

LangQuest-EY: Assessing Practitioner Confidence in Using Language Supporting Practices

The statements below describe practices that support young children's language development in preschool settings.

How confident are you that you can use these strategies routinely to support the language development of all children in your group?

Rate your degree of confidence by putting a circle around a number from 1-7 using the scale given below.

e.g.

Not at all
confident

1

2

3

4

5

6

7

Highly confident

MY CONFIDENCE: Engaging Children in Conversation and Extending Their Language

I can ...

EXAMPLES OF WHAT YOU CAN DO

- 1 Continuously respond to each child in ways that make them feel listened to

e.g. stay face-to-face, seek eye contact, take time to listen, praise and show enthusiasm for what the child expresses

Rate your degree of confidence:

Not at all confident	1	2	3	4	5	6	7	Highly confident
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- 2 Show that I understand; reflect back what the child communicates

e.g. confirm and repeat what the child has said (the child says 'rain', you say 'Yes, it's raining outside today')

Rate your degree of confidence:

Not at all confident	1	2	3	4	5	6	7	Highly confident
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- 3 Prompt multiple turns to keep conversations going

e.g. comment, explain, ask questions, and add ideas related to the child's play

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Not at all confident	1	2	3	4	5	6	7	Highly confident
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- 4 Pause expectantly and often during interactions with children

e.g. give children time to think and respond; adapt your waiting time to the communication skills of individual children

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- 5 Ask Wh- questions appropriate to the child's level

e.g. for lower language levels, start with more concrete questions (What) and progress to more difficult, abstract questions (When, Why)

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- 6 Build on children's own expressions, words and sentences to extend the language they use

e.g. expand what the child has said by adding words and ideas to offer a more complete or complex model (the child says 'baby cat', you respond 'Yes, it's a little kitten! It's playing with a ball')

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- 7 Paraphrase what children say to improve the language they use

i.e. model the correct way of saying the sentence (e.g. If the child says 'Look at those sheeps', respond 'Yes, there are lots of sheep')

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- 8 Encourage children to link their current experiences to previous activities or stories

e.g. say 'We also had some snow last week. What did we do outside?'

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Not at all confident	1	2	3	4	5	6	7	Highly confident
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MY CONFIDENCE: Planning for Language Everywhere

I can ...

EXAMPLES OF WHAT YOU CAN DO

- 9 Get children at all levels of language skills to communicate with me throughout the day

e.g. join in with the child's play, use non-verbal invitations, provide feedback, use a mix of questions and comments

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- 10 Plan to provide rich and interesting experiences that motivate all children to talk

e.g. after sharing a book/story about the arctic, provide hands-on opportunities to explore ice and discuss

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- 11 Link learning and language across activities and areas of learning

e.g. plan follow-up activities to revisit and extend conversations and topics (build a bridge with blocks to play 'Three Billy Goats Gruff'; pretend to 'slither', 'gallop' or 'wriggle' like the animals seen in the zoo)

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- 12 Create spaces for children to listen and communicate

e.g. cosy areas for story time, book reading and role play; a quiet low-distraction area for focused language led activities and conversations

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- 13 Select resources that encourage children to practice using their new words and language repeatedly

e.g. prepare objects, pictures and photographs to talk about (vegetables to taste, smell and feel; puppets and story sacks for children to replay story themes)

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MY CONFIDENCE: Practicing and Modelling Words and Sounds

I can ...

EXAMPLES OF WHAT YOU CAN DO

- 14 Define and explain new words before starting a topic or book and during conversations

e.g. provide clues for word meanings, particularly for children with lower language skills (use pictures when introducing words, label actions or emotions)

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- 15 Use complex and interesting words

e.g. chose words that are not used by children every day, vary the words you use

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- 16 Encourage children to pay attention to the initial sounds in words

e.g. play 'I spy game phonics' with beginning sounds in words

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- 17 Model word rhymes and encourage children to make their own

e.g. sing the verses of 'row, row, row the boat'; use pictures to ask children to complete animal rhymes (fox in a box)

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MY CONFIDENCE: Working With Others to Assess and Support Language

I can ...

EXAMPLES OF WHAT YOU CAN DO

- 18 Assess children's language development, develop learning plans tailored to each child, and monitor their progress

e.g., consider children's speaking and listening skills, and whether they are age appropriate

Rate your degree of confidence:

Not at all confident

1

2

3

4

5

6

7

Highly confident

- 19 Involve parents regularly when assessing children's language development

e.g. talk to parents about their observations of their child's language skills and needs, including a focus on English and home languages (EAL)

Rate your degree of confidence:

Not at all confident

1

2

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6

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Highly confident

- 20 Refer children appropriately for specialist support

e.g. know when to flag up individual children to relevant language professionals (SLT etc.)

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Not at all confident

1

2

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6

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Highly confident

- 21 Plan for children's progress with other practitioners

e.g. as a team, identify children not meeting developmental norms and plan how to support them

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Not at all confident

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Highly confident

- 22 Provide information and activity ideas to help parents to support their children's language development

e.g. send home carefully selected books for book sharing, provide resources and ideas that link to topics and activities at preschool and show to the parent what their child did in preschool

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Highly confident

OTHER ITEMS PLEASE SEE NEXT PAGE

(those with cross-loadings in EFA, or low factor loadings that indicated these items do not group together in expected ways)

OTHER ITEMS

(those with cross-loadings in EFA, or low factor loadings that indicated these items do not group together in expected ways)

MY CONFIDENCE: Choosing Language Supporting Strategies Adapted to Each Child

I can ...

EXAMPLES OF WHAT YOU CAN DO

- 23 Adapt my communication to ensure that all children understand

e.g. use gestures and visual clues, pronounce words clearly, adapt your pace, check for understanding

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- 24 Give extra support if a child has difficulty initiating conversation or responding

e.g. rephrase language or adapt questions, interpret and articulate what the child is trying to say

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- 25 Offer challenge to children appropriate to their language level

e.g. use comments or closed questions for children with lower levels; ask open questions or support inferencing for children at higher levels

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- 26 Model and scaffold language that is slightly above a child's level

e.g. take the child's language to the next level by introducing new or complex words and more complex sentence structures

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- 27 Prompt children to use language that is at a higher level

e.g. get children to describe or explain their actions, experiences or emotions, or to make predictions

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MY CONFIDENCE: Supporting Narrative Skill Development

I can ...

EXAMPLES OF WHAT YOU CAN DO

- 28 Invite children daily to talk about the content of a shared book or experience

e.g. talk about who is involved, prompt more detailed descriptions and explanations (questions to predict what might happen next, etc.)

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- 29 Encourage children to recall, retell or make-up stories at their level

e.g. prompt children to verbally recall the key elements of a story, to create stories through acting

Rate your degree of confidence:

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For More Information: bit.ly/OxEdDeanery

