

EYFS Reforms

The Learning Environment to support Communication and Language

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Aims

- *Make links to the new EYFS Statutory Framework and Development Matters*
- *Consider how the learning environment supports and provides opportunities for Communication and Language*
- *Consider the role of the adult within the learning environment*
- *Reflect on your provision and learning environment*
- *Share examples and a focused case study*



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Statutory Framework for the EYFS (from September 2021) and Development Matters

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.

Statutory Framework for the EYFS, p6

A well-planned learning environment, indoors and outdoors, is an important aspect of pedagogy.

Development Matters, p6



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Educational Programmes: Communication and Language

The development of children's spoken language underpins all seven areas of learning and development.

Children's *back-and-forth interactions* from an early age form the foundations for language and cognitive development.

The *number and quality* of the *conversations* they have with adults and peers throughout the day in a *language-rich environment* is crucial. By *commenting on* what children are interested in or doing, and *echoing back* what they say with *new vocabulary* added, practitioners will build children's language effectively.



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Educational Programmes: Communication and Language

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

Through *conversation, story telling and role play*, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a *rich range of vocabulary and language structures*.

Statutory Framework for the EYFS, p8
Development Matters, p13



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Our learning environment

Safe, secure

Inclusive, reflecting diversity

Interactions

Inviting.....Irresistible.....Purposeful

Discovery and exploration...Awe and wonder

Endless opportunities

Opportunities to revisit

Deeply embed learning

Opportunities for new learning and challenge

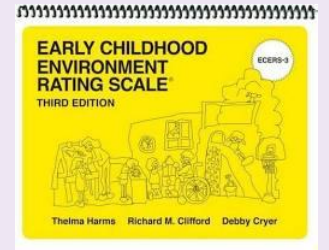
High levels of engagement



What are the Environmental Ratings Scales?

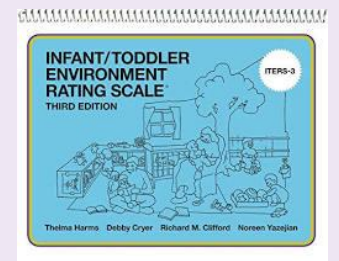
Early Childhood Environmental Ratings Scale (ECERS-3)

Thelma Harms, Richard M Clifford and Debbie Cryer, 2015



Infant and Toddler Environmental Ratings Scale (ITERS-3)

Thelma Harms, Debbie Cryer, Richard M Clifford and Noreen Yazejian, 2017



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Books

“Sharing books with young children has a significant, substantial and positive impact both on young children’s oral language skills and on young children’s print knowledge.”

*National Early
Literacy Panel (2008)*



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Books

Comfortable space where adults and children are able to share book experiences together

Books easily accessible

Wide selection of books

Cosy with softness

Adults frequently read books to small groups or individually

Books are used to provide information on things that children are curious about



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Opportunities to use story
language with props

We're Going on a Bear Hunt, Rosen 1989



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Role Play 'Before'

When children are capable of using language skills to participate in pretence, it enables rich collaborative dialogues

(Roskos and Christie, 2011, cited in Paevs and Elleson, 2018.

https://impact.chartered.college/article/paes_pretend-play-development-language-skills/



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Role Play 'After'

Cosy, homely

Adult interaction

Well resourced,
authentic props



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Role Play

Attention to
detail

Reflect diversity

Adults continue
and join in
conversations



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Role Play



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Mud Kitchen

Garage



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Block Play



Stored on open, labelled shelves

Organised by type

Block Play



Range of accessories

Visual references

Accessories to
support open
ended play

Introduce new
vocabulary



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Time to reflect

Made links to the new EYFS Statutory Framework and Development Matters

Considered how the learning environment supports and provides opportunities for Communication and Language

Considered the role of the adult within the learning environment

Opportunity to reflect on your own learning environment

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