**Table 1 Recording Claire’s communication with the children**

|  |  |  |
| --- | --- | --- |
| **Specific way of talking to children** | **Our example** | **Your example** |
| Talking as part of everyday life | Step over the stick if you want to go a bit closer. |  |
| Being nice | Shall I lift you up to have a look so you can see it a bit better? [kindly tone] |  |
| Giving information | I have got a bug on me now. I have got a little fly on me, look. |  |
| Giving choices | Shall we put the log back down then?  |  |
| Listening and responding | The birds, yeah. [in response to child’s answer] |  |

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When you have finished completing Table 1, compare your observations with ours. Which part of the table did you find most difficult to complete? Were there more examples of one way of talking?

Table 2 shows more instances of how Claire communicated using the five specific ways of talking to children. These are not the only possible answers. You have probably found other examples.

**Table 2 How Claire communicated with the children**

|  |  |
| --- | --- |
| **Specific way of talking to children** | **Further examples** |
| Talking as part of everyday life | Jack come over here a minute and look. |
| Being nice | Let’s put it down carefully then so we don’t hurt them. |
| Giving information | I’ve got a bug on me now. I’ve got a little fly on me, look. |
| Giving choices | There look, that’s a different one isn’t it? |
| Listening and responding | Is it my pet? |

**Part 2**

Now think about how you would structure a similar activity in your own setting. What vocabulary would you choose? It doesn’t have to be about birds and plants.

You might also find it useful to use the five points listed above to analyse a conversation with young children in your setting. Remember that these early communications are an important foundation in the development of literacy. They are helping to build up vocabulary as well as introducing young children to different patterns of speech and language.