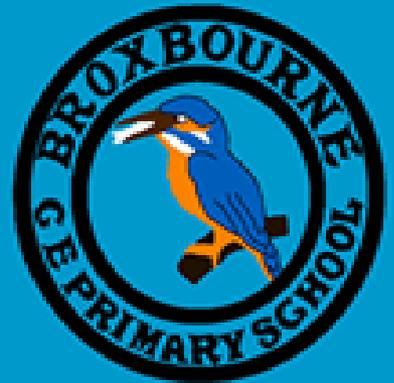


# *EY1 Pre-reading workshop*



## *"It's Good to Talk"*

*Presented by  
Miss Wild*

*27<sup>th</sup> March 2019*

# Overview of Workshop



- \* Phase One Phonics (pre-reading activities)
- \* Communication and Language
- \* The importance of reading and talking to your child
- \* Influence of technology



# Phonological Awareness in the Early Years 1



At Broxbourne, we teach phonics by following the 'Letters and Sounds' programme, which consists of 6 phases. Phonics is taught daily in our Early Years' classes. Phase 1 begins in Nursery and involves a number of aspects, which develop children's phonological awareness.

Phase 1 involves children learning fundamental skills.

These include:

- \* Aspect 1: General sound discrimination - environmental sounds
- \* Aspect 2: General sound discrimination - instrumental sounds
- \* Aspect 3: General sound discrimination - body percussion
- \* Aspect 4: Rhythm and rhyme
- \* Aspect 5: Alliteration
- \* Aspect 6: Voice sounds
- \* Aspect 7: Oral blending and segmenting
- \* The aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do.

# Phonological Awareness in the Early Years and Beyond



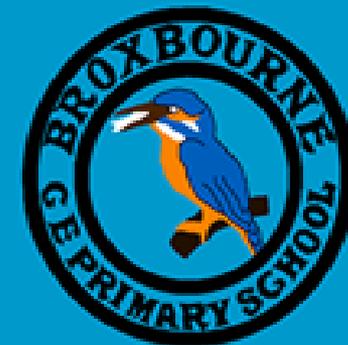
Phonological awareness is a skill that children will use throughout the Early Years and Key Stage One.

Children will use their knowledge of phonics to support them as they begin to read and write in Early Years 2.

Research shows that children who have strong phonological awareness skills are able to access Literacy tasks more confidently in the first few years of their education.

All children need to be secure in all of the phase one aspects before progressing to phase two (EY2) when they will begin to learn to read and write.

# Pronunciation of Sounds



## Video



# What is involved in Communication & Language?

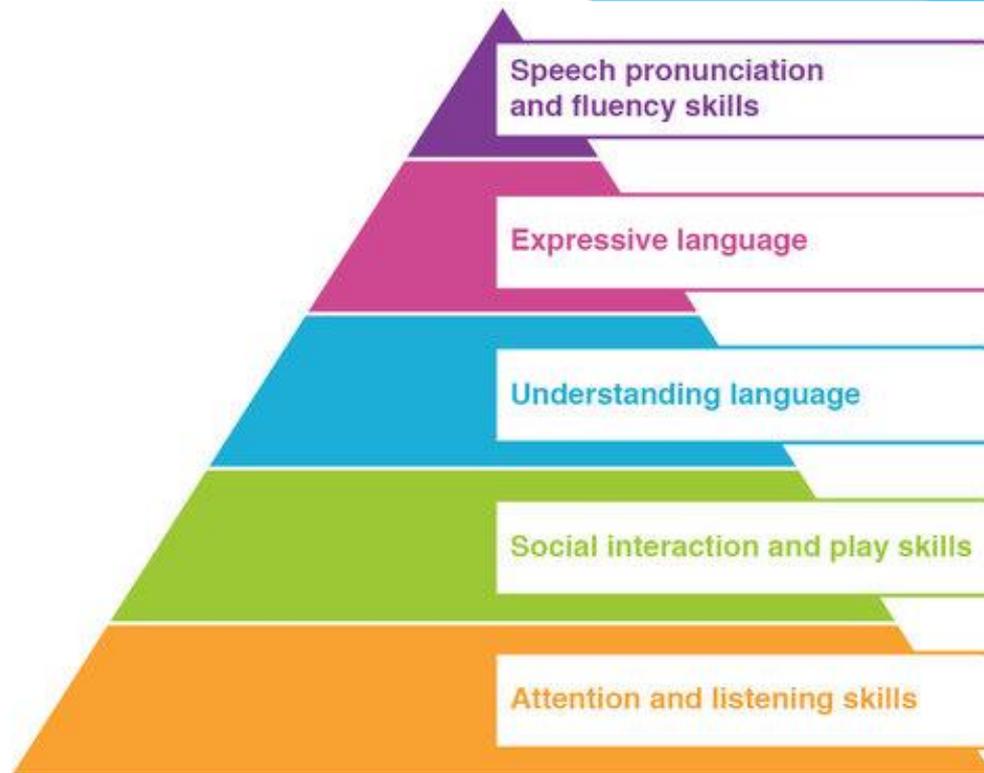


## COMMUNICATION & LANGUAGE IS A PRIME AREA OF LEARNING IN THE EARLY YEARS CURRICULUM

To be 'effective' communicators we need to be 'effective' in our use of speech and language.

- \* Speech - the ability to combine sounds together to say words.
- \* Language - the ability to understand words and sentences so that we can follow what is being said to us.
- \* Communication - the ability to say the right thing, at the right time in the right way.
- \* Non-Verbal Communication - the ability to understand and use gesture, body language, facial expressions and our voice to help communicate our message.

# Building Blocks of Communication Development



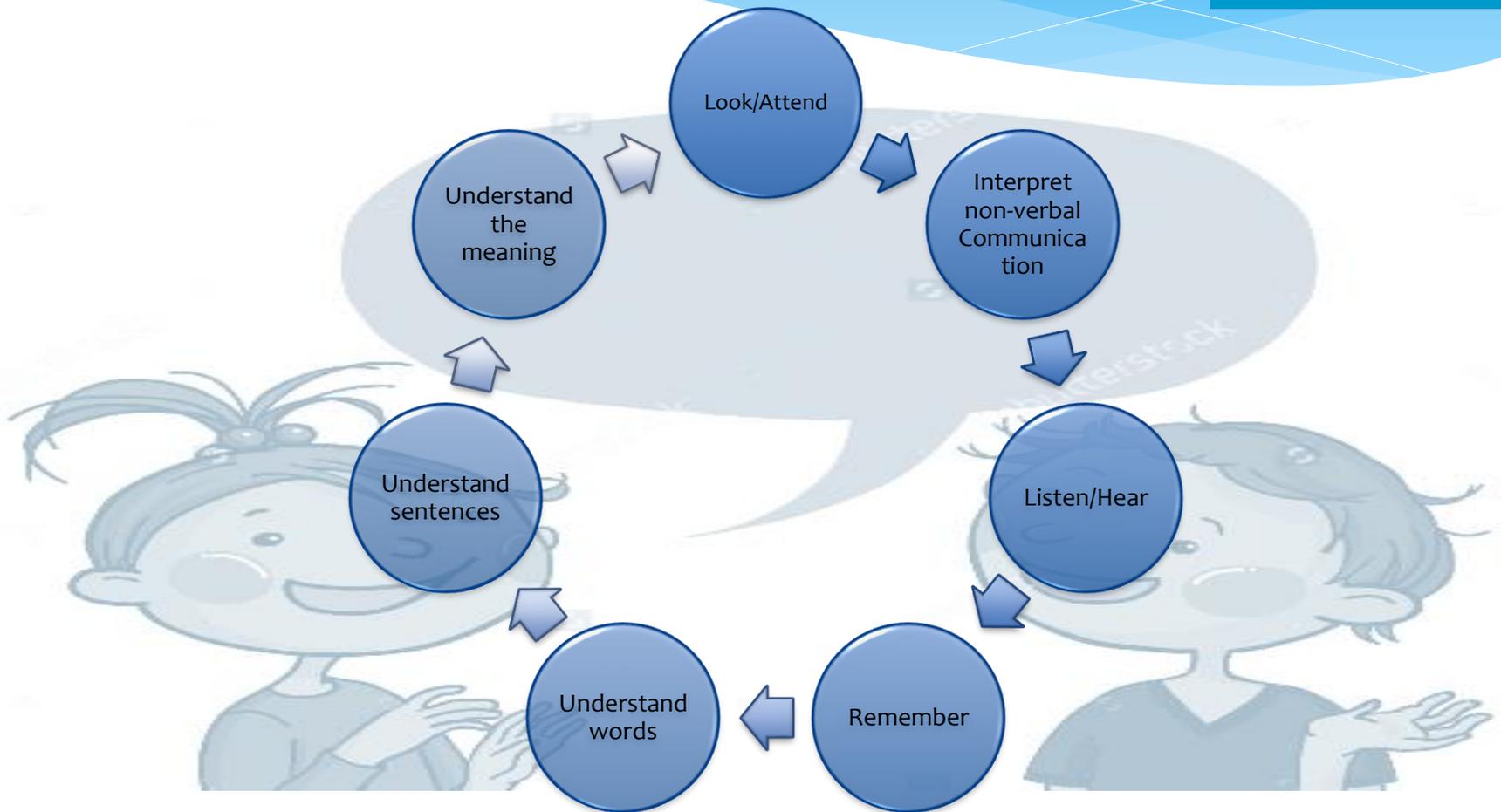
# The Communication Chain



- \* **Receptive language** - learning to listen and understand language
- \* **Expressive language** - learning to speak and use language



# The Communication Chain - Processes involved in Understanding Language



# The Communication Chain - Processes involved in using Spoken Language

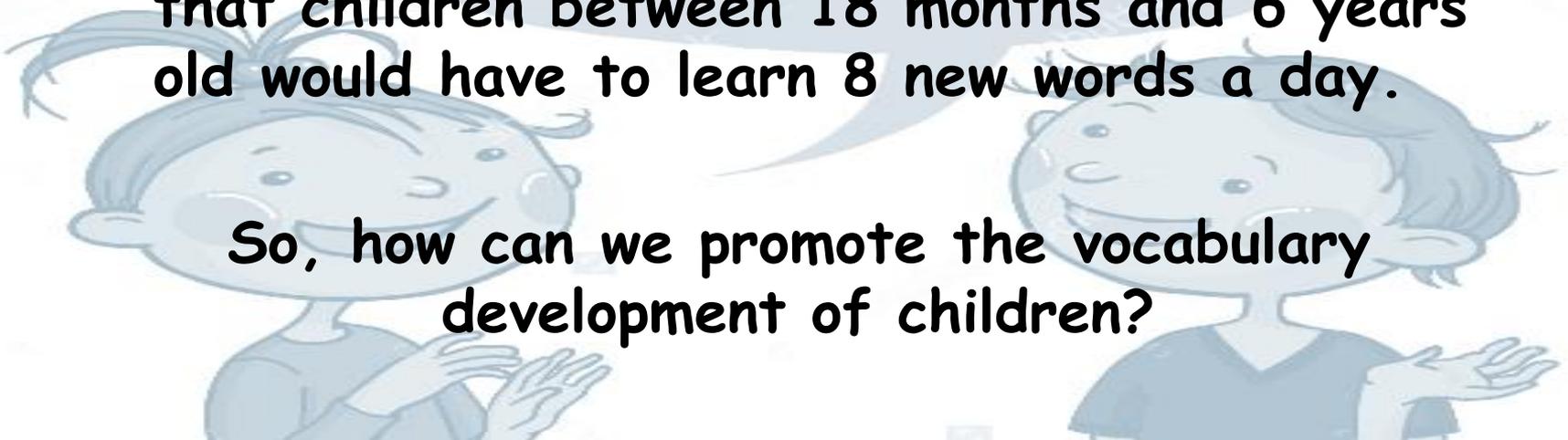


# The Development of Vocab And Pre-Reading skills



- \* Research suggests that by the age of 6 children have a vocabulary of 14,000 words.
- \* Based on these numbers, researchers suggest that children between 18 months and 6 years old would have to learn 8 new words a day.

So, how can we promote the vocabulary development of children?



# How We Develop And Expand Children's Vocabulary



- \* **Introduce simple vocabulary first.**
  - Use simple versions of words eg, talk about trousers, then add jeans, jogging bottoms etc.
  - Ensure everyone uses the same word.
  - Reinforce useful words - children need to hear the word many times.
- \* **Encourage your child to talk about what he/she is doing or looking at.**
  - \* Explaining/questioning skills.
  - \* Descriptive language / use of adjectives.



# How We Develop And Expand Children's Vocabulary

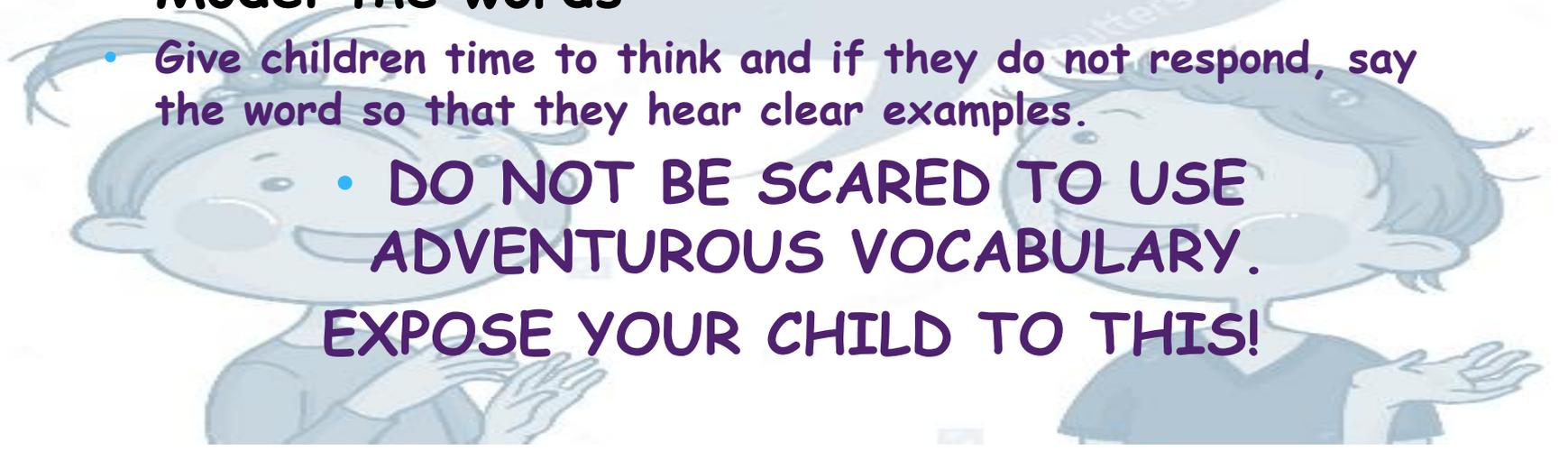


- \* **Give your child time to think and respond**
- \* Young children need more time to plan what to say, some need as long as 10 seconds
- Wait for the response, don't say it for them!

- \* **Model the words**

- Give children time to think and if they do not respond, say the word so that they hear clear examples.

**• DO NOT BE SCARED TO USE  
ADVENTUROUS VOCABULARY.  
EXPOSE YOUR CHILD TO THIS!**

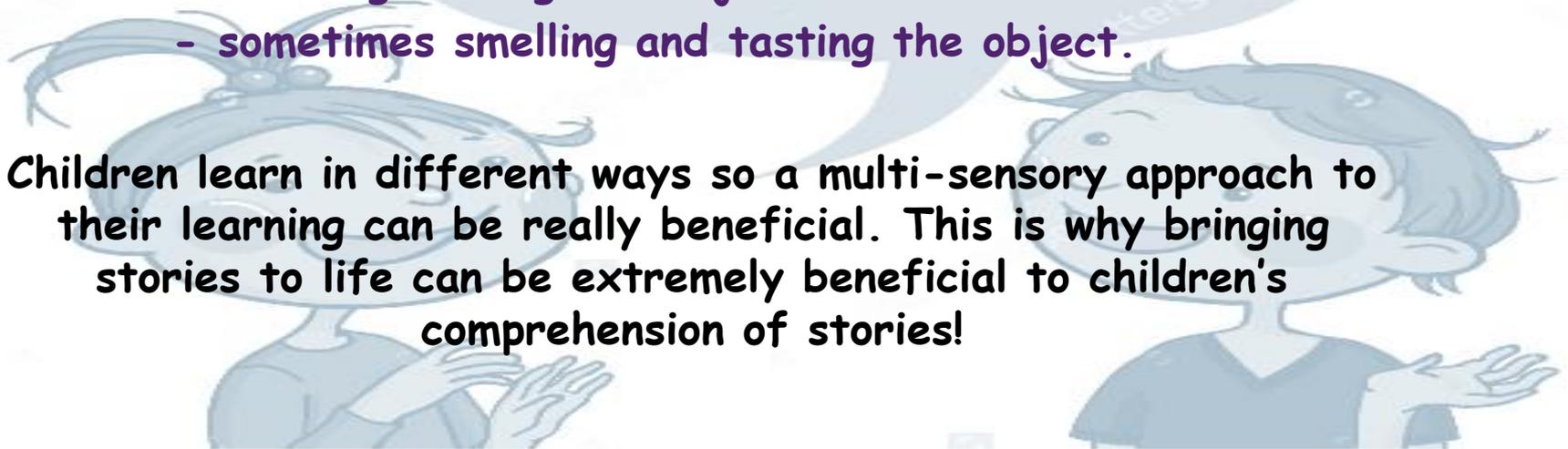


# How We Develop And Expand Children's Vocabulary



- \* **Use a variety of multi-sensory approaches.**
- **Allow child to explore objects through a wide range of senses:-**
  - hearing the word/s
  - seeing the object/s
  - touching/feeling the object/s
  - sometimes smelling and tasting the object.

**Children learn in different ways so a multi-sensory approach to their learning can be really beneficial. This is why bringing stories to life can be extremely beneficial to children's comprehension of stories!**



# How We Develop And Expand Children's Vocabulary



## \* READ TO YOUR CHILD

- \* Allow your child to handle books (turn the pages, hold them the correct way up and reading from left to right)
- \* Discuss the title, author / illustrator
- \* Read the story a few times encouraging the children to join in once they are familiar. Frequent exposure to the same stories / sets of words.
- \* Encourage your child to say repeated phrases (model articulating words / sounds very clearly)
- \* Ask your child questions about the story you have read (questions that do not have a yes or no answer will help to develop your child's thinking skills and comprehension of the story)
- \* Spend time predicting what might happen next
- \* Stop the story half way through and make up a different ending together
- \* Ask your child to read you the story, retelling it from looking at the pictures
- \* Encourage story language, such as, once upon a time, first, then, next, suddenly, finally, and they lived happily ever after, the end.
- \* Expose your child to both fiction and non-fiction texts. Look at key features, such as, the contents page, page numbers, photographs and facts.
- Pictures, stories and books provide useful opportunities to reinforce vocabulary.
- REPEAT STORIES, REPETITION IS KEY! Our STM only stores info for 20 seconds and can only carry between 5 and 9 bits of information at any one time. New info and vocab needs to be heard many times in order for it to be stored in the LTM.

# Language Rich Environment



## \* Create a stimulating 'language rich' environment at home

- \* **Language is about more than just words!**
- \* Make your interactions positive, look at the child as they are speaking to you and if possible get down on their level for conversations. Children who feel they are being heard grow in confidence.
- \* **Give children space to talk!**
- \* Children need you to **wait** while they try out new language (or process what you have said/asked them). Be conscious of your facial expression as you are listening, show that you are interested. You may also need to speak more slowly in some instances, often we speak so quickly that the words can blur for an early learner.
- \* **Provide many opportunities for imaginative play!**
- \* Play is such a language rich experience. The elements of storytelling, dialogue, experimenting, problem solving and interacting with other children.
- \* Books don't always need words for children to read!
- \* **Read (and tell stories) aloud to/with children**
- \* Read books aloud, read brochures, read magazines, read the side of cereal packets...just read. Read simple books, read more complex books (in areas where children demonstrate interest). Read books without words. Make up your own stories. The cadences of reading and storytelling are where children learn about grammar, rhythm and **rhyme**.

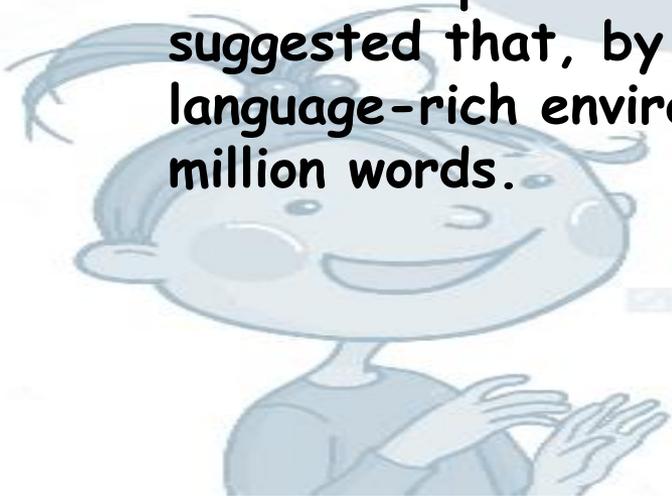
# Technology

Technology is great and it is a huge part of today's society. It has many benefits however it can also prevent young children from talking.



\* <https://www.thesun.co.uk/fabulous/8164613/secret-life-four-year-olds-tablets-tech-sweets/>

\* Most language is learned as children become engaged with the people around them. The richer and more abundant the language children hear daily, the more well-developed their own language will be. One study suggested that, by the age of 4, children in a language-rich environment have listened to over 45 million words.



# How can you help?



- \* Ask you child questions!
- \* Give your child time to respond and always praise them!
- \* If they want something do not just do it for them (which is very easy to do but encourage the language first)
- \* Play games that draw attention to listening
- \* Read books/stories everyday
- \* Explore rhyming books/nursery rhymes
- \* Sing songs and nursery rhymes
- \* Model the correct pronunciation of sounds/words
- \* Model grammatically correct sentences
- \* Explore the structure of spoken words, e.g. identifying the initial sound, clapping syllables, finding rhyming words etc.