

# The early language 3-6 years

– sæt ord på verden

ENGELSK





## Sæt ord på verden

Language is nothing *particular* – but a *part* *everything* we do...

**Putting words to the world – and the world into words**

### Do you know

- that children who encounter many words, learn many words?
- that the vocabulary develops at great speed during the age between 3-6 years?
- that the distance between children, who know many words and children, who know few words seems to increase with age. And the sooner the vocabulary is stimulated, the better!!
- that there is a clear connection between the number of words a 3-year-old child knows and the child's reading-understanding at the age of 16?



## Learning through common experiences in the home

Children are born with curiosity and attention towards the world.

But to be getting direction on the attention

- so that you see
- sense
- explore
- experience

the important and the exciting – that is something children learn from their adults.

The more situations with common attention that are part of the child's everyday life, the faster the child picks up new words.



'The adult explains'

Inquisitive adults explain about everything:  
Now you should see here, now you should hear!  
"This hedgehog here has been sleeping all winter, because....", "This brimstone butterfly has been sitting up under the roof in the shed, and now it is coming out in order to..."



## Learning through common experiences in the home



Without attention there is no learning!

- Children's attention is easily drawn to what is colourful, surprising, noisy and eye-catching.
- Make sure that important information is clear and visible and is not drowned out by "noise", neither for the ear nor the eye. For example, switch off the TV when you are reading a story together.
- Help your child to use resources on the things that are important!



## Words and concept formation

*The preschool child's language – from "here and now" to "there and then"*

At the age of 0-3 years the child's language is rooted in "here-and-now-situations": What we are doing right now, what we can see right now and what we can sense right now.

At the age of 3-6 years the child learns to use his/her language varied according to different situations. The language will, to a higher degree, be about stories concerning actions, activities, persons, that the child has experienced or will be experiencing.



At the age of 3-6 years the child explores the world of fantasy and talks about actions and persons, whom and which it has never experienced itself.

As a parent you will start to notice your child's

- jokes
- fantasy about the future
- day-dreams about the past

And that lying, cheating and tricking for fun comes into focus.



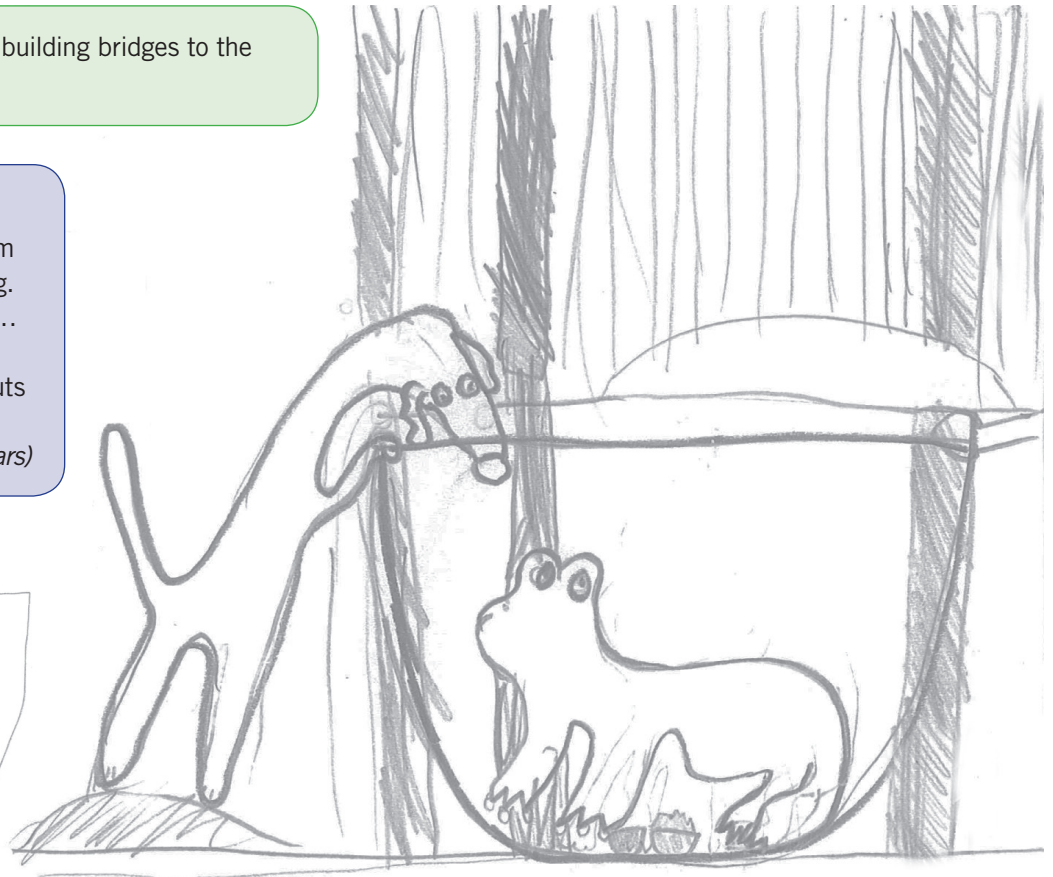
## Words and concept formation

'There and then' – actions are building bridges to the read and written language.

### A small story at 4 years

A frog. Sitting down in a ...hum bowl. He is sleeping with a dog. He is inside his house. A boy ... and a bed... and the dog. The boy and the dog. He almost puts it on his head.

*(Frieda -4 years)*





## Words and concept formation



### **A small story at 6 years**

And then he looks under this there log. And then there is the frog and apparently a lot of others. And then he says goodbye to frogs and then he goes home with his own frog.

*(Jens, 6 years)*

## Words and concept formation



### **Language is learnt in the set routines**

We need to hear a word around 60 times, before it sticks. Some need to hear it 500 times, while others only need to hear it 10 times.

The child needs to hear the words lots of times, before they become an active part of the child's vocabulary.



## Words and concept formation

### **The language is learnt by using it**

You can use the daily routines at home to

- help your child to learn new words. Say the words clearly yourself
- involve your child in your activities at home and talk about them together
- help the child to put words to emotions
- put words together in new ways, e.g. "water tap – tap water". Talk about what it means
- playing games such as picture lottery
- involve the child in conversations and planning the family's activities
- encourage the child to give reasons for its suggestions
- let the child explain the rules of games and plays
- talk to the child about the meaning of words
- show the child how to use encyclopaedia, reference books and the internet



## Words and concept formation



### **The bilingual child**

A good mother tongue is a strong starting point for your child to learn a new language.

A well-developed mother tongue requires that you, as parents, speak the language, which is spontaneous and comes most naturally to you.

When your child is learning the second language, you will probably experience that the child mixes up the languages for a while. This is totally natural and is a result of your child acquiring a new language.

If your child has started going to kindergarten and has a period, where it is very quiet language-wise, it is perfectly normal. The child is using its energy to listen and decoding the new language in order to use the second language in its communication.

Show interest and be curious about your child's new language.



## Laying the table and language



### Which words can be learnt when we are shopping?

Supermarket, butcher, vegetables, ahead, home, cycle on a bicycle, driving in a car, putting goods into the shopping trolley, putting goods on the belt at check-out, paying

### Which words can be learnt when we are preparing the food?

Peel, boil, fry, chop, carve, cutting into pieces, arrange, putting something down into, putting something up into.



### Which words can be learnt when we set the table and we are going to eat?

Full, hungry, on, beside, behind, in front of, on top of, to the right, to the left



## The daily dialogue

Children aged 3-6 years develop their language in close connection between words and situation and they find it hard to understand

- long sentences
- long explanations, in e.g. conflicts
- irony, sarcasm and play on words

Children aged 3-6 years will not say it, if they do not understand something. Not until aged around 5 years do they begin to be able to point out misunderstandings.



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## The daily dialogue



**Examples of adults'  
language, which can be difficult to  
understand**

'Damn, you got out of the wrong side of bed today'

'Who peed on your cornflakes this morning'

'To be stood up'





## Good examples of games



### **The in-front-behind-game.**

Some games are very popular, when played with mum and dad: Mum is sitting in the armchair and is playing queen and dad is standing on the floor. Mum is commanding, from the chair 'Can you stand in front of dad?' 'Can you crawl over dad?' 'Can you crawl under dad?' 'Can you stand behind dad?' Here the focus is on prepositions, which are important for the child to learn.

## Good examples of games

### The bomb-game

You set an egg-timer, put it in a bag and suggest a certain word e.g. wood.

Now everyone in the family must say a word related to wood until the egg-timer rings.

The person, who has the bag when the timer rings, may then decide the next word.



## Good examples of games



### Can you guess what I am thinking of?

"Can you guess what I am thinking of" is a game which can be played everywhere, both in the car, on the bicycle and at home. The basis of the game is simple; the child must guess what the adult is thinking of.

It is important to choose an object which is in the child's line of visions, if the child is young. An example could be: "You can see yourself in what I am thinking of (Mirror)".

### Follow my instruction

You can e.g. hide a little teddy-bear in an unexpected place and take turns to say, where Teddy is. E.g. Teddy is sitting in the hall, on the bathroom or in drawer number three in the kitchen. Then the child can hide Teddy and explain, where the adult should look.



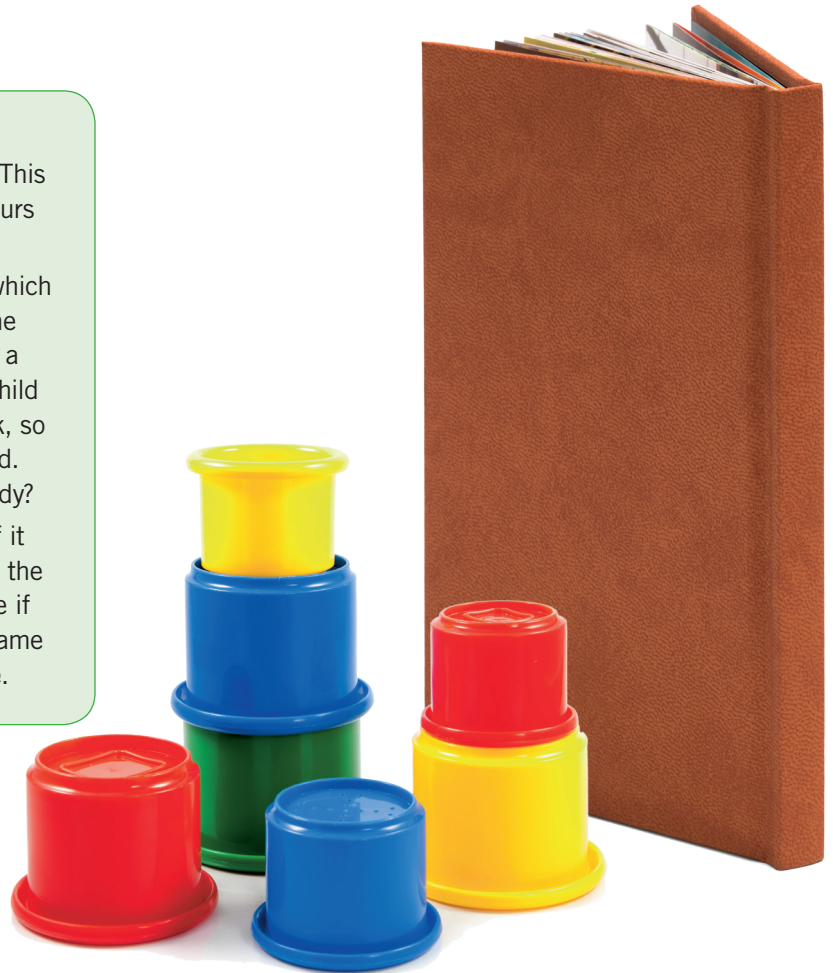
## Gode eksempler på lege

### **Building colour-towers**

Lots of children like small assignment challenges. This game focuses on whether the child knows the colours and is able follow dad's or mum's instructions.

You need a large book and 2 x 5 building bricks, which can be stacked, in various colours. Before the game starts, explain briefly: 'See you get a yellow, a red, a green, a white and a blue brick, (check that your child knows the colours)'. Now we stand up the big book, so that we can build in secret. I am also going to build. Now we build as I say (I am the boss). Are you ready?

Put the blue one down first – put the red on top of it – put the white underneath the blue' etc. When all the bricks have been used, you move the book and see if the colour-towers are the same. It is an amusing game and sometimes the colour-towers are not the same.



## Nursery rhymes and word games

*Children learn to read more easily if they know the sounds of the language and are able to notice them.*



### About rhymes

To rhyme means that you have to listen for the small sound differences between the words and listen to what fits together and rhymes.

Nursery rhymes help sharpen children's interest in the form of the language and the children hereby obtain a good linguistic basis for the later learning ability with regards to reading.



## Nursery rhymes and word games

How you can support your child in noticing the sounds of the language

- Sing songs, which your child learns by heart and can sing with great confidence
- Play with words that rhyme
- Make funny rhymes – also silly rhymes such as 'Humpty-Dumpty'
- Talk backwards as a Danish children's programme called "Kaj og Andrea", e.g. 'If you say nadelemon – it becomes lemonade'
- Find words starting with the same sound, e.g. 'Monty starts with the same sound as mum'.
- Your child is at the kitchen counter and is waiting for a piece of cake, and suddenly says "cake – lake". You join in the game and confirm the child by saying: ' See, now you will get a piece - sneeze!!'

## Nursery rhymes and word games

### About dramatizing rhymes

The text is easy and the rhythm is good in Who is Knocking It also gives the child to play the person, knocking at the door etc.

Clap, stomp, whisper the rhyme. It heightens the attention of all the parts of the word.

### About inventing more rhymes

Who is sitting down? That is Peter Golden-crown

Who is sitting in the sofa? That is Peter Gofer.

In order to find rhyming words it is necessary to change from context to form. You have to listen to what fits well together.

Who is knocking at the door?

That is Peter Moore

Who is opening up?

That is Peter Sugartop



## Narate, read and look in books

Children like learning to read much more, if they are used to having books read out loud – also at home:

- Read aloud to your child every day
- Take the child to the library with you
- Read yourself, and show the child that you are reading
- Talk about books and magazines

### About reading slowly

Words are a sort of 'sound parcels'. When you read out clearly and not too fast, it is easier for your child to pick-up the sound parcels. They will be hidden away and remembered in the correct "wrapping" – for later use!





## Narate, read and look in books

### About words in books

You child will gain an insight into the world surrounding it through books. It will also gain an insight into other people's emotions and thoughts.

Books stimulate the fantasy and give inspiration to the game. You will be using words together with the child, which would not normally have been used.

Books are fabulous ways of getting around and far away: We can get a wolf to speak, a mouse to toast cheese sandwiches and bears to move into knitted mittens.



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## Narate, read and look in books

### Follow your child's interests!

Let your child select a book. Let your child point in the book. Talk about what the child is pointing at.

### What if.....

My child is not interested in listening to stories?

- Make it nice and cosy when you read the book aloud.
- You can also narrate the story instead of reading it aloud.
- Maybe the book is too easy or too difficult.
- Find a book which your child may like and understand, and maybe a book your child already knows.

### Repeats!

Read the same book several times.



## Play with writing

*Children learn to read and write more easily if they start early*

When the child begins to play-read and play-write early on its own conditions

- it can play and experiment without pressure
- it is only driven by its own desire and interest

Therefore you must let your child 'write' and 'read'. Ask your child to read aloud what it has written.

Remember to praise and encourage when your child is play-reading and play-writing.



## Play with writing

**You may use all situations to encourage your child to write, e.g.:**

- Wish list
- Shopping list
- Secret messages
- Put its name on drawings
- Text for the child's drawing
- Write messages to the child and invite it to write on its own as well
- Use a blackboard or a water-soluble marker on the fridge-door
- Use magnet letters
- Make books together with the child



Have paper and pencils lying around so the child may 'write' about what is read out loud or it sings. And draw and write yourself. This will inspire your child.



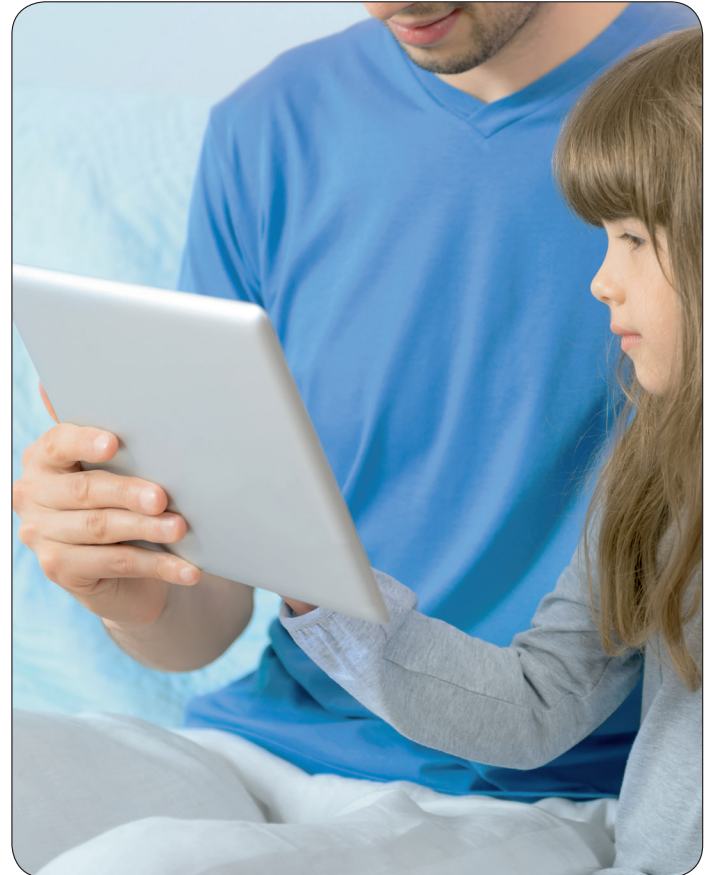
## Have you considered that your child may also use IT?

### Give your child easy access to PC, Ipad and electronic toys

- It increases the child's concentration
- It strengthens the vocabulary
- It favours hand-eye-coordination
- It increases the child's language understanding
- You child gains greater knowledge

### Examples of IT learning material, which supports your child's reading and language skills:

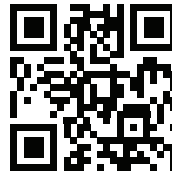
- Hr. Skæg
- Oline
- [www.lillelæser.dk](http://www.lillelæser.dk)





## Links

- [www.biblioteket.sonderborg.dk](http://www.biblioteket.sonderborg.dk)
  - [www.sprogpakken.dk](http://www.sprogpakken.dk)
- eller søg på nettet efter fx 'små børns sprog', 'sprogstimulering', 'sprogudvikling', 'babytegn' osv.



Du kan også finde denne og andre brochurer online på

[www.sonderborgkommune.dk](http://www.sonderborgkommune.dk) > Borger > Pasning, skole og familie > Dagpleje, vuggestue og børnehave > Særlige tiltag 0-6 år



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Sønderborg Kommune  
Børn og Uddannelse  
Voldgade 5  
6400 Sønderborg  
T 8872 6400  
[post@sonderborg.dk](mailto:post@sonderborg.dk)