

Communication and Interaction Workshop

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Housekeeping

- Introductions
- Fire exits and alarms

Aims for the session

- What is speech, language and communication?
- The EYFS Curriculum
- Adult-child interactions
- Strategies to develop speech, language & communication
- Questioning
- Practise using new strategies



What is Speech, Language and Communication and why is it important?

By speech we mean:

- The speech sounds children use to build up words, saying sounds accurately and in the right places
- Speaking fluently, without hesitating, prolonging or repeating words or sounds
- Speaking with expression and a clear voice, using pitch, volume

By communication we mean:

- The way in which language is used to interact with others
- Using language in different ways; to question, clarify, describe and debate
- Using non-verbal rules of communication: listening, looking, knowing how to take verbal turns and how to change language use to suit the situation
- The ability to take into account other people's perspectives, intentions and wider context

By expressive language we mean:

- Having words to describe objects, actions and attributes
- Using these words to build up sentences
- Using these sentences to build up conversations and narratives
- Following the rules of grammar, so that things make sense

By understanding we mean:

- Processing and making sense of what people say
- Understanding words being spoken
- Understanding the rules of grammar used

We need all three elements in order to get our messages across. Each of the three elements is multifaceted and multilayered. Without aspects of any one of these elements, what children say and understand can become confused. With all these elements, children can maximise their attainment.

The Early Years Foundation Stage Development Matters

Communication and Language

Listening and Attention

At the end of Nursery the age related expectation for a child is to be secure at 30-50 months and starting to work in the 40-60 month age bracket.

A Unique Child: observing what a child is learning



30-50 months

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).



40-60+
months

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

Early Learning Goal

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

The Early Years Foundation Stage Development Matters



30-50 months

- Understands use of objects (e.g. *'What do we use to cut things?'*)
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.



40-60+
months

- Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

Early Learning Goal

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Communication and Language

Understanding

At the end of Nursery the age related expectation for a child is to be secure at 30-50 months and starting to work in the 40-60 month age bracket.

The Early Years Foundation Stage Development Matters

Communication and Language Speaking

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30-50 months

- Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).
- Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*.
- Uses a range of tenses (e.g. *play, playing, will play, played*).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. *'This box is my castle.'*



40-60+
months

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of *new words*.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Early Learning Goal

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Adult-child interaction

The quality of the adult-child interaction can influence a child's opportunities to communicate and can facilitate language development (Richards et al. 2009)

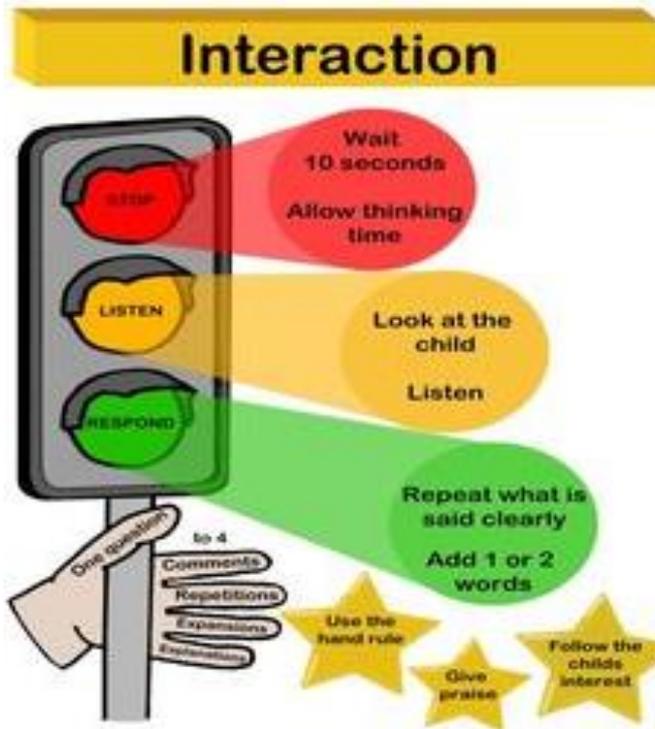
Quality adult-child interactions support development in areas such as:

- Children learn to have a sense of “self”
- Build a positive bond with your child
- Learn social skills such as sharing, cooperating, and respecting things of others.
- Learn to communicate effectively with others and develop motor skills.
- Develop appropriate non-verbal communication skills

ADULT-CHILD INTERACTION CHECKLIST

| Did the adult..... | Never | Sometimes | Always |
|--|-------|-----------|--------|
| 1. Let the child choose the toy or activity? | | | |
| 2. Follow or copy what the child wanted to do? | | | |
| 3. Wait long enough for the child to act, vocalise or talk – 10 second rule! | | | |
| 4. Listen to the sounds or words the child made and interpret the gestures he used to work out his message? | | | |
| 5. Talk about what the child was doing by commenting on what was happening? | | | |
| 6. Use short, simple sentences? | | | |
| 7. Use non-verbal communication to help the child to understand what you were saying? | | | |
| 8. Only ask a few questions? | | | |
| 9. Give praise by stating or explaining what the child was doing well. | | | |
| 10. Check round the room. Have all the children, especially the reluctant communicators, had their fair share of interaction?* Can you redress this balance? | | | |

Strategies



STOP

Stop encouraging the child to do what you want to do. Instead let the child lead the play and choose what they would like to do.

LISTEN

Wait, listen and observe your child. This reinforces the idea of letting the child lead. It shows that you are interested in what your child is doing and it will make your responses more relevant and appropriate. While watching, make note of any attempts to communicate. Treat these attempts, however approximate, as meaningful communications and respond accordingly.

RESPOND

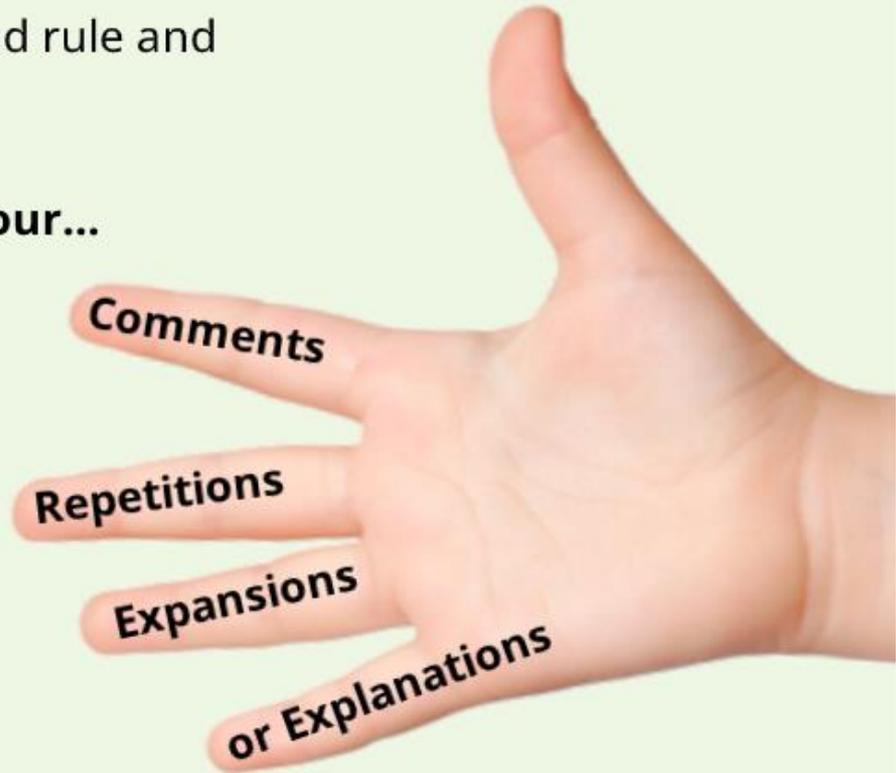
Respond by modelling language which is useful for your child. Respond by:

- **Keeping questions and directions to a minimum**
- **Commenting** = describe what your child is doing or looking at using short, simple sentences that describe what is happening. If the language matches your child's interest, they are more likely to listen and absorb the information.
- **Expanding** = repeat what your child says but add 1 or 2 new words either at the end of the sentence or within the sentence. Your child is more likely to listen, remember and use it later.
- **Repeat** = repeat what your child says but use a correctly structured and articulated sentence.

The Hand Rule

It is vital to remember the hand rule and the balance:

One question to four...



Strategies to develop speech, language & communication

- Give specific praise often to your child
- Limit words such as 'don't' or 'no'
- Play with your child as much as your time permits...play is important in a child's development
- Ask open ended questions and listen to your child by making eye contact
- Read to your child...everyday
- Don't be afraid to get down on the child's level...sometimes getting into a chair or on the floor can be better for both parent and child
- Use your patience...take a deep breath, count to ten...

Questioning

- Remember the balance between questions & instructions (The hand rule)
- Have a realistic expectation of the types of questions a child can understand
- Plan to use 80% of questions and instructions at a level your child can understand
- If your child does not understand, use your knowledge of the blank levels to reflect on the question asked, change it and remember this for next time
- Plan to use 20% of questions and directions at the next level
- Remember that a child's ability to understand questions will be affected by their emotional state
- If the question is within your child's ability to understand but he/she does not respond, repeat the question and then model the answer
- Consider blank carefully when planning and implementing strategies to support behaviour (We will touch on this in the routines and boundaries workshop)

Blank Questions and Directions

Level 1

- What's this? (pointing to a banana)
- Show me the grapes
- Find another strawberry like this

Level 2 22-36months

- Look at this apple and this one, give me the green one
- Show me a yellow fruit
- Show me a long fruit
- Which fruit is round?
- Can you see something prickly?
- Show me something you cut the apple with
- What would I peel the apple with?
- Look at the slices of apple. How many slices can you count?
- Would you like a big piece of apple?
- Would you like a little piece of apple?
- I'm going to eat a banana. Can you find something else you can eat?
- Where's another piece of fruit?
- I'm going to cut the grapes with some scissors. What else can we cut the grapes with?

Blank Questions and Directions

Level 2 Continued

Using pictures (e.g. The Tiger who comes to tea):

- Who is sitting at the table?
- What are they eating?
- Where's the tiger going now?

Level 3 30-50 months

- Level 3 is about re-telling but there are two exceptions:
 - I'd really like an apple but not the green one
 - Alice, give two grapes and one piece of apple to James
- Other questions are about re-telling
 - Can you tell me what did we do with all of the fruits
 - Put photos in correct sequence
 - What did we do when we went shopping?
 - Predict- What's going to happen next?
 - Tell me about Handa's surprise?
 - What would Handa say?
 - How does Handa feel?

Blank Questions and Directions

Level 4 40-60 months

- Why questions
- How questions as in how do you know something
- How do we know you must peel an orange?
- Why do we need to wash our hands?
- Why must we be careful when we used a knife
- Why do I need to peel a banana?
- Oh look it's going brown. Why has is gone brown
- How many children are there? There's three of you. Have we got enough chairs? Oh no, we've only got two. What shall we do?

Thank you for taking the time to
join us today.

Any questions

