

Greasbrough Rising 5's

Our story of Talking Tables

The setting is a pre-school which is based on a school site and caters for children aged two years to four years. The pre-school operates independently from its own classroom and shares the creative area and outdoor play space with the schools F2 provision.



WHY DID WE GET INVOLVED?

Developing children's,
Communication, language & listening skills is the heart of young children's learning



Develop practitioner skills

Increase confidence in shy children

Talking tables achieves a good
balance between teacher-led
and child-led activities.

Challenges

- Committing to training days over six month period
- The pre-school has recently moved into a new classroom, practitioners adapting to new working space
- Implement approaches into practice
- Developing new adventures for Bruno Bear (Our Talking Tables Bear)



Our Talking tables so far with Bruno Bear.....

Bedtime routine

Visit to the park

- The pre-school now successfully operates two sessions per week using the talking tables approach and the children's excitement and involvement can be seen.
- The children were initially assessed using the Renfrew Action Picture Test. The simple test gauges children's speech and language development. The children will be assessed again after a cycle of Talking Tables. This will clearly demonstrate children's starting points and the progress made.



Impact

- Quieter children are beginning to open up and communicate with their peers
- Children are developing their imaginative skills
- Approach generates rich use of language
- Children's concentration skills are being extended
- Practitioners have a greater knowledge and understanding of how to sustain conversations with children
- Approach is an excellent opportunity for sustained shared thinking
- Friendships are being formed
- Pre-school has an excellent assessment tool and tracking system in place

Practitioners involved in project Cheryl Myers and Nina Hague

