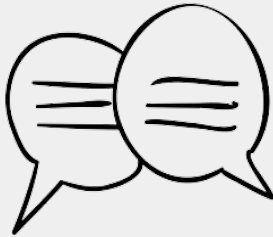
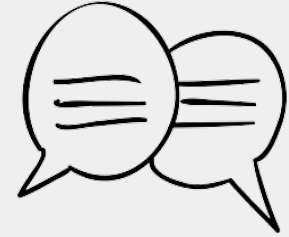


DBIS FS-2 Chatter Tubes



Welcome to DBIS FS-2 Reception

Dear Family,

We are very excited that you are joining the DBIS family for your child's FS-2 year. We would like to get to know a bit more about you.

Please take some time over the summer to complete a Chatter Tube with your child. You might be familiar with our Chatter Tubes if your child completed FS-1 at DBIS. Please make a new Chatter Tube or add to your existing one. To learn more about Chatter Tubes, please take a look through this booklet.

Thank you,
The FS-2 Team

What is a Chatter Tube?

A Chatter Tube is a tool used to support children's Communication & Language development. A Chatter Tube is simple and easy to create. Firstly decorate a tube (Pringle tubes are brilliant). Your child may like to paint, draw, add stickers or photos to their tube. Once the design on the tube is complete, it's time to fill your Chatter Tube!

Chatter Tubes can give your child a sense of belonging when they start Reception at DBIS. We encourage you to add inside the tube:

- Pictures of immediate and extended family
- Pictures of (or write down) a favourite memory
- Favourite books and toys. (You could add pictures of these)
- Favourite songs or music

How will Chatter Tubes be used?

We kindly ask that you bring in your child's Chatter Tube on their first day of FS2- Reception in August.

Chatter Tubes will be displayed in class in a way that is easy for children to access. We will use the Chatter Tubes during 1:1 discussions, but also in small circle times, allowing children to discuss their interests with their friends. We will keep the Chatter Tubes in class throughout the year. We encourage you to bring in new photos to add to your child's Tube if they would like to discuss with their teacher or friends.

Communication & Language - Birth to 5 Matters

Communication and Language is a Prime Area of development in our curriculum. Prime Areas are described as universal core aspects of early child development. They are time-sensitive because of biological factors that enable rapid brain connections, particularly in the first three years of life but continuing throughout early childhood.

Communication and language development are closely intertwined with physical, social and emotional experiences. Communication and language lay a foundation for learning and development, guiding and supporting children's thinking while underpinning their emerging literacy.

Language is more than words. As children grow, they begin to be aware of and explore different sounds, symbols and words in their everyday worlds, a language-rich environment is crucial.

Children's skills develop through a series of identifiable stages which can be looked at in three aspects of the curriculum - Listening and Attention, Understanding, and Speaking.

Communication and Language Early Learning Goals for Reception:

Listening, Attention and Understanding

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.

Speaking

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- Offer explanations for why things might happen, making use of recently introduced vocabulary

“Language is crucial to young children’s development. It is the essential key for learning, communicating and building relationships with others, as well as enabling children to make sense of the world around them.”