

The Unique Child

- There are high expectations for all children to develop their speaking and listening skills, including children whose first language is not English

Positive Relationships

- Adult-child interaction supports all children's communication attempts
- Practitioners engage in regular communication with parents/carers, particularly those with English as an additional language, to support children's language development

Enabling Environments

- There is a quiet listening area free from overly distracting displays and resources
- Pictures and symbol prompts are used to remind children how to be a good listener
- A range of musical instruments are available for children to self-select (more than one set)
- Animal puppets, toys and quality time to play with these is provided
- Children have the time and space to practise large-scale movements every day
- Practitioners have a set of objects or pictures with rhyming names
- Practitioners regularly use a multi-sensory approach to learning and teaching
- Children have many opportunities to engage with a range of texts including fiction and non-fiction books

Learning and Development

- Children are reminded to look and listen to the adult and also to each other when speaking and saying sounds
- Children have many experiences of hearing words that begin with the same sound
- Practitioners foster and encourage children's curiosity in letters and words
- Children with EAL have more time to observe and rehearse spoken sounds
- The power of story, rhyme, drama and song is used to fire children's imagination
- Visual props are used to support activities across the 6 areas
- Children are encouraged to use language frequently and daily speaking and listening activities are provided
- Phase One activities are mainly adult-led; however, they are also embedded in opportunities for play across all 6 areas of learning
- All practitioners model good speaking and listening
- Phonemes are enunciated clearly by all practitioners
- Once children have been introduced to blending and segmenting, they are practised hand in hand



Leadership and Management

- Monitoring and evaluation focuses on the quality and consistency of phonic learning and teaching
- All practitioners are trained in all aspects of Phase One

A few tips...

- Keep parents and carers informed of new rhymes and songs
- Ask parents and carers with English as an additional language the word for 'listen' and how they make animal noises in their home language
- Encourage nonsense rhymes as it is a good way for children to begin to generate and produce rhyme
- Keep songs slow so you can emphasize rhyming patterns
- Change your voice and exaggerate facial expressions to support listening and attention by building interest and anticipation
- Use a toy, rather than a puppet, as it is important that children watch the adult's face and mouth to see the sounds being articulated clearly
- Listening rules include a linked gesture and visual prompt
- Get down to children's eye level when speaking and listening to them
- When a child says an incorrect utterance, repeat the corrected word or sentence
- Adults in the setting make comments about children's interest or focus, rather than asking questions all the time
- During adult-led activities ensure all children can see the adult's face and all resources (children may need to sit in a horseshoe shape rather than circle)

Further Information

We have provided shortcuts to these documents on the EYFS page of our Publications section at www.childrenscentres.org.uk

Letters and Sounds, DCSF 2008

http://nationalstrategies.standards.dcsf.gov.uk/node/154588?uc=force_uj

H. MacGregor and C. Birt, Singing Phonics, A & C Black Publishers Ltd 2008

www.acblack.com

Information on communication and stages of speech and language development, I CAN

www.talkingpoint.org.uk

Resources for developing language and communication, including top tips, stages of speech and language development, chatter charts for toddlers and older children, I CAN

www.ican.org.uk

For further information visit www.childrenscentres.org.uk
Produced by Ealing Early Years Foundation Stage Team

2009