

Learning and Development

Evaluating how the activities and set-up of your Early Years setting support the speech, language and communication of children throughout the day.

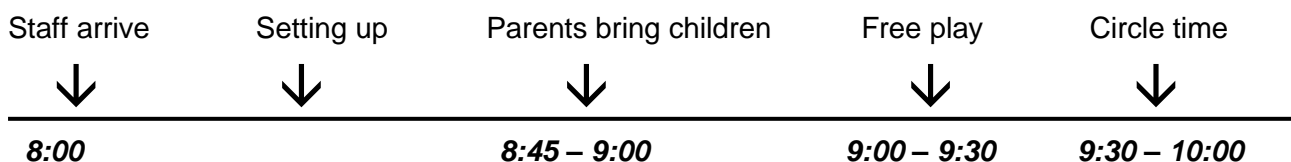
EYFS Principle: Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected.

Core activity

Time: 30 minutes

Resources: large piece of paper; black, blue and red pens

Draw a time line, listing everything that happens during your setting's day. Here is an example:



Talking does not happen all of the time. During certain activities, children need to listen to instructions or be directed (e.g. when a situation could be dangerous, like crossing a road). However, there are many opportunities for talking throughout the day. Does your setting make the most of every opportunity for talking?

Think about times of the day when good talking (both adult–child and child–child) takes place. Mark these 'talking hotspots' with a red pen. With a blue pen, mark the times when 'child talking' could take place but doesn't at the moment.

Outcomes

- A record of the number of marks in red (times when good talking occurs) and blue (times when talking is not taking place).
- A list of times of day when talking could take place but does not at present.

Additional resources

- EYFS guidance provides ideas, background information and further reading to support planning and reflecting on learning and development.
- You will find lots of useful suggestions to develop children's language in the 'Making the most of everyday activities' section of this resource.