

# FACTFILE: GCSE HOME ECONOMICS: Child Development



## The Development of the Child (0–5 years) Development of Communication

### Learning Outcomes

Students should be able to:

- Explain how to promote the development of communication.

Things you should know:

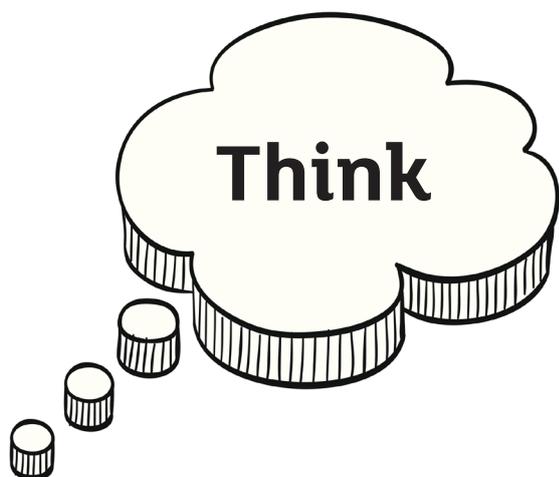
### Promoting Communication with babies

- Make eye contact to demonstrate and develop active listening;
- Use singing rhymes such as 'round and round the garden goes the teddy bear'. This is a powerful way of communicating emotions;
- Talk to baby in a higher pitched voice ('baby voice'), then pause anticipating a response in order to establish the pattern of a conversation
- Sing lullabies;
- Respond with praise to baby's attempts at making sounds.

### Toddlers and young children

- **Talk** to children in the context of what they are doing e.g. if they are in the garden picking flowers, **name** and **label** items: flowers. Put the word in a sentence: Can you see the flowers?
- **Respond** to children with **correct speech patterns** e.g. A child points and says 'flower'. Adult responds 'Yes this is a pretty flower'. In this way the adult has confirmed the noun, put it in a simple sentence and extended the child's vocabulary by adding the descriptive word 'pretty';

- **Praise** children's attempts to use language;
- It is the carer's role to **support** and **extend** the child's language in the context of everyday tasks. For example a child is washing their hands before lunch. The carer might say use the soap, put some on your hands then rub them together. By listening and following the instructions perhaps with a demonstration the child is able to understand what is meant by 'rub your hands together';
- Share a picture book together naming what is in the picture and allowing the child time to respond. This gives a child the opportunity to listen to language and enjoy the pattern of a story book;
- Engage children in simple activities explaining what they are doing e.g. 'Let's put on our coats'. Everyday activities are opportunities to increase a child's vocabulary e.g. when eating together at the table; getting ready in the morning; walking in the park; making a sandwich; watching a television programme together; going on a trip to the dentist;
- When a child is using technologies such as an ipad or watching television, it is best if an adult sits with them commentating on the programme and supporting the child's understanding. As a child watches a programme the adult can be explaining some words or asking questions to check a child's understanding;
- Teach action rhymes and poems e.g. '1,2,3,4,5 once I caught a fish alive'; 'Incy Wincy Spider' etc. This helps children to learn about rhyming words in a fun way.



## Reference Material

[www.littletalkersNI.com](http://www.littletalkersNI.com)  
[www.talkingpoint.org.uk](http://www.talkingpoint.org.uk)

Look at a popular picture book such as '**I'm Going on a Bear Hunt**' by **Michael Rosen and Helen Oxenbury**. Why do you think this book is so popular with young children?

## Activity



Visit a local bookshop or library. Browse the children's department to find books appropriate for the following age groups:

0 – 2 years  
3 – 5 years

What are the noticeable differences between books designed for these two age groups? Why are these differences important?

