



Information Sheets for Parents –

EYLF Learning Outcome 5:

Children are Effective Communicators

National Quality Standard – Quality Area 1

Element 1.1.1 – Approved learning framework. Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

Communication is crucial to belonging, being and becoming. From birth, children communicate with others using gestures, sounds, language and assisted communication. They are social beings who are intrinsically motivated to exchange ideas, thoughts, questions and feelings, and to use a range of tools and media, including music, dance and drama, to express themselves, connect with others and extend their learning.

At Hamilton Community Pre-School we build on the range of experiences with language, literacy and numeracy that children have within their families and communities.

The following lists the key components, which provides some examples of what children can achieve and how educators can promote the learning and help children to meet Learning Outcome 4

5.1 Children Interact Verbally and Non-Verbally with Others for a Range of Purposes.

<i>This is evident when children:</i>	<i>Educators promote this learning by:</i>
<ul style="list-style-type: none"> engaging in enjoyable interactions using language conveying and constructing messages with purpose and confidence, building on home/family and community literacies responding verbal and non-verbal to what they see, hear, touch, feel and taste using language and representations from play, music and art to share and project meaning contributing their play and experiences in play, small and large group discussions attending and giving cultural clues that they are listening to and understanding what is said to them being independent communicators who initiate Standard Australian English and home language conversations and demonstrate the ability to meet listeners' needs interacting with others to explore ideas, concepts, clarify and challenge thinking, negotiate and share new understandings conveying and construct messages with purpose and confidence, building on literacies of home/family and the broader community exchanging ideas, feelings and understandings using language and representations in play demonstrating an increasing understanding of measurement and number using vocabulary to describe size, length, volume, capacity and names of numbers expressing ideas and feelings and understand and respect the perspective of others using language to communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas showing increasing knowledge, understanding and skill in conveying meaning in at least one language 	<ul style="list-style-type: none"> attuned and respond sensitively and appropriately to children's efforts to communicate listen to and respond to children's approximations of words value children's linguistic heritage and with family and community members encourage the use of and acquisition of home languages and Standard Australian English recognise that children enter early childhood programs having begun to communicate and make sense of their experiences at home and in their communities model language and encourage children to express themselves through language in a range of contexts and for a range of purposes engage in sustained communication with children about ideas and experiences, and extend their vocabulary include real-life resources to promote children's use of mathematical language

5.2 Children Engage with a Range of Texts and Gain Meaning from these Texts.

<i>This is evident when children:</i>	<i>Educators promote this learning by:</i>
<ul style="list-style-type: none">• listening and responding to sounds and patterns in speech, stories and rhymes in context• viewing and listening to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions• singing, chanting rhymes, jingles and songs• taking on roles of literacy and numeracy users in their play• beginning to understand key literacy and numeracy concepts and processes, such as the sounds of language, letter-sound relationships, concepts of print and the ways that texts are structured• exploring texts from a range of different perspectives and begin to analyse the meanings• actively using, engaging with and sharing the enjoyment of language and texts in a range of ways• recognising and engage with written and oral culturally constructed texts	<ul style="list-style-type: none">• read and share a range of books and other texts with children• provide a literacy-enriched environment including display print in home languages and Standard Australian English• sing and chant rhymes, jingles and songs• engage children in play with words and sounds• talk explicitly about concepts such as rhyme and letters and sounds when sharing texts with children• incorporate familiar family and community texts and tell stories• join in children's play and engage children in conversations about the meanings of images and print• engage children in discussions about books and other texts that promote consideration of diverse perspectives• support children to analyse ways in which texts are constructed to present particular views and to sell products• teach art as language and how artists can use the elements and principles to construct visual/musical/dance/media texts• provide opportunities for children to engage with familiar and unfamiliar culturally constructed text

5.3 Children Express Ideas and Make Meaning using a Range of Media

<i>This is evident when children:</i>	<i>Educators promote this learning by:</i>
<ul style="list-style-type: none">• using language and engage in play to imagine and create roles, scripts and ideas• sharing stories and symbols of their own culture and re-enact well known stories• using creative arts such as drawing, painting, sculpture, drama, movement, music and storytelling to express ideas and make meaning• experimenting with ways of expressing ideas and meaning using a range of media• beginning to use images and approximations of letters and words to convey meaning	<ul style="list-style-type: none">• build on children's family and community experiences with creative and expressive arts• provide a range of resources that enable children to express meaning using visual arts, dance, drama and music• ask and answer questions during the reading or discussion of books and other texts• provide resources that encourage children to experiment with images and print• teach children skills and techniques that will enhance their capacity for self-expression and communication• join in children's play and co-construct materials such as signs that extend the play and enhance literacy learning• respond to children's images and symbols, talking about the elements, principles, skills and techniques they have used in order to convey meaning

5.4 Children Begin to Understand how Symbols and Pattern Systems Work.

<i>This is evident when children:</i>	<i>Educators promote this learning by:</i>
<ul style="list-style-type: none">• using symbols in play to represent and make meaning• beginning to make connections between and see patterns in their feelings, ideas, words and the actions and those of others• noticing and predicting the patterns of regular routines and the passing of time• developing an understanding that symbols are a powerful means of communication and that ideas, thoughts and concepts can be represented through them• beginning to be aware of the relationships between oral, written and visual representations• beginning to recognise patterns and relationships and the connections between them• beginning to sort, categorise, order and compare collections and events and attributes of objects and materials, in their social and natural worlds• drawing on memory of a sequence to complete a task• drawing on their experiences in constructing meaning using symbols	<ul style="list-style-type: none">• draw children's attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds• provide children with access to a wide range of everyday materials that they can use to create patterns and to sort, categorise, order and compare• engage children in discussions about symbol systems, for example, letters, numbers, time, money and musical notation• encourage children to develop their own symbol systems and provide them with opportunities to explore culturally constructed symbol systems

5.5 Children use Information and Communication Technologies to Access Information, Investigate Ideas and Represent their Thinking.

<i>This is evident when children:</i>	<i>Educators promote this learning by:</i>
<ul style="list-style-type: none">• Identify the uses of technologies in everyday life and use real or imaginary technologies as props in their play• using information and communication technologies to access images and information, explore diverse perspectives and make sense of their world• using information and communication• engaging with technology for fun and to make meaning	<ul style="list-style-type: none">• provide children with access to a range of technologies integrate technologies into children's play experiences and projects• teach skills and techniques and encourage children to use technologies to explore new information and represent their ideas• encourage collaborative learning about and through technologies between children, and children and educators

For more information: [Early Years Learning Framework](#)