


## Short Term Planning for January 2013

Monday	Tuesday	Wednesday	Thursday	Friday
31 Grafton is Closed	1 	2 Grafton Reopens 7am	3	4 Early Years Entitlement Funding Resumes 6 Epiphany
7 Full Staff Meeting 6.15-7.30	8	9	10 Supporting Communication & Language for 2 Yr Olds Session 2 4 - 6 pm Lara, Den Estelle, & Sadie	11
14	15	16	17	18 <b>19 Parent's Open Morning 9am-1pm</b>
21 Senior Management Meeting 6.15 - 7.30	22 Level 4 Leadership & Management, Exeter, Denise Chris to cover school runs	23 Level 4 Leadership & Management, Exeter, Denise Chris to cover school runs	24	25 Burns Night 26 Australia Day <b>26 Parent's Open Morning 9am-1pm</b>
28	29	30	31	1
4 Full Staff Meeting 6.15-7.30	5	6	7	8

On Saturday the 19th & 26th January, we shall be holding another of our regular Parent's Open Mornings. These are for parents to come along and have a good look around the setting at what has changed over the past few months, take a peek at all of our lovely new resources and equipment.

You will also have the opportunity to look at your child's individual Learning Journals and chat to either Sadie, Estelle or Denise about the progress your children are making here at Grafton Childcare.

We shall be offering 15 minutes appointment slots starting promptly at 9am and finishing at 12.45 on both Saturdays. We hope as many of you as possible will take this opportunity to come along so that we can share with you all of the wonderful things your children have been doing and a snapshot of some of the exciting things we will have planned for 2013..... We shall be putting up appointment sheets in the conservatory please book your slots asap.



# Grafton Childcare

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## Jolly Phonics

From January we shall be introducing a daily **synthetic phonics** session here at Grafton Childcare, we have chosen the Jolly Phonics scheme as this is the one used by the majority of Primary Schools in Newton Abbot. So the majority of our children when they leave us to start in their Reception class will have a good knowledge of the basics of the scheme and some may even start on the Jolly Grammar scheme if they are ready for it during their final Summer Term with us before they commence school in September each year.

Jolly Phonics is a thorough foundation for reading and writing. It uses the **synthetic phonics** method of teaching the letter sounds in a way that is fun and multi-sensory. Children learn how to use the letter sounds to read and write words.

We thought we would spend some time in this newsletter to provide advice for parents and explain the principles behind Jolly Phonics so that you will understand the methods we will use to teach it and so help you to support your child at home.

All the Jolly Phonics material is suitable for use in nursery and school. Much of it is also well suited to use at home as well if you so wish.

Jolly Phonics includes learning the irregular or 'tricky words' such as said, was and the. Together with these materials we will also use the Jolly Phonics storybooks.

Parental support is important to all children as they will benefit from plenty of praise and encouragement whilst learning. You should be guided by the pace at which your child wants to go. If interest is being lost, leave the

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teaching for a while and then come back to it later. Not all children find it easy to learn and blend sounds. But extra practice will lead to fluency and help your child be much more confident once they start school as they should of already mastered the basics here at Grafton.

The **five** basic skills for reading and writing are:

1. Learning the letter sounds
2. Learning the letter formation
3. Blending
4. Identifying sounds in words
5. Spelling the tricky words.

### Learning the Letter Sounds

In Jolly Phonics the 42 main sounds of English are taught, not just the alphabet. The sounds are in seven groups. Some sounds are written with two letters, such as ee and or. These are called digraphs. oo and th can each make two different sounds as in book and moon, that and three. To distinguish between these two sounds, the digraph is represented in two forms. This is shown below.

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, **oo**
6. y, x, ch, sh, th, **th**
7. qu, ou, oi, ue, er, ar

Each sound has an action which helps children remember the letter(s) that represent it. As a child progresses you can point to the letters and see how quickly they can do the action and say the sound. We intend to teach two letter sounds each week. As the children become more confident, the actions will no longer be necessary.

Remember children should learn each letter by its sound, not its name. For example, the letter a should be called a (as in ant) not ai (as in aim). Similarly, the letter n should be nn (as in net), not en. This will help in blending. The names of each letter will follow later.

The letters will not be introduced in alphabetical order. The first group (s, a, t, i, p, n) has been chosen because they make more simple three-letter words than any other six letters. The letters b and d are introduced in different groups to avoid confusion.

"LEAP into Life is a resource to help secure genuine physical literacy for young children. It sets a new standard for early year's movement education and provides both movement ideas and diagnostic support for colleagues.

Physical literacy is a capacity integral to the individual. It influences much of life as habitually experienced by young children. The achievement and exercise of physical literacy plays a very significant part in the development of self-realisation, self-confidence and positive self-esteem. There is undoubtedly huge potential for enhancing quality of life via the development and deployment of physical literacy.

It is clear to all that a physically literate child moves with fluency, poise, precision and efficiency whilst at the same time reading the environment situation and adapting their movement to cope with both static and changing circumstances. To develop physical literacy is to develop one's self and a wide range of core movement competencies and skills. No child should be excluded from such opportunity.

The aim of Leap into Life is simply to help more children acquire sound fundamental movement skills which will help them to access a wide range of activities in their Early Years Foundation Stage and throughout their school years into adolescence.

Over recent years it has become blatantly obvious that too many children are adopting unhealthy activity patterns and that too often children with weak gross motor movement patterns have limited access to games and play activities. Sadly "Can't catch, won't play" is far too common for a modern education system. Leap into Life aims to help teachers and practitioners to identify weaknesses in children's movement pattern and provide supportive intervention programmes to build both technical movement competence and movement confidence.

Without secure movement skills, children are deprived of many of the joys of life. The LEAP into life programme simply provides a step by step approach to developing good fundamental movement."

Steve Kibble  
Adviser for Physical Education  
Devon Education Services



## LEAP into Life

When we return after our Christmas and New Year break we shall be restarting our **LEAP for Life** programme with the over 2's, Lara Rowe will be our lead practitioner and run daily sessions with all of the over 2's across the week. We have used the LEAP for Life scheme for a number of years, but are aware that many of our newer parents don't know very much about it.

It was developed in Devon to develop and increase physical competency, ability and understanding amongst all children from the Early Years Foundation Stage right up to the end of Key Stage 1 at Primary School. It has been designed to ensure inclusion and provides opportunities that can be adapted to suit the spectrum of needs. It will help us to develop the components of efficient motor functions: symmetrical activity, basic body movement, large muscle development, fine muscle development, eye/hand co-ordination, eye/foot co-ordination, body image, balance, rhythm, space and direction in all of the children here at Grafton.

Denise Tupman  
Manager  
Grafton Childcare

"We're known for many years that healthy, active children achieve more and go on to make active lifestyle choices throughout their lives. We are becoming increasingly concerned about the growing number of overweight children.

I am delighted to see a physical literacy programme aimed solely at ensuring children get the very best start to their physical development and avoid many of the health problems that inactive and sedentary lifestyles can cause in later life. Too many children are failing to acquire the movement skills in early life which allow them to enjoy a wide range of the games and physical activities that should be apart of a healthy childhood. LEAP into Life is a physical literacy resource designed to address many of these issues.

This resource for nurseries provides a clearly structured series of developmental opportunities for children. It is supported by diagnostic and corrective ideas from physiotherapists. The content is the result of experienced, practising teachers and physiotherapists working together to remodel physical education and to create an invaluable resource for colleagues."

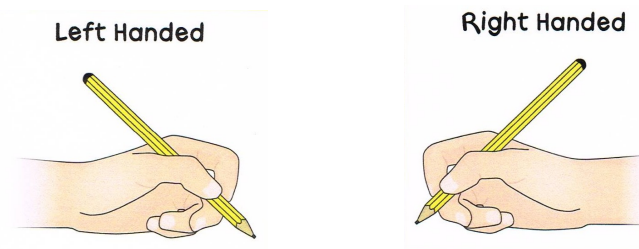
Anne Whitely  
Director of Children and Young People's Services  
Devon County Council



Sounds that have more than one way of being written are initially taught in one form only. For example, the sound ai (rain) is taught first, and then alternatives a-e (gate) and ay (day) follow later. Examples can be found in the Jolly Phonics Word Book if you want to purchase a copy from WHSmiths or Waterstones, but please do not feel that you have to as we shall be sending home photocopied sheets for the three and four year olds to complete at home on a weekly basis.

## Learning Letter Formation

It is very important that a child holds their pencil in the correct way.



The pencil should be held in the 'tripod' grip between the thumb and first two fingers. If a child's hold starts incorrectly, it is very difficult to correct later on. If we send worksheets home to some of our older two year olds and younger three year olds, we would like you to focus more initially on how you child holds their pencil and less on learning the phonics to begin with.

A child needs to form each letter the correct way. The letter c is introduced in the early stages as this forms the basic shape of some other letters, such as d. Particular problems to look for are:

- ◆ The o (the pencil stroke must be anticlockwise, not clockwise),
- ◆ d (the pencil starts in the middle, not the top),
- ◆ there must be an initial downstroke on letters such as m and n.

We shall be using the Jolly Phonics DVD, Jolly Stories and Finger Phonics books to show the correct formation of each letter. A good guide is to remember that no letter starts on the baseline. But again don't rush out and buy any books at this stage as we shall be sending home plenty of photocopied worksheets showing examples of the correct letter formation for the letters that we shall be focusing on during the week. It would be great if you can support your child at home by simply spending 10 - 15 minutes once or twice a week to sit down with your child and support them with their worksheets and then sending them back once they have been completed and we will then send you home the next for the following week and so on.

In time your child will need to learn joined-up (cursive) writing. It helps the fluency of writing and improves spelling. When words are written in one movement it is easier to remember the spelling correctly. Jolly Phonics uses the Sassoon Infant typeface which is designed for children learning to read and write. Many of the letters (such as d and n) have an 'exit' stroke at the end to make it easier to transfer into joined up writing. Although you might like to check your school's policy as many schools do not teach joined-up writing early on.

## Blending

Blending is the process of saying the individual sounds in a word and then running them together to make the word. For example, sounding out d-o-g and making dog. It is a technique every child will need to learn, and it improves with practice. To start with you should sound out the word and see if a child can hear it, giving the answer if necessary. Some children take longer than others to hear this. The sounds must be said quickly to hear the word. It is easier if the first sound is said slightly louder. Try little and often with words like b-u-s, t-o-p, c-a-t and h-e-n. There are lists of suitable words in The Phonics Handbook which we will be using and the Jolly Phonics Word Book. Remember that some sounds (digraphs) are represented by two letters, such as (sh), not (s-h). With practice they will be able to blend the digraph as one sound in a word. So, a word like rain should be sounded out r-ai-n, and feet as f-ee-t. This is difficult to begin with and takes practice. The Jolly Phonics Regular Word Blending Cards can also be used in class to improve this skill.

You will find it helpful to be able to distinguish between a blend (such as st) and a digraph (such as sh). In a blend the two sounds, s and t can each be heard. In a digraph this is not so. Compare mishap (where both the s and h are sounded). When sounding out a blend, encourage children to say the two sounds as one unit, so fl-a-g not f-l-a-g. This will lead to greater fluency when reading.

Some words in English have an irregular spelling and cannot be read by blending, such as said, was and one. Unfortunately, many of these are common words. The irregular parts have to be remembered. These are called the 'tricky words'.

## Identifying Sounds in Words

The easiest way to know how to spell a word is to listen for the sounds in that word. Even with the tricky words an understanding of the letter sounds can help.

Start by having your child listen for the first sound in a word. Games like I-Spy are ideal for this. Next try listening for the end sounds, as the middle sound of a word is the hardest to hear.

"Facebook", "Myspace", "Bebo", "YouTube", "Pinterest" and "Yahoo Groups" by the staff here at Grafton Childcare is prohibited without specific task only consent of the Manager. We recognise that there may be other sites of this type of which we not aware and therefore could we respectfully remind all parents that despite any existence of such websites, the visiting of them is nonetheless prohibited by any member of staff during work hours.

Grafton Childcare recognises that in their private time members of staff may wish to publish content on the internet through a variety of means. But even outside of work all staff members must adhere to our full communications policy when creating, modifying or contributing to websites.

If a member of staff makes any posting, contribution or creation or publishes any other content which identifies or could identify the members of staff as an employee, contractor, student on work placements or agent or other member or associate of Grafton Childcare, or in which the staff member discusses his/her work or experiences relating to Grafton Childcare, the member of staff must at all times ensure that his/her conduct is appropriate and consistent with their contract of employment and the corporate image of Grafton Childcare, and should bear in mind that the member of staff as an employee owes a duty of fidelity to Grafton Childcare.

If a member of staff is unsure as to the appropriateness of a posting or other content published by him/her, they should speak to the Manager at the earliest opportunity to seek clarification.

If, in any contribution or posting which identifies or could identify the member of staff as an employee, agent or other affiliate of Grafton Childcare, the member of staff expresses an idea or opinion he/she should include a disclaimer which clearly states that the opinion or idea expressed is that of the member of staff and does not represent that of Grafton Childcare.

The member of staff should be aware that any material which they upload which is pornographic, sexist, racist, homophobic, paedophilic or any other discriminatory or otherwise offensive material could amount to gross misconduct with the possibility of summary dismissal;

Material and information which a member of staff uploads and knows or ought to know is confidential or restricted information and which they are not authorised to deal with could amount to gross misconduct with the possibility of summary dismissal.



## Blogging and Social Networking Sites

Sadly following a recent unfortunate incident where a member of staff contributed to a heated conversation on Facebook with current clients of Grafton Childcare resulting in them being disciplined we thought it best to publish Grafton Childcare's staff member's policy on Blogging and Social Networking Sites. This is taken from our full communication policy. Our staff build up very close relationships with many of our children and parents, often babysitting for them out of hours, attending birthday parties etc. However could we remind all parents that it is not appropriate for you to attempt to invite any members of staff to talk to yourselves on any of the many blogging and social networking sites. Please do not be offended if any approaches you might make are declined, it is nothing personal, it is simply neither appropriate or professional for either yourself or any members of staff from Grafton Childcare to engage in any conversations on these sites.

Should you ever wish to discuss any aspect of your child's care whilst at Grafton childcare, please do so either in person when dropping off or collecting your child, in writing via your child's Daily Diary or Communication Booklet or by telephoning or emailing the setting directly.

Members of staff are all aware that they may not at any time hold discussions or express opinions with any ex-clients, current clients or prospective clients of Grafton Childcare which refer to any aspect of the care for which we provide here at Grafton Childcare and will amount to gross misconduct with the possibility of summary dismissal;

If any members of staff are contacted by ex-clients, current clients or prospective clients of Grafton Childcare they are advised to direct all enquires to the Manager and advise the Manager immediately of the approach or face the possibility of gross misconduct with the possibility of summary dismissal;

Any content which has the object or effect of causing harassment to the recipient, including but not limited to ex-clients, current clients or prospective clients of Grafton Childcare will amount to gross misconduct with the possibility of summary dismissal;

The viewing of or contribution to blogs, content sharing and social networking sites such as



Begin with simple three-letter words such as cat or hot. A good idea is to say a word and tap out the sounds. Three taps means three sounds. Say each sound as you tap. Take care with digraphs. The word fish, for example, has four letters but only three sounds, f-i-sh.

Rhyming games, poems and the Jolly Songs also help tune the ears to the sounds in words. Other games to play are:

a) Add a sound: what do I get if I add a p to the beginning of ink?

Answer: pink. Other examples are m-ice, b-us, etc.

b) Take away a sound: what do I get if I take away p from pink?

Answer: ink. Other examples, are able, and f-lap, s-lip, c-rib, d-rag, p-ant, m-end, s-top, b-end, s-t-rip, etc.

## Spelling the Tricky Words

There are different ways of learning tricky spellings:

1) Look, Cover, Write and Check. Look at the word to see which bit is tricky. Ask the child to write the word in the air saying the letters. Cover the word over and see if the child can write it correctly. Check to make sure.

2) Say it as it sounds. Say the word so each sound is heard. For example, the word was is said as 'wass', to rhyme with mass, the word Monday is said as 'M-on-day'.

3) Mnemonics. The initial letter of each word in a saying gives the correct spelling of a word. For example, laugh - Laugh At Ugly Goats's Hair.

4) Using joined-up (cursive) writing also improves spelling.

## Storybooks

A child will benefit greatly from a love of reading for pleasure. This can come from being read to.

Once a child has begun to learn the letter sounds they will be able to pick them out in words. They should then move on to working out whole words through blending. As a result it is easier if reading begins with storybooks that use simple words. The Jolly Readers can be used to provide this progression when your child is ready.

Once there is fluency in reading, the most important skills for a child will be comprehension and the understanding of more words. This can be developed by asking your child questions about a story they have just read.

## The Actions

- s** Weave hand in an s shape, like a snake, and say **SsssS**.
- a** Wiggle fingers above elbow as if ants crawling on you and say a, a, a.
- t** Turn head from side to side as if watching tennis and say t, t, t.
- i** Pretend to be a mouse by wriggling fingers at end of nose and squeak i,i,i.
- p** Pretend to puff out candles and say p, p, p.
- n** Make a noise, as if you are a plane - hold arms out and say nnnnn.
- 
- ck** Raise hands and snap fingers as if playing castanets and say ck, ck, ck.
- e** Pretend to tap an egg on the side of a pan and crack it into the pan saying eh eh eh.
- h** Hold hand in front of mouth panting as if you are out of breath and say h, h, h.
- r** Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say **rrrrrr**.
- m** Rub tummy as if seeing tasty food and say **mmmmm**.
- d** Beat hands up and down as if playing a drum and say d, d, d.
- 
- g** Spiral hand down, as if water going down the drain, and say g, g, g.
- o** Pretend to turn light switch on and off and say o, o, o.
- u** Pretend to be putting up an umbrella and say u, u, u.
- l** Pretend to be a lollipop and say llllll.
- f** Let hands gently come together as if toy fish are deflating, and say **ffffff**.
- b** Pretend to hit a ball with a bat and say b, b, b.
- 
- ai** Cup hand over ear and say ai, ai, ai.
- j** Pretend to wobble on a plate and say j, j, j.
- oa** Bring hand over mouth as if you have done something wrong and say oh!
- ie** Stand to attention and salute, saying ie, ie.
- ee or** Put hands on head as if ears on a donkey and say eeyore, eeyore.

## Supporting Understanding

**One bit at a time:** If you are asking your child to do a few things try to break them down into single steps. Give your child time to complete the first step before giving him or her the next bit; e.g. 'get your brush' (give time for your child to go and get the hairbrush), 'now brush your hair'

**Repeat repeat repeat:** Your child needs to hear instructions and words more than once. It takes a lot of practice to learn a new word.

**Make links clear:** An important part of learning is the ability to make links between words and ideas. Children with language problems often find this hard. Try to explain links as you go along. Talk about things that go together, talk about similarities and differences between objects; e.g. when preparing an apple talk about the features of the apple and how it is the same as other fruit and how it is different from other fruit.

**Check understanding:** Children with language problems can be very clever at hiding their difficulties. Ask your child to show you or tell you what words mean or what he or she has to do. Avoid asking if he or she has understood as your child will probably say yes even when he or she hasn't understood.

## Thank You

We would like to say a huge thank you again to the parent's of the following children:- Nyah, Sophie, Fynn, William and Thea, who have donated four giant cup cake displays, Christmas decorations, finger paints and pots, parenting and craft magazines, Tinkerbell costumes and junk modelling items.

## Donations of Resources

Donations of toys and resources help us keep our costs down, so if you have any of the following items on hand, it would be greatly appreciated. Or Anything that you think we might find useful for arts and crafts, just ask if your not sure.

- Child sized dressing up clothing, child sized hats etc.
- Magazines that depict other cultures
- Crayons, water colour paints, or any misc. art supplies, such as fabric scraps, glitter, pipe cleaners, paper plates, etc.
- Any odd shaped boxes, packages, or bottles especially if you can get 12 or more of the same size.

overcome their speech and language difficulties.

### How can parents help?

Children learn to talk and produce clear speech by listening to people around them. It may sound simple but the more you talk to your child the better. If they make a mistake give them a good model of what you are trying to say

e.g. child: 'him running fast'

adult: 'yes **he ran** very fast'

### Here are a few other tips for talking:

Encourage all your child's attempts to communicate. Talking is just one way. Actions, pointing, pulling faces even crying are all ways in which a child can tell you something.

Watch your child carefully and listen to him or her. Give your child plenty of time to say something in whatever way he or she can.

Repeat back your child's sounds, words or actions. This lets your child know that you have understood and encourages him or her to try again.

Slow down. If you slow your own speech down by leaving a few extra pauses your child will find it easier to keep up.

Give your child plenty of time to talk. Try not to jump in with questions. A direct question puts a child under pressure to give an answer. This can make the child feel very uncomfortable. If you pause your child will often try to fill the pauses.

Repeat words and instructions for your child. Young children need to hear instructions and words lots of times.

Give your child choices to encourage them to use words. Instead of asking 'Do you want juice?' Try asking 'What do you want to drink juice or milk?'

Expand what your child says e.g. Child: 'duck duck' you could say: 'yes it's a big yellow duck.'

Explain the meaning of new words as you go along. A child needs to hear new words lots of times in different contexts and situations before he or she will remember the word and use it.

- z** Put arms out at sides and pretend to be a bee, saying **Zzzzzz**.
- w** Blow on to open hand, as if you are the wind, and say wh, wh, wh.
- ng** Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying ng.....
- v** Pretend to be holding the steering wheel of a van and say **VVvvvv**.
- oo oo** Move head back and forth as if it is the cuckoo in a cuckoo clock saying u, oo; u, oo (little and long oo)
- y** Pretend to be eating a yoghurt and say y, y, y.
- x** Pretend to take an x-ray of someone with a camera and say ks, ks, ks.
- ch** Move arms at sides as if you are a train and say ch, ch, ch.
- sh** Place index finger over lips and say shshsh.
- th th** Pretend to be naughty clowns and stick out tongue a little for the th, and further for the **th** sound (this and thumb).
- qu** Make a duck's beak with your hands and say qu, qu, qu.
- ou** Pretend your finger is a needle and prick thumb saying ou, ou, ou.
- oi** Cup hands around mouth and shout to another boat say oi! Ship ahoy!
- ue** Point to people around you and say you, you, you.
- er** Roll hands over each other like a mixer and say ererer.
- ar** Open mouth wide and say ah. (British English)

### About Jolly Phonics

Jolly Phonics was developed by Sue Lloyd and Sara Wernham, who were primary school teachers from Lowestoft back in the 1980's. Independent studies find that, after one year's teaching, children taught with Jolly Phonics have an average reading age around 12 months ahead of their actual age. Their spelling age is usually slightly further ahead. Boys typically do as well as girls.

Jolly Phonics is multisensory and has been developed so that parents can use it confidently and easily, even at the end of an exhausting day!

Information in this article has been reproduced and adapted from the booklet "Jolly Phonics a Parent/Teacher Guide", we would like to thank Jolly Phonics Ltd who are an independent British publisher for allowing us to do so.

## Encouraging Talking

Research has shown that parents are not responsible for children's speech or language difficulties. However parents can make a big difference to their child's language development by changing the way they talk and listen to their child.

Here are some ways you can help:

**Slow down:** If you slow your own speech down your child will find it easier to keep up. The best way to do this is to leave extra pauses between phrases.

**Keep it simple:** Use simple words or explain as you go along e.g. Astronaut that means a person who goes into space.

**Keep it short:** Less really is more when it comes to language. Lots of children with language difficulties find it hard to remember what they hear. By keeping instructions and talking short your child will find it easier to follow what you are saying.

**Choices:** give your child choices to encourage them to use words. Instead of asking 'Do you want juice?' Try asking 'What do you want to drink, juice or milk?'

**Expand:** Expand what your child says to give him or her a good model

e.g. child: 'That pig'

adult: 'Yes, we used the pink paper to make the pig...'

**Copy back:** Try to repeat back your child's sounds, words or actions. This shows him or her that you have understood and encourages him or her to try again.

**Provide a good model:** If your child makes a mistake give them a good model of what they are trying to say.

e.g. child: 'Him running fast'

adult: 'Yes, **he ran** very fast'

## Language Skills and Television

Will watching TV help my child's speech and language skills?

In order to learn to talk children need to interact with people who can already talk. In early conversations children will try new words, sounds or sentences structures and get feedback from the listener's reaction. This encourages the child to try more new things and builds up his or her confidence in communicating.

Television cannot do this for a child. Television does not give the feedback that is vital to help a child learn to talk. Television will provide a child with lots of factual information but it will not help his or her talking.

However TV is part of modern living and although it does not help your child learn to talk you can always use it as something to talk about.

Try to watch with your child so that you can talk about what is happening or what your child thinks will happen next.

Talking requires good listening skills so if your child has a speech or language difficulty try to reduce the amount of background noise. You could try turning off the TV or stereo to make some quiet time each day and use it to talk to your child in a quiet place.

Encourage your child to listen out for noises in the environment e.g. Clock ticking, cars outside, birds singing etc.

## Learning to Talk

Learning to talk is one of the most complicated skills we need to learn. Most of us master this effortlessly by the age of two. However for a small number of children learning to talk is much harder.

Talking involves:

- understanding what you hear (understanding)
- having lots of words you can use (vocabulary)
- knowing the right way to put words together (grammar)
- being able to produce speech sounds clearly (speech)
- using words and sentences appropriately in different contexts (social use of language)

A child can have a problem with one or more areas of talking

**Why is it important to identify difficulties?**

Speech and language difficulties in children can have far reaching long term implications. Research has shown that a speech or language difficulty can lead to problems learning to read, write and take in information. Language difficulties also impact on a pupil's ability to interact with adults and peers and make and maintain friendships. However early identification and support can prevent later problems with learning and social development.

**The good news.....**

Research has shown that parents are not responsible for causing speech and language delays. However by changing the way they talk and listen to their child, parents can make a big difference.

Your child's nursery & school checks all pupil's understanding of language when they start. With early intervention and support from home most children can