

Inclusive Practice

SLC 3 – Understanding – Resources



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

It is one thing to hear a sound. It is another thing entirely to understand what is being heard.

We should ensure that we have a variety of methods and strategies in place to support children's understanding of language. An example of this would be including using visual cues, objects of reference, pictures, and gestures / signs.

Task

Identify the visual cues you have in place in your setting.

- Do you have different visual cues in the baby room, toddler room and pre-school room?
- How and when do you use visual cues?
- Who is responsible for monitoring their use and consistency throughout the provision?
- How are they used to support individual children and groups?
- How do you know the children understand/ make sense of your visual cues?

Further reading:

See the following resource for further information:

[Using visuals in your settings \(leicestershire.gov.uk\)](https://www.leicestershire.gov.uk)