

Communication Environment: What's helping

Babies and children use clues to understand what is happening when they don't understand the words. What clues are there in your setting to help children understand what's happening and what will happen next? Think about sights, sounds, smells, words, gestures, and what people are doing.

I am observing _____ on _____ age _____

Activity	What clues am I giving?	How does the child react?	What other clues could I add? (Choose 1 or 2)
Eating			
Nappy change or toileting			
Going outside			

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Nap time			
Tidy up time			
Other:			

Clues are really important for helping children understand what's happening, what's going to happen next, and what words mean. But too many clues and distractions make it hard for them to learn. Focus on the clues the child is reacting too. If the child is reacting positively, add words or gestures to help them learn the language. If the child is reacting negatively (e.g. getting upset), try adding one or two clues before the activity to help prepare them for what's coming, especially clues like objects, smells or sounds.

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I am observing EXAMPLE on 26/11/2021 age 8 MONTHS

Activity	What clues am I giving?	How does the child react?	What other clues could I add? (Choose 1 or 2)
Eating	Saying 'snack time' or 'dinner time' Putting in high chair Putting food on the table	No reaction Bangs on table/looks for food Looks at the food and then at me; starts getting fussy; reaching for food	Giving the child a spoon Giving child a bit of food to smell Singing/playing an eating song before every meal Saying 'you're hungry' when I observe signs they might be hungry Saying 'eat' every time the child puts food in their mouth Using the 'eat' sign or making any 'eating gesture'
Nappy change	Saying 'let's change your nappy' Taking the child to the nappy change table Undressing child	No reaction Crying/getting upset/wriggling out of my arms Goes stiff/hard to move legs	Showing a nappy first Singing/playing a nappy song before every change Saying 'nappy' when lots when I change the nappy Talking about the nappy smells and making a 'smelly' gesture or face Using a 'nappy' sign or gesture Pointing to the child's nappy
Going outside	Saying 'let's get ready' Taking child to the door Putting their coat and shoes on	No reaction Excited and moving around a lot Tries to help/lets me move arms and legs	Saying 'outside' when going outside or when child looks outside Using sign or gesture for going out Pointing to the door or outside area Showing coat before going to the door Singing/playing a going out song before going out Giving child something from outside to feel/smell

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Activity	What clues am I giving?	How does the child react?	What other clues could I add? (Choose 1 or 2)
Nap time	Saying 'nap time' Putting child in cot Putting on soft music	No reaction Crying/screaming/getting upset Crying for a bit then slowly calms down and goes to sleep	Showing a blanket Singing/playing the same lullaby each time Reading the same relaxing story each time Saying 'sleep' every time to child shows they are tired Using a 'sleep' sign or gesture Making snoring/sleeping noises
Tidy up time	Saying 'tidy up' Putting toys away	No reaction Crying/screaming/getting upset	Singing/playing a tidy up song at the start of tidy up time Showing the box/bag where toys go Putting away something less interesting first Using a gesture/sign for 'tidy up'
Other: Circle time	Saying 'circle time' Putting on circle music Putting out mats or a blanket for circle time	Excited/flapping/moving around/making lots of noises Stops and listens to the music Crawling/reaching for toward circle spot	Showing rhyme box or story book Saying 'singing' or 'reading' Using the same sign or gesture each time (e.g. singing or reading sign)

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