

Every Child a Talker Steps to Success

What do we want to happen?	Steps to Success...
To develop positive relationships	<ul style="list-style-type: none"> • Good practice strategies have been introduced using peer observation throughout the nursery. • The Positive Relationships peer observations has been shared with all practitioners. • All practitioners have used the positive interactions audit • Areas for development have been identified together as a team and practitioners work on the appropriate strategies together. • The quality and frequency of adult: child interactions. • Parents are engaged. They are informed, involved and enthused. • Early Language Lead Practitioner guidance second instalment: 'Planning sessions for parents (see pages 39 – 51) activities or chatterbox activities have been developed and used with parents • Parent's evaluation of the activities is positive. • Bags for Families have been used in the setting. • Information about Bags for Families has been shared with all staff and watch DVD and video clips at www.elizabethjarmantraining.co.uk – CFS Bags for Families: Liverpool • Training and information has been provided for parents about Bags for Families. • A loan system for Bags for Families to parents is well established and key people monitor the impact (consider setting up a diary system for parents to record what they have done with the bags, and provide feedback) • A parent's notice board to share information and strategies to support children's developing speech and language skills. Top Tips leaflets are available .Tips of the week for parents in relation to speech language and communications are sent home.

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To support learning and development opportunities throughout the day	<ul style="list-style-type: none">• The daily routine in the nursery is constantly reviewed. In particular attention is paid to the times in the day which are identified as cold spots.• Focused activity time to focus on small group speech, language and communication activities (e.g. listening and attention activities, circle times, SALT targets, letters and sounds) are in place• Activities to be planned following child monitoring (e.g. which children need listening and attention activities, which children need support with expressive language – talking)• Language focused activities are established (ELLP guidance pages 1-37)• Story time is regularly reviewed for quality and purpose. Particular attention is paid to organisation, time of the day and preparation.• The story talk tools are used to plan and deliver effective story sessions.• All staff are trained in story talk.• Story talk is carried out regularly throughout the week in small groups.• High quality books are used for children of all ages.• Letters and Sounds Phase 1 activities to develop Listening and Attention skills are planned and delivered for all children on a daily basis for all children.