



LANGUAGE DEVELOPMENT IN EARLY YEARS

PAKISTAN ALLIANCE FOR EARLY CHILDHOOD

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Structure of the Session

Language Development
Domain and Milestones

Emergent
Literacy

Ways to Support
Language and Literacy
Development in Early
Years

Four Language Skills:
Techniques to Improve
Language Skills with Practical
Activities

Developing Literacy
and Language in Early
Years: Success Stories

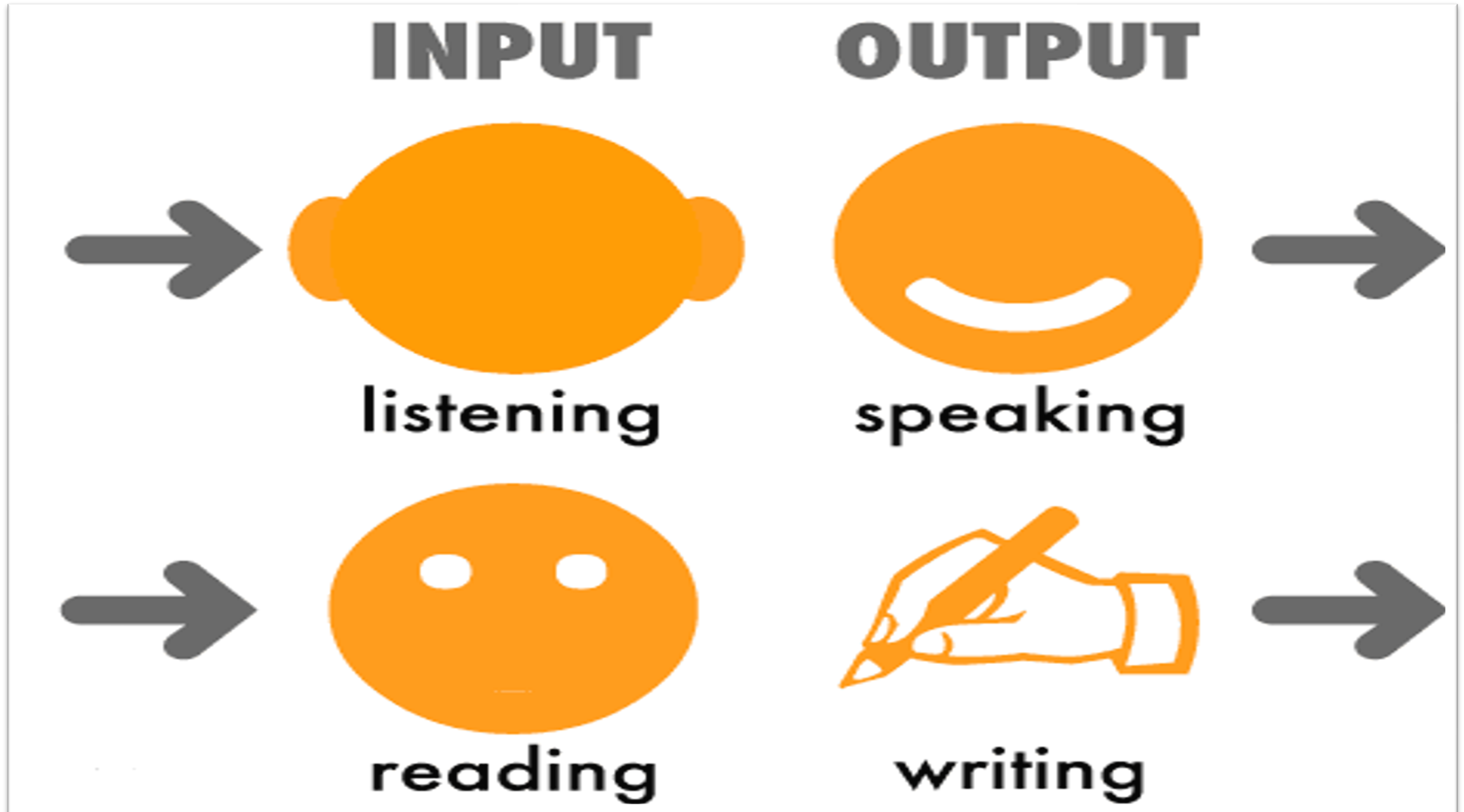
LANGUAGE DEVELOPMENT DOMAIN AND LANGUAGE MILESTONES

Language Development Domain

- Language and literacy are major domains of Early Childhood Development.
- Language development involves the development of the skills used to communicate with others through languages, while literacy development involves the ability to read and write.



Language Development Domain



Age Appropriate Milestones from Zero to Age 8

Pre-natal Phase

- Pre-natal sensitivity to the rhythmic properties of language may provide children with one of the very first building blocks in acquiring language.
- Responsiveness to human voices.



0 – 4 months

- Quiets or smiles in response to sound or voice
- Turns head towards sound or voice
- Shows interest in faces
- Makes eye contact
- Cries differently for different needs (e.g. hungry vs. tired)
- Coos and smiles



4 – 6 months

- Reacts to sudden noises or sounds
- Listens and responds when spoken to
- Begins to use consonant sounds in babbling, e.g. “da, da, da”
- Makes different kinds of sounds to express feelings
- Notices toys that make sounds
- Uses babbling to get attention



7 – 9 Months

- Uses increased variety of sounds and syllable combinations in babbling
- Looks at familiar objects and people when named
- Recognizes sound of their name
- Participates in two-way communication
- Follows some routine commands when paired with gestures
- Shows recognition of commonly used words
- Simple gestures, e.g. shaking head for “no”
- Imitates sounds



10 – 12 months

- Meaningfully uses “mama” or “dada”
- Responds to simple directions, e.g. “Come here”
- Produces long strings of gibberish (jargonizing) in social communication
- Says one or two words
- Imitates speech sounds
- Babbling has sounds and rhythms of speech
- Pays attention to where you are looking and pointing
- Responds to “no”
- Begins using hand movements to communicate wants and needs, e.g. reaches to be picked up



13 – 18 months

By 15 months:

- May use 5-10 words
- Combines sounds and gestures
- Imitates simple words and actions
- Consistently follows simple directions
- Shows interest in pictures
- Can identify 1-2 body parts when named
- Understands 50 words

By 18 months:

- Responds to questions
- Repeats words overheard in conversation
- Continues to produce speech-like babbling
- Points at familiar objects and people in pictures
- Understands “in” and “on”
- Responds to yes/no questions with head shake/nod

19 – 24 Months

By 21 Months:

- Uses at least 50 words
- Consistently imitates new words
- Names objects and pictures
- Understands simple pronouns (me, you, my)
- Identifies 3-5 body parts when named
- Understands new words quickly



By 24 months:

- Begins to use 2 word phrases
- Uses simple pronouns (me, you, my)
- Understands action words
- Uses gestures and words during pretend play
- Follows 2-step related directions e.g. “Pick up your coat and bring it to me”
- Enjoys listening to stories

2 – 3 Years

- Consistently uses 2-3 word phrases
- Uses “in” and “on”
- At least 50% of speech is understood by caregiver
- Follows 2-step unrelated directions, e.g. “give me the ball and go get your coat”
- Understands basic nouns and pronouns
- Understands “mine” and “yours”
- Starts Scribbling



By 36 months:

- Asks “what” and “where” questions
- Uses plurals, e.g. “dogs”
- Most speech is understood by caregiver
- Simple understanding of concepts including color, space, time
- Understands “why” questions
- Understands most simple sentences



By 4 – 5 Years

- Can tell stories
- Understands some grammatical rules
- Can sing a song or recite a poem
- Can speak in clear sentences
- Can understand tense (e.g., past vs. future)
- May be able to recite more complex things (e.g., own address)
- Get better at conversations
- Able to use longer sentences and take turns speaking
- Can describe things, what are they thinking and feelings
- Adults can understand most of what preschoolers are saying



By 4 – 5 Years (Cont..)

- Starts writing letters and words
- Use simpler vocabulary and sentences to suit a younger sibling or friend.
- Repeat her name, address, and phone number.
- Explain a four- or five-step sequence — for example, "After I take a bath, I brush my teeth and put on my pajamas and get in bed".



6 Years (Cont...)

- Children start to read simple stories with easy words that sound the way they're spelled, like 'door' or 'ball'.
- Many will begin or continue to develop independent reading
- May begin to enjoy writing stories, especially about themselves.
- The number of sight words they know will grow and they will be able to break down words into sounds.



6 Years (Cont...)



- Their vocabulary also increases
- Will be able to spell a greater number of words.
- They will also learn how to use punctuation and capitalization of letters in sentences.
- They may enjoy reading simple chapter
- Will be able to proudly re-tell basic plot lines and discuss elements of what they liked or didn't like about the story or characters.

7 Years

- Will be developing more complex sentences as they grow.
- They'll learn to speak better and be able to follow a longer series of commands than they could at age 6.
- They have begun to see that some words have more than one meaning.
- Identifies an increasing number of words by sight
- Begins to decode new words independently
- Uses a variety of reading strategies such as rereading, predicting what will happen next, asking questions, or using visual cues or pictures

7 Years (Cont...)

- Reads and retells familiar stories
- Reads aloud with ease
- Decides independently to use reading and writing for different purposes
- Sounds out and represents major sounds in words when trying to spell
- Tries to use some punctuation and capitalization



7 Years (Cont...)

- Their vocabulary and reading skills develop and grow and the number of sight words they know expands—to as much as thousands of words—they will enter a world of more complex chapter books.
- Most 7-year-olds will be able to read with more fluency (speed, accuracy, and expressiveness) and will be able to have more in-depth discussions about books.
- They will also be able to write more complex, coherent, and interesting narratives and essays and stories.

8 Years

- Most children by age **8**: Have well-developed speech **and** use correct grammar most of the time.
- Become interested in reading books. For some children, it is a favorite activity.
- Most 8-year-olds continue to rapidly develop their vocabularies, with an estimated 3,000 new words learned during the year.
- Children who read a lot expand their vocabularies the fastest.



8 Years (Cont...)

- Will continue to develop more complex language skills.
- Their focus and attention span improve.
- They will improve pronunciation and learn to follow more commands in a row than they could at age 7.
- Reading skills become more sophisticated. Kids are reading more for content than to learn how to do it.
- Around this age, they see that some words have more than one meaning. That helps them understand jokes and puns and start verbally expressing a sense of humor.
- Children in early school years can show fast growth in mental ability.



Activities to Support Language Development and Role of Caregivers- (Video)



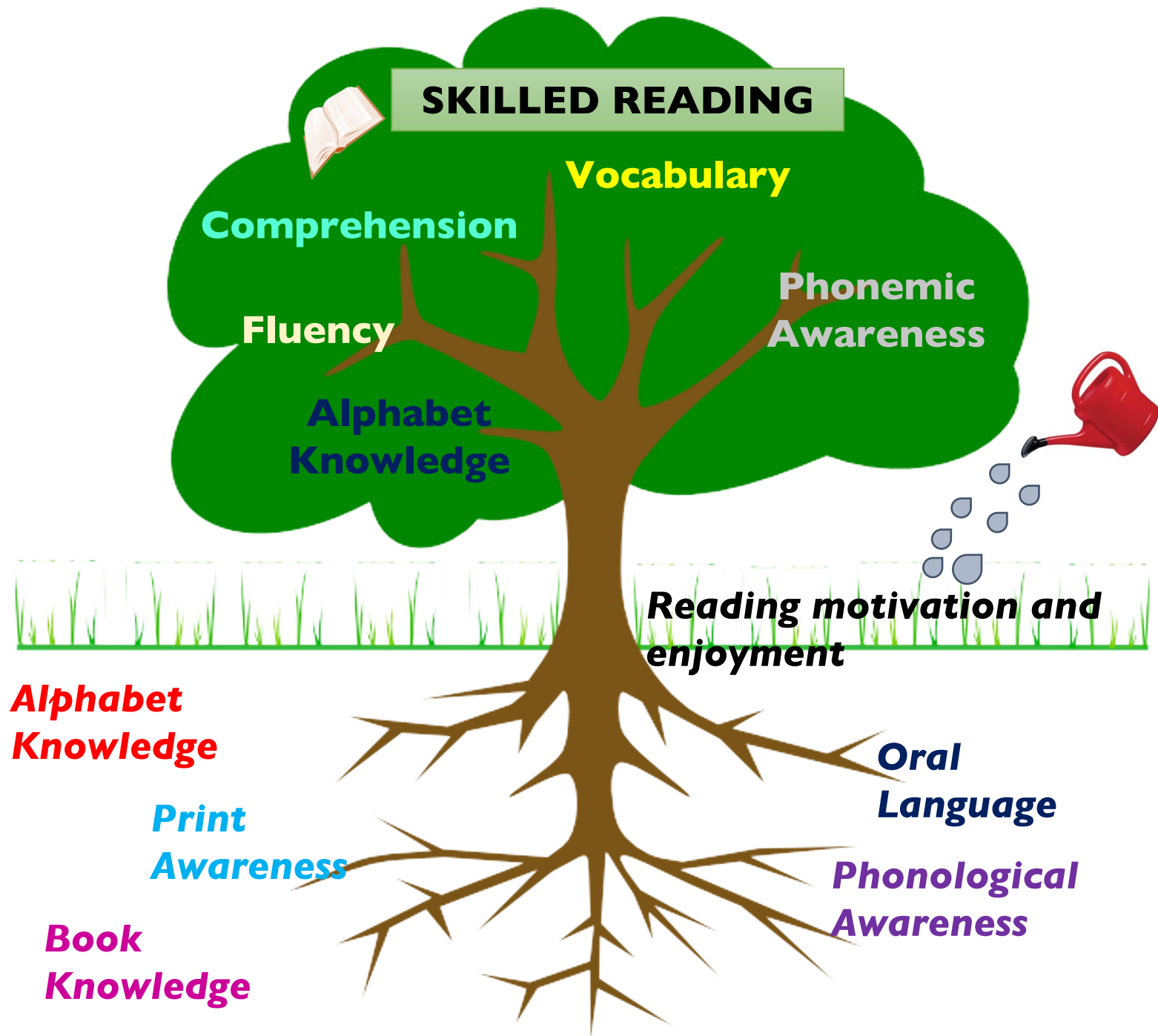
INTERACTION POINT

EMERGENT LITERACY

What is Emergent Literacy?

Emergent literacy is a term that is used to explain a child's knowledge of reading and writing skills before they learn how to read and write words.





Emergent Literacy: Talking and Listening

Children's ability to understand and use language through listening, speaking and acquiring of new vocabulary.

Associated Skills:

- Child can understand stories that they are told
- Child knows many words
- Child responds when spoken to
- Child can follow directions
- Child can tell stories



Emergent Literacy: Understanding Print

Children's understanding and knowledge of the functions of printed symbols, such as letters, words, and pictures and of printed text, and how it relates to meaning

Associated Skills:

- Child can tell the difference between pictures and text
- Child knows what print looks like
- Child can tell where a word ends and begins, and that there is white space in between
- Child can at least pretend to "write"



Emergent Literacy: Knowledge About Books

Children's understanding of what a book is, and how it is to be used and read

Associated Skills:

- Child knows how to open a book properly
- Child knows where the text starts and ends on each page
- Child can turn pages properly
- Child can make up stories based on pictures in the book



Emergent Literacy: Knowledge About Alphabets

Children's ability to identify the names and shapes of letters in an alphabet. This skill paves the way for phonological awareness.

Associated Skills:

- Child can point to the right letter when asked
- Child can name letters when asked
- Child can tell the difference between uppercase (capital) and lowercase letters, if appropriate



Emergent Literacy: Understanding About Sounds and Words

Children's ability to identify and manipulate sounds and the understanding sounds (and letters) are combined to make words. A child with phonological awareness is able to recognize and create rhymes and alliterate.

Associated Skills:

- Child knows the sound(s) of the letters
- Child can rhyme
- Child can alliterate
- Child can sound out words
- Child can recognize sounds in common words



WAYS TO SUPPORT LANGUAGE AND LITERACY DEVELOPMENT IN EARLY YEARS

Ways to Support Language and Literacy Development in Early Years

- Incorporate books and reading into daily routines, like a part of a child's bedtime ritual.
- Remember that very young children may not have the attention span to sit through long books; reading a book partially is still helpful.



Ways to Support Language and Literacy Development in Early Years (Cont...)

- Use all forms of verbal expression to read to children, including reading, singing, and conversing about the content of books.
- Connect the stories found in books to the child's life (i.e., personalize them).



Ways to Support Language and Literacy Development in Early Years (Cont...)

- As babies get older, show them the words that you are reading, as you read to them.
- Keep children engaged in reading by asking them questions along the way, or letting them tell stories.
- Keep in mind that what young children like in books is different than what older children like; for example, books with bright colors, large print, and lots of novelty are more appealing to young children.



**FOUR LANGUAGE SKILLS:
TECHNIQUES TO IMPROVE LANGUAGE
SKILLS WITH PRACTICAL ACTIVITIES**

Techniques To Enhance Language Skills:

LISTENING:

Listening comprehension is more than simply hearing what is being said. It involves:

- the ability to take in information
- the ability to respond to instructions
- the ability to share ideas, thoughts and opinions.



Activities to Support Listening Skills

Children who are good listeners often grow up to become good communicators. It's an important skill to develop at an early age and, like a muscle, it needs regular exercise to grow stronger.

- Get child's full attention
- Make reading an interactive activity (Story Telling)
- Play listening games (Simon's says...)
- Play "story chain"
- Help your child build their vocabulary
- Be a good listener too



Activities to Support Listening Skills (cont...)

- Sing poems with your child
- Read stories to your child
- Cook with your child
- Have conversations about things your child is interested in
- Play the “Telephone” game.
- Play the “spot the change” game
- Get creative with “follow the directions.



Techniques To Enhance Language Skills:

SPEAKING:

Speaking skills are defined as the **skills** which allow to communicate effectively. It gives the ability to convey information verbally and in a way that the listener can understand.

Four speaking skills:

- Fluency
- Vocabulary
- Grammar
- Pronunciation

Activities to Support Speaking Skills

- Talk to your child on regular basis.
- Describe the day
- Listen to and reflect what your child says
- Start fun conversation with your child
- Read with your child
- Ask for child's opinion
- Show and Tell activity
- Encourage child to keep a journal



Activities to Support Speaking Skills (Cont...)

- Picture description
- Question of the day
- Reporting
- Story Completion
- Interviews
- Brain storming
- Role plays



Techniques To Enhance Language Skills:

READING:

- There's no *one* best way to teach young students how to read.
- Learning to read is a developmental process that takes time.
- Every child learns differently, so it's important to incorporate different teaching strategies to hold their attention and keep them interested in learning.



Activities to Support Pre Reading Skills

- Read with your child (Picture books for little ones)
- Re-make a picture book
- Look at environmental Print (Signs, logos, symbols, words)
- Label common objects
- Play word games (I spy with my eye...)
- Word families
- Rhyming Box
- Picture stories



Activities to Support Reading Skills

- Vocabulary Box
- Words I know
- Playing scrabble
- Practice decoding words
- Guess the word games
- Using newspaper
- Practice D.E.A.R Time
- Find words within words
- Reading Corner
- Reading Buddies



Techniques To Enhance Language Skills:

WRITING

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

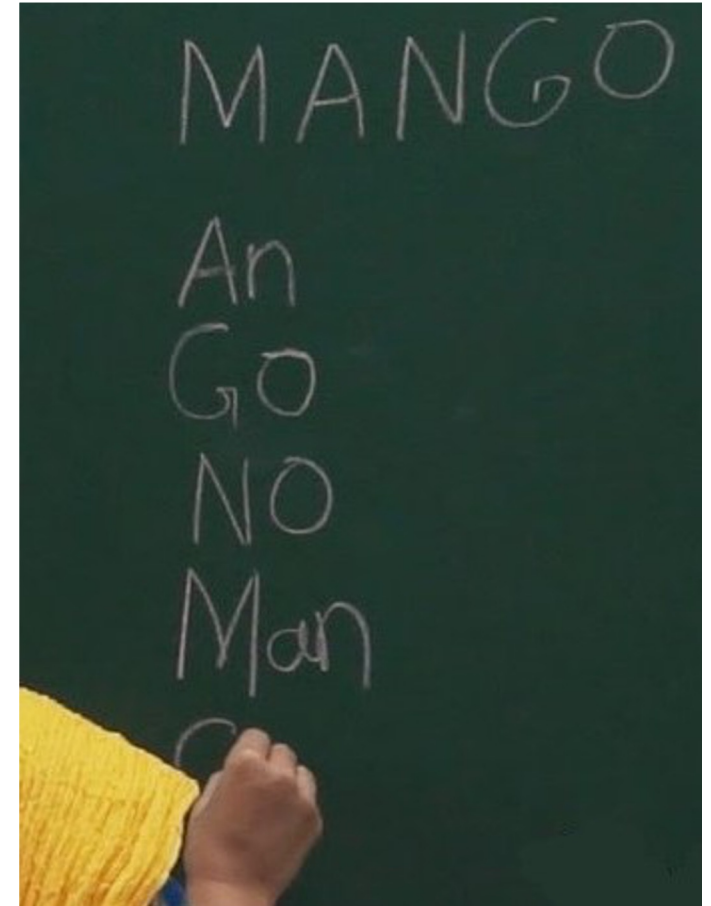
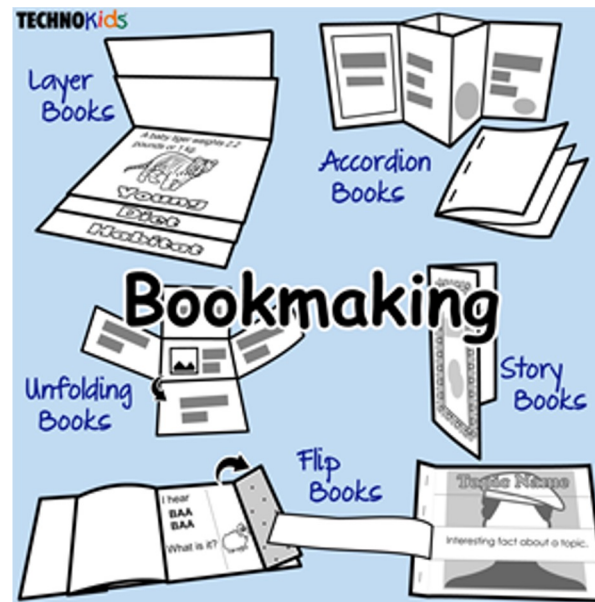
Activities to support Pre-Writing skills

- Building fine motor skills
- Sand/salt tray to practice
- Tracing/scribbling/drawing/colouring
- Draw and discuss
- Newspaper as a teaching tool



Activities to Support Writing Skills

- Making new words from a “word”
- Playing Hang-man
- Playing “Name, Animal, Place, Thing”
- Book Making/Author chair/Author Crown
- Writing space with all required material



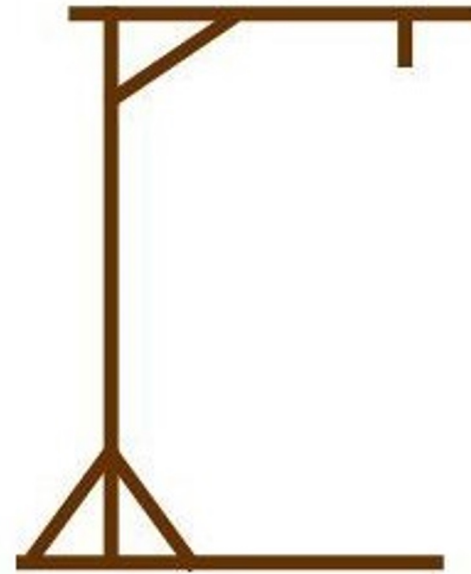
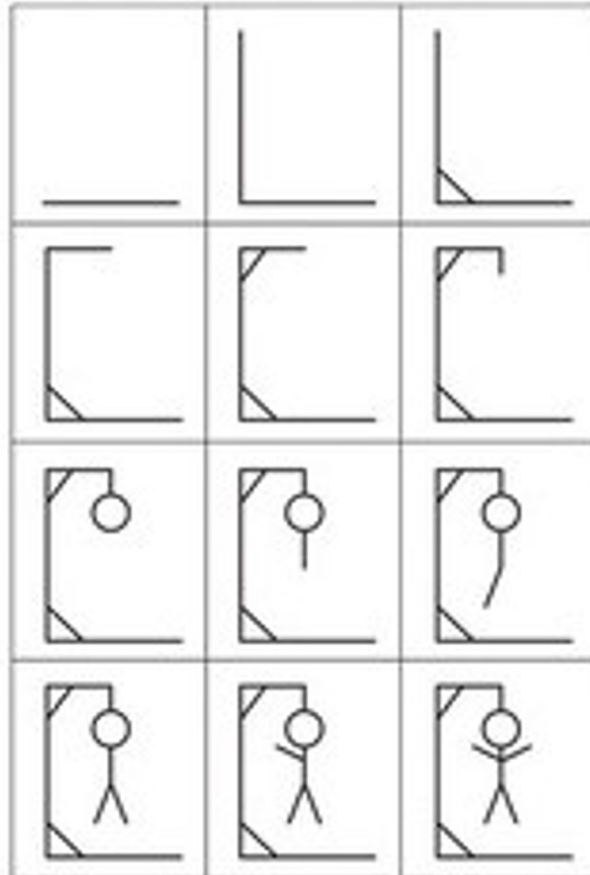
Activities to Support Writing Skills: Author's Chair/ Author's Crown



Activities to Support Writing Skills: Playing Hang-man

HANGMAN GAME TEMPLATE

A B C D E F G
H I J K L M N
O P Q R S T U
V W X Y Z

[illegible]

WORD: _____

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

Activities to Support Writing Skills: Playing Name, Place, Animal, Thing

NAME	PLACE	ANIMAL	THING
1. Anamika	Angola	Ape	Apple
2. Farida	Faizabad	Fish	Fan
3. Jasmine	Jaipur	Jackal	Jar
4. Sonali	Surajkund	Seal	Soap
5. Greeta	Georgia	Goat	Gren

Name	Place	Animal	Thing	MARKS

Activities to Support Writing Skills: Reading and Writing Corner

“The book art is at the intersection where writing, illustration, discovery, creativity and sharing come together to support the classroom curriculum”

by Edward H. Hutchins



Significance of Reading Aloud

- Children who are read aloud by parents get a head start in language and literacy skills and go to school better prepared.
- Reading aloud to young children, particularly in an engaging manner, promotes emerging literacy and language development and supports the relationship between the child and parent.
- It helps to develop vocabulary, increase comprehension, improve ability to learn to read, strengthens listening skills, intrigue young minds and become a passionate and lifelong reader.



DEVELOPING LITERACY AND LANGUAGE IN EARLY YEARS: SUCCESS STORIES

Developing Literacy and Language in Early Years: Success Stories



**Reading for Children
in Kyrgyzstan**
A project of the Aga Khan Foundation

INTERACTION POINT

You tube:

[Reading to Children - Tips & Techniques - "Itchy Bear" Neil Griffiths – ELC](#) (story telling)

[Storytelling for kids | Rayz International Preschool | Best Preschool Noida](#) (story telling)

[See It, Say It, Sign It | Letter Sounds| ASL Alphabet |Jack Hartmann](#) (Phonic song)

Reading materials:

<https://www.themeasuredmom.com/teaching-the-alphabet-to-preschoolers-why-and-how/> (teaching letters)

<https://witschicago.org/the-importance-of-reading-aloud> (importance of reading aloud)

<https://smartreading.org/importance-of-reading-aloud/> (reading aloud)

<https://www.savethechildren.org/content/dam/global/reports/education-and-child-protection/education-13.pdf> (emergent literacy)

[Literacy in Early Childhood.pdf](#)