

Play and Talk Together

Play and Talk Together is a key message from [Words Up Early Stage](#). When adults play and talk together with children they play alongside children, modelling language and social interactions through play.

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Using Texts to Develop Foundational Literacy Skills

When adults [play and talk together](#) with children they play alongside children, following the child's lead, modelling language and social interactions through play. Using a text as a stimulus, practitioners can plan their environment to enable play based experiences related to the text to support children's language and motor skill development.

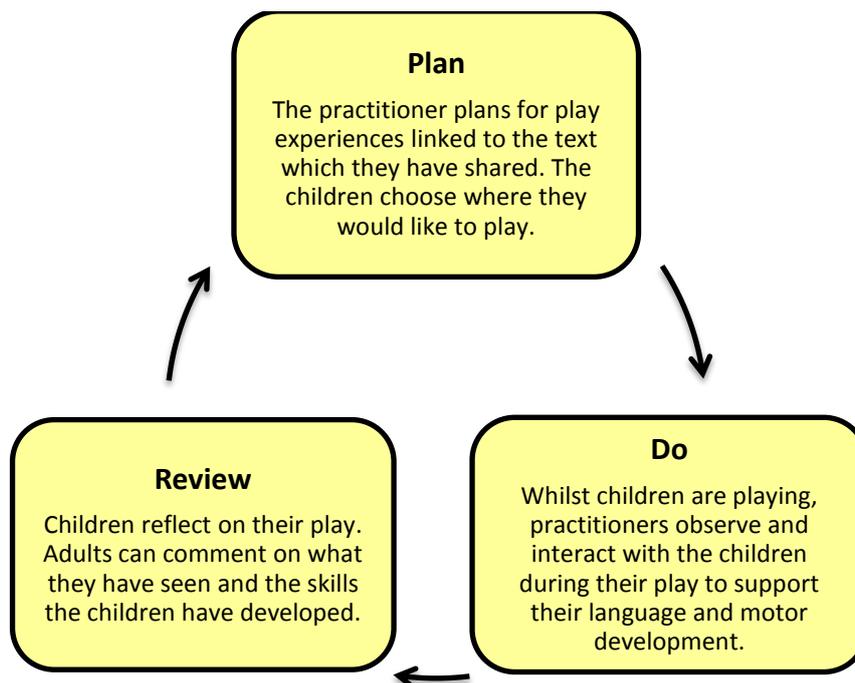
Sharing a Text

When adults share texts with children, it is recommended that:

- practitioners share the same text a number of times to support retelling skills
- practitioners use gestures, props and visuals relevant to the text to support retelling skills
- practitioners make comments, e.g. "Look, a mouse... [pause and wait](#)" to label vocabulary and allow children to make comments
- practitioners use anticipation, e.g. "The mouse is climbing up the... [pause and wait](#)" to allow children to make comments
- practitioners use questions which are developmentally appropriate.

Plan-Do-Review

After initially sharing the text, the plan-do-review model can be used to plan play experiences linked to the text to support children's literacy skills.



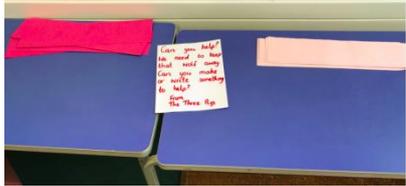
Plan

Following sharing the text and introducing the play experiences, children select the area which they plan to engage in. The practitioner can share prompts such as statements and questions as a stimulus to support the play. During the “plan” session, children can discuss:

- ❖ Where would I like to play?
- ❖ What would I like to do there?

Do

Whilst children are playing, the adult’s role at this time is to observe the play to inform opportunities for the adults to [play and talk together](#) with the children. e.g. In this example linked to the “The Three Little Pigs”, the practitioner could:

		
<p>in the craft/construction area, support scissor development and model new language to describe how the materials look or feel.</p>	<p>in the listening centre, support phonological awareness development through commenting on sounds related to the text.</p>	<p>in the mark making area, model themselves as a writer whilst the children make marks.</p>
		
<p>in the playdough area, model fine motor skill movements or language, e.g. model the concept of ‘flat’ when using a rolling pin to flatten the playdough.</p>	<p>in the prop provocation for talk area, take part in the role play to support children’s sequencing and narrative skills.</p>	<p>in the puppet making area, support the motor skills required to create the puppets or describe the materials which are used.</p>

The practitioner can decide how best to support the “Do” section through organising the duration of time which areas are accessible and the number of areas which are accessible.

Review

Following the play and talk together interactions, children can review the areas which they accessed. This can be done through individual/ small group reflections between the children and the adult. The adult can comment on what they saw the child doing, and may wish to use photographs to support this. This can also be recorded in a play diary where children can draw a picture of themselves at the area(s) which they accessed, drawing what they were doing. Children may also wish to write what they were doing. Depending on their stage of development this may be marks, labels, individual letters (graphemes), words or sentences. Practitioners can then use the comments and observations from the ‘review’ to plan for future play experiences.