

Inclusive Practice

SLC 4 – Communication and talking – Engaging parents



Please note: the SLC cards should be worked through in order from cards 1 – 6

In a world of increasing pressures from daily life, now more than ever, we need to work with parents of young children to ensure they are confident in supporting their child's speech and language development.

We know from research that there are a number of main factors in a child's home environment that are central to developing communication skills. The EPPE (Effective Provision or Preschool Education) home learning factors are:

- The amount of talking and the responsiveness of parents when children try to communicate with them. This is paramount to a child's learning. Children will imitate and copy the actions and sounds of their parent. Even if they can't yet form words or a sentence, they are still learning.
- Hearing nursery rhymes. Songs and music in general can have a positive impact on their language skills. Hearing words and benefitting from repetition in many nursery rhymes will embed that knowledge for a child to develop.
- Having access to books. Being read to and having frequent library trips can aid their language development. Many parents already know this and have an instinctive way of responding to their child. They can follow their interests and give them language models

intuitively. They know when their child is fascinated by seeing a cat on the street and stop to make time for their child to look, listen and touch. Then they might say “that is a cat. It says 'meow'”

TASK

Set up a Speech, Language and Communication area on your display board for parents/carers. Provide a strategy of the week and information on the song/book of the week

Use some of the resources available to support you with this.

- Resources (ican.org.uk)
<https://ican.org.uk/i-cans-talking-point/parents/resources/>