

**Talk about my day in a small group**

Reflection Points	What we expect to see EY professionals do	Some of the provision we may provide to support	Links*
<p><b>First point of reflection-</b> children are active learners and make choices</p>	<p>Children are supported engage in the learning environment and make choices in their play. Play is supported sensitively by adults. Children’s ideas are extended and verbalised adults. Adults support children to make relationships with each other. Talk with adults and peers is modelled and encouraged other.</p> <p>Early identification of SLC difficulties and augmentative strategies used to support communication ie Makaton</p>	<ul style="list-style-type: none"> <li>- Listening skills games</li> <li>- Show whats</li> <li>- Picture books reflecting home/life/school</li> <li>- Labelling resources</li> <li>- All about me/family photos</li> <li>- Making books with children using photos of them</li> <li>- Selecting resources that children are already interested in</li> <li>- Home corners resources – real</li> <li>- Talking about what they are doing, commenting- maybe alongside others using names of other children</li> </ul>	<p>Birth to 3 DM links- PSED, CL</p>
<p><b>Second point of reflection-</b> children communicate interests and preferences and start to plan their play.</p>	<p>Child initiated play is supported and extended with a variety of teaching methods. Communication with other children is actively encouraged and listening skills promoted. Children can talk about what they want to play and may choose from a choosing board.</p>	<ul style="list-style-type: none"> <li>- increasingly use of resources eg. Food in house, talking about the work, reflecting</li> <li>- Listening walks</li> <li>- Talk to children about what they want to do – asking for</li> </ul>	<p>Birth to 3 DM links- PSED, CL, L</p> <p>3 to 4 DM links- PSED, CL, L</p>
<p><b>Third point of reflection-</b> children are active listeners and respond to comments, questions, and suggestions from their peers</p>	<p>Play and learning is celebrated. Photos of children’s play are shared at group time. Children are active listeners in play and are encouraged to respond to peer’s comments, questions, and suggestions. Children start to plan their play and can talk about what they want to play the next day.</p>	<ul style="list-style-type: none"> <li>- requesting resources – using visuals</li> <li>- Talking about your own home like making dinner/their pets</li> <li>- Visits out – shopping list/menus/birthday cards</li> <li>- Opportunities at group time to speak and allow others to speak while you listen</li> <li>- Involving parents at all stages, sending in photos from home about what they like to do</li> </ul>	<p>3 to 4 DM links- PSED, CL, M, UW</p>
<p><b>Final point of reflection –Children are active communicators. Children share their learning at small group time with others. E.g., they may talk about a picture they have made, a model they have built. They may share a photo of something they have done during the day. They can name something they have done in the day and talk about their learning. Children actively listen to their peers and may comment on their friends play.</b></p>			