



# EARLY YEARS

## Communication Week - activities for parents Thrilling Thursday

### Thrilling Thursday

- Pre-phonetic focus
- Rhythm and rhyme

### Story and rhyme time

[Rumble in the Jungle](#) by Giles Andrae and David Wojtowycz

If you don't have a copy you could go to your local library to find a copy. On your journey to the [library](#) remember to chat to your child about what you can see on the way. Some libraries have Story Time sessions and Bounce and Rhyme each week. Just ask for the timetable.

There is a version of the book which has sign language. There are also top tips and questions for you to use to support your child's understanding.

When reading the rhymes continually point out the words that rhyme for example 'roars and jaws', 'proud and cloud'.

### Move like an animal activity

Can you move like the animals in 'Rumble in the Jungle'? Stand up tall on tip toes like the giraffe, stamp and swing your arm like the elephant's trunk, snap your arms like the crocodile, beat your chest like the gorilla and slither like the snake.



### The Gingerbread Man story

Re-tell or read this story with your child using as much expression as possible so they tune into the rhythm of the language and the rhyming words. Encourage them to join in with the repeated phrases 'run, run, as fast as you can, you can't catch me I'm the Gingerbread Man!'

Use props: Act out using a gingerbread man and any of the animals in the story, for example a small toy horse, pig, cow, fox.

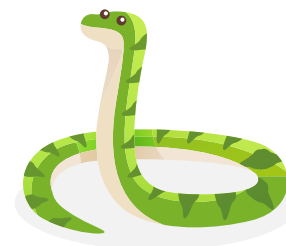
[Watch The Gingerbread Man being read on CBeebies Bedtime Stories.](#)

### Musical patterns

This activity can either be done with instruments or by clapping. If using instruments, you and your child need to have the same type of instrument. The idea is that your child copies what you are doing. You can start by simply playing loudly, or quietly, fast or slowly but later you can introduce simple rhythms. As your child becomes more confident, you can take turns at being the leader.

### The Snake poem by Giles Andrae

The boa constrictor's a slippery snake  
Who slithers and slides round his tree,  
And when tasty animals wander too close  
He squashes them slowly for tea.



When reading the poem, emphasise all the words beginning with ssss.

Can you and your child think of any other creatures that begin with 's'? Spider, skunk, swan, snail, salmon, squirrel, slug.

### Learning to rhyme activity - Silly Soup

Find a number of rhyming objects, for example, hat, cat, mat, bat, rat and a large mixing bowl and spoon.

Choose an object to put into the soup and place it in the bowl. After each object, stir the soup and sing the following song to recite the growing list of things that end up in the soup:

I'm making lots of silly soup  
I'm making soup that's silly  
I'm going to cook it in the fridge  
To make it nice and chilly  
In goes...a cat...a hat...a bat...



[You can watch examples of 'Silly Soup' online.](#)

## 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](#)

