

Inclusive Practice



SLC 4 – Communication and talking – The Practitioners Role

Please note: the SLC cards have been designed to 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 for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

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

[Exploring language - Help for early years providers - GOV.UK \(education.gov.uk\)](https://www.gov.uk/government/videos/early-years-foundation-stage)

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

Further reading

[Early Interventions \(leicspart.nhs.uk\)](http://leicspart.nhs.uk)

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