Prime Areas

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development.

In Reception we will be learning to:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases.
- Engage in Storytimes

Why is communication so important?

- ‘Speech, language, and communication are critical areas of development for children. They play a vital role throughout our lives, helping us to understand what is going on around us, communicate our basic needs and feelings, hold conversations, think and learn, develop relationships, solve problems, and more. They also support many other aspects of development, including cognitive, social, and literacy development.’ (Rosalyn Sword, 2021)

What can we do?

Be a good role model.

- Speak slowly
- Use short sentences
- Make eye contact
- Model the right pronunciation and sentence structure
- Avoid using baby words
- Labelling objects and actions
- Listening carefully
- Using expressive language

Read to your child.

- Try to read a book every day – school reading books, school library books, book in your coffee club pack and the local library.
- Engage with the text – ask questions about the story and pictures, predict what might come next, track the words as you read a book.
- Model how to use a book and how to look for page numbers and how to use a book mark etc
- Stop and talk about unfamiliar vocabulary
- Re-read familiar texts to the children so they can become familiar with the pattern of the text and speech and join in with repeated refrains.

What can we do?

Talk together

- Expanding on what your child says ‘red car’ ‘yes, look at the big red jeep over there’
- Using parallel talk and self-talk.
- Play describing games, guessing games and turn taking games – ‘what am I?’ ‘I spy’ ‘Pass the toy talking games’ ‘talking with bricks’

Encourage story telling

- Tell stories to your child – no pictures
- Make up stories together
- Retell favourite stories using the language from the text ‘we’re going on a bear hunt…’
- Scribe children’s stories and read them back so children feel power in their words and their ability.

Personal, social and emotional development.

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs. - Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian

Personal social and emotional development (PSED)

"In general, only a child who feels safe dares to grow forward healthily. His safety needs must be gratified. He can't be pushed ahead, because the ungratified safety needs will remain forever underground, always calling for satisfaction."

Abraham Maslow 1999

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

What can we do?

Emotion Coaching

Zones of Regulation

What can we do?

Talk about our feelings

- Name your emotions when you feel them. ‘Oh dear, it makes me feel sad when you say unkind things to your sister’ ‘Oh dear I feel disappointed that the shop is closed’.

Own your feelings ‘I feel’ ‘You have made me feel…’

avoid generalised statements

Avoid using ‘you’ in anger

Talk about ‘children’

Share books about emotions

- Reading books about emotions can help children to see the emotions in different situations.
- I can also be helpful to reflect the behaviour onto another child and talk about their behaviour instead.

GMS + FMS

- Gross motor skills and fine motor skills
- Gross motor skills – Skills that involve the whole body – your core muscles (belly and back) and the muscles of your arms and legs.
- Fine motor skills – skills that involve using the fingers and hands together.

FMS and writing

As your child progresses their **fine motor skills** — their dexterity and coordination of small muscles and movements begin to develop. Young **children** need daily experiences with **fine motor** activities so they can build strength and dexterity in their hands and fingers which is necessary to support early **writing skills (Early Education Zone, 2023)**

Studies have shown that in-hand manipulation skills have a significant effect on letter formation, which in later years has an effect on writing tests **(Early Education Zone, 2023)**

What can we do now?!

There are a variety of activities and resources around the hall which are labelled. These are the types of activities you can play at home, on a rainy Sunday afternoon, with your children to encourage and support the development of communication and language and personal, social and emotional development.

Please feel free to play the games and engage with the activities so you can become familiar with the activities to recreate at home.

Let us know how you get on by sending photos or notes of your child completing these activities at home to our year group email address: yearr@eastwick.thpt.org.uk

Thank you!