

Term 3 Parents' Lecture (Year 2)

Week 1: Expanding your Child's Vocabulary Bank

Receptive Vocabulary	Expressive Vocabulary
Words understood by the child when he/she hears or reads them.	Words used by the child when he/she speaks.

Importance of Vocabulary:

- ❖ Vocabulary is the basis for learning language.
- ❖ Strongly relates to reading comprehension, intelligence, and general ability.

Gauge of Child Development:

- ❖ Child will be able to use two-word sentences or expressions such as “baby bye bye” or “doggie pretty” to express himself/herself.
- ❖ Children typically understand more words as compared to the words that they can say.

What can parents do at home?

- ❖ Show many different types of flashcards to teach them vocabulary.
- ❖ Expose child to plenty of reading materials.
- ❖ Talk to child about daily life activities and give them directions.
- ❖ Aid child's listening and understanding by putting them into action. (e.g. “Can you bring me the book please?”)

Term 3 Parents' Lecture (Year 2)

Week 2: Linguistic Development

Language, literacy and communication are crucial and important factors in child development. Language is a form of communication to express thoughts, ideas, feelings, emotions and information.

Alphabet & Phonics Songs:

- ❖ Listening to alphabet and phonics songs helps your child to pick up the names and sounds of the letters subconsciously.
- ❖ Encourage your child to say them together.

Letter-Sound Association:

- ❖ Enunciate phonics sounds and match to the letters. (/a/ /a/ is the sound of letter A)
- ❖ Learning phonics and playing games allow your child to read new words that are not seen before.
- ❖ Move on to more complex phonics like /ai/ and /oa/ after learning simple phonics.

Sound-like Words:

- ❖ Read books with sound-like words, eg. moo, splash, sizzle.
- ❖ At this age, children's auditory senses are better developed. As such, they are able to pick up sounds in words better.

Term 3 Parents' Lecture (Year 2)

Week 3: Learning a Second Language

Benefits:

- ❖ May learn to read sooner than monolingual children of the same age.
- ❖ Better concentration and analytical skills that are attained through the understanding of the different linguistic systems.
- ❖ The option to live abroad and learn other foreign languages easily later in life.
- ❖ Exposure to different cultures makes it easier to accept and understand other people.

The first few years of life are believed to be the vital period for a child to learn languages. This is where the foundations for attitudes, thinking, and learning are laid down.

Things to do at home:

- ❖ Input the language through play and songs.
- ❖ Learn language through fun activities, music and stories.
- ❖ Play songs in the background so that children are listening to them with their subconscious mind.
- ❖ Input words using flashcards.

Term 3 Parents' Lecture (Year 2)

Week 4: Communication/Conversation

- ❖ Communication is about children **sharing their thoughts, feelings, ideas and experiences** with others with confidence and competence.
- ❖ Communication involves giving, receiving and making sense of information; and it is a **two-way activity**.
- ❖ Children can communicate in many different ways, including **facial expressions, gestures, body movement, sounds and language**. Their language is more than words, phrases and sentences. It includes dance, music, poetry, art, singing and stories.

Being a good communicator is vital to children's development. Therefore, it is important that parents encourage communication by listening to them, interpreting what they are saying, responding to them, and modelling good communication.

Term 3 Parents' Lecture (Year 2)

Week 5: Mirroring Child's Language

Dr Carl Rogers' Person-Centered Technique

As important as it is to talk to our children, it is equally important to listen to what they have to say. Children who feel that they are heard feel loved. If you are constantly scolding your child, it is difficult to listen to his point of view. Additionally, when a child is constantly being scolded, he will close up his heart.

Main Aim:

Putting yourself in the shoes of your child to understand how he feels when communicating with him.

- Be reflective, acting as a mirror of your child's feelings and thoughts.
- Allow your child to gain a clearer understanding of his own inner thought, perceptions and emotions by "echoing".

Negative Example

Child: *Mummy, I did something bad today.*

Mother: *What! What did you do? Why are you such a bad girl?*

In this example, the mother **shuts the door to communication**, leaving the child in a worse situation and making him feel like running away and **not continue with the communication**.

Positive Example

Child: *Mummy, I did something bad today.*

Mother: *Lisa, you mentioned you did something bad today. Can you share with mummy what you did?*

Child: *I hit my friend.*

Mother: *Lisa, you said you hit your friend. Can you tell Mummy why you hit your friend?*

Child: *Because I don't like him.*

Mummy: *Lisa, you said you don't like your friend. Can you tell Mummy why?*

With this "echoing" approach, it **facilitates questioning and communication through empathetic understanding**, helping them to grow psychologically, become more self-aware and change their behaviour willingly.

Term 3 Parents' Lecture (Year 2)

Week 6: Social Development

Infants and toddlers learn through experience.

- ❖ Provide young children with opportunities to work on their problem solving skills and offer gentle guidance and encouragement when they are struggling.
- ❖ Avoid jumping in too soon to solve the problem as this does not allow children to discover the various skills needed as they grow.

At the age of 2,

- ❖ Encourage early friendships.
- ❖ Learn to share and take turns.
- ❖ Experience the joy of friendship.

Term 3 Parents' Lecture (Year 2)

Week 7: Emotional Development

- ❖ At birth, infants look to their caregivers to soothe strong emotions and attend to their needs.
- ❖ As babies grow, they begin to learn the complex process of regulating their own emotions.
- ❖ Involves recognising one's own feelings and those of others, and developing **effective ways of managing them**.
- ❖ The first emotions that can be recognised in babies include **joy, anger, sadness and fear**. Later more complex emotions like **shyness, surprise, elation, embarrassment, shame, guilt, pride and empathy** emerge.

Help your toddler recognise and understand his/her feelings.	Explore the idea of feelings through play.
Teach them the words to describe their feelings. Over time, it gives children the ability to talk about their feelings instead of acting them out.	Use puppets to create a story about your child's frustrations or fears, like having to share toys with a playmate, adjusting to a new baby, or separating from you when a babysitter comes.