

Good Practice Guidelines: Speaking and Listening

2.02

“Adult led activities in a language rich provision...serves the best interest of the children fully recognising their propensity for play and its importance in their development.....high quality play activities which typify good provision will offer lots of opportunities to enrich children’s language across the six areas of learning”

Letters and sounds, DCSF 2007

The Unique Child

- High expectations for all children in CLLD including children whose first language is not English
- Daily speaking and listening activities are well planned and matched to individual children’s developing abilities and interests

Positive Relationships

- Positive talk is a key element of the working day

Enabling Environments

- The language curriculum is broad and rich
- There are lots of opportunities both indoors and outdoors for the children to engage in talk
- Children are encouraged to choose books freely as well as share them with an adult
- Resources are available for children to record and play back their speech
- Small world and role play provide inviting opportunities for the children to engage in dialogue with their peers
- Story and nursery rhyme recordings are available both indoors and outdoors
- A selection of good quality picture, fiction and non-fiction books are easily accessible to the children
- All adults provide good models of spoken English
- All adults model good listening
- Observation and assessments ensure there is planning for progression for all children

Learning and Development

- There is a strong emphasis on developing speaking and listening skills across a variety of play activities and experiences
- Adults promote a range and depth of children’s language experiences
- Opportunities for extended talk with peers and adults are planned
- Adult engagement promotes opportunities for the children to think about what’s going on around them and develop and extend their vocabulary
- Children explore sounds in words across a range of activities
- Adults regularly support children in oral segmenting and blending of familiar words
- Children are encouraged to create or re-tell stories to adults and peers
- There are many opportunities for repeating nursery and counting rhymes
- Opportunities are provided for environmental walks for the children to discriminate, distinguish and replicate sounds
- Children practice and apply their skills during small guided groups, adult initiated and child initiated activities
- Adults talk through events with all the children at the beginning and end of the session/day



Leaders and managers

- The Senior Leadership Team ensure the EYFS and year 1 are well resourced for CLLD
- One named practitioner leads on CLLD across the EYFS/Year 1
- Monitoring and evaluation focuses on the quality and consistency of language development

A few tips...

- Create an attractive quiet area away from the busy areas where the children can talk without being disturbed
- Create a covered area by using a tent or draping material or blankets over a frame. Arrange the seating in a 'u' shape which will encourage the children to sit together and have a 'chat'. This area should be created both inside and outside and perhaps be a permanent feature of the learning environment
- Have a variety of puppets which are easily accessible to the children. The children can use puppet 'talk' as a stimulus to individual, paired, group or whole class speaking and listening activities etc
- Invest in recording and playback options to allow for flexibility, continuity and repetition – Talking photo albums, Talking tins or postcards, microphones, mp3 recorders, tape recorders, Dictaphones, etc

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 2007

<http://www.standards.dfes.gov.uk/local/clld/las.html>

http://www.standards.dfes.gov.uk/local/clld/resources/letters_and_sounds/00282_2007BKT_EN.pdf

PNS Communication, Language and Literacy Development DCSF 2007

http://www.standards.dfes.gov.uk/primary/publications/literacy/clld_pd_resource/

For further information visit www.childrenscentres.org.uk
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