



Newsletter

May 2025



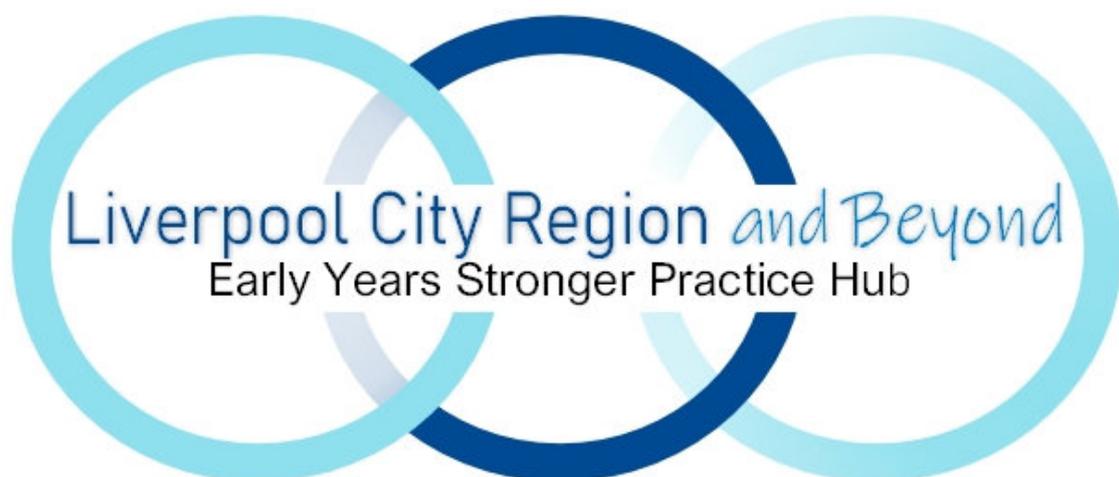
Welcome to the Liverpool City Region and Beyond Early Years Stronger Practice Hub May 2025 Newsletter.

During May we are starting our Beach and Forest School three session taster sessions which have a gift bag of resources if you attend all three sessions. We also have a Learning Walk at East Prescott Nursery School, Liverpool in May.

Are you looking for recorded sessions to use at staff meetings? Alex Gower-Jones has put together a 28-minute stop and reflect session to use with colleagues on Communication and Language INSET Teaching and modelling vocabulary in the early years. See more information in this newsletter.

If you would like the recording to go with the Communication and Language Inset please email:

sphubnw@evertoncentre.liverpool.sch.uk



May 2025 issue

Welcome, CPD, EEF Guide to the Early Years Pupil Premium, Early Education Journal, Understanding the World Dr. Diane Boyd, Communication and Language, Developing your Climate Action Plan, Inspiring early learning the Froebel Trust, Tiny Happy People from the BBC, Getting it right from the start: how early years practitioners work with babies and toddlers, Early Years Foundation Stage nutrition, Physical Activity in Early Years – Part 4

Don't forget NATIONAL CHILDMINDING WEEK 10-16TH OF MAY 2025

Daybrook Childminding Network, Liverpool will be celebrating National Childminding week at the Drop-in session on Wednesday the 14th of May. All childminders are welcome to come and join us where we will be focusing on an interactive Maths session and sharing good practice. Refreshments will be provided and will be the perfect opportunity to network and share good practice.

Please share your Networks Celebration's and raise awareness of all the incredible opportunities childminders and our networks provide for the children we mind.

See the conferences we have available for childminders and the [Online Childminder Network which is the last Saturday morning 10a.m. – 11.30a.m. of every month:](#)

Email sphubnw@evertoncentre.liverpool.sch.uk if you would like to attend.

CHILDMINDER CONFERENCES

Saturday 7th June 2025 at The Lake House Cambridge Road, Waterloo, Liverpool L22 1RR, 9.30a.m. to 1.30p.m.

Our Theme for the conference is: Interactive Literacy 'Bringing Stories to life' with Denise Wright, Early Years Consultant.

Limited Spaces please Email

sphubnw@evertoncentre.liverpool.sch.uk if you would like to attend.

Saturday 16th August 2025 at The Lake House Cambridge Road, Waterloo, Liverpool L22 1RR, 9.30a.m. to 12.30p.m.

Our Theme for the conference is: Intergenerational sustainability and early numeracy with Dr. Diane Boyd,

Independent Consultant.

Diane will share examples of how young children under five explore early numeracy linked to Intergenerational sustainability.

Limited Spaces please Email

sphubnw@evertoncentre.liverpool.sch.uk if you would like to attend.

[BEACH SCHOOL AND FOREST SCHOOL TASTER SESSIONS:](#)

Are you interested in Beach School or Forest School Taster sessions?

We are offering a repeat of last years sessions at Everton Nursery School and Family Centre, Liverpool and Crosby Beach, Merseyside. If you didn't have the chance to attend last year please join us this year. See below the dates and times:

[Forest School](#)

Theory Wednesday 14th May 1.30-3.30p.m .

Practical Wednesday 18th June 1.30-3.30p.m .

Reflection Wednesday 2nd July 1.30-3.30p.m . Gift bag of resources given on this session.

[Beach School](#)

Theory Wednesday 21st May 1-4 p.m .

Practical Wednesday 25th June 1-4 p.m .

Reflection Wednesday 9th July 1-4p.m . Gift bag of resources given on this session.

[LEARNING WALKS](#)

Are you looking for a Learning Walk in another school or

setting to see early years in action? We have the following on offer. Please email the sph email if you would like to book on.

East Prescott Nursery School, 86 East Prescott Road, Liverpool L14 1PW. Thursday 22nd May 9.00a.m – 11.30a.m .

Everton Nursery School and Family Centre, Spencer Street, Liverpool, Merseyside, L6 2WF. Thursday 12th June 9.30a.m. – 11.45a.m .

June Cargill Childminding re Learning Walk at a Childminder Setting: EYFS and Outdoor Provision on Thursday 7th and/or Friday 8th August 2025

Sessions are between 09.30am to 1130am or 1pm to 3pm
Booking required if you are a childminder (children welcome) or interested to learn more about Childminding Settings
Liverpool L14 near to Alder Hey Hospital, Liverpool and bus routes.

If you wish to offer your setting for a learning walk to share practice especially linked to research in communication or early mathematics, let us know via email on sphubnw@evertoncentre.liverpool.sch.uk

[Interactive Reading CPD:](#)

Halton - Tuesday 20th May 9am -12pm

DCBL Stadium , Lower House Lane, Widnes WA8 7DZ

St Helens - Monday 30th June 9.30am -12pm

Sutton Family Hub, Ellam sbridge Rd, Saint Helens WA9 3PY

Online offer - Wednesday 25th June 6-8pm

RECORDED SESSIONS

We have recorded fourteen sessions online for staff training:

Conference from 29th March on Interactive Reading re 1 hour, 30 minutes with Alex Gower-Jones.

See the Interactive Reading Case Study on the Stronger Practice Hub website.

<https://www.strongerpracticehubs.org.uk/hubs/nw/liverpool-city-region-and-beyond-eyeph/resources/lets-talk-about-books-alex-gower-jones>

Conference from Saturday 22nd March on the 17 Sustainable Development Goals – An Introduction re 2 hours with Diane Boyd.

An introduction to working with children 0-3 years by Amanda Quirk.

SENSORY FUN Tiny Happy People sensory fun for babies indoors and outdoors with low cost/no cost activities shared by Denise Wright (Independent Consultant). The webinar shows educators how they can inspire parents to undertake sensory

activities at home to support their child's learning and development through play.

[INTERACTIVE READING](#) online recorded session by Alex Sharp (Independent Consultant) explores how early years educators can explore interactive reading in their practice.

[SKILLS BEFORE WRITING](#) online recorded session by Amanda Quirk, Early Years Advisory Teacher, from our Hub team has put together an online programme for early years educators exploring skills before early writing.

[EMOTIONAL REGULATION](#) online recorded session by Maria Beale (SEND CO) and Emma Doran (Early Years Co-ordinator) from Whitefield Primary School, Liverpool. Maria and Emma share how they have worked with children in the early years and their families exploring emotional regulation.

[NURSERY RHYMES](#) online recorded session by Faye Johnson, Assistant Headteacher from Everton Nursery School and Family Centre has put together a session on exploring Nursery Rhymes with young children.

[COMMUNICATION AND LANGUAGE](#) online recorded session by Amanda Quirk, Early Years Advisory Teacher, from our Hub team has put together an online programme for early years educators exploring communication and language.

[OAP \(ORDINARY AVAILABLE PROVISION\)](#) – Amanda Quirk,

Early Years Advisory Teacher, from our Hub team has put together a recording on OAP (Ordinary Available Provision) in early years.

[USING MUSICAL INSTRUMENTS](#) - Craig and Pip from East Prescott Nursery School, Liverpool have developed an online recording on how to use a range of musical instruments. Childminders across our Hub have the opportunity to borrow a musical instruments bag but many early years educators will have these musical instruments in their provision.

[MATHEMATICS RECORDED ONLINE](#) – Rebecca Morgan (Nursery Teacher) has recorded a practical session online to share with colleagues to explore mathematics with under fives.

[SENSORY CURRICULUM RECORDED ONLINE](#) - Emma-Louise Scott (Nurture Teacher) from Everton Nursery School and Family centre shares her experiences and practical examples of a sensory curriculum .

[EARLY EMOTIONS RECORDED ONLINE](#)

Kaya Doyle (Programme Manager) shares an introduction to early emotional health, the issues children face and links to socio-economic backgrounds.

If you would like to access to any of the recorded training sessions, email sphubnw@evertoncentre.liverpool.sch.uk

CHILDMINDER INFORMATION:

CHILDMINDER DROP IN

Deysbrook Network: Deysbrook Village Community Centre,
Liverpool L12 4XF

Held every Wednesday 9.30- 11.30am

Hunts Cross Network: St Hilda's Church Hall, Stuart Avenue,
Hunts Cross L25 0NG

Held every Wednesday 9.30- 11.30am

Kendal Network: Beck Community Centre, 20 Esthwaite
Avenue, Kendal LA9 7NZ

Held every Thursday 9.30 – 11.30am

Bromborough Childminder Network: Bromborough Family
Hub, Gratrix Road,
Wirral CH62 7BW

Held Thursdays 9.30 – 11.30 am

If you attend a drop in or meet up with other childminders
across the Liverpool City Region and Beyond area, please let us
know so we can advertise, allowing local childminder colleagues
to attend, join in and network.

Don't forget to access information from our national Stronger Practice website:

<https://www.strongerpracticehubs.org.uk/hubs/nw/liverpool-city-region-and-beyond-eyeph>

Here you will find information about our podcasts as well as blogs and training sessions.

We also have a local website on our lead school website. See here for more information:

<https://www.evertonnurseryschoolandfamilycentre.org/strongerpracticehub>

Also see the following for professionals from Tiny Happy People (BBC) if you haven't seen already:

<https://canvas-story.bbcrewind.co.uk/tinyhappypeople-guide-professionals/>

EEF Guide to the Early Years Pupil Premium



EEF Guide to the Early Years Pupil Premium, designed to support early years settings in making informed decisions about how to use their increased EYPP funding. The guide – developed in consultation with early years leaders – recommends a balanced approach to spending and encourages settings to:

- Develop quality practice, including through investing in high-quality professional development.
- Tailor personalised support, including targeted interventions that meet children’s specific needs.
- Lead, plan, and sustain, including supporting meaningful engagement between leaders and their teams so that changes to practice stick.

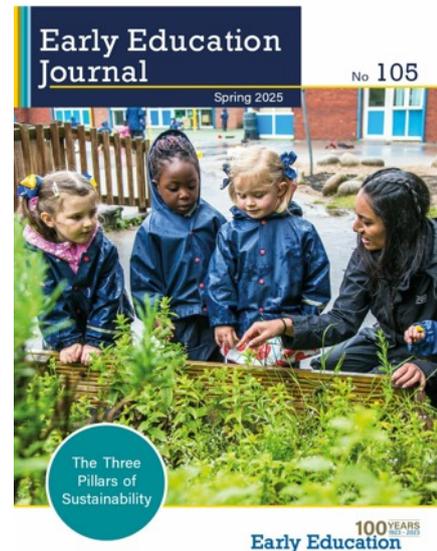
You can explore the guide and access the resources here: <https://educationendowmentfoundation.org.uk/early-years/pupil-premium>

The Early Years Pupil Premium (EYPP) has one aim: to improve outcomes for socio-economically disadvantaged children from 9 months upwards. In April 2025, the Department for Education (DfE) increased funding for the EYPP by 45% to £570 per child per year.

A child’s family income shouldn’t be a barrier to their achievement and wellbeing in the early years. Early years settings (including childminders, nurseries and schools) can use this increased funding to help every child to flourish.

Early Education Journal

Early Education published a Journal issue on Cultures of Sustainability in Summer 2024. The journal started a conversation exploring sustainability, referenced by Jan White in the editorial. This issue is a follow on from that one.



Understanding the World Dr. Diane Boyd



The importance of high-quality language experiences through the Specific Area Understanding the World.

The Researching Effective Pedagogy in the Early Years (REPEY) (Siraj-Blatchford et al, 2002) project, identified interactions such as Sustained Shared Thinking (SST), as a significant approach in early childhood in raising and enhancing performance in early years' settings. Allen and Whalley, (2010) claimed that using Sustained Shared Thinking was central to quality effective early childhood pedagogy. So, what is Sustained Shared Thinking?

'An episode in which two or more individuals 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative etc. Both parties must contribute to the thinking, and it must develop and extend the understanding.' (Siraj-Blatchford et al., 2002: p8)

The *'two or more'* could be an educator and child or a child with their peer(s). This idea of collegiate research-based learning in early childhood could be seen to stem from Loris Malaguzzi, who founded the philosophical approach known as Reggio Emilia. The philosophy aims *"to make a lovable school, industrious, inventive, liveable, documentable and communicable, a place of research, learning, re-cognition and reflection"* (Loris Malaguzzi -[Reggio Children - Values](#)).

What wonderful adjectives used to describe their educational process! Industrious and a place of research!

The Reggio Emilia approach is a process of learning which *"privileges research strategies, exchange and discussion, and participating with others"*. Emphasis is placed upon the dialogue and the interaction between the child, the adult and the environment. This was apparent when I visited the early childhood schools in Reggio Emilia. I saw young children (3-4 years old) who were totally focused, engaged and engrossed in finding out and making sense of their world.

For example, two little boys who were fascinated about how a bicycle worked spent three hours taking it apart and theorising together, through numerous questions, conversations and active investigations. This 'bicycle discovery' experience developed their early literacy, scientific, mathematical and engineering understanding through the support of the pedagogist, who was modelling new language, revisiting old vocabulary and scaffolding their curiosity, and making a real difference to their learning.

Another influential early childhood research study (The Effective Provision for Preschool Education, 2004) (EPPE) tested the theory that children achieve stronger and deeper thinking skills through dialogue, when nurtured by supportive adults and as a result do better than children whose thinking has either developed alone or when only in the company of their peers (Sylva et al, 2004).

The results of the EPPE project highlighted like the Reggio Emilia approach, the importance of quality early years educators, resonating with Sustainable Development Goal 4 Quality Education (UNESCO, 2015). The REPEY (2002) identified 'social pedagogical interactions' which is when the conversation is purely social. For example, the educator celebrating with a child who has painted a lovely picture, whilst maintaining eye contact and smiling at them is not moving the learning forward. *"Oh! I like your picture, that's lovely"*. 'Cognitive pedagogical interactions' extend the learning through open ended questions- you do not ask a question which has potentially a one-word answer. *"Oh, I like your painting! Can you tell me about it?"*

Is the quantity of dialogue and vocabulary important too? In 1995 Hart and Risley conducted a crucial piece of research which recognised the importance of conversation and dialogue in the early years. They highlighted the different levels of vocabulary used in socio-economic home environments *"with 11 million words for professional, 6 million words for working class, and 3 million words for welfare class were recorded"*. This study recognised the importance of high-quality early years provision to ensure all children have opportunities for language development resonating with the policy and practice of the Stronger Practice Hubs (DfE) and SDG 10 Reduced Inequalities (UNESCO, 2015).

SDG 4 Quality Education has many indicators but target 4.2.1 notes the need for children in Early Childhood provision to be *"developmentally on track in health, learning and psychosocial well-being"* [SDG4_indicator_list.pdf](#). Additionally, SDG target 4.6 requires all children to achieve a fixed level of literacy and numeracy. These targets place responsibility upon the educator or parent, whether it is a home environment, a nursery or a school, to enable all children to *"be on track"* regardless of age or sex. Cathy Nutbrown in her Independent Review (2012, p 12-13) stressed the need for interactive and quality pedagogical experiences, stating that 'children learn much in sustained interaction with other children, as well as adults who are attuned to children's learning and development needs who can support their play and foster early interactions between young children.

The Education Endowment Foundation (EEF) acknowledge through Oral Language Interventions that young children clearly benefit from having explicit discussions *“of either content or processes of learning”*, and that oral interventions aim *“to support learners’ use of vocabulary, articulation of ideas and spoken expression”*. [Oral language interventions | EEF](#) The EEF also suggest that the more interactive and collaborative young children’s experiences are, it will enable them to develop strong self-regulation and confidence (meta cognition) because they are focusing on their own learning.

Case studies demonstrating how oral language interventions support the development of Scientific early literacy.

We have established the importance of quality provision and encouraging excellent levels of oral language in the early years, through supportive and quality educators who scaffold learning by extending their thinking cognitively, beyond just social interactions. Tabors, Snow, and Dickinson (2001) articulated that by extending and expanding children’s vocabulary ensures they become successful independent readers and writers. Interestingly, they also emphasise that this process helps young children to understand scientific concepts. The Characteristics of Effective Learning (DfE,2024) highlight that children need to be creative, critically reflective and have the capacity to problem solve. These characteristics resonate with Tabors, Snow, and Dickinson (2001) who argued that to develop scientific thinking, children need the ability to think and reason through problems, reflect and articulate why something might or might not happen, adapting their thinking to accommodate difficulties and have the right vocabulary to explain their thinking.

The Specific Area, Understanding the World (DfE,2024, p11) is a mandatory requirement of the Early Years Foundation Stage, which *“involves guiding children to make sense of their physical world and their community”*. The EYFS (DfE,2024, 11) further suggests that *“the frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums.”* David Sobel (2023) recognised the need for educators to utilise all aspects of the world beyond the gates of the setting or home and engage children in diverse place-based learning experiences such as museums, aquariums or scientific exhibitions to enable them to not just learn scientific content, but *“also to become more*

The early years children are enroute to their local library, developing strong cultural and community relations and understanding the power of learning and enjoyment through literature.

The EEF highlighted clear strategies to use with their Oral Language Interventions such as targeted reading aloud and book discussions with young children, resonating with the EYFS. The EYFS (DfE,2024, p11) encourages children to listen *“to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world”* (SDG 11 Sustainable Cities and Communities, UNESCO,2015).

Shared reading provides opportunities to model book skills such as the left to right print orientation which you can highlight as you read aloud with the children. Turning the page again, demonstrating the left to right page orientation, and asking what can you see on the front cover? Highlight the author and the illustrator.

Sharing stories with children in an emotionally safe space encourages full participation and talk about all the elements of the story you love, revisiting previous language and talking about the pictures and the characters. Try to use fluctuations in your tone, volume and provide different voices to reflect the characters, and if possible, add music, singing or movement. Tracie Dowling a childminder uses noises to demonstrate aspects of the text. For example, when reading a book about Raindrops to the children aged 2, 3 and 4, she made a big sound which made Holly aged 2 jump, she started laughing and so did the others. Tracie explained this loud noise was *“a sudden flow of electricity and the thunder was a shock wave”*. They all started making ‘lightning and thunder’ noises. As Tracie highlighted, it is important to use the correct terminology and provide explanations from a young age.

Mia (below left) is 18 months old but already knows the conventions of reading a story book- she turns the page left to right and scans each page from the left to right. Independently, she studies each picture identifying images she recognises saying out loud *“baby lion”* or *“up in the trees”* and *“all the animals”* as she makes sense of the story, revisiting the story many times a day. engaged in the acquisition of such knowledge.”

Through the educator modelling with the children, Tracie the childminder demonstrates to the children the pleasure and delight you receive when reading a story. The earlier you surround children in a diverse range of books and story telling the better! Remember story telling does not need a printed book. For example, in Steiner kindergartens children do not see any print until they are older. The educator provides the excitement, imagination and visuals through just creating an oral story. Once the children are familiar with oral storytelling, they can join in too. Try oral storytelling and see how you go!

Tracie introduced the text about Raindrops to the children and then made connections back to previous learning in the garden to help consolidate their understanding. After reading the book Tracie simplified the information saying *“rainwater droplets fall from the clouds down to the earth, they trickle down into rivers and seep into the soil, they are then sucked up into the roots of thirsty plants.* After reading the story the children watered the plants because they were *“thirsty.”* Tracie further explained, *“when the sun shines and the water droplets warm up, they turn into mist which floats up to the sky and the droplets cool down again turning back into clouds and the water cycle can begin all over again”.* All 4 strategies are interlinked as these examples demonstrate.

The second strategy the EEF notes is explicitly extending pupils' spoken vocabulary. This target is relevant across all interventions as Tracie demonstrated when provoking and extending children's thinking when sharing books together. This is an integral element of early childhood, with the educator nurturing the child and scaffolding their learning. The DfE published their Climate Action Strategy (Progress so far Report) (2023, p 4) asking that children *“understand the scientific facts of climate change and have the skills needed for the future.”* Educators therefore need to be immersing children in opportunities to understand and critique the science behind the facts, use scientific language such as estimate, predict, evaluate, experiment, observe and have many practical pedagogical opportunities to try out their hypothesis. Tracie used technical words after reading the book such as water source, rainwater, food for plants, healthy root system, misting the plants (hose attachment mists) liquid, soaking, moist, recycling. Drawing upon the REPEY (2002) and EPPE (2004) reports and the philosophy of Reggio Emilia in giving children agency, ensure educators are both capable and confident in extending their oral language skills The recently published interim report Curriculum

language skills. The recently published interim report Curriculum and Assessment Review (2025) [Curriculum and Assessment Review: interim report - GOV.UK](#) again clearly highlight the need for children's scientific understanding, stating; *"likewise, global social and environmental challenges require attention to scientific and cultural knowledge and skills that can equip young people to meet the challenges of the future."* The report may be for Key Stage one and above, but early childhood must lay the foundations for this scientific and cultural knowledge. Children as young as 18 months old can begin to become aware through offering scientific experiences how they can support their interconnected world, understanding the plants "need" for water. Revisiting the scientific language every time the children water the plants, reminding them of the 'more than human world's need for nourishment, healthy soil and water are essential too, which supports SDG 13 Climate Action (UNESCO, 2015).

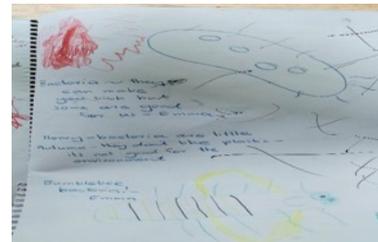
As Mia and I watered the plants together, Mia is listening to me as I model language skills, which is a good way of building on her prior knowledge and understanding. Educators need to encourage children to be brave and have the courage to express ideas creatively when playing with words. This exploration is essential to also encourage children to articulate out loud what they are doing in their learning processes (pole-bridging). Educators can explicitly share thoughts, ask questions and demonstrate decision-making processes out loud, modelling language and reflect on any observations or ideas shared.

At this stage of language development, talking aloud in full sentences about why they are caring for the plants and using plenty of new vocabulary whilst revisiting old descriptive language is the focus.

Mia and I talked together about why the soil was dry and how the plants will drink water to make them strong and healthy. We studied the brown patches on some of the leaves and the curled up dead leaves reflecting together and posing questions using short sentences such as 'I wonder how.'



The third strategy highlights the use of structured questioning to develop reading comprehension. In Reggio Emilia the use of visible learning stories supports the learning process by allowing children to revisit again their theories and reflections during the ongoing projects. Reggio sees “documentation is an integral part of the educational theories and practices and gives them structure. This renders the nature of learning processes visible and evaluable, subjective and in groups, in children and in adults, and turns them into a shared common legacy”. [Reggio Children - Values](#)



The children here had been learning about soil and this process started when they were much younger with playful experiences and conversations about the soil, as shown above with Mia. The older children were now using the ecologically connected language of composting and bacteria, extending their learning further.

Credit Tugulawa Early Child Care.

Examples of the children developing their thinking about soil and bio diversity -

Bacteria can make you sick, but some are good for us

Bacteria are little

Bumble bee bacteria

They don't like plastic, its not good for the environment.

We found a worm . Worm s and bacteria are partners in the soil.

They make the com post .

The worm has two faces

The Worm did a somersault on Meganne's hands

After we play with soil we should wash our hands

As an Educator ask questions to reinforce the children's cognition-

What might happen to the leaves and fruit in the com post?

They might turn black

They might turn rainbow

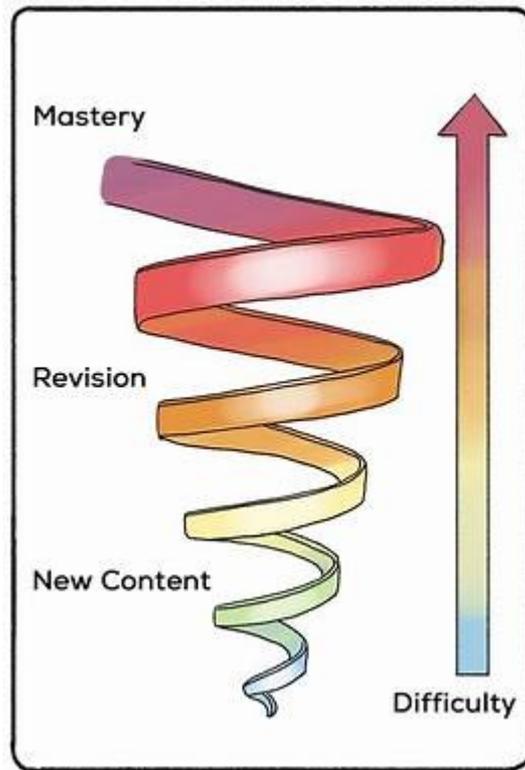
They will become soil

They will become scraps

NO one can eat what comes out of the compost bin as it's for the garden

Having made their thinking visible, ensures that the children can continually go back and revisit their previous learning either independently or as a shared community of learners, supporting their understanding of comprehension and resonating with SDG 15 Life on Land (UNESCO,2015).

The final strategy from the Oral Development Interventions (EEF) is the use of purposeful, curriculum -focused, dialogue and interaction. All children need to access quality education (SDG 4, UNESCO,2015) through an enabling environment with passionate, knowledgeable educators who plan provocations based on children's interests and questions. In Bruner's cognitive theory, his spiral curriculum advocated by beginning "*with the hypothesis that any subject can be taught in some intellectually honest form to any child at any stage of development*" (1960, p33).



Jerome Bruner's spiral curriculum

At Tugulawa Early Education the educators wanted to inspire creativity and problem solving through the world of the marble run. This process enabled children to start to understand the scientific world of energy, traction and forces. In the first instead they were offered endless opportunities to experiment as they assembled the marble run pieces to create tracks where the marble would roll smoothly to the exit. This required constant reflection and discussion as each attempt was made and revised. This is the Characteristics of Effective Learning in action (DfE,2024), with persistence, patience, criticality and problem solving enabling them to achieve their goal and providing a sense of pride and happiness.



To further extend their creativity and problem -solving ability the children using recycled materials (SDG12 Responsible Consumption and Production, UNESCO,2015) and collaborated to make their own marble run. The creation of the second run needed consideration of levels-

Questions asked about forces -

How can I join each component to ensure speed?

How can we make the ball move faster?

How fast can balls take corners?

How much push is needed for different levels of track?



The children all collaborated and shared their thinking as they designed the run to create a workable model. As Tugulawa Early Education stated “Designing the marble run was a wonderful experience of team work, creativity and problem -solving of scientific, math and engineering in action”. The example demonstrated purposeful intentions, curriculum focused on Understanding the World (DfE,2024) (but all prime and specific areas are evident too), dialogue (between all the children as a community of learners (Wave and Lenger,1991) and interaction (using all 3 characteristics of effective learning) (DfE,2024).

Like the Reggio Emilia Approach, quality early childhood pedagogy “advocates every child is the subject of rights. Every child, individually and in their relations with the group, is a constructor of experiences to which they are capable of attributing sense and meaning” ([Reggio Children - Values](#); SDG 4, UNESCO, 2015). Additional References

Allen, S., and Whalley, M., E. (2010) *Supporting Pedagogy and Practice in Early Years Settings Exeter: Learning Matters*

Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: Paul H. Brookes Publishing Company.

Lave, J., & Wenger, E. (1991) *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press

Nutbrown, C. (2012) *Foundations for Quality The Independent Review of Early Education and Childcare Qualifications Final Report* Runcorn: DfE

Siraj-Blatchford, I., Sylva, K., Muttock, S., Gilden, R., & Bell, D. (2002). *Researching Effective Pedagogy in the Early Years (REPEY) DfES Research Report 365*. HMSO London: Queen's Printer.

Sorbel, D (2023) [Science, Technology, Engineering, and Mathematics \(STEM\) Engagement From Parent-Child Interaction in Informal Learning Environments - David M. Sobel, 2023](#)

Sylva, Kathy; Melhuish, Edward; Sammons, Pam; Siraj-Blatchford, Iram; Taggart, Brenda; (2004) *The Effective Provision of Pre-School Education (EPPE) Project: Final Report: A Longitudinal Study Funded by the DfES 1997-2004*. Institute of Education, University of London/ Department for Education and Skills/Sure Start: London. Siraj-Blatchford, I., Sylva, K., Muttock, S., Gilden, R., & Bell, D. (2002a).

Researching Effective Pedagogy in the Early Years (REPEY) DfES Research Report 365. HMSO London: Queen's Printer. Tabors, P., C. Snow, & D. Dickinson. 2001. Homes and schools together: Supporting language and literacy development. In *Beginning literacy with language: Young children learning at home and School*, eds. D.K. Dickinson & P.O. Tabors, 313-34. Baltimore: Brookes.

Communication and Language *INSET*

Teaching and modelling vocabulary in early years



A short INSET template to use with your team which will support professional development to improve practice and outcomes for children.

Aim for the session

- For staff to feel confident in the approach of teaching and modelling vocabulary and consider examples of how to use it in their practice.

Pre-meeting preparation

- Print out copies of Appendix A, or have an option to be able to display the text.
- Have the vocabulary teaching 'practices' and the 'definitions' (Appendix B) separated out in preparation for Exercise 2 where educators will be matching them up.
- Ensure the facilitator is familiar with the practices for teaching and modelling vocabulary.
- Follow this link to the EEF's Early Years Evidence Store to develop a secure knowledge and understanding of this approach <https://education.gov.uk/early-years/evidence-store/communication-and-language?approach=teaching-and-modelling-vocabulary>

What does the evidence say?

- There is strong evidence that teaching and modelling vocabulary to children in the early years can have a positive effect on their oral language skills.
- **Explicit vocabulary** teaching strategies have been shown to be effective, both alone and in combination with **implicit vocabulary** teaching strategies.
- How you implement teaching and modelling vocabulary needs careful consideration. Studies where children receive the same vocabulary support show those whose language skills are developing ahead of age-expectations make accelerated language progress above both those at an earlier stage in development and those experiencing poverty. Those more at risk will need more exposure to vocabulary practices.

Agenda

Overview

- Invite staff to briefly share what they know about teaching vocabulary in early years and why it matters.
- Summarise discussions and share the following:

Research tells us that communication and language skills are crucial in the early years as they form the foundation for all subsequent learning and development, including literacy, social-emotional development, and cognitive skills. It's a key factor in terms of life success for children and young people.

- Discuss current practice in relation to teaching and modelling vocabulary, strengths and areas for development.

Exercise 1: Unpicking the statutory guidance

Share the following paragraph from the Communication and Language Educational Programme which can be found in the EYFS statutory framework:

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.

- Identify and highlight the key practices for teaching vocabulary, referred to in this paragraph (back-and-forth interactions, number and quality of conversations, language-rich environment, commenting, echoing back, new vocabulary added).
- What does this look like in our current practice?

Exercise 2: Taking a closer look at the practices

In Appendix B you will find the explicit and implicit practices which have been found to be effective in teaching and modelling vocabulary.

- Share each of the practices from Appendix B with staff. Match the practices with the definitions.
- Spend time discussing each practice. Record examples of how you would use each practice within your own setting. You may want to consider examples of how you would apply the practice in various areas of continuous provision.



This is an exercise you can return to in future meetings, focusing on different areas of provision each time.

Reflections and next steps

- Review key takeaways from the discussions.
- Agree at least two actions for how the strategies can be embedded into practice.
- Decide on a date for a review of this approach and next steps to support development and sustainability.



Inspired to learn more?

[The Liverpool City Region and Beyond Stronger Practice Hub](#)

provides advice, shares good practice and offers evidence-based professional development for early years practitioners. You can find more information on the website [here](#). This is where you can also find links to a short recorded CPD session on Communication and Language and other resources.

[The Education Endowment Foundation](#)

Learn more about early years communication and language in the **EEF Evidence Store**, where there is a specific section focusing on the approach of teaching and modelling vocabulary. Follow [this link](#) to show how the approach may be implemented including short 'spotlight' films and written examples.

[Ofsted](#)

Ofsted's 'Best start in life: a research review for early years' is a three-part subject-based curriculum research review focused on early years education. In part 2 of this report, specific reference is made to the teaching and modelling of vocabulary as a way of effectively developing children's communication and language skills. You can read this document [here](#).

Our Website <https://www.evertonnurseryschoolandfamilycentre.org/strongerpracticehub>

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Please scan the QR code and sign-up to receive news from our Hub by email, including upcoming courses and events, links to additional resources, and more.



Appendices

Appendix A

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.

Extract taken from the [Early Years Foundation Stage statutory framework 2024](#)

Appendix B

Naming and labelling	Providing the spoken word for a given object, activity or concept. Particularly useful for new or less familiar words.
Explaining and showing	The adult provides information to support the child's understanding of the spoken word. This could be through words, visuals, gestures, use of objects or a combination of these.
Repetition	Intentionally reinforcing the use of a specific key word, throughout the day/week/month, both in planned and spontaneous opportunities.
Imitation	The adult repeats a word after a child has used it, using clear speech. The repeated word is said with emphasis.
Recasting	The adult repeats the word or phrase the child used but corrects the articulation of a word.
Extending	The adult imitates a phrase a child has used but adds an additional word or two, that could enhance their vocabulary or vocabulary use.
Commenting	Articulating an observation to highlight a key word.

Appendix B from the [Education Endowment Foundation Early Years Evidence Store](#)

Developing your Climate Action Plan? You can access the government's [Sustainability Support for Education](#) website, their [Climate Ambassadors Programme](#) and the [National Education Nature Park](#). You can also use [Early Years Sustainable Hub](#) developed by the Highfield Nursery School in Ipswich and Everton Nursery School in Liverpool.



[Early Years Foundation Stage nutrition guidance](#)



Guidance for group and school-based providers and childminders in England

[Inspiring early learning](#)

The Froebel Trust funds research into children's learning from birth to eight years and supports high quality early education.



Tiny Happy People from the BBC

Thank you for all your support and using BBC Tiny Happy People with families you work with.



Please can we ask you and your teams to help shape the development of future BBC Tiny Happy People content and resources.

Please find below information about our BBC Tiny Happy People survey for Speech and Language Therapy teams and Early Years professionals to complete which should take no more than 10 minutes.

We'd be delighted to hear your views and those of your teams and partners, if possible please do share these two different links with your colleagues across Early Years and SLT services:

[Click here to share your views if you work in a SLT team :](#)

Or...

[Click here to share your views if you work in EYS education and childcare:](#)

If the link does not work, try copying and pasting it into your browser.

BBC Tiny Happy People are collaborating with Sherbet Research. The aim of this survey is to gather information on whether you are using BBC Tiny Happy People resources with families, which resources you are using, when, and how. We would also like to hear whether there are any barriers to using the resources, and your suggestions for improvement.

All responses are anonymous and will be combined with the views of Early Years Professionals from across the UK.

Because this is a UK-wide survey you may also receive another invite but you only need to complete this once.

Thank you for spending time to help us shape the future of Tiny Happy People.

Best wishes,
BBC Tiny Happy People

Please note, BBC Tiny Happy People & Sherbert Research are not gathering or storing any personal information, and the survey is anonymised. If required, data privacy procedures and contact information can be found [here](#)

This research is being conducted on behalf of BBC Tiny Happy People by Sherbert Research, 8 Bressay Drive, London, NW7 2AZ. For any technical queries about completing research itself, please contact research@sherbertresearch.com.

If you have a question for BBC Tiny Happy People about the survey, please contact tinyhappypeople@bbc.co.uk

Anonymised survey hosting is provided by Rigour Research Ltd, 71-75 Uxbridge Road, London, W5 5SL.



[Getting it right from the start: how early years practitioners work with babies and toddlers](#)

Executive summary. The first 2 years are crucial to a child's development, laying the foundations for all future learning. By the age of 2, most children will be making marks, starting to run
www.gov.uk

[Early Years Foundation Stage nutrition](#)

Helping early years providers offer healthy, balanced and nutritious food.
GOV.UK



[Physical Activity in Early Years – Part 4](#)

A guide for early years professionals



Liverpool City Region and Beyond Early Years Stronger Practice
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Feedback Form

If you have attended any of our conferences or face to face training,
please scan the QR code and send us feedback. Many thanks.

