



Language games to play with your child

I-Spy

Play 'I-Spy' with your child. For very young children the usual way of playing that starts 'I spy with my little eye something that begins with....' can be too difficult. You can make this easier by providing a clue. 'I spy with my little eye something that barks and begins with d'.

Go on a Listening Walk

When walking down the road make a point of listening to different sounds - cars revving, people talking, birds singing, dogs barking. When you get home try and remember all the sounds you heard.



Body Sounds

Encourage your child to listen to the sounds your feet make when **walking/running/skipping: slowly, softly, fast, stomping hard, in flip flops, boots, high heels.**

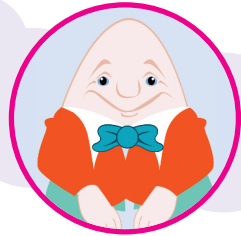
Object noises

Place a range of objects in a bag some that make noise (e.g. a bell, a squeaky toy, a whistle, a bottle with rice in etc.) and some that don't make sound (e.g. a sock, a wooden spoon, a ball etc.). Ask your child to choose an object and give it a shake.

Then ask them if it makes a sound or no sound and separate the objects into two piles.



Traditional nursery rhymes to share with your child



Humpty Dumpty

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the King's horses and all the King's men
Could not put Humpty together again.



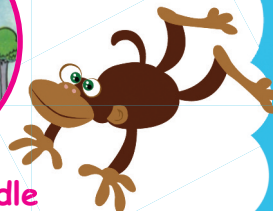
The Grand old Duke of York

Oh, the grand old Duke of York,
He had ten thousand men; He marched them
up to the top of the hill, And he marched them
down again. And when they were up, they were up,
And when they were down, they were down,
And when they were only half way up,
They were neither up nor down.



Hey diddle diddle

Hey diddle diddle, the cat and the fiddle,
The cow jumped over the moon.
The little dog laughed to see such fun
And the dish ran away with the spoon!



Sure Start
Children's Centres
Hartlepool

Young Children's Communication, Language and Literacy Development



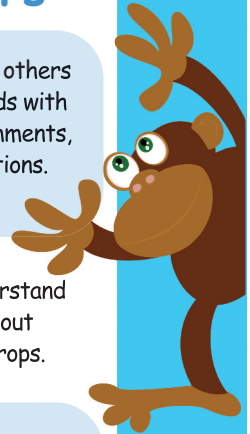
This leaflet is from a series of four, each leaflet covers a different area of development, from birth to five years.

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Communication, Language and Literacy Development



6 Months	1 Year	18 Months	2 Years	3 Years	4 Years	5 Years
Reacts in interaction with others by smiling, looking and moving.	Concentrates intently on an object or activity of own choosing.	Listens to and enjoys rhymes and stories. Tries to join in.	Recognises and responds to many familiar sounds, e.g. turning to a knock at the door, looking at or going to the door.	Listens to stories with increasing attention and recall.	Is able to follow directions (if not focused on own activity).	Listens to what others say and responds with appropriate comments, questions, actions.
Stops and looks when hears own name.	Understands single words in context, e.g. 'cup', 'milk', 'Mummy'	Understands simple sentences, e.g. 'Throw the ball.'	Understands , 'who', 'what', 'where', in simple questions.	Understands simple concepts, e.g. 'big', 'little'.	Show understanding of simple instructions. E.g. Will get or put away an object when asked.	Is able to understand a story without pictures or props.
Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.	Uses single words to communicate. E.g. 'milk' to communicate that they want a drink.	Copies familiar expressions, e.g. 'Oh dear', 'all gone'.	Holds a conversation jumping from topic to topic.	Uses simple sentences, e.g. 'Mummy gone work.'	Builds up vocabulary that reflects the breadth of their experiences.	Uses language to imagine and recreate roles and experiences in play situations.
Enjoys looking at books and other printed material with familiar people.	Handles books and printed material with interest.	Interested in books and rhymes and may have favourites.	Repeats words and phrases from familiar stories.	Listens to stories with increasing attention and recall.	Knows that print carries meaning. Holds books the correct way and turns the pages.	Links sounds to letters. Writes own name. Begins to read simple words and sentences.
What adults can do						
Share stories, songs and rhymes with your baby.	Let your baby see and hear the sequence of your actions as you carry out familiar routines. Comment on what you are doing as you go.	Encourage your child to listen to different sounds. E.g. dog barking, cars, washing machine.	Introduce new words to your child as you play. E.g. naming objects as you role play 'having tea' with your child.	Talk to your child about what they have been doing and help them to reflect upon and explain events. E.g. 'You told me your model was going to be a tractor. What is this lever for?'	Use props, such as pictures, puppets and objects alongside books and encourage your child to retell the story.	When reading to your child encourage them to predict possible endings to the stories.
Tell as well as read stories to your child.	Make a family book using photos of family members, significant people in the child's life, familiar everyday objects to share with your child.	Share picture books with flaps or hidden words, books with accompanying CDs and story sacks. (A sack of props to support story telling).	Draw your child's attention to marks, signs and symbols in the environment and talk about the things they represent.	Support your child in recognising and writing their own name.	Model sounding out words in everyday contexts, e.g. 'Can you get your h-a-t hat?'	Write with your child in real contexts. E.g. write - a shopping list, a birthday card, a label for a toy box.

The most important thing to remember about development is that all children are different. These communication, language and literacy development milestones are a general description of what most children can do at certain ages. Your child may reach some milestones earlier and others later. If you have any concerns about your child's social and emotional development, speak to your Health professional, someone at your Sure Start Children's Centre, nursery provider or school.