

ALVER VALLEY SCHOOLS EARLY YEARS NETWORK



Welcome

**JANUARY
2023 NETWORK**



The Vision for the Network

A forum for Early Years practitioners to meet and share good practice, work collaboratively to develop our practice and improve outcomes for children in our local area.

Each session will include:

**NETWORKING &
SHARING
PRACTICE WITH
OTHER
PRACTITIONERS**

**A SHORT INPUT
ON AN AREA OF
INTEREST TO THE
GROUP**

**SHARING &
SIGNPOSTING
OF USEFUL
RESOURCES**

Theme: Adult Interactions

EEF Preparing for Literacy Guidance Report: 2018

Identified seven recommendations to support improving early language and literacy

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years>

The screenshot shows the EEF website interface. At the top, there is a navigation menu with links for 'About us', 'Education evidence', 'Guidance reports', 'Projects and evaluation', 'Support for education professionals', and 'News'. Below the navigation, the breadcrumb trail reads 'Education evidence > Guidance reports > Preparing for Literacy'. The main heading is 'Preparing for Literacy' with the subtitle 'Seven recommendations to support improving early language and literacy'. Below this, there are three download options: 'Download the Guidance Report' (10.1 MB - pdf, uploaded 27 October, 2021), 'Download the Recommendations Poster' (1.5 MB - pdf, uploaded 12 January, 2022), and 'Download additional tools' (4 files, uploaded 11 July, 2022). At the bottom, there is a section for 'First Edition' (Published 15 June, 2018) and 'School Phases' (Early Years). The main content area features a green background with a stylized illustration of a sun rising over mountains.



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1

Prioritise the development of communication and language



Language provides the foundation of thinking and learning and should be prioritised.

High quality adult-child interactions are important and sometimes described as talking *with* children rather than just talking to children.

Adults have a vital role to play in modelling effective language and communication.

Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary.



2

Develop children's early reading using a balanced approach



Early reading requires the development of a broad range of capabilities.

Using a number of different approaches will be more effective than focusing on any single aspect of early reading.

Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.

Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are likely to be beneficial.

3

Develop children's capability and motivation to write



Writing is physically and intellectually demanding.

Expressive language underpins writing and should be prioritised.

Provide a wide range of opportunities to communicate through writing and develop children's motivation to write.

Support children to develop the foundations of a fast, accurate, and efficient handwriting style.

Monitor the product and process of children's handwriting and provide additional support as necessary.

4

Embed opportunities to develop self-regulation



'Self-regulation' refers to children's ability to manage their own behaviour and aspects of their learning.

A number of approaches to developing self-regulation exist, including the 'Plan-Do-Review' cycle.

Embed opportunities to develop self-regulation within day-to-day activities.

Monitor the development of children's self-regulation and ensure activities remain suitably challenging.

5

Support parents to understand how to help their children learn



Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy.

Promising strategies include:

- encouraging parents to read to children before they can read, then to begin reading *with* children as soon as they can; and
- running workshops showing parents *how* to read and talk about books with their children effectively.

Less promising strategies include occasional home visits or homework tasks.

6

Use high quality assessment to ensure all children make good progress



Ensure clarity of purpose about the different assessments used in your setting.

Collect a small amount of high quality information to ensure that

- children who are struggling receive the right type of support; and
- time is used efficiently by avoiding rehearsing skills or content that children already know well.

Use assessments to inform, not replace, professional judgement.

Monitor children's sensory needs to ensure they do not impede learning.

Avoid using assessments to label children and split them into fixed groups.

7

Use high quality targeted support to help struggling children



High quality targeted support can ensure that children falling behind catch up as quickly as possible.

Small-group support is more likely to be effective when:

- children with the greatest needs are supported by the most capable adults;
- adults have been trained to deliver the activity being used; and
- the approach is evidence-based and has been evaluated elsewhere.

In addition to using evidence-based programmes, some specialist services are likely to be best delivered by other professionals, such as speech and language therapists.

https://d2tic4wv01iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Poster.pdf?v=1673432946



Download the Guidance Report

Uploaded: 27 October, 2021 · 10.1 MB - pdf



Download the Recommendations Poster

Uploaded: 12 January, 2022 · 1.5 MB - pdf



Download additional tools
Uploaded: 11 July, 2022 · 4 files



Download additional tools

Download all

Examples from practice



What might fluency practice look like in the classroom?

Practical classroom examples to support developing pupils' reading fluency.

Uploaded: 11 July, 2022 · 597.55 KB - pdf



Summary and planning tools



High quality interactions in the Early Years: The ShREC approach

A simple, memorable set of specific evidence informed strategies that early years professionals can embed into everyday practice.

Uploaded: 23 March, 2022 · 580.73 KB - pdf



Phonological awareness and Phonemic awareness

Resource for assessing phonological and phonemic awareness.

Uploaded: 27 October, 2021 · 743.56 KB - pdf



Supporting oral language development Guidance for supporting oral language development.

Uploaded: 27 October, 2021 · 845.88 KB - pdf



HIGH QUALITY INTERACTIONS IN THE EARLY YEARS

The 'ShREC' approach

The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

“When done well, high quality interactions often look effortless but they are not easy to do well.”

EEF Guidance Report,
Preparing for Literacy



This resource supports the 'Preparing for Literacy' guidance report.

Sh



Share attention

Be at the child's level. Pay attention to what they are focused on.

R



Respond

Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

E



Expand

Repeat what the child says and build on it by adding more words to turn it into a sentence.

C



Conversation

Have extended back and forth interactions. Give children time to listen, process and reply.

SHARE ATTENTION

RESPOND

EXPAND

CONVERSATION



High quality interactions in the
Early Years

The ShREC approach

High Quality Interactions in the EY the ShREC approach



<https://youtu.be/HJSfZRtUMXk>

EEF blog: The ShREC approach – 4 evidence-informed strategies to promote high quality interactions with young children

The EEF's Fliss James explains how practitioners can use the 'ShREC' approach to support high quality interactions.

Featured resources Newsletter signup

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The EEF's Early Years Specialist Fliss James explains how practitioners can use the 'ShREC' approach to engage young pupils in high quality interactions.

Blog • 3 minutes • 24 March, 2022

Many years ago, I remember observing a child deeply engrossed in playing with a set of small world cows. She was ordering the cows according to their size.

Sign up to receive all the latest EEF news updates & resources [Register for updates](#)



<https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children>

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What struck you most about the video?

Will you add, tweak, do more of or remove anything from your practice?

Reminder resources from today and previous sessions are available on the Early Years Network page on our website.



Alver Valley Schools

inspired, curious and motivated to learn

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Early Years Network Events & Resources



January 2023 Early Years Network

We would like to invite you to the January 2023 Early Years Network. Our aim is that this network will become a forum for Early Years practitioners to meet and share good practice together, with the goal of working collaboratively to develop our practice and improve



October Network Resources & Signposts

Thank you for your interest in the Alver Valley Early Years Network we hope that you found the opportunity to work together with other settings from across our local area useful. Below is a copy of the Presentation from the October



November 2022 Early Years Network

We would like to invite you to the next Alver Valley Early Years Network. This month we are going to host a free training event. Our speech therapist Liz will be sharing information about the Word Aware approach to building vocabulary in

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Quick survey

[https://forms.gle/
8JijjsRjga53zFMx7](https://forms.gle/8JijjsRjga53zFMx7)

