*Windsor Montessori School Windsor Montessori House of Children*

*Home Park 4 Datchet Road*

*Windsor Old Windsor*

Presentation on : **MONTESSORI APPROACH TO LANGUAGE, LEADING TO WRITING AND READING**

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The first step is to help the child to build up his/her vocabulary and give the child many opportunities as possible to use it.

How and where to begin?

Answer: From birth.

**0 to 3 years**

The human face has a special meaning for the infant who looks at it very intensely and it evokes a response of a smile from birth. He is attuned to the human voice and then will intensely watch the lips, as he realise that the sound comes from the adults mouth and will try to reproduce it the moment the adult stops speaking the child, expecting the adult to respond. This means already the little infant has begun to communicate with you, listening to the sounds of the spoken language.

When you talk and listen to your child, you encourage his desire to speak. The quality of your child’s language is influenced by the richness of the language in his environment and your response to his efforts to speak.

**Ten things you can do at home:**

1. Create a calm and quiet environment for your baby and protect him from loud noises and electronic sounds. Minimize the sound of television and background noise to create a peaceful environment. Make the human voice, the sound he hears more often.

2 have conversation with your baby. When your child makes sounds, respond as he were speaking. His sounds will turn into babbling, his first effort in communicating. Talk to him throughout the day, and encourage others to do the same.

3 Read stories, poetry and sing. Children have larger vocabularies and develop into better readers, when they are frequently read to.

4 Speak clearly and directly. Allow time to the child to comprehend what was said and to vocalize his thoughts.

5 Do not use ‘baby talk. Such as ‘doggy’ for dog. Name the object he is looking at or holding. When you speak be clear and logical. Look at the child when speaking. So that he sees your mouth for the formation of the sounds.

6 Respond to his attempt to communicate. Your response will help him to move from gesture to words. If he points to something. If he points to a cup , say “cup, do you want your cup”.

7 Use correct vocabulary to name the items related to all the rooms in the house. Bedroom words, kitchen words and bathroom words.

8 Don’t make mispronunciation or make them a family joke. If your child says ‘pasgetti’. Respond with the correct word. “We are having spaghetti for dinner”.

9 Tell stories from life, not only from books. A simple bed time story recapturing the events of the day. “You walk up, got dressed, had breakfast and .....” Pause to see whether the child will remember. Take turns telling the story and adding to it.

10 Very important: Take time to listen. Have the patience to listen, even if you don’t understand what he is saying. Do not interrupt or suggest words, but allow time for him to finish. Your patience and interest will encourage him to continue and wanting to communicate.

**3 years to 6 years The Montessori Language programme**

It took the child three years to acquire and master the language. By three years of age, he can express his wishes and desires clearly, without having to depend on the adult. With language the child is free,to explore and learn and find out that language consist of sounds.

**How do we support the child in our Montessori classroom ?**

On entry into the Montessori class the child has already unconsciously absorbed and reproduced the sounds of the spoken language**. Language consists of sounds, which combines to make words.** The knowledge required for reading and writing.

**How do we do it and what is our programme? At what age?**

**2.5 years to 3.5 years**

1 **SOUND GAME** (I Spy game) First sound, the last sound , and finally the middle sound. The aim of this activity is to make the children aware of the sounds they use in speech. 2.5 to 3 years

2 **SAND PAPER LETTERS:** By tracing the letter and saying the sound the child realises that there is a shape to the sound . 3.5 years

3 **Oral Phonetic Analysis:** Listening to the middle sound (vowel) first sound and the last sound in a given word. 3.5 years

**All the above activities are to make the child aware of the sounds in the spoken language.**

**3.5 years to 4.5 years**

4 **SOUND ANALYSIS WITH THE MONTESSORI** **MOVABLE ALPHABET BOX**

When the child can bring the correct Sandpaper letter for the sound requested, it is time to introduce the ‘Movable Alphabet’. The child is encouraged to think of a word, analyse it into component sounds, take the appropriate letters out of the alphabet box and place them in order on his mat. The purpose of this activity is to enable the child who is unable to either read or write to express himself freely in a graphic form.

**Aim: To help the child to analyse all the sounds in a word phonetically in their correct succession.**

5 **Object box**

6 **Cards**

**7 Writing the word**

**8 Puzzle words and blends**

**4.5 years to 5 years**

9 **Introduction to phonograms** ( oo, ai, ow , sh, ee etc)

10 **Verb Game (** Action)

**Noun Game** (Naming an object)

**5 years to 6 years**

**11** **Oral Logical Analysis**  ( To help the child to analyse a sentence into its component part s( Noun, object & verb)

**12** **Farm game** ( Reading Activity, introducing the child to: plurals, articles, adjectives, conjunctions and prepositions)

**13** **READING**

**14** **WRITING.**

**HOW CAN PARENTS HELP?**

1. Play I Spy Game
2. Reading to your child
3. Singing
4. Rhyming and playing with words
5. Reading together

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