**Communication, Language & Vocabulary Audit - O**

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| **Interactions** | **Not in place** | **Developing** | **Fully in place** | **Evidence /**  **Next Steps** |
| All staff respond positively and value children’s attempts at communication, which may include non-verbal communication such as simple gestures, body language or signing as well as spoken language.  *Valuing and responding to all attempts at communication provides a good language & communication model to children and encourages even the most reluctant speakers to initiate communication.* |  |  |  |  |
| EAL children have some opportunities to use their own language and this is valued by all the adults.  *It is important that children develop their first language securely as this will help them move on to learn English. Children should not be discouraged from speaking their home language to other children or adults and effort made for everyone to learn some key words in these other languages.* |  |  |  |  |
| All staff use language primarily for social and learning interactions rather than to direct children and manage routines.  *The adults are the main resource in a communication friendly setting. Adults’ interactions with both peers and children provide opportunities for modelling learning, language structures and new vocabulary.* |  |  |  |  |
| All staff give children time to respond in conversation.  *Children need time to process the adult’s language, think about what they would like to say and then formulate the words. Children who are just learning these skills need longer time to respond otherwise the adult’s language will dominate the conversation and may discourage the children from talking.* |  |  |  |  |
| Children are encouraged to talk about their own interests and staff draw upon these interests in future interactions.  *Encouraging children to talk about their own interests at appropriate times shows them that their thoughts and feelings are valued. This will help build positive relationships and build self-confidence.* |  |  |  |  |
| New vocabulary is introduced to children ensuring new words are heard lots of times and in different situations, giving children time to learn - apply - consolidate these new words?  *Plan to introduce new vocabulary by giving the children opportunities to use every one of their senses to investigate, e.g. if you want to talk about exotic fruits, provide opportunities for children to see touch, smell and taste them. Make sure adults are using new words regularly so that they will become part of the children’s vocabulary. Children need to hear the new words lots of times and in different situations.* |  |  |  |  |
| Staff use a range of approaches to encourage children to engage in both structured and free-flow conversations with peers e.g. sharing experiences, settling disputes through talk, using talk partners in discussions etc.?  *Staff spend time alongside children at their chosen activities, engaging in child-led conversations. Activities such as show & tell, news-sharing and talk partners are regularly used to structure conversations as well as planned, language-based activities - all with intended learning outcomes. Children are helped to acknowledge any social problems and helped to find a solution based on their ideas.* |  |  |  |  |
| Children are encouraged to talk and communicate in both free play and group times?  *Reflect carefully on all group times, think about their purpose and the opportunities all children have to speak in them. Are there any group times that are repetitive or don’t offer opportunities to speak?* |  |  |  |  |
| Staff adapt their communication to the developmental level of children when giving instructions and check that children have understood.  *The developmental level of the individual child’s understanding will vary in every group – adults may have to simplify their language and use gestures or signs to help children who may be struggling to understand.* |  |  |  |  |
| **Interaction Strategies:** |  |  |  |  |
| **Commenting:** The adults’ comment on what is happening or what children are doing at the time.  *Children usually respond positively to comments on their activity (rather than lots of closed questions) e.g. ‘you have made a very tall tower’. The commenting approach encourages children to talk, promotes natural conversation & keeps the child’s attention on the task.* |  |  |  |  |
| **Extending:** The adults recast what a child says, but extends this by adding in more vocabulary, information or modelling a sentence structure.  *This models new and interesting vocabulary, extending children's sentences/comments. For example:*  *Child: "Because Cinderella was scared of her sisters"*  *Adult: "Yes, Cinderella was scared of her two horrible sisters"*  *Child: "Look at my star"*  *Adult: "It's a big, bright star"* |  |  |  |  |
| **Pausing:** Adults pause expectantly and frequently during interactions to encourage turn-taking and active participation.  *Adult: "We eat this on a special day, it's called a ..........pancake"*  *Adult: "Yesterday was Monday so today is.......Tuesday!* |  |  |  |  |
| **Pacing:** Adults use a slow, but natural pace during conversation, giving children time to respond and enabling them to process the verbal information e.g. when giving instructions.  *For example, when explaining how to log on to the computers, the adult pauses in between each instruction to allow children to process the information.* |  |  |  |  |
| **Questioning:** Adults ask open-ended questions that extend children's thinking (what, where, when, how, why or I wonder....... statements).  *"How does it change from one to another?"*  *"What do you know about the giant's house?"*  *"How is this different to a square?"* |  |  |  |  |
| **Labelling:** Adults provide the labels (words) for familiar and unfamiliar actions, objects, or abstract concepts such as feelings. New vocabulary is repeated often to allow children to hear it many times.  *Child: "I need to be careful when cutting"*  *Adult: "That's right, you need to be precise when cutting out the shape"* |  |  |  |  |
| **Explaining:** Adults explain the meaning of new words as children encounter them e.g. through conversations, in stories, through subject-related activities etc.  *Adult: "It's a submarine....that is like a boat but it travels completely under the water not on top of the water"*  *Adult: "It's a diagonal line....diagonal means that the line leans over rather than going straight up or across"* |  |  |  |  |
| **Next Steps / Planned Actions:** | | | | |

**Completed on (date): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Completed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**