

Solihull Natter Matters

These key messages represent information that is common to training across Solihull. The 'Natter Matters' description applies to the children speech, language and communication needs and also social communication and personal, social and emotional well-being.

	<p><i>Messages across Solihull training : Ekklan, Video-Interaction, Speech Language and Communication needs, Empowering Parents Empowering Communities, Early Years Foundation Stage, English as an Additional language, libraries ..</i></p>	<p style="text-align: center;">Further information</p> 
1	<p>Celebrate the many languages of children</p>	<p>Children communicate in many ways; non-verbally and verbally. Through play music, art, movement, gestures and signing they communicate thoughts and ideas. Encourage parents to communicate and support children to learn and develop in their home language and in English for example by reading stories and singing rhymes in their home language. Settings will be aware of each unique child. https://reggioemilia2015.weebly.com/the-100-languages.html . https://foundationyears.org.uk/2019/08/eyfpractice/ https://literacytrust.org.uk/early-years/bilingual-quick-tips/</p>
2	<p>Provide opportunities to talk with and listen to children about things that interest them.</p>	<p>Building strong relationships and giving children the opportunity to talk and be listened to by interested adults is crucial to developing language and communication. Five to Thrive- Respond , Cuddle, Relax, Play, Talk NSPCC- Look, Say, Sing, Play Hungry Minds- Chat, Play, Read https://www.cdchk.org/parent-tips/the-communication-pyramid/</p>
3	<p>Talk <u>with</u> children about what is happening around them.</p>	<p>Talk together about things you see, do and feel as joint owners of the conversation as you 'serve and return' as equal conversation contributors.. Encourage extended talk through non-verbal communication [nodding, smiling] and encouraging phrases ['really...tell me more..', 'go on...I'm interested in ..', or repeating a phrase they have said to show you heard and want to know more 'you fell over? Oh dear.' https://developingchild.harvard.edu/science/key-concepts/serve-and-return/</p>
4	<p>Comment and sensitively question to share thoughts, views and feelings. Remember silences give children thinking time.</p>	<p>Try not to pressure children, but provide commentary, expand utterances, and describe what they may be experiencing "Kai...Reve doesn't like it when you throw the ball at him....see how he is putting his hands over his face'. You could ask open questions with many possible answers and give a 10 second thinking time for children to respond. Alter the length of comments and questions according to a child's stage of development. http://www.hanen.org/imaqs-for-public-site/Links---Sample-PDFs/TTS_1-ENS.aspx</p>
5	<p>Body language is important too in a communication friendly environment.</p>	<p>Get down to a child's level, show by your face, posture, tone of voice and the time you are giving them that you are listening, interested, and ready to respond. Share joint interest in relevant experiences that are available in your setting and interest a child. Use your face and body to express yourself. http://www.solqid.org.uk/eyc/resources/learning-and-development/</p>
6	<p>Praise in 1000 ways.</p>	<p>Talk about the behaviour rather than the child when commenting on behaviour: 'How kind of you to help J', 'I am sad that your dinner was thrown on the floor', 'I can see you are really trying and persevering with that challenge.' Label positive behaviours in many ways and explain why the trait is something you want to see. "You should feel good about what you've achieved." Praise effort to bolster resilience..."you stuck at it.."</p>
7	<p>Read together and enjoy songs and rhymes.</p>	<p>When you share text talk about words, pictures, experiences, feelings, events, and why things happen when you share text. By doing this you are building vocabulary and talking about links between the book and the child's life. https://www.booktrust.org.uk/</p>
8	<p>Use your knowledge of child development and language rich environments to support children and their families.</p> <p><i>There is no app to replace a lap</i></p>	<p>Talk to parents and carers about your observations to support communication at home. https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents Research shows that dummies restrict certain movements of the mouth and tongue that are necessary to produce speech sounds correctly. They are, therefore, likely to have an impact on a child's speech development and should be discouraged/limited in use. 'Re-cast' and model language rather than correcting, as this supports children to remember correct language without negative pressure. Pole bridge/ narrate play at times to share your thoughts and experiences. Label, mirror, use concrete object references as visual prompts and props, simplify language used for instructions and extend language when narrating .Support parents to understand how their child's language can be developed.</p>

This list was created by advisers working with settings and parents to support language and communication development across Solihull local authority. Practitioners may wish to view the accompanying power point which expands these messages and links to further websites.