



Nursery Parent Workshop 15th November 2025

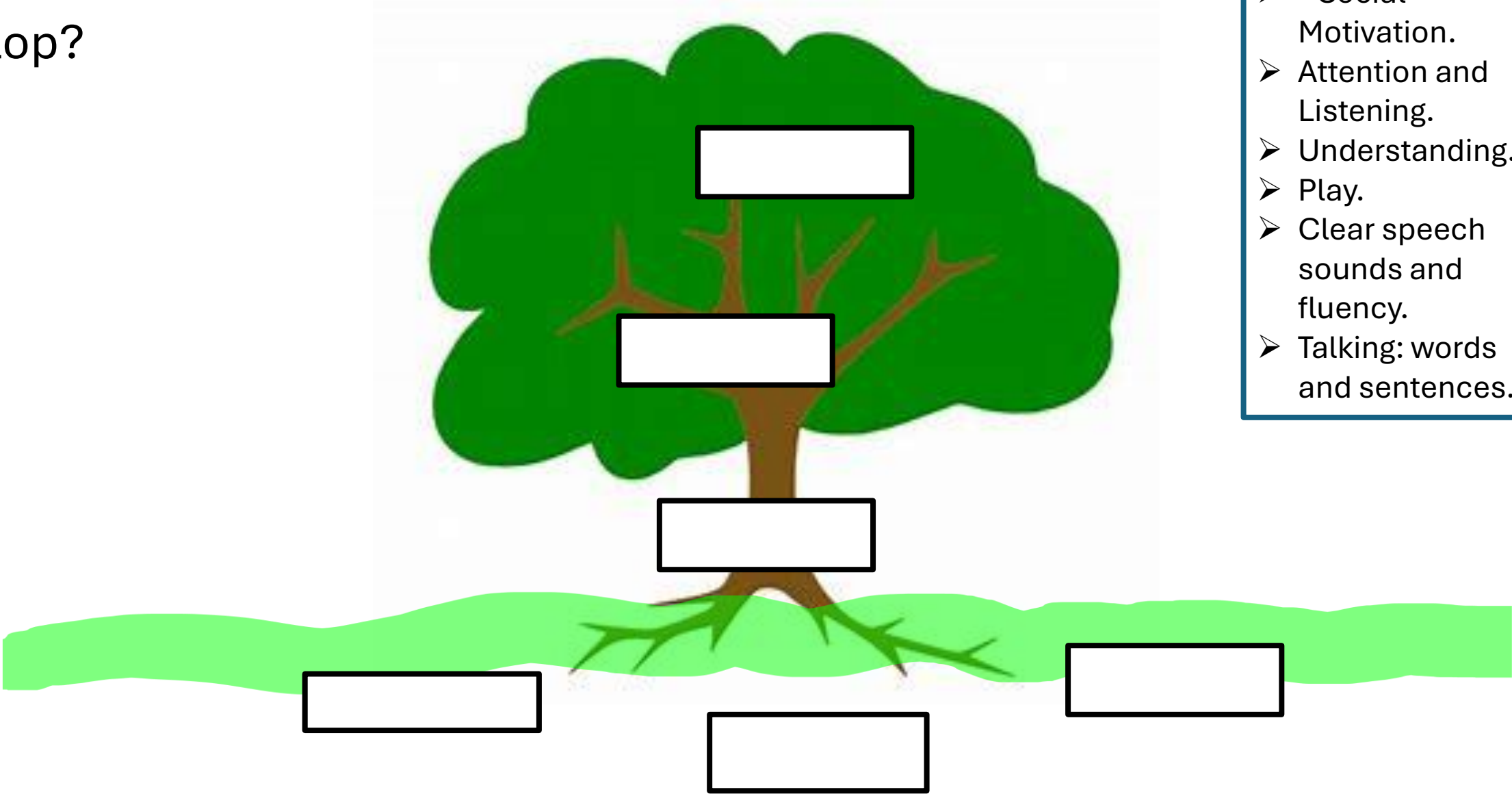
How to support your child's language and personal, social and emotional development in the Early Years



Outcomes for this session.

- To begin to understand how we make speech sounds.
- An understanding of the important role of play in language development.
- Ideas to support your child's language development
- An introduction to PSED in the Nursery
- Use of the Colour Monsters.
- How to use de-escalation techniques to support your child's behaviour.

How does communication develop?



- Social Motivation.
- Attention and Listening.
- Understanding.
- Play.
- Clear speech sounds and fluency.
- Talking: words and sentences.

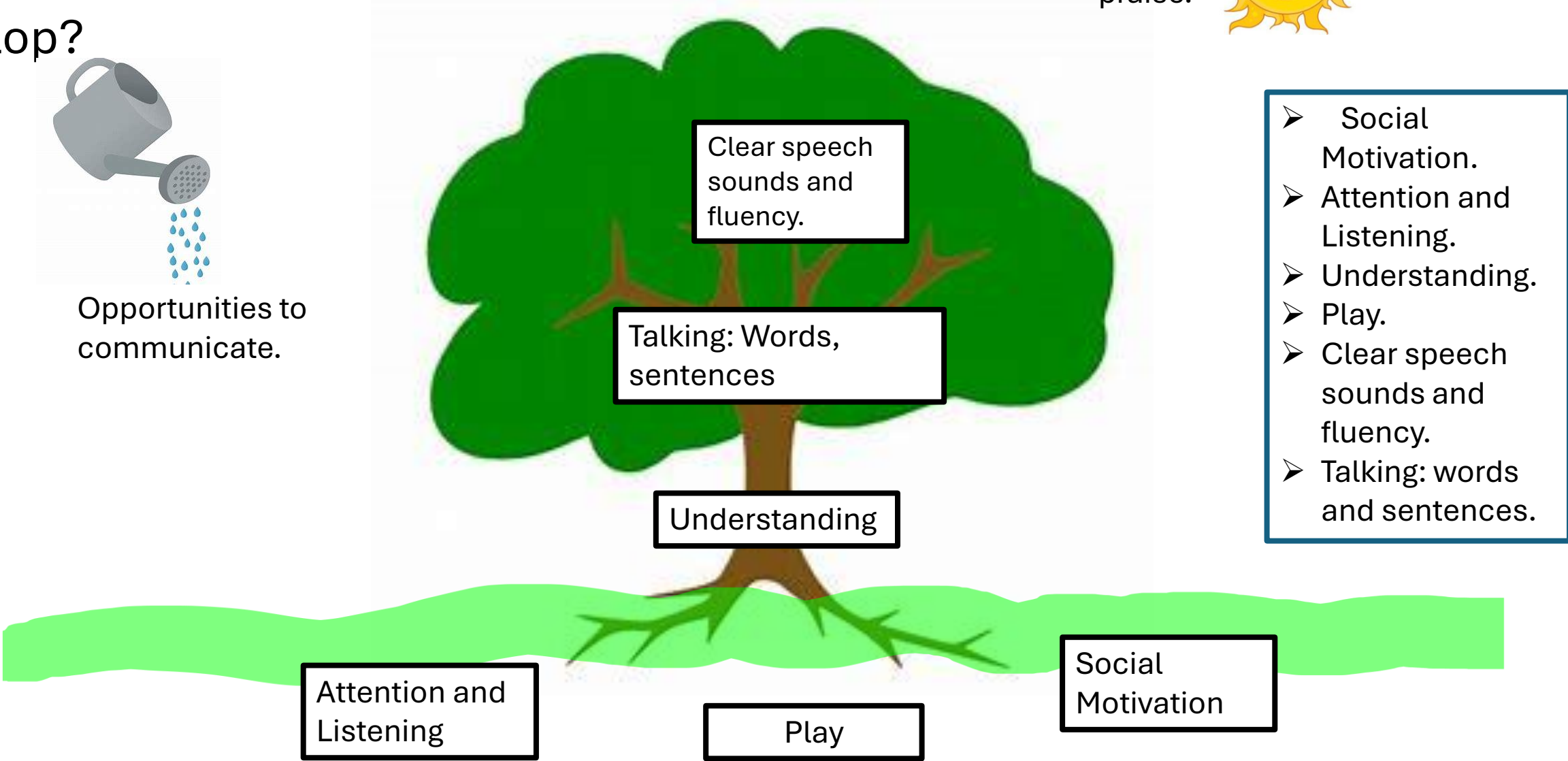
How does communication develop?



Opportunities to communicate.



Lots of praise.





Why is play so important to language development?

Play is ?

“... happy display of
known actions”

Jean Piaget



Play is ?

“... the child’s work”

Maria
Montessori



How can you find a way into your child's play?

- **Think about their likes.**
- **What motivates them?**
- **You need to make 'Special Time'. Time for you and your child to play together in addition to the times you already have.**
- **Special Time needs to be screen free.**
- **Special Time is a time when your child is in control of the activity and you are there to support and praise.**
- **Little and often- 'Quality Time' not 'Quantity of Time'.**
- **Complete the 'My child is motivated by....' sheet.**

Strategies to support language development.

OWL

O- Observe

- What is your child looking at. Body language and gestures.

W- Wait

- Give them plenty of time to express their interests
- Show them that you are waiting for a response by: not talking, leaning forward and looking at your child.

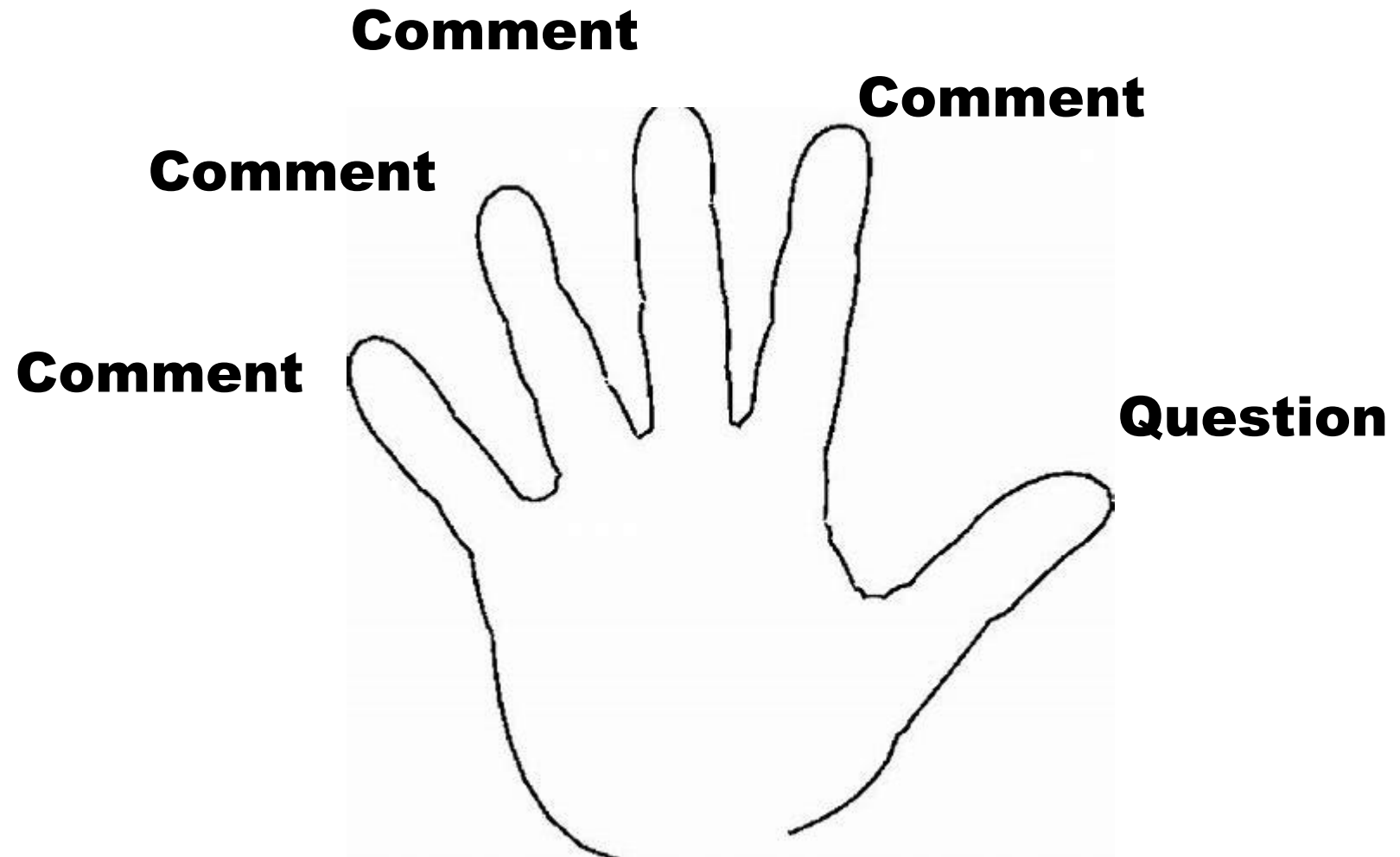
L- Listen

- Give you an understanding what is on their mind.

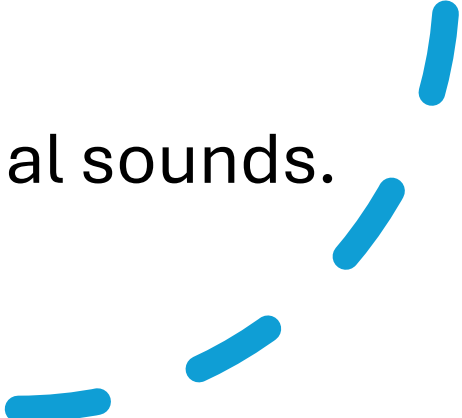
When you have **OWL** you can respond by commenting.



5 Finger Rule



How do I know if my child is having difficulties with speech sounds?


- Are unintelligible to familiar listeners, though some people like family 'tune in' and understand them.
 - Miss off parts of words.
 - Have difficulties making some specific sounds in speech.
 - When practicing phonic sounds they cannot produce or tell the difference between sounds.
 - They may produce some unusual sounds.
- 


Personal, Social and Emotional Development

- Manage emotions
- Develop confidence
- Learn to look after their bodies
- Learn how to make friendships
- Learn how to co-operate and resolve conflicts peacefully

Developmental Behaviours for Nursery Children


- Emotional regulation- Difficulty in calming down, frequent outbursts.
- Social interaction- Struggles with turn-taking, sharing , or joining play
- Physical impulsivity- Hitting, biting, pushing without intent to harm.
- Communication Frustration- behaviour due to limited speech or understanding.
- Sensory Overload- Behaviour triggered by noise, texture, ect
- Adult attachment seeking- Clinginess, refusal to separate, behaviour to seek attachment.

Today I am feeling...	
Unhappy	
Sad	
Upset	
Gloomy	
Miserable	

Today I am feeling...	
Calm	
Peaceful	
Quiet	
Skill	
Relaxed	

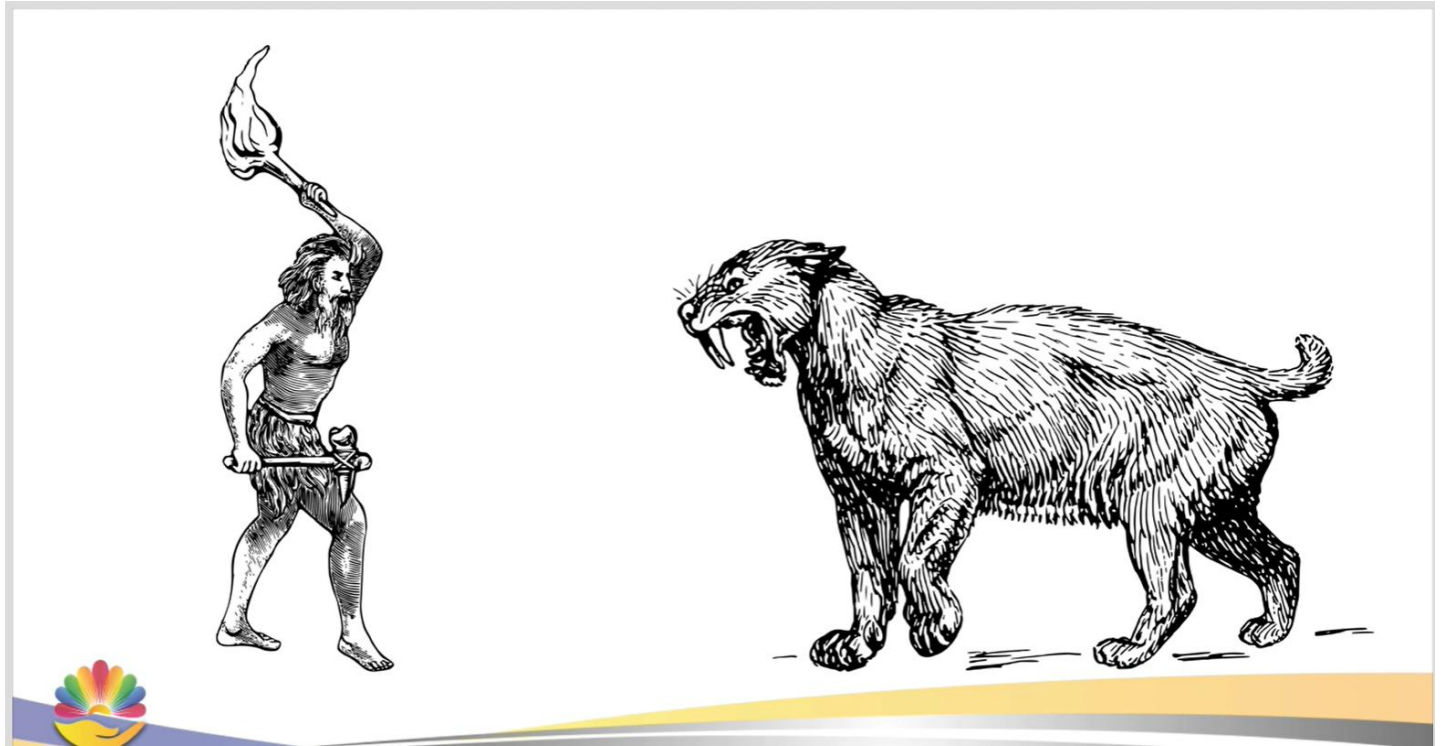
Simple
Emotional
Literacy

Today I am feeling...	
Cross	
Annoyed	
Angry	
Frustrated	
Bad Tempered	

Today I am feeling...	
Positive	
Happy	
Cheerful	
Smiley	
Jolly	

- Why fight or flight and how do we use it?

- How do you feel it?



Amygdala hijack

Limbic brain

- Survival
- Emotions



Prefrontal cortex:

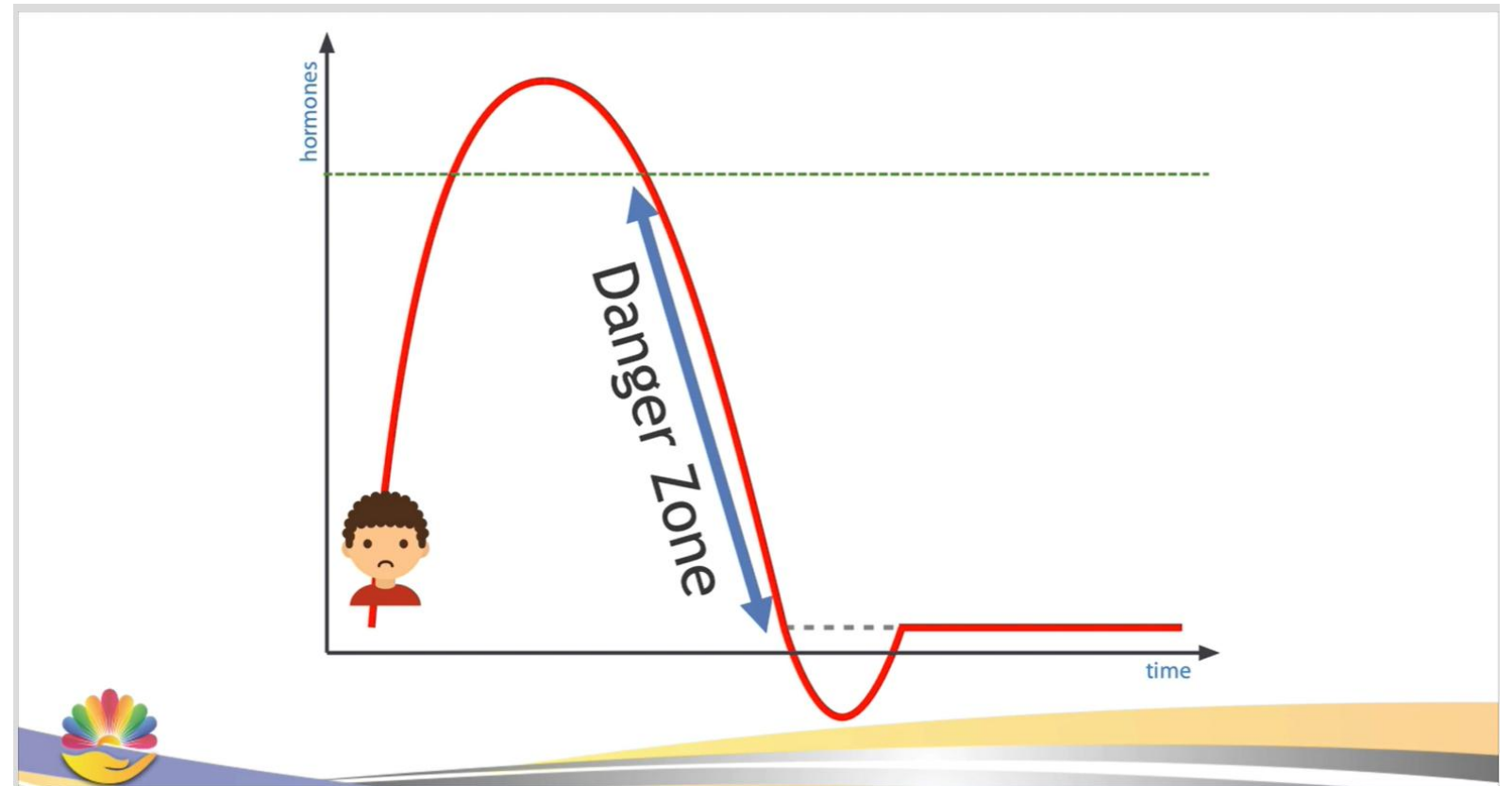
- Language
- Logic
- Planning ahead

shuts down



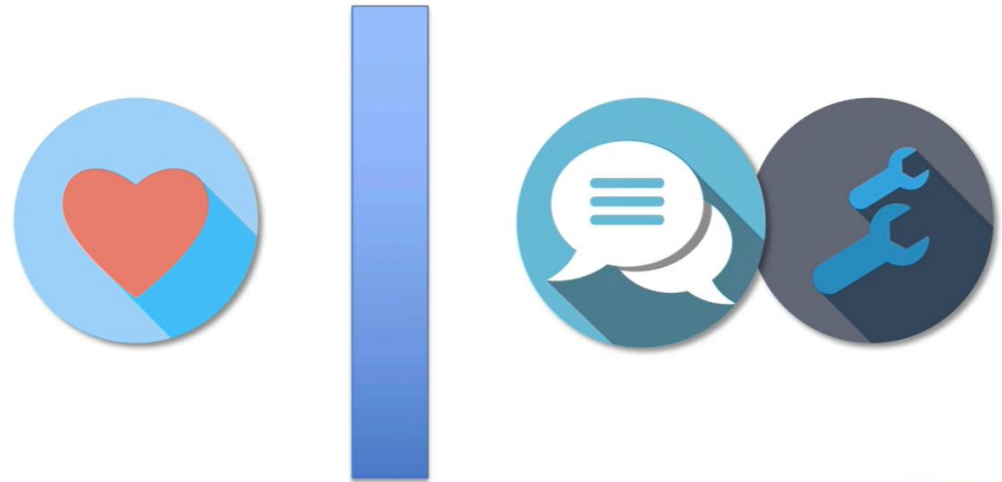
- What is happening here?

- What is the anger cycle?

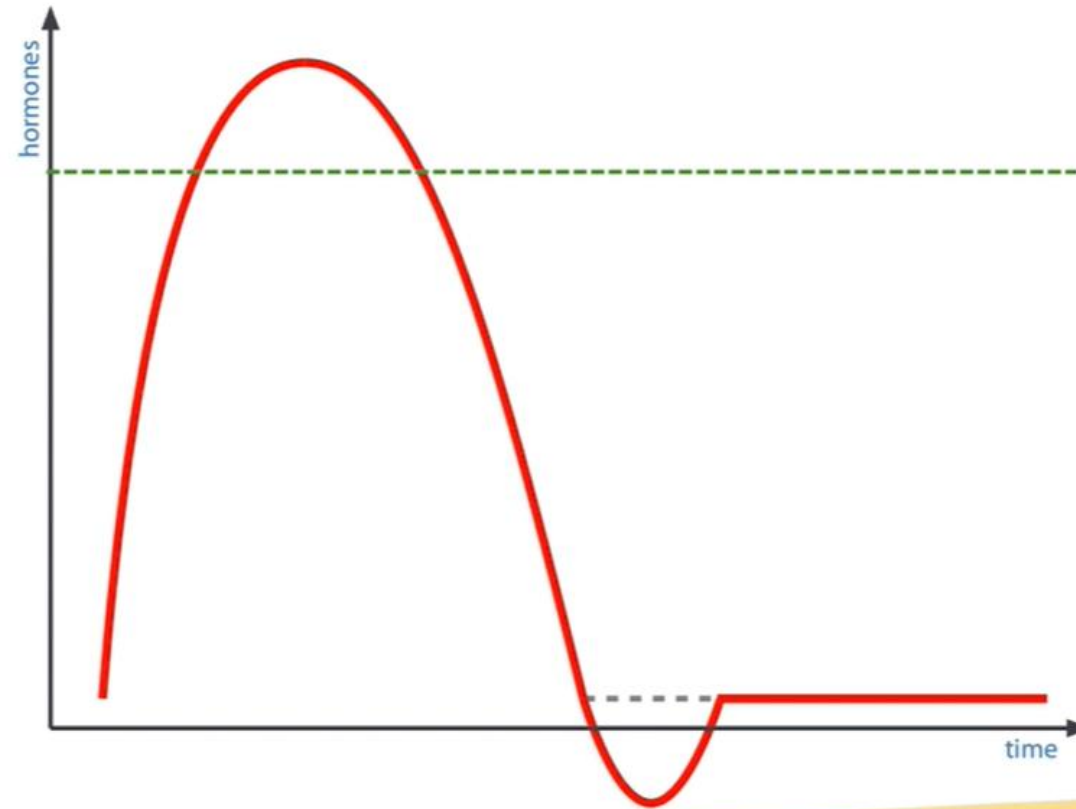


- What is the 'Firebreak formula' and how do we use it?

Firebreak formula



1. Manage your own emotions



Talk less

- Amygdala hijack makes processing language stressful
- Our aim is to reduce stress!
- Don't fill the silence
- Keep your messages short and simple
- May need to repeat and give processing time
- Don't meander
- Don't talk about the future





Distract, distract, distract

- **Do not** talk about the incident
- This phase is about distraction
- Use tasks, activities, conversation - whatever works
- Get them sitting down
- Remember - being still and being calm are not the same thing
- Err on the side of caution
- **You** choose when it's time to talk



C. A. L.M

- C= Communicate- Now talk about what has happened and why.
- A= Action- What are the consequences.
- L= Learn- What can your child learn from what has happened?
- M= Mend- Never forget to mend the relationship.



Thank you

Any questions?

