

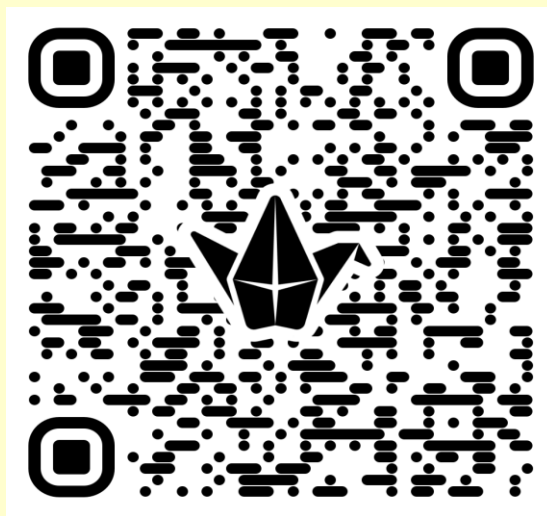


Time to Talk Workshop October 2025



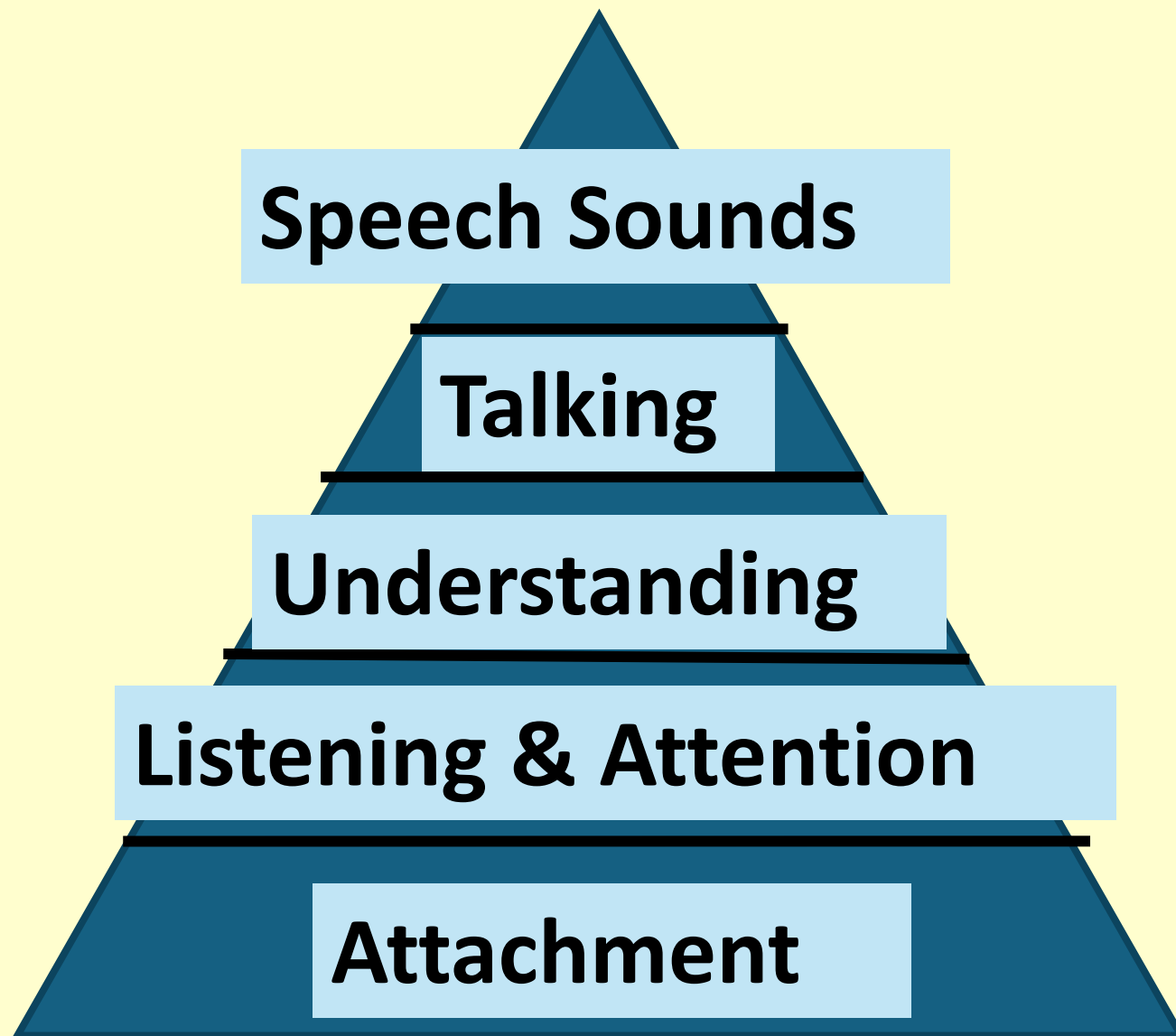
Mrs Chesney – Early Years Lead and Cherry Class Teacher

Miss Roth – Willow Class Teacher



Please scan the QR code to see our Reception PADLET. It's full of news and information related to your child's learning!





Communication Pyramid

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Communication and Language

Listening, Attention and Understanding

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Communication and Language is a **PRIME AREA**.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Communication and Language is the key to enabling children to achieve and provides the strong foundations for future learning.

What do we do at school to support your child's Communication & Language development?

- promote a **language rich environment and ethos**
 - adults narrate children's imaginary play
 - adults ask questions, but not too many
 - adults model correct speech sounds and grammar
 - adults use phrases such as 'I wonder if...' to extend their thinking
 - adults repeat and extend language and give children reasons and a desire to talk.
- **free-flow** environment for the children
 - adults & children move fluidly around the environment
 - adults model the qualities of a good communicator
 - adults are in the environment ready to capitalise on opportunities to engage children in conversation





How do we know if your child needs some extra support?

- WellComm Screening – GL Assessment
- Children are screened during Autumn 1 of Reception (they may have been screened at nursery already).
 - Questions and puzzles that assess their vocabulary, language and understanding
- Teachers use the Wellcomm score to see where the children's understanding is in months.

How do we know if your child needs some extra support?

- If needed, teachers provide resources for you to work on with your child at home.
- If needed, interventions in school also happen to support your child's understanding and language development.
- Children are screened again in Summer 1 of Reception to track their progress. Any support children need, continues into Year 1 and beyond.
- Children can be screened again in Year 1 if necessary.

WellComm Score Sheet Section 8 (48–59 months)

Child's Name					
Date of Birth		Age (months)		Gender	M/F
Ethnicity				Date	

What the child understands		Yes/No (✓/x)
1	Can the child understand 'when' questions?	
2	Can the child sort the pictures into the correct categories?	
3	Can the child understand the concept 'after'?	
4	Can the child understand the target sentence?	
5	Can the child understand the concept 'either'?	

What the child uses		Yes/No (✓/x)
6	Can the child use the prepositions 'in front' and 'behind'?	
7	Can the child use the emotion words 'angry' and 'scared'?	
8	Can the child answer 'why' questions correctly?	
9	Can the child remember and copy what you say?	
10	Can the child use the correct word ending (e.g. '-est')?	

Total Score (0–10):	
Code (Green/Amber/Red): Please refer to 'Score Guide' below.	

Enter the Section (1–9) on which the child scored 'Green'. Only complete on the Score Sheet that corresponds to the child's age. For data collection only.	Section:
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Action:

N.B. Use your own knowledge of the child as well as their WellComm code to make a decision regarding what to do next.

Score Guide	
Score	Code
8–10	Green
6–7	Amber
0–5	Red

What can you do at home to support your child's Communication & Language development?

- Look at your child when you are speaking with them so they can see your eyes, lips, teeth and tongue moving.
- When playing and exploring together, use phrases such as:
 - I really want to know more about...
 - Maybe you could...
 - I wonder why...
 - I'm thinking about...
 - You really made me...
 - I like the way you...
 - So you think that...
 - I don't know, what do you think...
 - You might like to...
 - I wonder if...

DID YOU KNOW



Parents who just talk as they go about their daily activities expose their children to 1000-2000 words every hour.

What can you do at home to support your child's Communication & Language development?

- Enjoy spending time together.
 - Share a book
 - Talk about your child's day
 - Have dinner together at the table
 - Play together e.g. lego, shops etc...
- **Repetition** of stories, words, phrases etc...
- Add new words

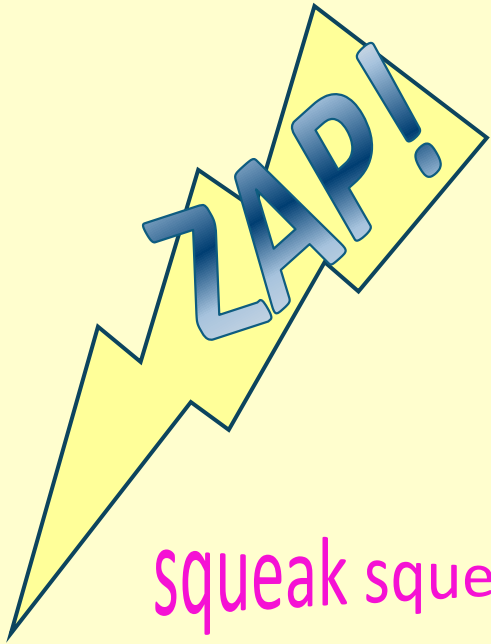


t-shirt
big
blue



bin
yellow
wet

Use lots of sound effects and funny voices when readying together.



squeak squeak

WOosh



miaow

UH OH



GGRRRR

toowhit! toowhoo!

woof woof



What can you do at home to support your child's Communication & Language development?

- Sit face to face when talking/playing.
 - Reduce distractions as much as possible.
 - Phones, radios, the TV, iPads in the background can make it difficult for children to concentrate.



FACE TO FACE INTERACTION

Child level, be present and engaged, Facial expressions and tone of voice are crucial for a child to believe that you are truly hooked in

LISTEN

Really listen, empathise, repeat child's words, acknowledge give them time to think, pause and speak. If they get stuck use 'I wonder...?' Thank them for talking to you, or asking a question

CHATTING SPACE

Create a flexible space where chatting is encouraged, room to move, nothing prescriptive, no intended outcomes for an activity, provide mirrors, telephones and microphones

USE YOUR SENSES

Go down to child height. Audit your setting.
What do you see? What can you hear?
What can you smell? What can you touch?
What can you taste?

“Children are made readers
on the laps of their
parents.”



Read
Listen
Talk
Share
Enjoy

By the end of Foundation Stage I can...



Any Questions?

