

5 a day, let's chat away

Wonderful Wednesday

1 Out and about

Sing action songs and nursery rhymes on your walk, that involve physical movements i.e. the grand old duke of York and If you're happy and you know it.

Talk about opposite words such as:
move hand up, hand down, stand up,
sit down, open eyes, close eyes,
walk fast/slow (with actions)

Oh, the grand old Duke of York
He had 10,000 men
He marched them up to the top of the hill
And he marched them down again

And when they were up, they were up
And when they were down, they were down
And when they were only half-way up
They were neither up nor down

You can find other songs and rhymes here-
[The grand old Duke of York - BBC Teach](#)

2 Playing together

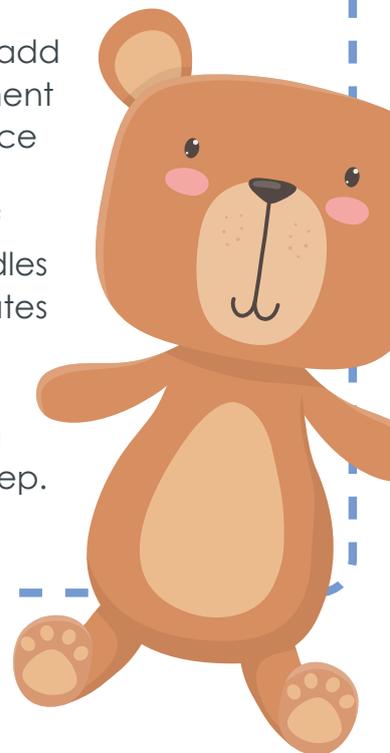
- Play games with dolls or teddies.
- Involve them in everyday situations such as eating lunch, brushing teeth.
- When your child acts out real life situations with a teddy or doll they are beginning to make sense of the world and how they have an impact on it.
- Help them to talk to their doll or teddy by talking about what they are doing – you're brushing teddy's teeth to make them healthy.

- Copy the actions that your child does with dolls and add one more element to their sequence of actions – for example if your child cuddles baby and imitates feeding, you might then suggest putting the baby to sleep.

3 At mealtimes

Rainbow on a plate - Talk to your child about the colours on their plate, how many colours of the rainbow can you see? See if you can make a rainbow on your plate. Which colours are missing? What food could we add to make it more colourful? You could play the fruit and vegetable describing game, where one person describes and the other guesses.

For example: 'It's round and shiny; they are usually red or green'
- 'Is it an apple?'



4

Bedtime routine

Talk to your child about what changes when day becomes night - sun to moon, light to dark, blue sky and clouds to dark sky with moon and stars, dark and light.

Then when the sun wakes up and the birds begin to sing everything begins again. Look out of the window, look up at the stars and sing Twinkle, Twinkle, Little Star together.



5

Bedtime stories

Bedtime is not just about reading stories, you can use familiar rhymes, poems and lullabies to help your little one settle down to sleep.

Try this poem or make up your own. Can your child think of some rhyming words?

I've drunk my milk,
I've brushed my teeth,
I've brushed my hair,
I've wiped my feet.

The stars are out,
So is the moon,
My eyes are closed,
I'm sleeping soon.

The stars sparkle,
The moon is bright,
So for now,
I say goodnight.



A favourite bedtime story is Peace at Last by Jill Murphy.

Remember ABC

A book is always better than screen time, but especially at bedtime as it will help your child to relax and get a good night's sleep.

Borrow rather than buy [Find your local library](#) or ask your pre-school, nursery or family centre to borrow a book.

Chattering to your child is the best way to help their development. It's fun and free too!



Early Years
Service

*At the heart of everything we do is
a belief in the best start for children*

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 in the Early Years Foundation Stage, a 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

- [Words for Life - ideas for Parents](#)
- [Start for Life - Learning to talk](#)
- [BBC Tiny Happy People](#)
- [Buckinghamshire Family Information Service](#)



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