**Environment audit – Communication and Language: Speaking**

Use this audit tool to decide what changes you need to make and to check which resources are available or need to be provided.

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| **Environment layout and resources** | **√** | **X** |
| **Environment** |  |  |
| Do we ask for the children’s views on what they like and don’t like in the setting’s environment (indoors and outdoors) and make changes accordingly? |  |  |
| Is the physical environment organised to encourage small and large groups of children to be together to engage in conversation and discussion? |  |  |
| Is the layout of the environment flexible to create space for performance, imaginative play and meaningful speaking and listening activities? |  |  |
| How well is the environment organised so that mealtimes are sociable occasions with opportunities for speaking? |  |  |
| Has thought been given to floor and wall coverings and furniture arrangements to enhance the acoustics of the rooms? |  |  |
| Is the outdoor environment arranged to create spaces for speaking, performing and storytelling? |  |  |
| Does the environment include signs and labels in languages other than English to remind adults to use them daily? |  |  |
| **Resources** |  |  |
| *Do we have the following resources?* |  |  |
| Equipment to record children and adults speaking in English and their home languages. |  |  |
| Pictures and photographs of familiar things and experiences to talk about with the children. |  |  |
| A wide range of resources for small world, imaginary and transactional play. |  |  |
| Books of familiar stories and rhymes for the children to ‘read’ out loud. |  |  |
| Old telephones and mobile phones to encourage speaking. |  |  |
| ‘Telephone exchanges’, either readymade or made with funnels and tubing, within and between rooms. |  |  |
| Resources for a wide range of collaborative activities such as cooking, construction or role play to encourage conversation and discussion. |  |  |
| ICT resources such as message discs and boards which encourage children to leave messages and ask questions. |  |  |
| Cards which encourage children to recognise objects, learn new words and sequence events in a story. |  |  |
| ‘Washing lines’ so that children can order objects and events and refer to them during the course of the day. |  |  |