

Inclusive Practice

SLC 2 - Attention and Listening – Resources



Please note: the SLC cards have been designed to be worked through in order from cards 1 – 6.

Whilst it may be helpful at times to plan or schedule specific activities and resources to target children's attention and listening skills, it is worth considering how full of opportunities your session/routine is. Something as simple as sharing a book/story can open many opportunities for children to develop their attention and listening skills.

Task 1

Consider how well the children engage in books and stories in your setting.

- Do you provide opportunities to share stories as a whole group, small groups, or one to one?
- Do you allow children to share stories with you?
- How do you choose the books and stories that you will share with the children?
- How do you know they are listening?
- How do you work to keep their attention?
- How do you adapt story times to meet the children's needs?

Task 2

- Identify 2 books of the week and collect or develop some props to support the children's involvement in the book and in storytelling e.g., objects, masks, fancy dress, small world etc.

“Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.”

[Development Matters - Non-statutory curriculum guidance for the early years foundation stage
\(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444044/development-matters-non-statutory-curriculum-guidance-for-the-early-years-foundation-stage.pdf)