Promoting robust language development for all children

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Making it work for every child

1. Finding the optimal time for language stimulation
2. How to stimulate language in groups
3. Providing a language rich environment every day

Making it work for every child: when is the optimal time for language stimulation?

Reflect on your last day in your early years setting..........

Which activities/times of day created the most "chatter"?

Share these ideas if you are working through this CPD in a group

Make some notes if you are working alone

Check out Handout 2 for a place to post up your ideas on a virtual noticeboard and 'post it' note and to see ideas from other schools

The handout has a weblink and instructions (Padlet) – please join in so we can share and learn from each other even if we are not able to meet!

1. Making it work for every child: when is the optimal time for language stimulation?

Open ended and creative	Predictable and familiar
Play – exploratory/sensory and pretend	Sharing Books and Stories
Creativity and Art	Music
Outdoor exploration	Social and self care routines - arrivals and departures, dressing, washing, eating,

Any time! – It is you that makes the difference

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2. Making it work for every child: how to stimulate language in groups
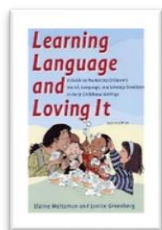
SSCAN

Small groups are best

Set up an appropriate activity

Carefully observe each child's level or participation and interaction

Adapt your responses to each child's needs

Now keep it going

Interacting

Participating

Attending

Weitzman, E., & Greenberg, J. (2002). *Learning Language and Loving It–A Guide to Promoting Children's Social, Language and Literacy Development*. Toronto: Hanen Centre Publication.

3. Making it work for every child: providing a language rich environment every day

How do we make sure this happens every day and we make the most of every opportunity to enrich the child's language environment?

Easier said than done…………….

Enablers to support your provision of a language rich environment

Identify your 'language team' in your setting

Build your 'language team' outside of your setting

–Parents & SLTs as key partners

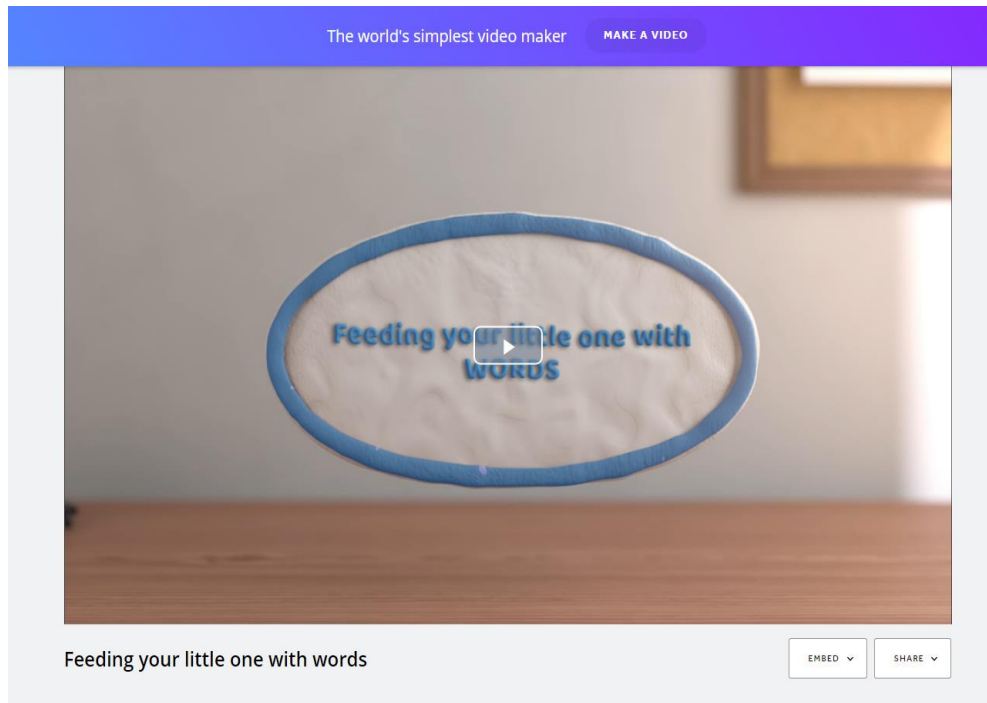Agree your 'philosophy' for oral language with buy-in from Senior Leadership

Design the physical environment with language in mind

– use audit tools

Integrate oral language into planning

– ensures language models are 'deliberate' & vocabulary, structures and purposes are considered

Ensure quality adult-child interactions

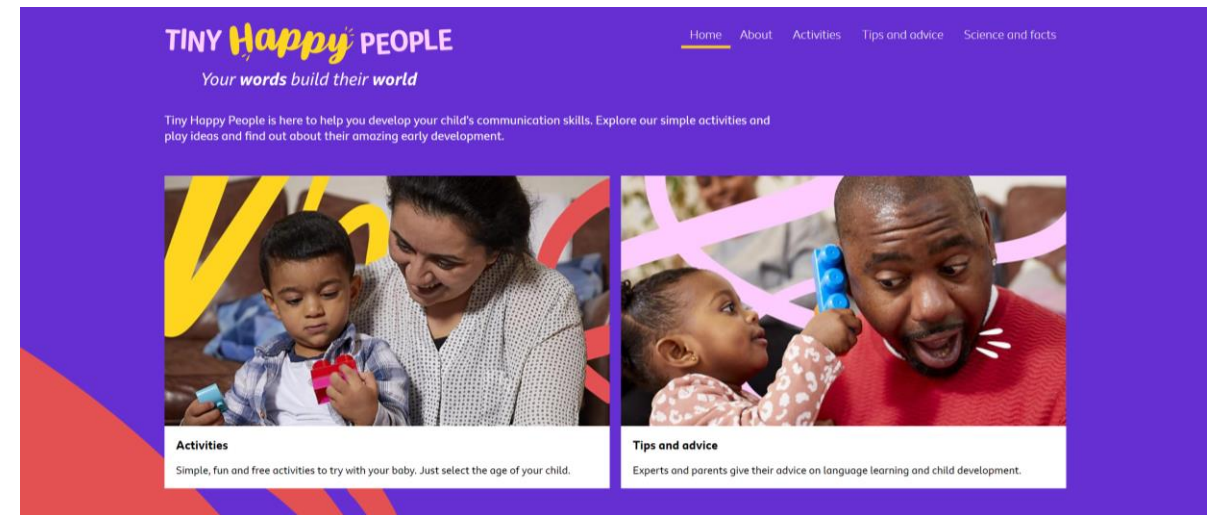- train - observe – feedback – use video – use audit tools

For example...........

Feeding your little one with words

https://biteable.com/watch/feeding-your-little-one-with-words-2162859/
By Kirsty Murrell – SLT

https://www.bbc.co.uk/tiny-happy-people
By BBC

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For example........

https://www.thecommunicationtrust.org.uk/media/93866/tct_bcrp_csc_final.pdf

Dockrell, J. E., Bakopoulou, I., Law, J., Spencer, S. & Lindsay, G. (2012) *The Communication Supporting Classroom Observation Tool (CSCOT).* The Communication Trust

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It's worth it!

It takes work to keep oral language at the centre of what we do.

If we succeed the rewards are substantial - increasing children's chances for positive mental health, successful education and rewarding social relationships

Let's keep the focus on oral language to support all children to thrive

Thank you

References

Dockrell, J. E., Bakopoulou, I., Law, J., Spencer, S. & Lindsay, G. (2012) *The Communication Supporting Classroom Observation Tool (CSCOT).* The Communication Trust

Justice, L. M. (2004). Creating language-rich preschool classroom environments. *Teaching Exceptional Children*, *37*(2), 36-44.

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