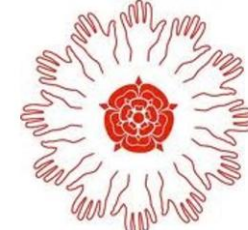


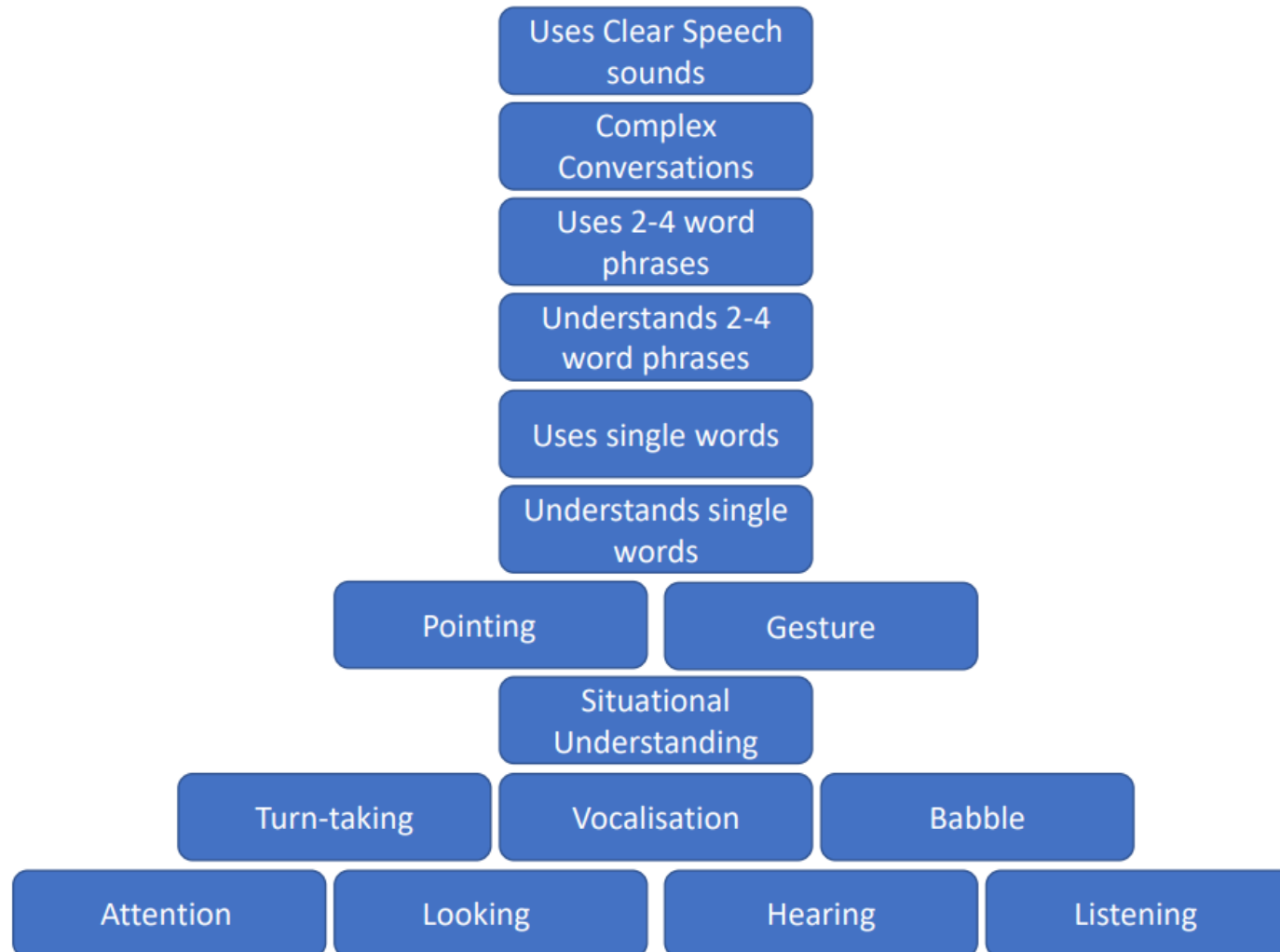
Speech and Language in the Early Years

A discussion for parents

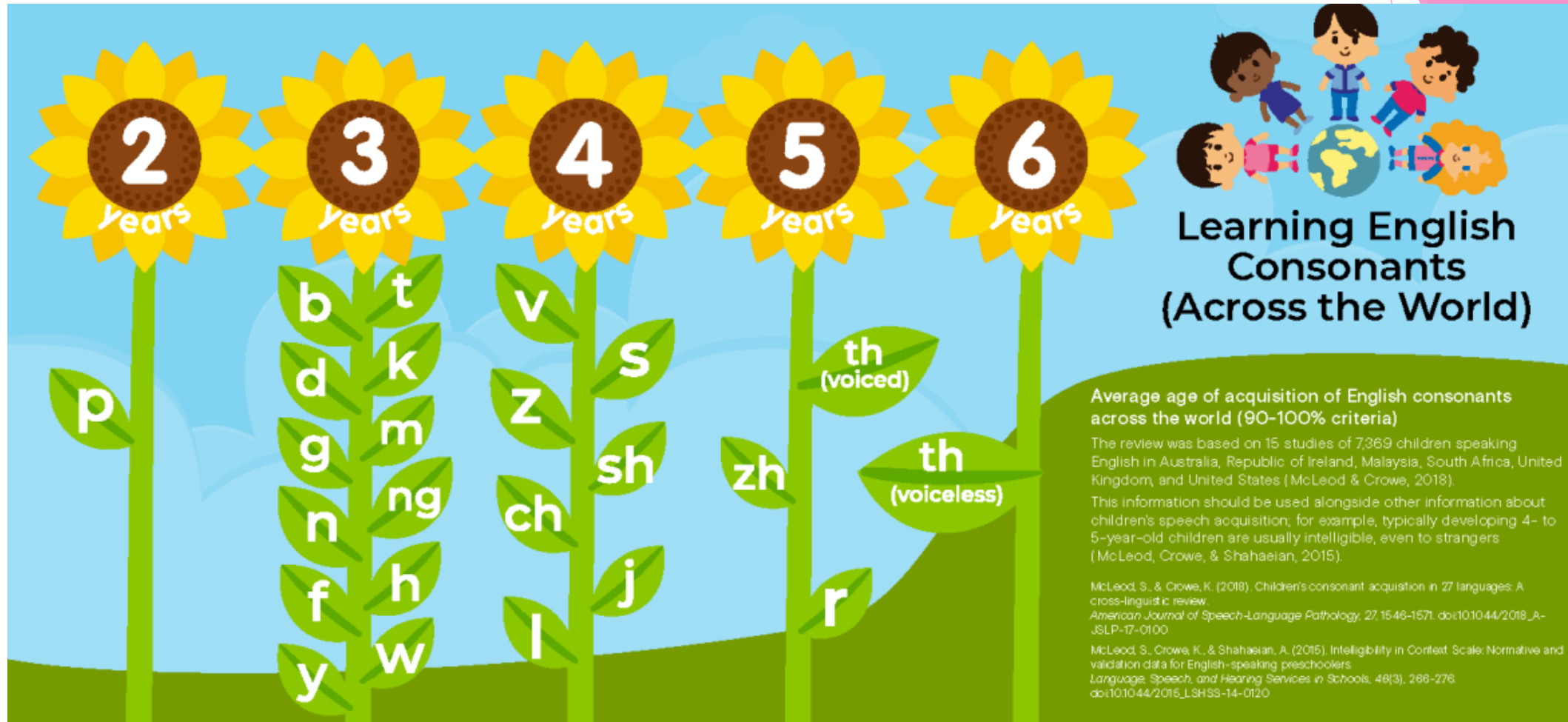


Longton
Primary
School

SALT: How does language develop?



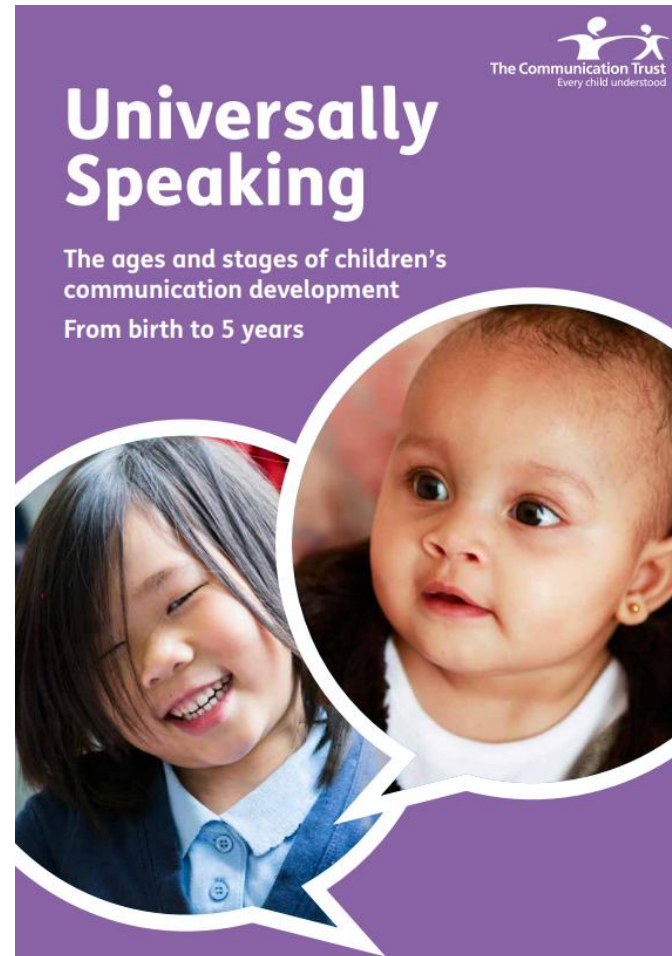
SALT: How does language develop?



Examples of th voiced - they, this, other, mother, breathe
Examples of th voiceless - thin, thank, birthday, mouth

Universally Speaking

- ▶ <https://www.fis.cityoflondon.gov.uk/asset-library/tct-univspeak-0-5.pdf>



S&L in Early Years

Communication and Language is part of the Early Years curriculum.

EYFS Statutory Educational Programme: The development of children's spoken language underpins all seven areas of learning and development:

1. Communication & Language
2. Personal, Social & Emotional Development
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding of the World
7. Expressive Arts & Design

Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively

What does the DfE say...

The Department for Education (DfE) supports speech and language development by emphasizing language-rich interactions, high-quality early years education, and a curriculum focused on foundational skills, using activities like stories, songs, rhymes, and modeling new vocabulary to build vocabulary, sentence structure, and confidence, ensuring all children, especially disadvantaged ones, get the early support needed to prevent learning gaps from widening.

Key Curriculum Strategies:

Rich Interactions: Adults engage in frequent, back-and-forth conversations, commenting on children's interests, adding new words, and modeling correct language.

Storytelling & Books: Reading aloud, asking questions about pictures, and discussing stories build vocabulary and comprehension.

Songs & Rhymes: Actions and repetition in songs help children tune into sounds and patterns of language.

Modeling & Scaffolding: Teachers model correct grammar and introduce new, high-utility vocabulary in context.

Visual Aids: Using pictures, objects, and signs helps break down tasks and support understanding.

Structured Activities: Planned activities like drama, role-play, and group discussions provide opportunities to use language.

S&L in Early Years

In school:

<u>Year Group</u>	To listen carefully and understand	To develop a wide and subject-specific vocabulary	To speak with clarity and confidence	To present stories with structure	To hold conversations and debates
EY	* 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.	* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. * Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;	* Make comments about what they have heard and ask questions to clarify their understanding.	* 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.	* Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
1	<ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. • Sift information and focus on the important points. 	<ul style="list-style-type: none"> • Use subject specific vocabulary to explain and describe. 	<ul style="list-style-type: none"> • Speak in a way that is clear and easy to understand. • Speak confidently to a group of peers so that they understand the message of what is being said. 	<ul style="list-style-type: none"> • Ensure stories have a setting, plot and a sequence of events. 	<ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. • Know that different people hold opinions that are different from our own.

Phonics Bug - Phase 1

Bug Notes



Top Tip

As you look at the photographs together, encourage your child to talk about their experiences of playing in snow, collecting shells or playing with leaves and trees.

About this book

This book explores shapes in nature. It starts by introducing different environments (a snowy forest, shells at the beach and a green forest). The following pages show a close-up of something in nature from each of these three environments, revealed by turning the page.

How to use this wordless book

1. With your child, do the 'Sound practice' below.
2. Look at the front cover together.
3. Talk about where you should start the book.
4. Ask your child to talk about the places they can see on page 2. As you look through the book, ask your child to talk about what they can see in each picture. Point out that the image on each of the pages with odd numbers is a close-up of something in nature, revealed by turning the page.
5. Ask questions such as: 'Can you tell what is in this picture?', 'What shapes and colours can you see?'.

Sound practice



Sound spotting

Look through this book with your child. Find all the things that start with the 's' sound.

BugTime fun is on the back page!

Nature Shapes



Written by Fiona Kent

Phonics Bug

Nature Shapes: Lesson 1

Introduction

- Play the [alphabet song](#) twice. The first time, ask children to listen and sing along with the voice accompaniment. The second time, ask children to sing along to the music with the lyrics off. Explain that each letter has a name (as in the song), but that it also has a sound that we use to work out how to read and spell words.
- Discuss with children the learning intentions for the day if you feel appropriate for your cohort.

Learning intentions are to:

- Focus on initial sounds of words.

Lesson

'I spy' game

- Play 'I spy', using pages throughout the book, *Nature Shapes*.
- Start by modelling for the children "I spy something beginning with /s/" (for example, snow).

Wrap-up

Make collections of objects that all start with the same sound.

Next Steps

Go on an 'I spy' nature walk outdoors.

Curriculum Links

- *Letters and Sounds* (DfE, 2007), Aspect 5 - Alliteration
- *Statutory Framework for the Early Years Foundation Stage* (DfE, 2021) – Literacy
- *Development Matters* (DfE, 2021)
- *The Reading Framework* (DfE, 2021)

Phonics Bug

Phonics in school:



Phonics Bug - Phase 2

Target phoneme /s/ written as 's'

Introduction

- Play the [alphabet song](#) twice, once with voice accompaniment, children listening and singing along with accompaniment, and once with children singing along to the music without voice accompaniment.
- Discuss with the children the learning intentions for the day.

Learning intentions are to:

- say the /s/ phoneme
- find the letter 's'
- write the letter 's'

Lesson

Sounds

- Open the [Unit 1 Phoneme /s/ Lesson](#).
- Play the 's' video once through.
- Say the phoneme /s/, and ask the children to repeat it after you. Make sure you keep the sound pure and encourage the children to do the same.

Visual Search

- Bring up the words from the asset bank onto the Work area. Ask the children to highlight the 's' in each of the words, saying whether s's position is at the beginning, the middle or the end of the word. Do not pronounce the words.
- If appropriate, point out that 's' sometimes has a /z/ sound, often at the end of words, as in "is" and "has".

Writing

- The children return to their seats.
- Ask the children to find the 's' letter among their magnetic letters and to feel the shape of it. Click Show and ask the children to look and listen as the lowercase letter is formed.
- "Skywrite" the letter in the air, and ask the children to do the same as you say how to form the letter.
- Ask children to tell you how to write the letter as you write it on the empty Work area.
- Ask children to try to write the letter themselves using paper and pencil.
- Select uppercase and repeat when you think this to be appropriate for your children.

Wrap-up
























- Recap the learning intentions with the children.
- Open the [Unit 1 Phoneme /s/ Lesson](#) and play the 's' video again. Then play the [alphabet song](#) and encourage the children to sing along, signifying the end of the session.

Phonics

- ▶ Teach letters in groups (not in alphabetical order), e.g. satp, inmd, gock
 - ▶ Teach the letter NAME
 - ▶ Teach the letter SOUND
 - ▶ Teach the letter ACTION
 - ▶ Teach the letter STORY (to assist with formation)
-
- ▶ A, a, aaaaa, all around the apple and down the leaf




























Phonics Bug - Phase 2

Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

Phonics Bug - Phase 3

Phase 3 Sound Mat

j 	n 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

TINY *Happy* PEOPLE

Your words build their world

- ▶ Tiny Happy People (produced by the BBC) is here to help you develop your child's language skills. Explore our simple activities and play ideas and find out about babies and toddlers' amazing early development.
- ▶ Early language development is the one thing that has been shown, time and again, to have the biggest and most positive impact on children's progress across the board and future success. You'll be surprised how doing small things, on a little and often basis, to help develop your child's early language skills, can have such a huge impact.

The website

<https://www.bbc.co.uk/tiny-happy-people>

3 main areas are explored in the programme:

▶ Activities

<https://www.bbc.co.uk/tiny-happy-people/activities/zjh8hbk>

▶ Advice

<https://www.bbc.co.uk/tiny-happy-people/tips-and-advice>

▶ Science

<https://www.bbc.co.uk/tiny-happy-people/science-and-facts>

The website

<https://www.bbc.co.uk/tiny-happy-people>

Around Tiny Happy People



Parenting Stories

Life as a parent

True stories from real parents on topics ranging from pregnancy to labour, parenthood and more.



Quizzes

Quizzes

Got 5 minutes to yourself? Check out our collection of fun parenting quizzes.



Watch Full Series

A-Z Parenting Series

Watch all of our parenting video series in one place. Perfect for when you're on night feeds!



Nursery Rhymes

Nursery rhymes and songs

Check out our collection of old and new songs and rhymes to sing with your little one.



Grandparents

Grandparents

Activities to try with the grandkids and other advice for grandparents.



The Baby & Toddler Club

Activities and advice from The Baby Club and The Toddler Club

Activities and tips to help your child learn from CBeebies' The Baby Club and The Toddler Club.



Volunteers & Professionals

Resources for professionals and volunteers

Spread the word about Tiny Happy People with our range of social media packs and downloadable resources.



Cymraeg

Plant Bach Hapus

Ein holl erthyglau a ffilmiau Cymraeg mewn un lle.

Activities for all ages 0-5

Find an activity to try



Pregnancy



0-3 months



3-6 months



6-9 months



9-12 months



12-18 months



18-24 months



2-3 years



3-4 years



4-5 years

Activity idea:

► Nursery rhymes

The BBC have provided a variety of videos, information about what your child will learn from taking part and also lyrics for the rhymes.

Three Little Speckled Frogs

[Twitter](#) [Facebook](#) [WhatsApp](#) [Share](#)

Home > Nursery rhymes and songs

Getting down face to face and singing to your baby is great for their language learning.

Three Little Speckled Frogs is a fun song to sing with plenty of repetition.

Watch the short video below to pick up the tune and then try it with your baby.



Activity idea:

► Language Development

Planning adventures with teddy



[Home](#) > [Activities](#) > [3-4 years](#)

Using toys can be a good way to combine your child's love of pretend play with their language development.

Planning and going on an adventure together will help them think beyond the present and start forming more complex sentences.

Join these families as they discover why planning adventures are great for language development...and brilliant fun too!



Activity idea:

- ▶ Exploring word sounds

Tools for Talking 4-5 years: Exploring word sounds



Home > Tools for Talking > 4-5 years

As your child approaches the start of primary school, it is a good idea to play games that help with their understandings of word sounds.









Great ideas for these include exploring rhymes and words that sound the same and different or playing I-Spy, so they can think about the different sounds that start words for the things around them.

Check out the video below for more information.



Advice:

- ▶ The website has various topics covered to provide advice/guidance on questions you may have.

 <p>Parent wellbeing</p> <p>All about your mental health as a parent.</p>	 <p>Play</p> <p>Find everything you need to know about different types of play, and why it's important on this page.</p>	 <p>Pregnancy</p> <p>Advice and ideas for parents-to-be.</p>	 <p>Routines</p> <p>Tips for building routines with your child, including sleep and feeding advice.</p>
 <p>Screen time</p> <p>A collection of tips and advice on how to make the most of screentime with your children.</p>	 <p>Seasonal</p> <p>Ideas for how to celebrate different festivals and seasons with your child.</p>	 <p>Speech, Language & SEND</p> <p>A collection of advice and resources for parents of children with special educational needs and disabilities.</p>	 <p>Your Healthcare Professionals</p> <p>Meet the team who will be with you on your journey to parenthood. Here are some quick video guides to explain who's who.</p>

Activity ideas / websites:

- ▶ <https://www.education.com/resources/>
- ▶ <https://speechtherapytalk.com/general-language-games/games-for-4-year-olds/>
- ▶ <https://www.cambscommunityservices.nhs.uk/docs/default-source/leaflets---childrens-speech-and-language/0083---activities-to-encourage-early-speech-and-language-development.pdf?sfvrsn=2>
- ▶ <https://blossomeducational.com/blog/19-activity-ideas-for-outstanding-communication-and-language-development-in-eyfs/>
- ▶ <https://www.bbc.co.uk/tiny-happy-people/4-to-5-year-old-child-development-activities>

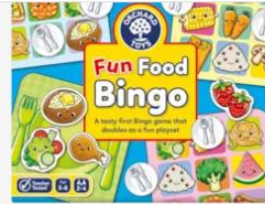
Activity ideas:

► Orchard resources



Doggy Doggy Woof Woof! Game

£9.50



Fun Food Bingo Game

£12.00



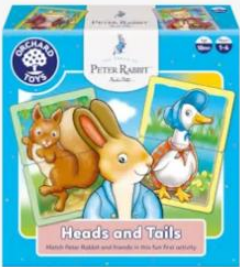
Haunted House Lotto

£6.00



Peter Rabbit™ 4-in-a-Box Puzzles

£10.00



Peter Rabbit™ Heads and Tails Game

£10.00



Peter Rabbit™ Rabbit Race Game

£10.00



Peter Rabbit™ Veg Patch Lotto Game

£12.00



Snowman Snap

£6.00



If you need support or
have any questions,
please call school. We
are always here to help.

Axia Schools