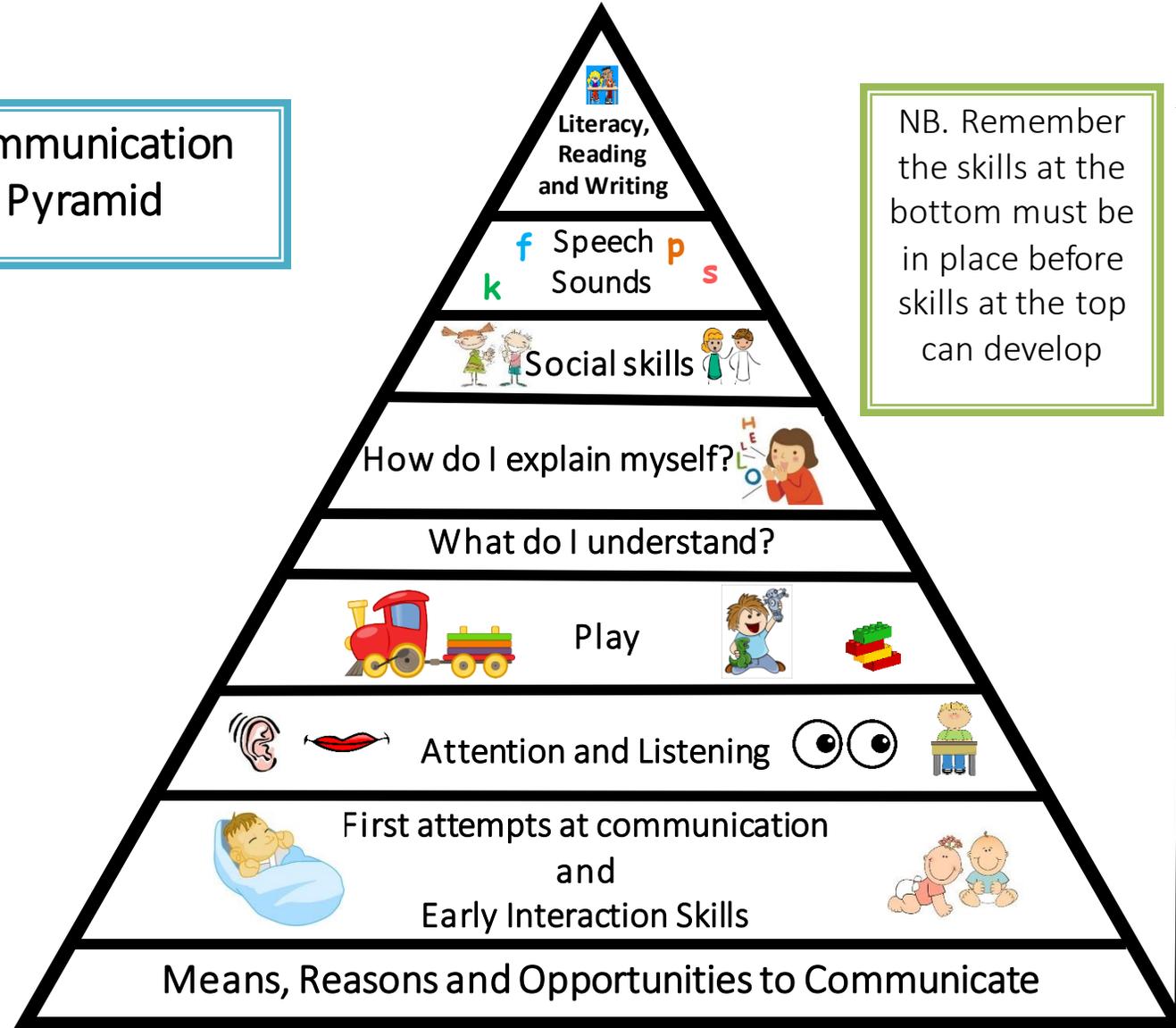
- It is important to recognise and value all languages.
- Continue to talk to your children in their home language.





Communication Development

Communication Pyramid



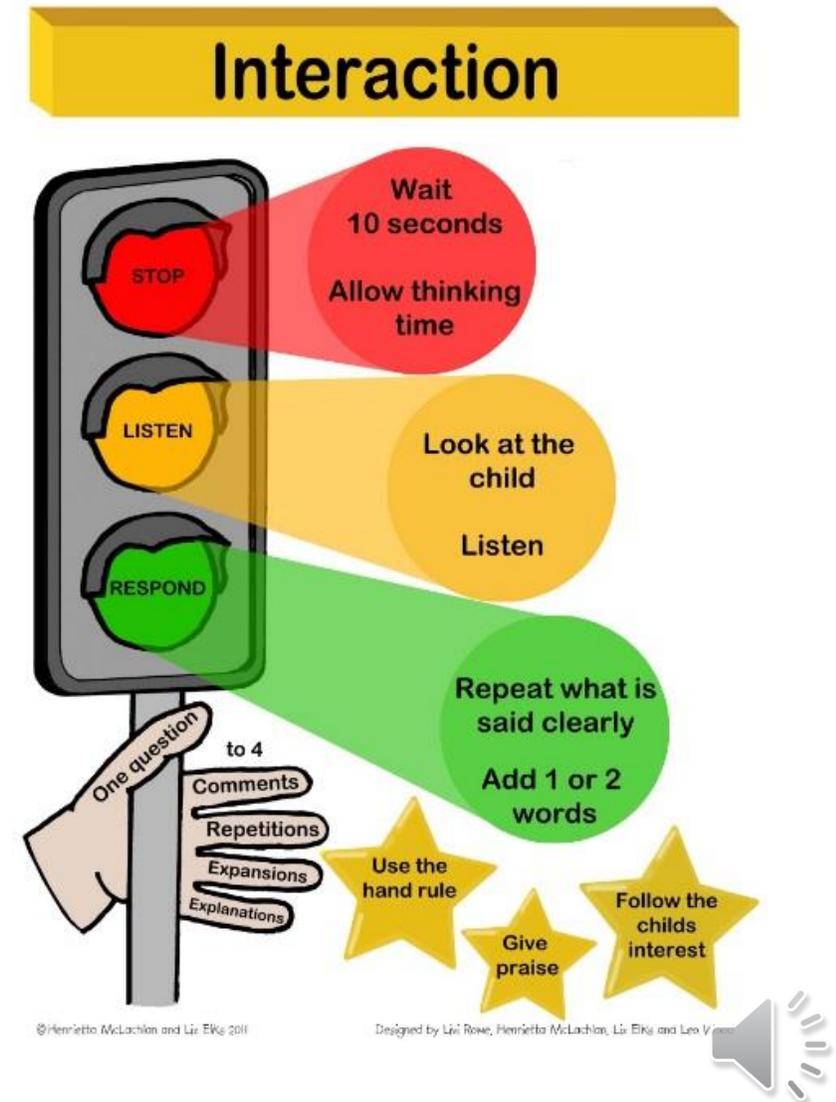
NB. Remember the skills at the bottom must be in place before skills at the top can develop





Top tips for parents:

- Try not to compare your child to others too closely.
- Take opportunities to talk with your child.
- When you're interacting with your child remember the traffic light:
- Explore words - talk about new words when your child comes across them.
- Most importantly, enjoy conversations with your child!
If your child knows you like talking and listening to them, they will want to talk and listen to you.





Learning Outcomes

By the end of this workshop, you will:

- Have an awareness of Speech, Language and Communication development in children 3-5 years.
- Have an awareness of a number of general strategies that can be used to support your child's communication development at home.
- Have a number of activity ideas to support your child's play, listening skills, understanding and talking at home and out and about, ready for school.





Summer Activity Pack – optional!

- We have put together a pack of activities that you can use over the summer holidays to help develop your child's speech, language and communication skills
- You could choose an activity from each area (e.g. speech) and complete the Activity grid to show which one(s) you have completed to earn a certificate when your child starts school.
- School will make them available electronically to you, so that you can pick and choose the ones you like.
- We hope you enjoy them, and welcome your feedback on how to improve them.





Further information is available from..

- [Hungry Little Minds Campaign](#) – A government initiative.
- [Small Talk](#) – ideas and activities from the National Literacy Trust.
- [Tiny Happy People](#) – ideas and activities to aid communication from BBC
- [I CAN](#) – for more information about children’s communication.
- [A Better Start](#) – for more information about building young brains.
- [NSPCC](#) provides free ‘brain-building tips’ for children.
- [Bilingualism Matters](#) provides information about children learning more than one language.
- [Royal College of Speech and Language Therapists](#) can provide support if you’re worried about your child’s speech and language development.





Example videos..

- Parent-child interaction; Importance of following your child's lead
- Modelling/commenting to help develop language
- Tips and importance of reading with your child
- Explanation of pure sounds to support phonics





Contact details



infosalt@epicleics.com



www.epicleics.com/salt



0116 318 4066



@epic_slt



EPIC Speech and Language
Therapy Services



Epic_salts



Speech and Language
Therapy Services

