



Communication and Language Module 2 of 3

Authors:
Kay Clifford
Sue Waters
Helen Watts

Acknowledgment

The authors and publisher would like to thank the following for the use of their work:

Photographs:

Cover photograph © Andrey Kuzmin/www.bigstockphoto.com. **Can telephones** photograph © 2006, Emilia Stasiak/www.istockphoto.com. **Wind chimes** photograph © 2007, Gustavo Bueso Padgett/www.sxc.hu. **Brown teddy bear** photograph © 2003, sasha/www.sxc.hu. **Bucket and spade** photograph © 2006, liensal/www.sxc.hu. **Carrots** photograph © 2007, Emiliano Spada/www.sxc.hu. **Apple** photograph © 2011, Ewa Kubiak/www.sxc.hu. **Tricycle** photograph © 2004, Anna Taylor/www.sxc.hu. **Goldilocks story basket** photograph © 2012, Sue Waters. **Little Red Bunny** photograph © 2007, Kostas Jariomenko/www.sxc.hu.

Every effort has been made to contact copyright holders of material produced in this book but, where this has not been possible, LCP would like to apologise for any cases of unintentional copyright transgression and would like to hear from any copyright holders not acknowledged.

British Library Cataloguing-in-Publication Data

A catalogue record of this book is available from the British Library.

ISBN 978 1 908913 00 5

The rights of Kay Clifford, Sue Waters and Helen Watts to be identified as the authors of this Work has been asserted by them in accordance with sections 77 and 8 of the Copyright, Designs and Patents Act 1988.
All rights reserved.



The book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, hired out or otherwise circulated without the publisher's prior consent in any form of binding or cover other than that in which it is published and without a similar condition, including this condition, being imposed upon the subsequent purchaser.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recoding or otherwise, without the prior permission of the publisher. The book remains copyright, although permission is granted to copy pages where indicated for classroom distribution and use only within the educational establishment which purchased this pack. Reproduction of or use of reproductions of any or all of the pages in this book in any institution other than the purchasing institution constitutes an infringement of copyright. Copies may be taken home by students only if such copies have been provided without charge to the students.

Weblinks:

Website addresses are provided in this book in order to provide additional information sources for teachers. It is not unknown for unscrupulous individuals or organisations to place highly unsuitable materials on websites to which children might have access. It is essential that teachers check the content of websites before allowing pupils to have access to them. In addition, although we try to suggest reliable sources, websites and the individual pages within them can sometimes be removed or have their website addresses changed by their owners. LCP cannot be held responsible for other organisations' websites which are removed or changed, nor for the content of such websites.

Authors: Kay Clifford, Sue Waters and Helen Watts

Design: Heather C Sanneh

Illustrations: Jenny Tulip

Published by: LCP, Hampton House, Longfield Road, Leamington Spa CV31 1XB

tel 01926 886914 **fax** 01926 887136

email mail@LCP.co.uk

website www.LCP.co.uk

First published 2012.

Copyright ©, LCP Ltd 2012.

Text © 2012, Kay Clifford, Sue Waters and Helen Watts.

Illustrations © 2012, Jenny Tulip.

Contents

Introduction 4-5

Unit 1

What's that sound?

Activity ideas 6-10

Activity sheet:

Noisy or not? 11

Activity sheet:

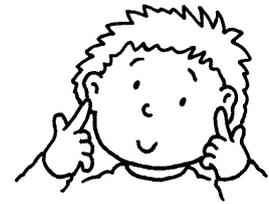
How to make a shaker 12

Hints for home 13

Pupil profile sheets 14-15

Progression 16

Resources 17



Unit 2

My favourite things

Activity ideas 18-21

Activity sheet:

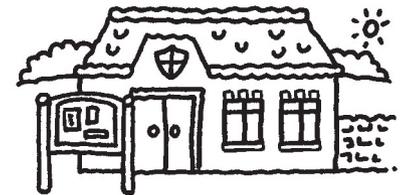
Activities I have enjoyed 22

Hints for home 23

Pupil profile sheets 24-25

Progression 26

Resources 27



Unit 3

Story time

Activity ideas 28-31

Activity sheet:

Goldilocks and the Three Bears 32

Activity sheet:

Gingerbread man recipe 33

Hints for home 34

Pupil profile sheets 35-36

Progression 37

Resources 38

Observation chart 39



Introduction

BUILDING BLOCKS is a modular series of resources offering Early Years Foundation Stage (EYFS) practitioners a source of fresh, fun activities linked to inspirational, child-centred themes, and providing comprehensive coverage of the different aspects of the Early Learning Goals. Written in line with the revised Statutory Framework for the EYFS (March 2012), each module in this series – for children age 2 to 3 years (24-48 months) – covers one of the three Prime Areas of Learning and can be used as a standalone resource or compiled into a convenient resource file.

Communication and Language is the second of the three modules for this age group. The others are: **Personal, Social and Emotional Development** and **Physical Development**.

Across all three modules, opportunities to develop aspects of the other four specific areas of learning (*Literacy, Mathematics, Understanding the World and Expressive Arts and Design*) will be highlighted where appropriate to the age group, and in line with the non-statutory guidance given in *Development Matters for the Early Years Foundation Stage* (Early Education, 2012).

For practitioners working with children aged 4 to 5 years (48-60 months), there is a sister **Building Blocks** series which also comes in a resource file format, covering all the Areas of Learning in seven modules.

The themed approach

Some of the best examples of good practice and effective learning in an EYFS setting are those which stem from the children's own interests and experiences. That is why each module within **Building Blocks** is structured around fun, child-centred themes, many of which you will already be covering in your setting and which will prepare the children well for working towards the Early Learning Goals and the National Curriculum work they will be doing at Key Stage 1. So, the aspects of *Communication and Language* are explored through the topics of:

*What's that sound?
My favourite things
Story time*

Activity ideas

The March 2012 EYFS Framework sets out to be flexible, and accessible to children of all abilities and within all kinds of settings. This flexibility is central to the structure of **Building**

Blocks. The Activity ideas provided for each theme are not prescriptive: rather they are designed to provide a range of stimulating starting points, and practitioners can select the ideas which most suit the children within their care at any one time.

All the Activity ideas contained within **Building Blocks** are written by experienced practitioners and are chosen to develop the three characteristics of learning: **Playing and exploring, Active learning** and **Creating and thinking critically**. So alongside talking points, discussion ideas and suggestions for circle time, you will find plenty of ideas for indoor and outdoor play, arts and crafts and early stage reading and number work. The Activity ideas provide opportunities for individual and for small or large group activities too, so children can gain experience of working cooperatively with a partner or team, as well being encouraged to build their confidence and independence when carrying out tasks on their own.

The Activity ideas provided for each theme should cater for a range of abilities within the target age group of 2 to 3

years (24-48 months). However, to stretch those children who are more able or progressing more rapidly towards the Early Learning Goals, further activity ideas are set out on a page entitled **Progression**. All link closely to the core Activity ideas, making differentiation within the same setting easier.

Some of the activities suggested involve photography and film. Please remember to refer to your setting's policy on taking and storing photographs or videos of children in your care.

Assessment

To support practitioners with formative assessment and reporting to parents and carers when a child is between the ages of two and three, a generic **Observation chart** is provided on page 39. This can be used to make notes about how a child tackled different activities, and is left open-ended so that you can write in the details of your chosen activity. We all know that children approach activities in different ways, so it is difficult to prescribe how they should go about an activity. For example, when making a story den (see page 31), a child working at the expected level for 22-36 months may happily role-play alongside

others in the den (play and explore) and, with adult support, help to decorate it (active learning); while a child working at the expected level for 30-50 months could build the den without adult help, would initiate play by choosing a character costume and allocating other roles, and may be able to talk to an adult about how to make the den even better or more cosy (thinking critically). This Observation chart enables you to record whichever methods and approaches the child uses so that you can make summative assessments later.

Pupil profiles

Every set of Activity ideas comes with a **Sample pupil profile** and a **Blank pupil profile** sheet which link more specifically to the tasks being suggested. It has to be left up to the individual practitioner to decide which activities they wish to assess and when – and it is certainly not necessary nor recommended that practitioners should assess all of the activities all of the time. So the Sample pupil profile selects just a small handful of the suggested activities and maps out some of the kinds of skills and understanding which you should be looking for in order to summarise a child's level of development. To help you match

the profile to the non-statutory guidance in *Development Matters* (2012), the profiles allow you to indicate whether a child is at the expected level for either 22-36 or 30-50 months.

Hints for home

“Where parents and carers are actively encouraged to participate confidently in their children's learning and healthy development, the outcomes for children will be at their best.”

Dame Clare Tickell, *The Early Years: Foundations for life, health and learning: An Independent Report on the Early Years Foundation Stage to Her Majesty's Government* (2011)

Recognising the important role that parents and carers have in their child's learning and development, each theme in each module of **Building Blocks** includes a ready-made photocopiable letter to send home. As well as informing parents and carers about the topics and skills their child has been learning about in the setting, it also offers a range of fun ideas to try at home to extend and complement those activities – ranging from things to make and talk about, to songs to sing and stories to share.

Resources

A comprehensive Resources list is provided to support the activities for each theme.

What's that sound?

Activity ideas

Topic coverage

- Recognising and responding to familiar sounds;
- Listening to, and repeating, patterns and rhymes;
- Answering *Who, What, Where, How* questions about sounds and noises;
- Describing where a noise is coming from using positional language;
- Responding to simple instructions to make sounds.

What can you hear?

- Sit quietly in a circle somewhere indoors. Ask the children to close their eyes (or blindfold them) and just listen. After a minute or two, ask the children what they heard. Give them time to think about what they want to say and put their thoughts into words, rather than jumping in too soon and prompting them.
- Ask the children where they think the sound is coming from. For example: '*From Mrs Jones in the other*

room'; '*From the plane up in the sky*'; '*From Freddie in the garden*'; '*From Harjeevan playing with the bricks*'.

- Once they have commented, encourage the children to tell their friends what they heard.
- Ask if they heard the same sound as their friends.
- Encourage the children to use their voice and/or their body to recreate some of the sounds.
- Now repeat the activity but do it outside.
- If you have different areas in the setting, such as library, kitchen, hall or music room, try the activity in these areas too.
- There are plenty of commercially produced sound games available (see *Resources*, page 17). Use one to play the children a variety of different sounds and let them guess what they are hearing. More able children could play lotto style games in which they use a counter to cover the sounds they hear on the base boards.

Ideas for noisy chatterbaskets

Bells: hand bell, bicycle bell, door bell, cat bell, cow bell, jingle bells.

Farm animals: cow, pig, hen, duck, horse, sheep, cat, dog.

Shoes: high heels, football boots with studs, flippers, flip flops, slippers. (Provide a tray or piece of wood for the children to knock the shoe on.)

Transport: fire engine, racing car, motor bike, bicycle, lorry, train, aeroplane, rocket, car, bus.

From the play kitchen: pots, pans, spoons, hand whisk, kettle, toaster, cups, containers, cooking timer.

What's your name?

- Model sounding out each child's name phonetically into a toy microphone. Encourage the children to copy you and say their own and their friends' names, emphasising the initial phoneme.

Noisy chatterbaskets

- Make a collection of objects on a theme and put them in a basket on the floor. (See *Ideas for noisy chatterbaskets* box.)
- Encourage the children to come and play with them and talk about the objects.
- Ask the children questions, such as: *What is it? What can it do? How can you get a sound from it?*
- Help the children to expand on what they say, introducing and reinforcing the use of more complex sentences.

What's that sound?

Talking telephones

- Provide a range of telephone toys to play with, including old phones that are no longer in use and toy phones.
- Encourage talking by starting conversations with them. For example:

Adult: *Hello. Who is it?*

Child: *Tilly*

Adult: *What have you been doing today?*

Child: *I comed to nursery*

Adult: *You've come to nursery – what fun! What have you been doing?*

Child: *I didded some painting.*

Adult: *You did some painting? What did you paint?*

Child: *I maked mummy.*

Adult: *You made a painting of Mummy. Lovely! She will like that. Oh, I must go now, there is someone else waiting to talk to me! Speak to you later. Bye, bye.*
- While you talk to the child on the phone, encourage them to use the past tense accurately by remodelling the correct language. Follow the child's lead on conversations and talk about what they are interested in. If the child is reluctant to talk you may need to ask questions to get conversations started.
- Make telephones by using paper cups or old tins (such as clean, smooth-edged baked bean tins) and some string. The children could decorate the cups or tins.
- Model how to put the cup/tin to the ear to listen and to the mouth to speak. Start by speaking into the cup/tin yourself, asking a question that the child can respond to, such as: *'Hello. Who is there?'* When you have finished speaking say, *'Your turn'*. This signals that the child then has to put the cup/tin to his/her mouth while you put it to your ear.
- Once they have got the hang of using the phones, let the children play on their own in pairs. It is even more fun if they are out of view from each other – either round a corner or in the next room. This also encourages the children to listen more carefully to each other. Each time they speak, remind the child to say *'Your turn'* at the end.
- You can also buy commercially-made phones with stretchy plastic tubing between the two mouth pieces (see *Resources*, page 17).



Photograph © 2006, Emilia Stasiak/www.istockphoto.com

Noisy books

- There are many 'noisy' books available, where children can push buttons during the story to hear different sounds (see *Resources*, page 17, for examples). Have a selection of them in your book area and share them with the children.
- Talk with the children about each book. What do they think it will be about? What can they see on the front cover? Can they guess what sounds they might hear in the book?