

# The Role of the Adult in Continuous Provision:

## Home Corner

Image credit to Instagram @formal\_to\_continuous\_eyfs and the wonderful work the EYFS team do at St. Clare's in Bradford.



## 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 **bought** 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