



# Communication, Language and Literacy in Nursery

Greswell Primary and Nursery School

Spring Term 2026

# Communication and language

- WellComm – language screening and intervention programme
- Assessed every 12 weeks and supported in class with specific activities
- Access to activities on school website: Our Learning:Literacy: EYFS WellComm

# Communication and language - Dummies

- Dummies stops the tongue and lips from moving quickly and accurately which is vital for: chewing, eating, laughing, licking, smiling, blowing bubbles and most importantly, talking and singing.
- Lead to difficulties in speaking clearly and being understood which in turn leads to frustration and emotional outbursts.
- Only give your child a dummy at bedtime. Distract them with a game or a drink if they ask for it.
- Only have one dummy in the house and keep it out of sight: if they see it they will ask for it.
- Cut down gradually and choose a time to give it up, Easter bunny needs them for the babies who can't have chocolate or a new baby in the family.
- Once it's gone, it's gone – don't go back.
- [www.gotogrowtameside.co.uk](http://www.gotogrowtameside.co.uk)

# Phonics

- a method of teaching people to read by correlating sounds with symbols in an alphabetic writing system.

# Phonics - a method of teaching people to read by correlating sounds with symbols in an alphabetic writing system.

- From a very early age children need to experience a wide range of activities and experiences to develop their early reading and writing skills, for example-
- singing and saying rhymes
- making and listening to music
- listening to them
- joining in conversations
- painting and crafts
- pretend play.
- These activities will help your child to take the first important steps towards reading and writing.



# Children's spoken language supports reading and writing

- From a very early stage, children develop an awareness of the different sounds in our spoken language.
- They learn to use their voices to make contact and to let people know what they need and how they are feeling.
- Children need lots of opportunities to talk with others as they develop and practise these skills.
- This helps to build their confidence and improves their ability to communicate with other people, this is a really important part of learning to socialise and will help your child feel confident when it comes time to make friends.
- Everyday activities such as preparing meals, tidying up, putting shopping away and getting ready to go out offer the chance to talk to the child, explaining what you are doing.
- They hear the way language is put together into sentences for a purpose.



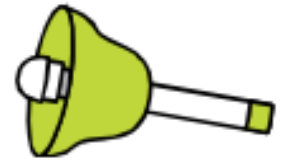
# Storytimes



- Books are a rich source of new words for the child – words you would not use in everyday conversations appear in books. Did you know the word dinosaur comes from the Greek for Deinos = terrible and sauros = lizard?
- Children need to have a wide stock of words (vocabulary) to understand the meaning of books – so read aloud and share books as often as you can.
- They will enjoy it and it will be so useful to them when they come across these words in their own reading, later on.

# At home: talking and listening

- Make time to listen to your child talking – as you meet them from school, as you walk, or travel home by car, in the supermarket as you shop, at meal times, bath times, bedtimes – anytime!
- Switch off the TV, radio and mobile phones – and really listen!
- Show them you are interested in what they are talking about – look at your child, smile, nod your head, ask a question or make a response to show that you really have been listening.
- Make a collection of different toy creatures e.g. a duck, a snake, an alien say the sound it might make as you play together e.g. quack-quack, ssssssss, yuk-yuk encourage your child to copy you.
- Play-a-tune – and follow me! Make or buy some simple shakers, drums and beaters – play a simple tune and ask your child to copy. Have fun!
- Use puppets and toys to make up stories or retell known ones. Record your child telling the story and playback to them.



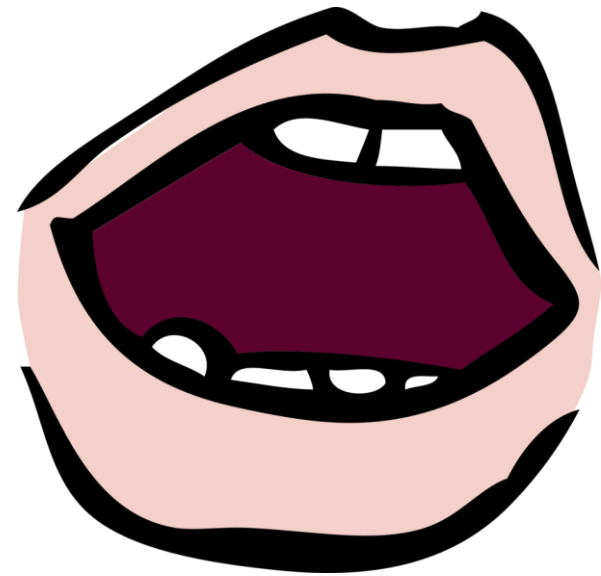
# The importance of speech sounds

- This is an important stage as the children's ears are learning to tune into all the different sounds around them.
- Playing with sounds and tuning your child's ears into sounds develops phonological awareness or the ability to discriminate different sounds.
- Over time this will help your child develop an understanding that words are made up of different sounds (phonemes) and they will be able to hear the different sounds in a word.
- Gradually they will learn to match sounds to letters (graphemes).
- This is phonic knowledge. They use this knowledge when they are reading and writing.



# Sound talk

- Try breaking down simple words when you are giving instructions or asking questions such as
- ‘Can you find your h-a-t, hat?’
- ‘Where is the c-a-t cat?’
- ‘Sit on the s-ea-t seat’
- Prior to this children should have experienced lots of the environmental, instrumental and body percussion, rhythm and rhyming, alliteration, and voice sounds activities to tune in their ears.



# Phase 1

- In this ongoing phase children will be learning to:
- Have fun with sounds
- Listen carefully
- Develop their vocabulary
- Speak confidently to you, other adults and other children
- Tune into sounds
- Listen and remember sounds
- Talk about sounds
- Understand that spoken words are made up of different sounds



# Phase 1 consists of seven interlinking parts:

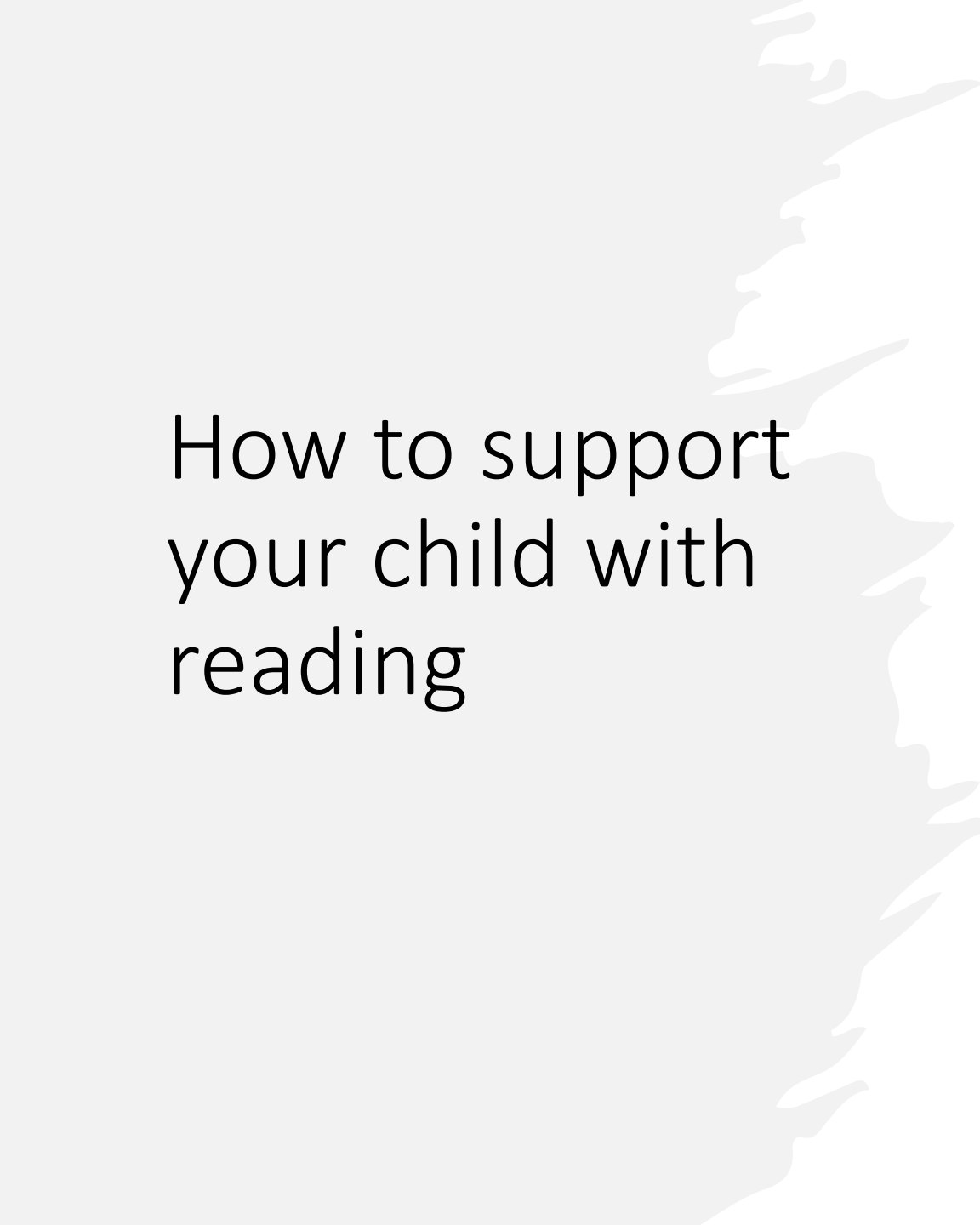
- 1. Environmental sounds
- 2. Instrumental sounds
- 3. Body Percussion
- 4. Rhythm and Rhyme
- 5. Alliteration (words that begin with the same sound)
- 6. Voice Sounds
- 7. Oral blending and segmenting



# When playing with your child

- Fun and interactive activities
- Give the children lots of encouragement and cuddles as you play alongside.
- Smiles and praise will help develop a sense of achievement and build confidence.
- **This is all oral (spoken) - children will not yet be expected to match the letter to the sound.**
- **The emphasis is on developing the ability to distinguish sounds and create sounds.**





## How to support your child with reading

- Make sure your child sees you reading.
- Read to your child.
- Show you like the book - bring stories to life by using loud/soft/scary voices – let yourself go!
- Have books around your home for children to ‘dip into’.
- Let children choose what they would like to read – books, comics, catalogues
- Read favourite books over and over again!– enjoy!
- Talk about the language – for example explaining what a swamp is.

# The importance of mark making

- Children will notice the adults around them reading and writing and they will want to copy them.
- Mark making is the first step towards writing.
- Mark making in the early stages is closely linked to physical development.
- The more opportunities children have to develop large and small movement in their arms, hands and fingers the easier it will be to make marks with a variety of tools such as:
- digging, 'painting' outdoor surfaces with water and a large brush, sweeping, swishing a scarf through the air.
- using a peg board, picking up grains of rice with fingers and tweezers will help develop the pincher grip needed for writing.



# Writing



- In the early stages of learning to write, children will like to experiment making marks on paper with a variety of writing tools such as brushes, pens, pencils and felt tip markers.
- They will often include drawings with their writing.
- Sometimes you will write for them.
- It is a good idea at this stage to use lower case letters when you write introducing capitals only for initial letters in names.



# How to support your child with writing

- Make sure your child sees you writing.
- It is a good idea at this stage to use lower case letters when you write introducing capitals only for initial letters in names.
- Make words together using magnetic letters or foam letters in the bath.
- Make up a story together about one of their toys.
- Cut out pictures of a favourite film or TV programme from a magazine – make a book about it.

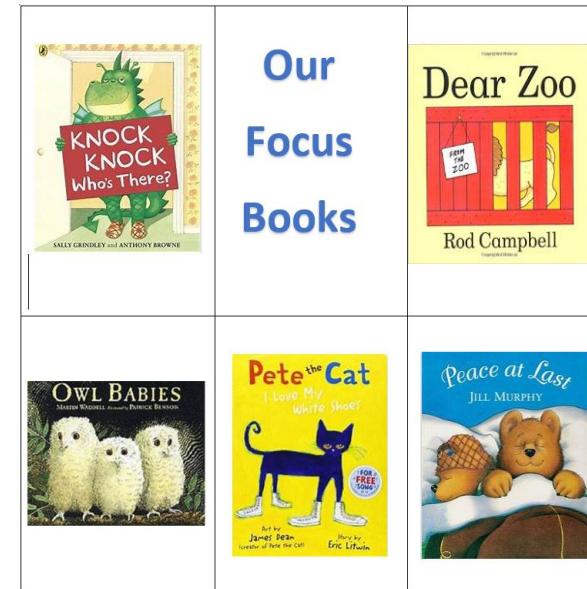
# Read Write Inc

- RWI phonics scheme that we use in school
- 5 focus stories and 5 focus rhymes
- We will introduce Phase 2 in the Summer Term



# Focus Stories (examples)

- Owl Babies
- Dear Zoo
- Peace at Last
- Pete the Cat- I love my white shoes
- Knock, Knock, Who's There



# Focus Rhymes (examples)

- Twinkle, Twinkle, Little Star
- Baa, Baa, Black Sheep
- 1, 2, 3, 4, 5, Once I caught a fish alive
- Jack and Jill
- Humpty Dumpty

