

Key Vocabulary Document EYFS

Training attended 22/9/21 by KH and both training modules completed.

Adults model this language within the classroom in an indoor voice.

Statements to be consistently used in EYFS to promote understanding and learning:

- Take a deep breath and self-regulate
- I am sorry you are upset but I am here to keep you safe and when you are not being safe, I am going to tell you.
- We need to wash our hands to wash away the germs.
- Show me a good example of
- Remember Mrs Mabbott's/Mr Smith's assembly on Monday – what do we need to try and do?
- Why do we come to school? To learn – we make mistakes and we learn from them.
- Slow feet in school, quick feet outside.
- Show me you can ...
- Show me you are ready to learn.
- Use an indoor voice please.
- I can hear an outdoor voice please use an indoor voice.
- How do we walk down the corridors in school? Quietly
- We need to go to the toilet to empty our bladders so we are ready to learn.
- In school down the corridors, we travel down the left-hand side.
- Hold onto the handrail when we go down steps.
- Eyes forward, watch the person in front of you.
- What do we say when people enter our classroom? 'Welcome'.

After an adult has spoken to a child to check why they are upset it is ok for that child to be given time to self-regulate. As an adult we want to help children but children often need time to control those emotions.

Adults modelling problem solving and thinking out loud will help children understand what is happening and the thinking the adult usually does automatically.

How do we show language is important in EYFS at SSMJ:

- Key word display/area – a focus of one word, with an activity to support understanding (STAR implementation – see below)
- Library area – books replaced/rotated regularly
- Puppets/props to promote story telling
- Model of language by adults
- Role play area – promotes key language linked to theme
- Promoting key words in different areas
- Promoting writing in different areas
- Repeating a sentence correctly if a child has said a word/phrases incorrectly

How do we support EAL in EYFS at SSMJ?

- Key words/phrases used in home language used by staff.
- Clear routine – child feels comfortable what is happening.
- Use peers to model
- Actions/hand gestures
- Use of items/demonstration
- Modelling correct language/key words

Useful websites:

<https://help-for-early-years-providers.education.gov.uk/communication-and-language>

<https://help-for-early-years-providers.education.gov.uk/understanding-the-world/widening-vocabulary>

<https://www.education.vic.gov.au/childhood/professionals/learning/ecliteracy/interactingwithothers/Pages/conceptsdevelopmentandvocabulary.aspx>

<https://www.teachearlyyears.com/learning-and-development/view/talking-about-maths>

https://ican.org.uk/media/3224/tct_univspeak_0-5_update.pdf

Universally Speaking age 1-5 years

https://ican.org.uk/media/3225/tct_univspeak_5-11_update.pdf

Universally Speaking age 5-11 years

https://ican.org.uk/media/3227/us_checklist_update.pdf

Checklist to identify speech requirements/needs.

<https://ican.org.uk/i-cans-talking-point/parents/ages-and-stages/>

Website page directs what would be considered average development for children at different ages.

<https://ican.org.uk/media/2162/i-can-stages-of-development-cropped-only.pdf>

Stages of Speech and Language Development poster

<https://hungrylittleminds.campaign.gov.uk/>

Website to support parents with activities to promote speech and language.

<https://www.bbc.co.uk/tiny-happy-people>

Website to help support parents with speech and language activities.

Training:

<http://thinkingtalking.co.uk/webinar-developing-spoken-vocabulary-within-early-years-settings/> - pre-recorded webinar about how to promote language in EYFS.

Use 'word aware' search in google – to gather images. Slides below are key messages.

The screenshot shows a web browser window with the following content:

- Browser tabs: Email - Katrina Harkin, ClassDojo for Teachers, Smooth North West - You, Webinar: Developing, EYSEND Partnership.
- Address bar: thinkingtalking.co.uk/webinar-developing-spoken-vocabulary-within-early-years-settings/
- Page header: Thinking Talking logo, Word Aware, Language for Thinking, Language for Behaviour and Emotions, Contact us.
- Main content: A slide titled "STAR approach" with a star icon. The slide lists four steps: Select (green), Teach (purple), Activate (red), and Review (orange). Below the list, it says "Modified from Blachowicz and Fisher (2010)".
- Right sidebar: E-newsletter section with a "SUBSCRIBE TO OUR E-NEWSLETTER" button and a search box.
- Taskbar: Windows taskbar showing 99% battery, 16°C, and the date 26/09/2021.

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Spoken language at the time of
 Training back to school
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 Search

Teach

- Symbol (Communicate in Print wldgit.com)
- Clap the syllables
- Say it to your partner
- Expand the meaning: give a simple definition, experience the word, tell a story and relate the word to what children already know
- Do an action



Task View

99% 16°C 11:17 26/09/2021

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Developing spoken vocabulary within Early Years settings


Contact us ▾ Watch later Share

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 Search

- Sing a song or rap



You tube word aware songs

11:18 26/09/2021

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STAR: Activate

The word grows by children encountering it throughout the day

- Adults use words in interactions with children.
- Comments not questions
- Small group work
- Objects for play-based opportunities

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Activate

- Place the words in 'busy' places to remind adults to use the words as opportunities arise.
- On a wall and/or in areas where the word might be used



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11:19
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Activate

- Equipment to explore e.g. Put boxes containing interesting objects for **discover**
- Topic tables e.g. pirates

Add symbols to remind adults
Symbols from Communicate in Print. Widgeit.com

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STAR: Review

- Let parents know what your words are and encourage parents to use them
- Highlight them at story time

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11:22 26/09/2021

https://ican.org.uk/eysend-partnership/?mc_cid=548f9dec0d&mc_eid=3ad334cae8

Free training module 1 & 2 from Ican to develop speech and language in EYFS. Watch webinars and think about own practise.