

# Manor Park Talks

## Effective ways to help children's early language development.

We are learning all the time in this project: this poster will change and get better as a result of the work we do together.

We want to help children with their early language development. That means we need to do more than just giving them appropriate environments and activities. The best way we can help children is by having high-quality conversations and interactions with them every day.

Strategies associated with positive outcomes	What we will notice children doing	What adults could do	What adults could provide	
<b>Conversational responsiveness</b>	<ul style="list-style-type: none"> <li>Increasing the amount they say.</li> <li>Increasing the number of turns they can maintain a conversation for.</li> <li>Increase the complexity of their conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Focus our attention where the child's attention is.</li> <li>Notice the child's communication (verbal and non-verbal)</li> <li>Comment/narrate/describe</li> <li>Wait – give children more time to process and respond when we say something to them.</li> <li>Add a word or two words, recast or extend</li> <li>Respond using our knowledge of the individual child.</li> <li>Limit questions</li> <li>Display active listening by maintaining eye contact, nodding, or smiling</li> </ul>	<ul style="list-style-type: none"> <li>Time to talk – not always being busy doing other things.</li> <li>Spaces which promote conversation – not noisy. Comfortable places to sit and talk.</li> <li>Engage children with expressive language in daily routines and naturally occurring situations</li> </ul>	 
<b>Interactive book-reading</b>	<ul style="list-style-type: none"> <li>Talking and engaging actively with the book, not just sitting quietly and listening.</li> <li>Making individual comments about the book.</li> <li>Making links between the book and their own ideas and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Comment - modelling literal and inferential responses</li> <li>Use questions sparingly with type and focus dependent on child's development</li> <li>Give children time and opportunities to share their own ideas about the book.</li> <li>Embedding prompts for children to talk at both a literal and inferential level about vocabulary in the story.</li> </ul>	<ul style="list-style-type: none"> <li>Enticing spaces for individual curling up with a book and for sharing books.</li> <li>Small group and 1:1 reading time.</li> <li>A wide range of books which match the many different interests of the children in the setting.</li> </ul>	 
<b>Using songs, rhymes and stories to support expressive language</b>	<ul style="list-style-type: none"> <li>Singing or talking to themselves using the rhythm and some of the words of familiar songs and rhymes</li> <li>Acting out familiar stories on their own or with others</li> <li>Singing and acting out rhymes and stories using props</li> </ul>	<ul style="list-style-type: none"> <li>Use songs and rhymes throughout the day and during everyday activities</li> <li>Model how you can change the words and still rhyme</li> <li>Make songs, rhymes and stories personal to individual children</li> <li>Model the use of props in songs, rhymes and stories.</li> <li>Support children to 'replay the story' using props at story times and throughout the session.</li> </ul>	<ul style="list-style-type: none"> <li>A shared repertoire of songs, rhymes and stories</li> <li>Small world play, puppets, dressing up clothes, trips and other resources/activities linked to popular songs and books.</li> <li>Provide props that will help to support understanding of key concepts</li> <li>Engaging environmental print.</li> <li>Musical instruments and other resources which promote careful listening</li> </ul>	 
<b>Print referencing to support emergent literacy</b>	<ul style="list-style-type: none"> <li>Talking about their interpretation of a poster, a picture, the illustrations in a book</li> <li>Talking about the features of print: e.g. a brand they recognise, a letter from their name,</li> </ul>	<ul style="list-style-type: none"> <li>Talk about book illustrations and words</li> <li>Point out familiar print when out in the neighbourhood; point out meaningful print in the setting e.g. names.</li> <li>Use activities to develop phonological awareness through rhymes, music etc.</li> </ul>	<ul style="list-style-type: none"> <li>Displays of print in the environment through songs, rhymes and stories</li> </ul>	 
<b>Listening for sounds</b>	<ul style="list-style-type: none"> <li>Displaying beginnings of sound awareness</li> <li>Associating sounds with familiar objects</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to listen for sounds in the environment and letter sounds.</li> <li>Engage children in activities that associate a variety of objects and toys with letter sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Games and play that encourage listening for sounds</li> <li>Everyday activities that help support sound association and differentiation</li> </ul>	 