

The Role of the Adult in Continuous Provision:

Home Corner



Interactions to support C&L – Vocabulary

Model key vocabulary established from assessments and observations.

Teach vocabulary *explicitly*:

-**name and label** (*spatula, cutlery, thermometer, temperature*) and **explain** and **show** its use (*I think baby has a **temperature**, let's use the **thermometer** to check!*)

Teach vocabulary *implicitly*:

-**imitate** what a child says back, '*yes, **ingredients***' this helps support clarity and accuracy in pronunciation and allows for **extension**, depending on the stage in a child's language development – '*we need lots of **ingredients***' or '***ingredients** tell us what we need to include in the recipe*'.

-**comment** on what is happening by applying the vocabulary in context as this deepens the understanding of the language – '*You have the **spatula**, great that is the perfect utensil for smoothing the icing on the cake.*'

-in the home corner this is often an area children stay within their 'comfort' zone with their use of language and communication so carefully listen then offer a **range of vocabulary to extend** – '*yummy*' to '*delicious*' '*scrumptious*' or '*tasty*'.

-listen out for opportunities to **remodel and recast language** – '*I **buyed** some bread and eggs from the shop.*' to '*Ooh yes you **bought** bread and eggs at the shop.*' Listen out particularly for inaccurate or incorrect use of verb tenses or prepositions.

*strategies from EEF Evidence Store C&L



Interactions to support C&L – reading stories

Find stories and books set in the home environment which can be rotated and shared in the area.



Pause, Ponder, Play!

Pause – stand back, observe and listen.

Ponder – What do you learn from their play? Reflect and consider: what learning opportunities are there to extend and deepen understanding? e.g. *applying writing skills to making a shopping list or recipe; I wonder how we could share the cakes fairly...*

Play – if invited, play alongside the children applying the learning opportunities and/or pose problems that may need solving e.g. *it's really cold outside, we need to think about this before we take baby out for a walk.*

Connect so that children feel **seen, heard and valued!**

Practical tasks:

-redress the area at transitional points.

-restock replenishables, e.g. play dough for making pretend food, writing tools for shopping lists, recipes etc.

-evaluate the use of the area and note down any enhancement opportunities.

Interactions to support C&L – singing/ telling nursery rhymes

-10 fat sausages sizzling in a pan

-Polly put the kettle on

-I'm a little teapot

-Pat-a-cake

-Hickory, dickory dock

-There were 10 in the bed

-Twinkle, twinkle little star and Rock-a-bye baby as lullabies