



EARLY YEARS

Communication Week - **activities for parents** Tremendous Tuesday



Tremendous Tuesday

- Outdoor sounds
- Pre-phonics focus: Environmental Sounds

Activity - Listening walk along the street

Holding hands, listen to the different noises of the traffic with your child. Whoosh, brmmmm, peep, blip, blip, blip, nee-naw. Still holding their hand, ask your child to close their eyes and guess which vehicle is making the noise – is it a car, a motorbike, a bus a lorry a van or a bike? Listen again, can you tell by listening whether they are coming towards you or going away, fast or slow?

Go online and visit [BBC Teach](#), [School Radio](#), [Early Years Foundation Stage](#). Listen and talk together about different sounds.

Story time

Stick Man by Julia Donaldson

Everybody thinks that they have just picked up a twig and poor Stick Man is taken to some different places but he just wants to be with his family. Talk about how Stick Man is feeling, what other words can you use to explain what is it like to feel lonely or weary? Can you imagine, describe or make the sounds like a river, sea or walking on sand, or a dog? See if your child can re-tell a story to you. For example, ask them what can they remember about their birthday last year.

Scaredy Squirrel by Melanie Watt

Scaredy Squirrel is afraid to get out of his tree and explore the unknown park where he lives. He looks and listens and puts together an emergency kit. What does he hear? Listen to the story and then go through it again slowly, pausing at different pages to have a conversation about Scaredy's worries and plans, and what happens. (Written pre pandemic but so reassuring.)

Shaker maker sounds

Use an empty yogurt pot or milk carton to make a shaker. Decorate with stickers if you like to. Fill about a quarter with rice, pasta or lentils, sugar or flour, put a cover over the top before putting the lid on and sealing with sticky tape. Listen to the different noises, maybe it reminds you of torrential rain or a shower? Make two pots the same and see if your child can match the same sound. Try shaking along to different songs and rhymes in rhythm. Make it a game by getting your child to copy your rhythm. Try slow, slow, quick, quick and then ask them to copy.

Stick sounds wander activity

Choose a stick from your garden or park. With supervision, encourage your child to tap the stick onto different surfaces and listen to the different sounds. Can you find something that goes thud, ting, bang, clang, swoosh... as you run the stick along some railings.

Rain rhymes

At bath time, or with a bowl of water, pour the water out of containers like plastic beakers / jugs, spoons.

Repeat at different heights and speeds. What sounds can you hear? Splash, sploosh, drip, trickle, gurgle.

Have fun with rhymes from ['Dr Foster'](#), and [storm sounds from 'I hear thunder'](#). Sing yourself.

Communication and Language

Listening and Attention

You might notice that your child:

Enjoys listening to stories you tell them and talks about them later.

Joins in with their favourite bits in the story, for example, "Who's been sleeping in my bed?" when you're reading Goldilocks and the Three Bears.

Joins in with their favourite rhymes and stories and guesses what will happen next.

Stops what they are doing and listens when they hear you talk to them, or they hear the doorbell ring.

Understanding

You might notice that your child:

Understands questions like "What do we need for a bedtime story?" They may be able to say "book"

or be able to point to one or even go and get one. Can follow simple instructions like "Put teddy under the blanket" or "Put the train on the track"

Understands what you are saying and can help when you ask them to bring you something.

Speech

Use longer sentences with words like "because" and "and". For example, "I cried, I did, because I banged my foot and it hurt".

Ask them to tell you about something that's happened. For example, "Remember when we went to the park yesterday and came home?". Ask lots of questions and answer your questions too.

Talk about what you are doing now, and what might happen later or tomorrow.

Sometimes talk like a grown up and repeat words to make yourself clear. For example, "I'm really, really hungry now". Use lots of different words.



Top Tips

Learning to talk is a complicated skill for a child. These tips will help you, to help them:

- Say their name when you start talking to get their attention
- Help your child to learn new words by using all their senses to teach new words
- Build in lots of repetition "Dog, yes a dog, woof woof dog"
- Build on what your child already knows and says
- Taking turns with babies, add words for toddlers and phrases for older children. "Car, yes it's a car, a blue car, a big blue car"
- Talk about things that your child is interested in
- If your child makes a mistake, repeat the words and sentences clearly in the correct way
- Use comments and prompts instead of asking them too many questions. "We're going to walk to see Granny, we have to go up the road and through the park"
- Play around with words and make up silly ones
- Give your child time to think about what you have said
- Chatting is important, the more you chat to your child the more time they get to practice

Find out more about your Child's development

[What to expect when - Developmental Guide for Parents](#)

If you have any concerns about your child's development the first thing to do is talk to your child's key person at their childminder / nursery / pre-school.

Find out More

- [The Communication Trust Top Tips](#)
- [Literacy Trust Multilingual](#)
- [BBC Tiny Happy People](#)
- [Words for Life - ideas for Parents](#)
- [Hungry Little Minds Campaign](#)

