

Creating language rich environments – Reflection Tool

<p>Please read the following statements together as a team and place your service on the scale. If you feel that this may be an area to focus on, please tick the column on the right.</p> <p>Use the definitions below to guide you.</p> <p>Hardly Ever Only when this is a specific focus - maybe once or twice/one or two items. When we've spoken to someone about it or been on a recent PD Session</p> <p>Some of the time We try to maybe once a day We've done it before but not regularly</p> <p>Frequently This is on our radar most days We plan to include these each week</p> <p>All the Time We do this every day numerous times We plan how we're going to do this with a variety of children each day It's almost second nature to us now</p>				<p>Focus for PDSA?</p>
1) When planning we ensure that routines, activities and resources stimulate and support language development and provide opportunities to communicate				
Hardly Ever	Some of the time	Frequently	All of the time	
2) Resources are available for children to play with and are within reach or their eye sight				
Hardly ever	Some of the time	Frequently	All of the time	
3) Learning resources are labelled with pictures and words				
Hardly Ever	Some of the time	Frequently	All of the time	
4) The centre has represented many of the languages spoken by the children in displays and resources (e.g. dual language books)				
Hardly Ever	Some of the time	Frequently	All of the time	
5) More than 20 age appropriate books are available for children to read at any time				
Hardly Ever	Some of the time	Frequently	All of the time	
6) Children have opportunities to share/read books in small groups				
Hardly Ever	Some of the time	Frequently	All of the time	
7) Children have opportunities to engage in writing for functional purposes e.g. name on list for bike use, sign in sheet etc.				
Hardly Ever	Some of the time	Frequently	All of the time	

8) Children’s work is on display around the centre and I actively engage children in conversations about their work				
Hardly Ever	Some of the time	Frequently	All of the time	
9) There are areas of the centre that are quieter and less visually stimulating, where children can engage in small group conversations or have individual ‘down time’. Our children know where to find this space				
Hardly Ever	Some of the time	Frequently	All of the time	
10) We plan opportunities for children to engage in imaginary and pretend play both inside and outside				
Hardly Ever	Some of the time	Frequently	All of the time	
11) We create and plan opportunities every day for every child (including quiet ones) to interact with an adult in a meaningful way.				
Hardly Ever	Some of the time	Frequently	All of the time	

Number of:

Hardly Ever:.....

Some of the time.....

Frequently:.....

All of the time:.....