

Inclusive Practice



SLC 4 – Communication and talking – The Practitioners Role

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

Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. (Statutory framework 2021).

As the practitioner we have a key responsibility to develop healthy conversations and communication opportunities.

TASK

Watch the video below of practitioners discussing some of their ideas around exploring language in the early year's foundation stage

- EYFS Communication and language – Exploring language (YouTube)
youtu.be/ZvMeKnJWQz4
- Exploring language - Help for early years providers (GOV.UK)
help-for-early-years-providers.education.gov.uk/communication-and-language/exploring-language

Use this video to aid discussion within your team. Are any of the ideas useful in your setting?

Further reading

- Early Interventions Speech, Language and Communication Expression Vocabulary Development
www.leicspart.nhs.uk/wp-content/uploads/2019/12/SLCNE4prVocabDevWheels.pdf -

These prompts may help you in your discussions and help inform your own practice-

- Rushed routines
- Spontaneous conversations opportunities
- Structured adult conversation opportunities
- Review times
- Enjoying conversations, getting involved