

## Good practice for communication: 4 - 5 years

(to be used in conjunction with the EYFS)

<p><b>Environment</b></p> <p>Limit distractions and reduce background noise (TV, radio etc).          Provide a variety of opportunities to meet individual needs.          Provide stage-appropriate toys and equipment          Ensure child has a key person.          Provide loving physical contact frequently on a daily basis.          Provide familiar faces and routines.          Provide verbal and visual stimulation whilst being aware that over stimulation is stressful.          The chance to play with friends uninterrupted.</p>	<p><b>Interaction</b></p> <p>Developing powers of criticism and reasoning          Can relate simple stories          Increased insight into others emotions          Dramatic make believe play</p>
<p><b>Listening</b></p> <p>Looking and listening well established and maintained.          Can listen to longer stories, and will sometimes confuse fact and fantasy.          Use repetitive exercises sharing books, and songs to develop listening skills.</p>	<p><b>Understanding</b></p> <p>Understands everyday conversations.          Appreciates the meaning of time in relation to everyday activities.          Uses past, present and future tense.          Matches and names four primary colours correctly.          Some abstract concepts e.g. 'one of', 'before', 'after', 'if'.          Repetitive games, stories and plays are required to help understanding.</p>
<p><b>Stimulating Games</b></p> <p>Enjoys jokes and riddles.          Co-operates well with other children most of the time.</p>	<p><b>Expression</b></p> <p>Using most sounds correctly except th, r, more difficult clusters and multi-syllabic words e.g. 'squirrel' 'escalator'.          Aware that false expressions can mislead others about their emotional state.          Shows a sense of humour in social in talk and social activities.          Tender and protective towards younger children and pets. Comforts playmates in distress.</p>