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| Staff know how to pronounce each young person’s name and how the young person likes to be known in the setting. |  |
| Staff use a range of nonverbal communication to support understanding and engagement (facial expressions, body language, gestures, tone and pace of voice) |  |
| Staff understand how visuals support understanding and seek to incorporate them throughout the house. |  |
| All areas of the house are labelled with visuals – photographs or symbols, Language 1 and English. |  |
| Routines are clearly displayed with photographs or symbols and language 1 as well as English. |  |
| The young people have access to a visual timetable which supports understanding of the daily routines, including planned visitors. |  |
| Staff understand the importance of providing good role models of English language and seek to regularly engage the young people in conversations. |  |
| Staff show genuine interest in the young people and are eager to spend time talking and listening |  |
| Staff repeat and remodel what the young person says, giving positive feedback, even if the young person has said a word incorrectly. |  |
| Staff understand the value of encouraging the use of Language 1 to support English language learning and bilingual staff use their language skills to support conversation in Language 1 where possible. |  |
| Staff use creative ways to support language development like singing and chanting together while doing tasks around the house. |  |
| The setting offers access to a range of stimulating resources and resources that stimulate conversation (books, jigsaws, games and crafting materials) |  |
| Staff seek to involve the young people in ‘hands on’ practical activities so that new language can be learned in context by creating situations where the instructions and the questions have a real purpose, e.g. cooking activities. |  |
| There are quiet areas with minimal background noise within the house that offer the opportunity for quiet reflection and retreat. |  |