

Inclusive Practice

SLC 5 – Speech – Environments



Please note: the SLC cards have been designed to be worked through in order from cards 1 - 6

Remember to reflect on the previous SLC environment cards 1 - 4. It is important that you work at the correct age and stage of development.

Research shows children need to hear 21,000 words in a day. Environmental sounds are a great way to find something new to talk about, use words you might not use otherwise in a normal conversation, and encourage exploration.

Experimenting with sounds and practitioners modelling the correct sounds in the environment is so important. We can't rely on the environment alone, but we need to recognise its value and the opportunities for speech that it can present. It can be difficult to get this right.

Task 1

When you hear a sound draw your children's attention to it. Say "Listen, I hear that," and look to where the sound is coming from. Point to your ear to show that you are listening for a sound. Verbally imitate or recreate the sound to help your child figure out where the sound is coming from, for example a door knocking or a microwave timer ringing.

Use the big ears for a listening walk activity to help you find and try out speech sounds in the environment e.g., hearing the train 'ch ch choo choo', hearing the water rushing 'w, w, whoosh', hearing the leaves crunch beneath their feet 'c, c, crunch'

[Phase 1 resources – Letters and Sounds \(letters-and-sounds.com\)](http://letters-and-sounds.com)

TASK 2

Consider how you use your environment to support effective use of speech sounds.

Task a practitioner with creating some prompts or reminders for pure speech sounds that can be displayed around your setting.

These can be used by staff to support the children or even as a talking point if stage appropriate. This should not be centred around any one area, but instead embedded throughout the entire environment e.g., the bathroom, the cloakroom, the garden etc.

Make sure your staff team are aware of the correct pronunciation of the pure speech sounds. Use this video to keep you on track of how staff are modelling sounds when having interactions with children. This may be something that they need to practice for their own professional development?

[Parent video: How to say the sounds - YouTube](https://www.youtube.com/watch?v=TkXcabDUg7Q) - <https://www.youtube.com/watch?v=TkXcabDUg7Q>