



Flying Fox
Mobile Pre-School

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Email: flyingfox@winghampreschool.com.au

Telephone: 0428 534884

Website: www.flyingfoxpreschool.com.au

 Flying Fox Mobile Preschool

Thinking and Learning - EYLF learning outcomes;

Flying Fox Preschool develop educational programs using the EYLF framework.

Two objectives from outcome 4 - 'Children are confident and involved learners' include the following:

- Children develop dispositions for learning such as curiosity, co-operation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching, and investigating.

At Flying Fox Preschool, educators are including the following activities in their educational program. These activities help children think, learn and develop their fine motor skills (small hand muscles), social, emotional and language skills.

In term one, educators have planned activities to develop:

- hand manipulation, by making shapes with play dough, focusing on using fingers to make shapes. Various shapes, rolling pins, plastic scissors etc. all support children to develop muscles in their hands,
- threading straws, patty pans, coloured paper with a hole punched in the paper and a thread with a firm end,
- constructing items using small equipment eg. lego, clever sticks, peg boards, tap taps, sewing etc.
- collage and painting using small items and brushes/cotton buds, using eye droppers to paint,
- jigsaw puzzles or games/activities requiring manipulation of large and small shapes or items,
- fastening items, dressing including zippers, buttons, dressing dolls, press studs, etc.
- turning on taps, putting together nuts and bolts, screwing lids on jars, using cutlery,
- water play activities with pouring and measuring and careful manipulation of objects and much, much more.....

Children's Language Development.

Flying Fox Preschool educators understand the importance of language skills. Research shows that speech and language competence in early childhood can influence school literacy achievements.

Language and literacy skills provide children with freedom. Children use communication to engage with new experiences, form friendships and convey their wants, needs and ideas. Communication improves their ability to learn and supports life-long participation in society. Children learn skills progressively. Oral language skills gained during early childhood include knowing the meaning and sounds of words and the grammatical structure of sentences. These skills are required before children can learn to read and write in primary school. Word recognition depends on knowing pronunciation, and text can only be understood if the word meanings are known. Children with speech and language concerns face greater challenges developing and improving literacy.

Flying Fox Preschool educators adopt the principles of the latest research — that preschool aged children best develop reading and writing skills through child-driven, play-based, authentic and individualised experiences with print. On the back of this newsletter is an outline of how you can identify language concerns. If you have any questions or concerns about your child's language or speech skills then please talk to an educator. We can complete a referral form for Community Health which is a free service or provide you with contact details of speech therapists in the area. A speech therapist can meet with you and your child and provide you with activities and ideas of how you can help support your child's language and communication skills. Early detection of concerns and speech therapy has significant positive benefits. The time you invest to support the development of your child's communication and language skills in Early Childhood, will have significant benefits for your child's future development, including benefits for your child's literacy achievements in Primary School.

Term 1 ends—Friday 8th April

Term 2 starts—Tuesday 26th April

Wingham Preschool and Flying Fox Preschool AGM Tuesday the 29th of March at 9.15am. Held at Wingham Preschool. Everyone welcome.

IDENTIFYING LANGUAGE CONCERNS

Amanda Simon, a speech pathologist who has 25 years' experience and works with children in Sydney, identifies red flags that may suggest a child needs additional support with communication development.



9-12 MONTHS

- ▶ Poor use of eye contact to communicate and share experiences.
- ▶ Does not appear to listen when spoken to. Child may be unresponsive when their name is called.
- ▶ Little or absent use of joint attention - the child does not look at an object they are interested in and then towards another person, to indicate and share their interest.
- ▶ Little use of babble and no specific sounds used (e.g. ba-ba, da-da).

12-18 MONTHS

- ▶ Does not try to copy physical actions (e.g. clapping).
- ▶ Does not follow simple directions (e.g. "get your shoes").
- ▶ Does not use any true words consistently. Roughly, children should have at least 10 meaningful words by 18 months.
- ▶ Does not show interest or respond to simple directions when looking at books (e.g. "show me the duck").
- ▶ Has limited play skills (e.g. mouths or throws toys rather than using toys for their intended use).

2 YEARS

- ▶ Cannot point to common body parts when asked.
- ▶ Cannot answer simple questions (e.g. "what does a dog say?").
- ▶ Cannot follow two related directions (e.g. "get your shoes and your bag").
- ▶ Does not use at least 50 words regularly.
- ▶ Does not combine words into two-word phrases.
- ▶ Does not use the sounds m, p, b, w, n, d or t correctly when talking.

3 YEARS

- ▶ Cannot answer simple questions and have a short conversation.
- ▶ Repeats back a question or direction rather than responding to it.
- ▶ Does not show a clear understanding of early concepts (e.g. big/little, primary colours).
- ▶ Cannot use four or five words in a sentence.
- ▶ Cannot name many common objects, animals and actions.

4 YEARS

- ▶ Does not ask questions.
- ▶ Does not answer questions about the present, a recent event, or a story they have just heard.
- ▶ Cannot follow directions with prepositions (e.g. 'in', 'on', 'under', 'behind').
- ▶ Cannot use grammatical components of language (e.g. plurals, pronouns).
- ▶ Child's speech is not easily understood by strangers.

5 YEARS

- ▶ Does not understand preschool language concepts (e.g. common colours, words for describing size).
- ▶ Frequently appears to have difficulty following directions.
- ▶ Cannot have a reasonably well-developed conversation about a topic that interests them.
- ▶ Cannot join their sentences together with words (e.g. 'and', 'because', 'after').
- ▶ Cannot talk in grammatically correct sentences, although some parts of grammar are still difficult for many children at this age.
- ▶ Cannot tell a simple story with a beginning, middle and end.