



Bright
Little Stars
Nursery

SUPERNOVA

COMMUNICATION
AND
LANGUAGE





Stories

Quality books remain one of the best ways of introducing your child to new, ambitious and exciting language. Take time to explain words and their meanings and take the opportunity to clap the syllables in these words too. Monosyllabic words, just as much as polysyllabic ones too!

Experiences

Experiences naturally bring new vocabulary. Visit the zoo, park, museum, theatre etc. Travelling by bus, train and tube are also exciting to children and encourage new conversations. Always be ambitious with the vocabulary you use with your child.



Actions

Play Simon Says and introduce lots of new body parts! Act out an action and can they guess what you are doing? Let them act out an action for you to guess too. Then ask them to put the new words/actions into a sentence.

Getting it wrong

Where your child mis-pronounces a word or is grammatically incorrect e.g. verb endings, simply repeat it back correctly. Avoid telling them they are wrong, keep it positive and encourage them to keep trying.



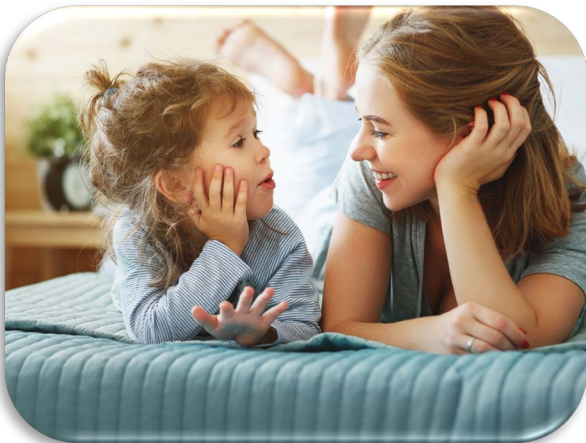


Paying Attention

This relates to the art of being able to do 2 things at a time e.g. continue playing with a toy, whilst holding a conversation with you. This is a developmental process that will come in time, but good to keep a look out for.

Points of View

It's important to give your child the opportunity to express their own choices, likes, dislikes and points of view. You may not agree with them, but they need to know it's ok to have them and to learn the art of debate.



The Art of Conversation

Give your child the words/phrases to support them in being able to start a conversation. Remind them of the importance of listening and taking turns to speak.

Imaginative Talk

Encourage your child to add narrative to their play. What are they making? What can it do? Where will you go? Who will be the driver? Or simply add to the narrative and play along with their ideas.





Questions

'Why' questions are a way of checking understanding and also extending their thinking. Be careful not to turn into your child though, who is perhaps prone to asking you 'why' all the time!

More Questions

Use all the options available e.g. what, when, where, who, which, whose, and as above, why. It's also good to add in; I wonder if ... or what would happen if ...? These give the child room for their own ideas and imagination.



Instructions

Children are expected to follow lots of instructions. Start with simple 1 step instructions and gradually build to 2-step and so on. Following instructions when playing board games and recipes when cooking, are also useful ways to support this.

Sentences

Children naturally progress from using one word, to two words and building up to longer sentences. Model this to your children e.g when they say "mummy cup" - a response could be "yes mummy is holding her cup". Four to six word sentences by age 3-4 is the expectation.



Be careful not to ask too many questions though. The ratio should be 4 comments to 1 question, as asking too many, can shut down interaction.



Songs

Sing songs with your child. Including any songs in your first language if it isn't English. Support them in recognising the rhythm of the songs, by stamping or clapping to the beat.

Rhymes

Rhymes are an invaluable tool for teaching your child rhythm and rhyme. Being able to identify these are a precursor to reading and eventually spelling words. Action rhymes in particular, make this learning fun and engaging for them.



Number Rhymes

Make sure to include number rhymes in your repertoire. Counting up and down whilst using their fingers to add to this learning. E.g. 5 Little Ducks, 5 Little Speckled Frogs, 5 Fat Sausages etc.

Adding Instruments

Why not make instruments to accompany your singing - make a drum from a pan and wooden spoon, shakers from empty plastic containers filled with dried peas or beans, cymbals from pan lids and a microphone from rolled up paper or the tube from inside a kitchen roll. Make streamers from strips of plastic or paper, tie them to a stick or clothes' peg and watch what happens when you run or dance with them out of doors.





Favourite Stories

Build up a repertoire of quality stories that your child really enjoys. Read them over and over again, until your child knows them in detail. It can become painstaking for you, but invaluable for them! Ask them to retell you the story for a break. Change something deliberately and see if they notice.

Picture Books

These are invaluable for children to have the opportunity to use their own imaginations. What is happening? How are they feeling? How do you know? What might happen next? What would happen if ...? What time of year is it? How do you know?



Talk about the story

What is the setting? Who are the characters? What happens at the beginning? What happens at the end? Can they suggest a different ending? What do they like about the story? Why? What's their favourite page/part of the story?

Longer stories

Slowly build up the story length, but be mindful of their concentration span. The aim being to slowly increase the length of time they will engage and also how much of what you read they can remember.



Please see the Book Suggestions Library in the Literacy star.