

# Talking Together

Families **talk** now

**The home environment plays a key role in supporting and extending children's learning and development**

## What a Combiner is learning to do

- Listen to and enjoy rhythmic patterns in songs and stories.
- Start to focus on an activity of their own choice.
- Respond to their name and change their focus of attention briefly e.g. will look up from an activity they are involved in to listen or watch you.
- Understand simple instructions/phrases, e.g. "Get mummy's shoes", "Find your teddy".
- Use single words and begin to combine two words to tell you what they want.
- Use up to 50 words, including objects, names and action words.
- Develop their speech sounds, but may include some immaturities, e.g. 'tar' for 'car', 'bu' for 'spoon'.
- Be interested in stories, songs and rhymes.
- Be able to engage in pretend play with toys such as tea parties or trains.
- Ask questions e.g. "Where my milk?".



## 'Developing Confident Communicators for Life'

### What you can do to help

- Choose books with repetitive stories and phrases to read aloud to your child. This will support new vocabulary and language development.
- Extend children's vocabulary and experiences by taking them out to the shops, posting a letter, visiting parks, going to the library. Pay attention to what interests your child. Then stop and talk about what has caught their attention e.g. "a big red bus".
- Use puppets and props to encourage listening and responding when singing a familiar song or reading from a story book, like the 'Three Little Pigs'.
- Encourage your child to pretend when they play, for example putting a teddy to bed and reading it a bedtime story.
- Encourage them to express their needs and feelings in words, but accept their attempt to communicate.
- When answering questions keep your answer simple so that the child can easily link words like 'apple' or 'cat' to the correct object. Don't be surprised if for a while they think that any furry four-legged animal is a cat.

