



Parental Workshop - Communication, Language and Reading.

Wednesday 10th October

Communication and Language - Prime Area

- Listening and Attention
- Understanding
- Speaking



Teaching communication and language

Children learn about language and how to communicate in a variety of different ways.

The most common and most effective way of teaching children new words and showing them how to communicate, particularly in the early years is through play.

The early catastrophe

30 million word gap by age 3

Hart & Risley (1995)	Words heard / language experienced per hour	Words heard / language experienced over ONE year	Words heard / language experienced over FOUR years	Ratio of affirmatives (encouraging) to prohibitions
Family 1	616 Cumulative vocabulary = 500	3.2 million	13 million	1:2
Family 2	1,251 Cumulative vocabulary = 750	6.2 million	26 million	2:1
Family 3	2,153 Cumulative vocabulary = 1,100	11.2 million	45 million	6:1

Playing is one of the best ways to develop language and we try to incorporate this through the Early Years curriculum. Children are given the opportunity to 'choose' in the classroom whilst adults are available to extend their language and vocabulary through talking and questioning.



During the Autumn term activities will be planned that promote language development.

These will include; whole class and small group discussions, extended questioning, role play scenarios etc.



Step 1

How we learn new words



What is it?



What do we do with it?



Where do we find it?



What sort of thing is it?



Clap the beats in the word



What sound does it begin with?



Reading at Avondale

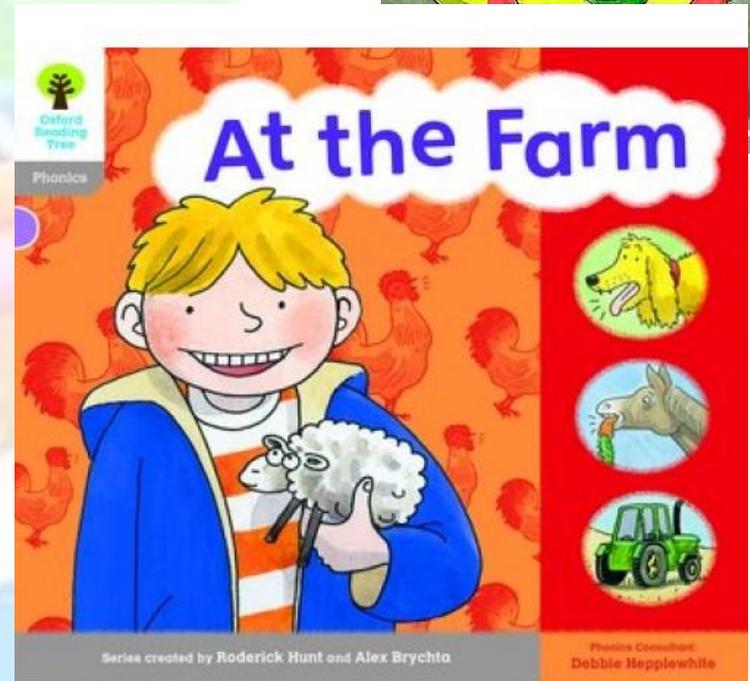
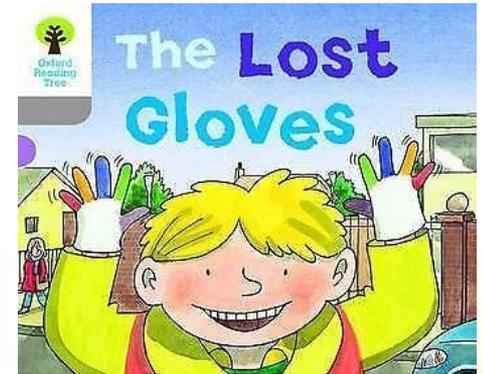


Reading at Avondale

- ERIC – Everybody Reading In Class
- Guided Reading – curriculum time, teacher led, in an ability group
- Home reading – at home with you!
- Library – promoting reading for pleasure – more support from home

Wordless books

- These books are used to support the development of their language and communication skills.



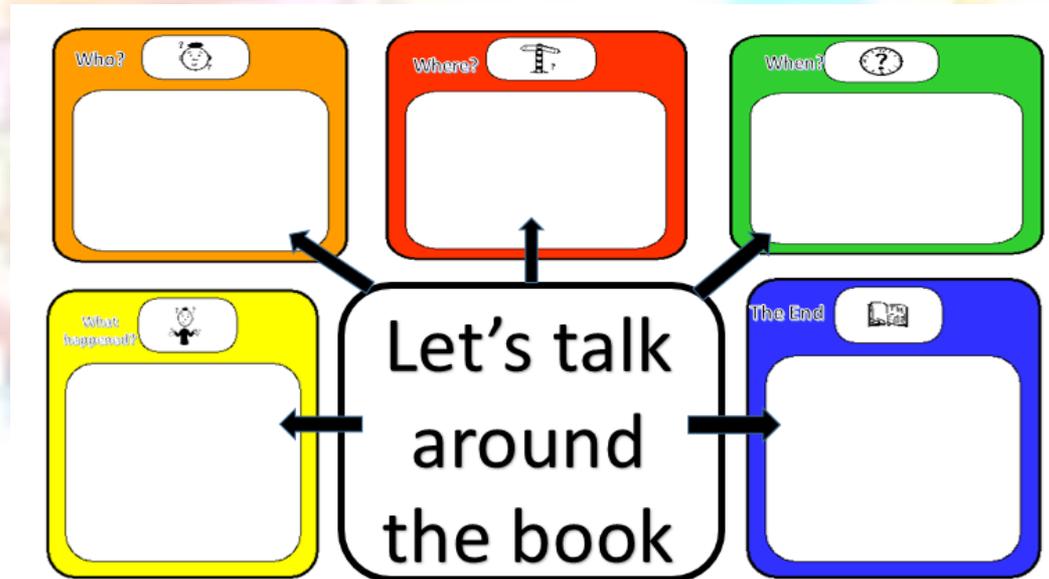
Wordless books –

- These are used to show your children how to look at books.
- They are used to develop your children's vocabulary, by discussing what can be seen in the book.
- They are also used to develop their comprehension skills, discussing what is happening, what has happened and what is about to happen in the book. Extended their thinking through questioning.
- They also improve communication skills as your child will be asked to share their ideas and thoughts about the book.

Talk about Mat

We use these in school as a prompt when discussing a story.

The mat gives questions to ask, encouraging children to think about all parts of the book.





Footprints



- You will also receive coloured footprints.
- The footprints link to the 'talk about' mat and can be used to generate questions before, during and after the book.
- We use these footprints throughout our teaching and children should be aware of what each coloured footprint means.

The Reading Process

Good readers use:

- Phonic skills
- Sight words
- Knowledge of the world
- Their own oral language

Good readers understand what they read.



The simple view of reading

Language
comprehension
processes

Good oral language comprehension
good word recognition

G
o
o
d

P
o
o
r

P
o
o
r

Word
recognition
skills

Word
recognition
skills

Language
comprehension
processes

Expectations

- Children read AT LEAST 3 times per week
- Reading diary is signed each time
- Text is sent weekly
- Not necessarily the whole book. Break it up as you feel is needed
- Important that children see reading as part of everyday life.
- Provide them with reading opportunities – make it fun!