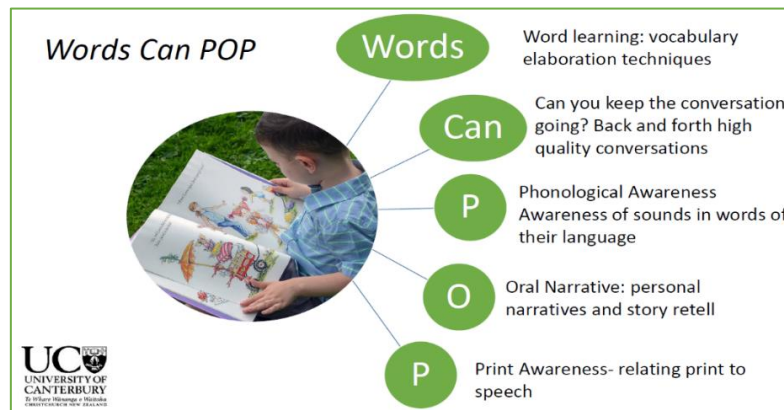


Ideas and activities for home – with your tamariki



You can do all activities in your home language.

You can find our free books here to read with your tamariki. Many of the Words Can POP strategies are included in these books.

<https://www.betterstartapproach.com/childrens-readers-families-ecce>

Words

Tell your child about new and interesting kupu (words) that come up in books and everyday life

- Name the kupu for your child.
- Tell your child about the kupu - the more your child knows about a word, the more likely they are to remember it and use it themselves. Things you could say about a kupu:
 - What it means (use simple, familiar words to explain the new word)
 - What group it belongs to e.g. animals, vehicles, to do with size
 - What you do with it
 - What it looks like or what parts it has
 - If it’s a long or short word/what sound it starts with
 - Put it in a different sentence
- REPEAT, REPEAT, REPEAT – try to use the new kupu again at different times. We all need repetition to learn new words.
- Books are a great place to find new and interesting words.

Can

Kōrerorero! Can you keep the conversation going with your child?

- Keep your kōrerorero going back and forth for 5 turns each/10 turns total.
- Try to be face to face and at the same level as your child.
- Try to make sure you have equal turns and talking time with your child. Conversations/kōrerorero are your child’s opportunity for communication practice, so we want them to have plenty of their own talking time.
- Be aware of too many questions! As adults we sometimes ask a lot of questions. Questions can be demanding of a child and put pressure on them to talk.
- Try to replace some of your questions with comments. Comments do not need an answer so keep pressure low. Comments ‘feed in’ language and give your child ideas and words they could say for themselves.
- After you have made a comment, just WAIT! Count to 5 slowly in your head before you say anything else. Wait time gives your child a chance to process what you have said and to work out what they want to say.

P

Phonological Awareness

- Play the 'How many parts?' game - clap, stomp or jump the number of syllables you hear in words, e.g. "How many parts can you hear in the words spaghetti? Spa-ghe-tti. There are 3 parts!"
- Get your child very familiar with some nursery rhymes or books with rhyme in them (Dr. Seuss, Hairy Maclary). Point out the rhyming words to your child e.g. "Look there's *cat* and *hat*, they rhyme, they sound the same on the end, they both end in *at*". You can also try saying/singing/reading rhyming sentences by pausing just before a rhyming word and seeing if your child can say it/fill it in e.g. "Humpty Dumpty sat on the wall, Humpty Dumpty had a big ... (fall)".
- Point out the first sound you can hear in a word that interests your child e.g. "I see you like the dog picture, dog starts with a 'd' sound", "Your name is Tama, that starts with a 't' sound" (say the sound not the letter name here).
- Play 'I spy' with sounds – "I spy with my little eye, something beginning with sssss" (using sounds not letters).

O

Oral Narrative

- Some key things to focus on when helping your child to talk about an activity, event or story are:
 - **Who** was there
 - **Where** was it happening
 - **When** was it happening
 - **What happened** – first, next, and then, last
- As your child is playing, comment on what they are doing i.e. feed in the type of language/words/sentences we use when talk about something. Soon afterwards, talk together about what your child just did e.g. they might be building with lego, duplo or blocks etc and your comments could be "First you are adding the wings to the plane. Next I see you are adding a tail at the back, oh and last there's an extra propeller going on. Now you are ready to fly off on holiday".
- Keep a notebook or folder of your child's drawings or note down funny things they say. Look back over this with your child – they love to look back on the past. Retell what is happening in the note book and encourage your child to remember and talk about it too.
- Look back through photos e.g. on your phone of events and activities your child has been involved in. Make your own comments to retell what was happening as a model and encourage your child to talk about it too.
- Choose some favourite books your child knows really well. Retell the book together by looking just at the pictures without reading any of the words.

P

Print Awareness

- Print/Words/Letters are everywhere! Around the house and when out, point out words and letters you see. E.g. words on the packaging of favourite foods, words and labels on clothing, letters and words on toys, road signs e.g. stop sign, street sign.
- Signs are a great source of environmental print when on an outing. You could get your child to count how many 'stop' signs or 'give way' signs they see on a car trip. Get them to 'read' the sign each time.
- On car trips look out for letters and numbers on number plates of cars.
- Make words and letters with a variety of materials e.g. if you are at the beach or outside, you could write letters in the sand with a stick or make a letter with sticks or stones. If you are playing with playdough, make the letter out of playdough. Make your child's name out of blocks, lego pieces or magnetic letters.

