



# 3-6 Environments

## Early Years Professional Development Centre

Spring Term 2025

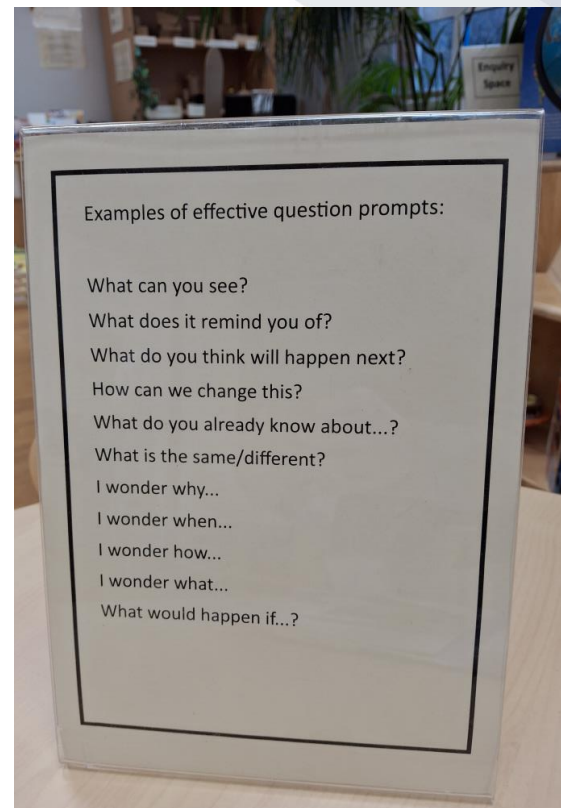


# Environment

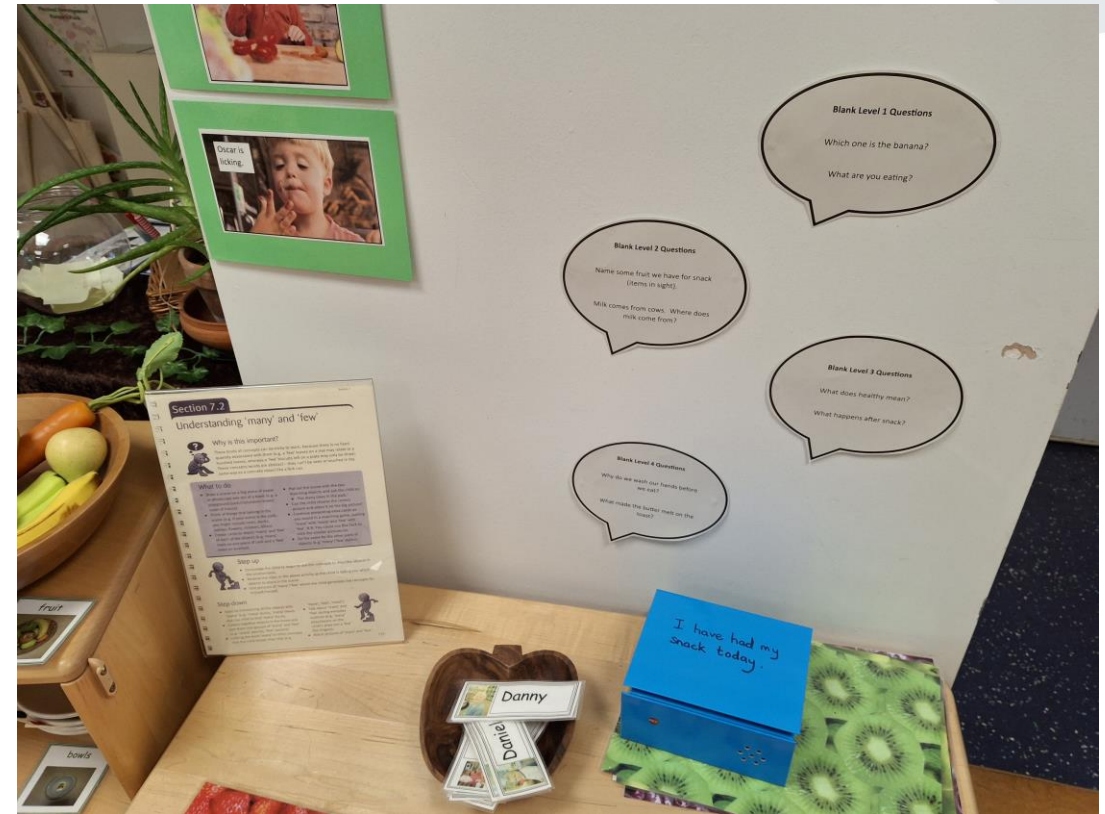


# Questioning

- Why questions are important
- Asking too many questions
- Open ended and closed questions  
(use closed questions for children with limited language)
- Giving time to respond
- Allowing children to think of their own questions



# Blank Level Questions



# Blank Level Questions

## Blank Level 1 Questions

Find me a cup.

Where is the teapot?



## Blank Level 2 Questions

Find me a big plate.

Teddy is eating cake and dolly is eating strawberries. Who is eating cake?

## Blank Level 3 Questions

Tell me how to make a sandwich.

Teddy is eating dolly's cake. How does dolly feel?

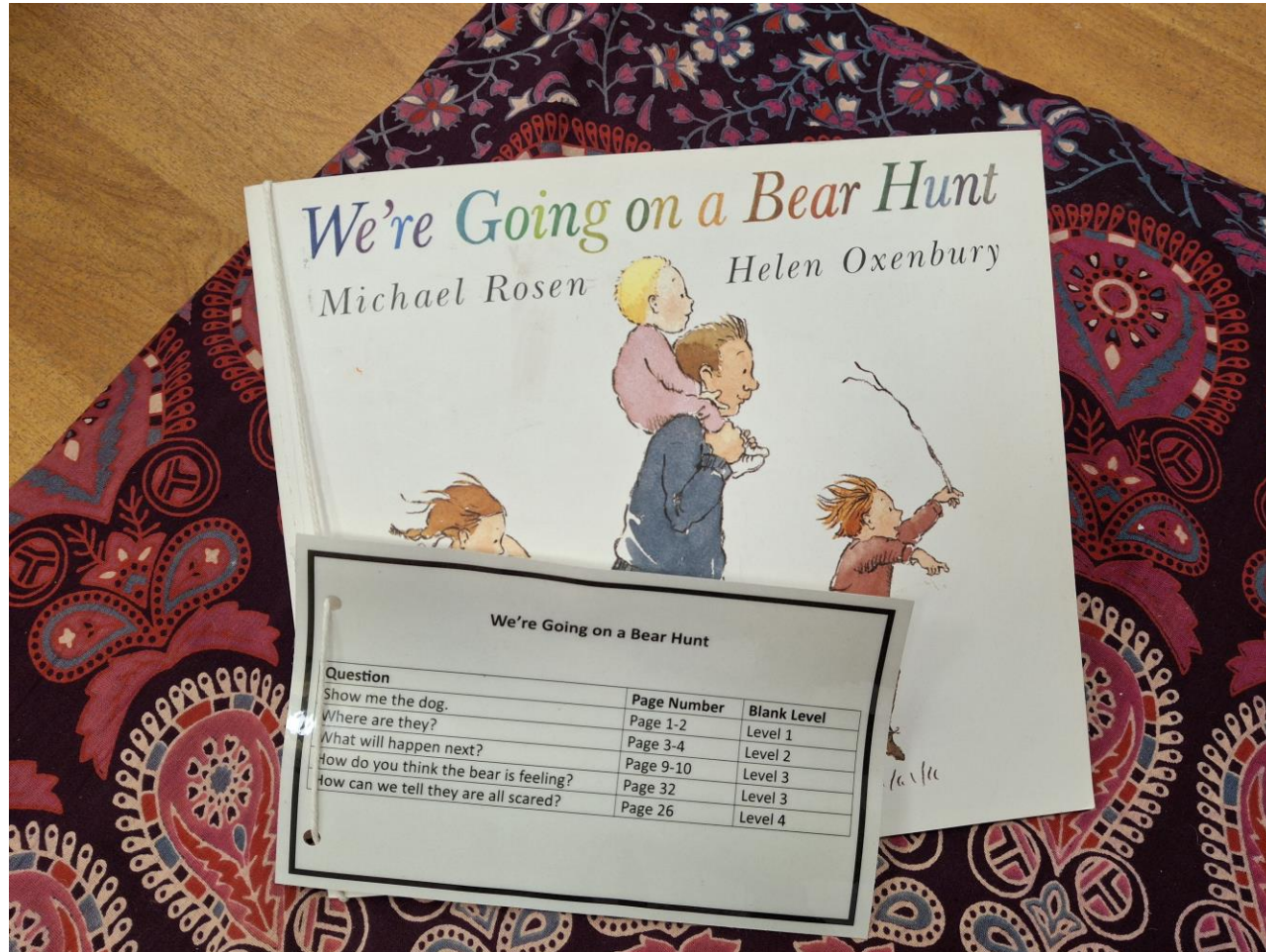
## Blank Level 4 Questions

Why do we need to make a cake?

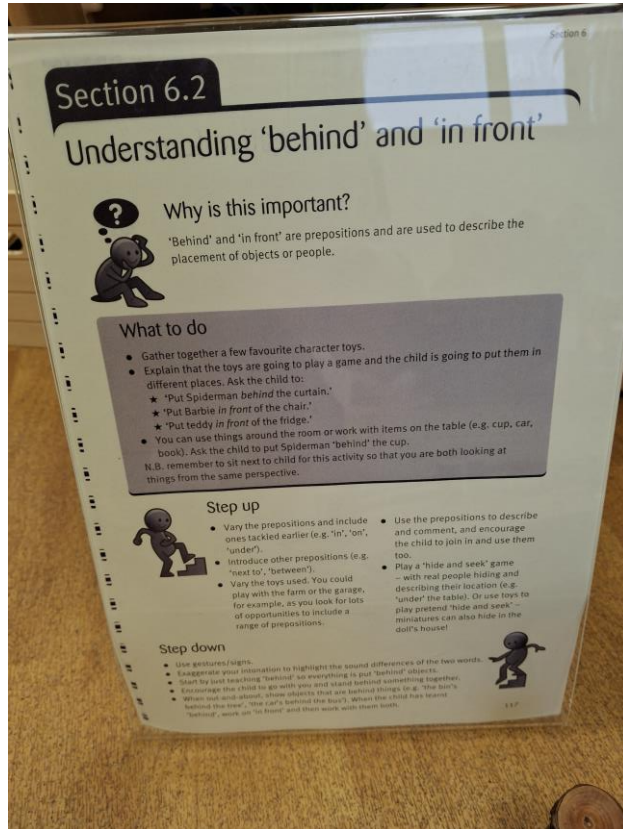
Why can't we cook the cake in the washing machine?



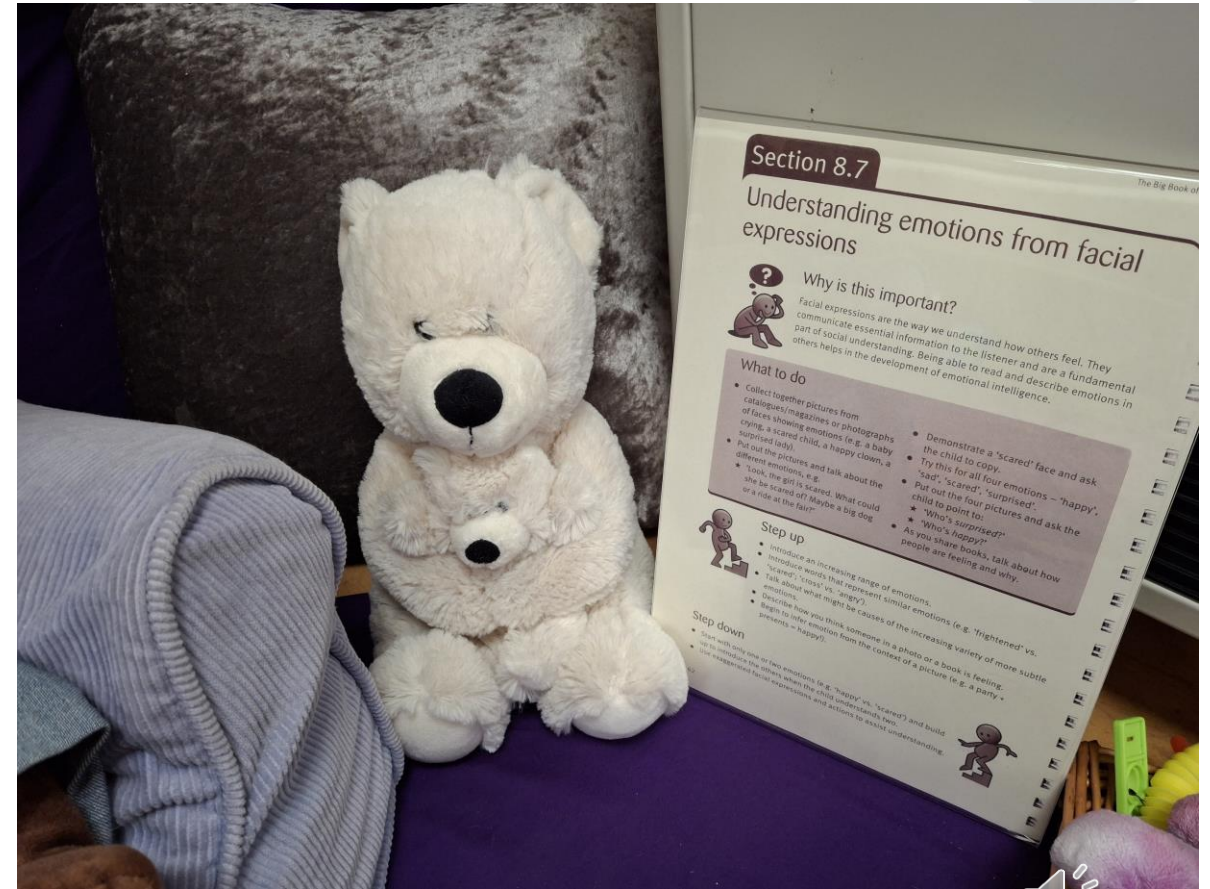
# Blank Level Questions



# WellComm

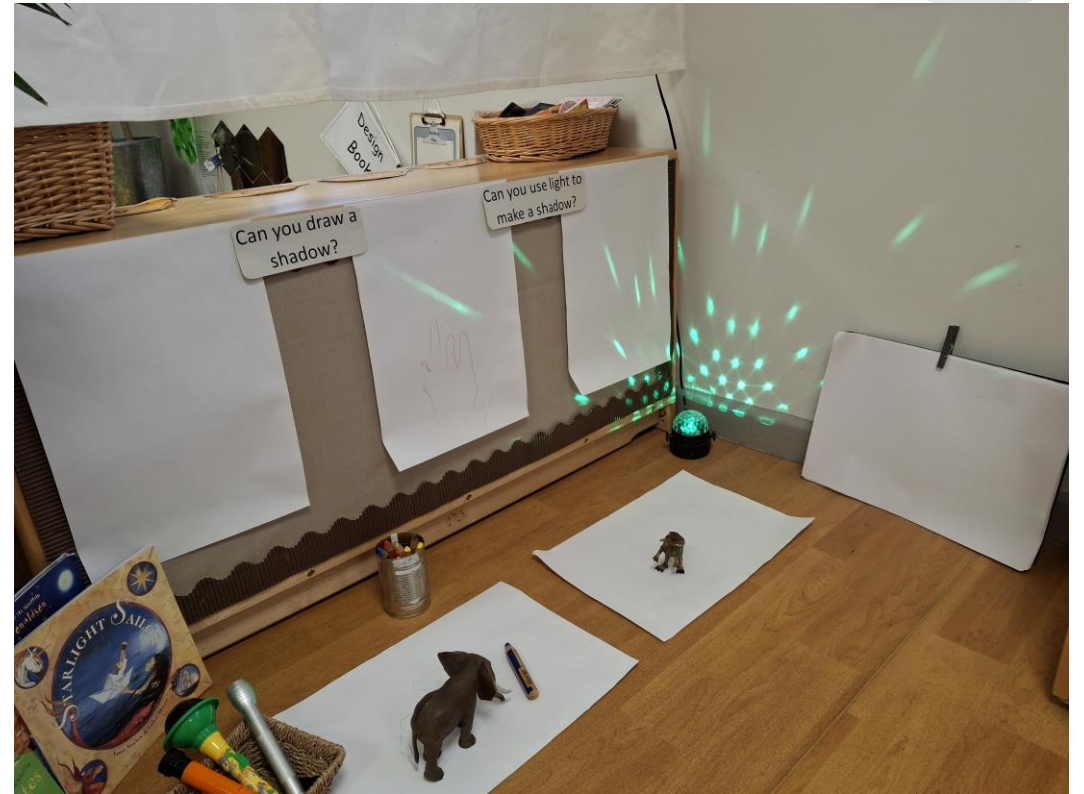
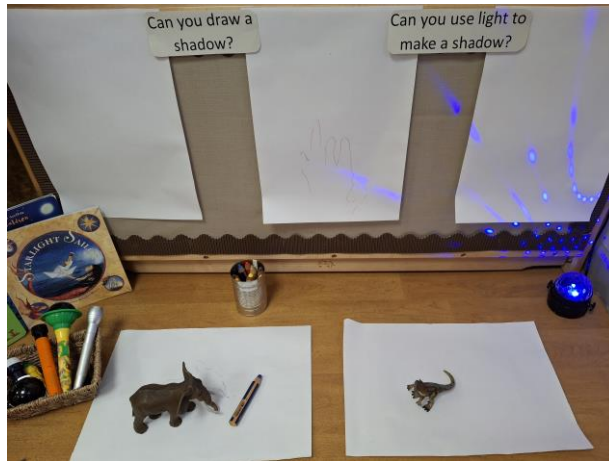


# WellComm

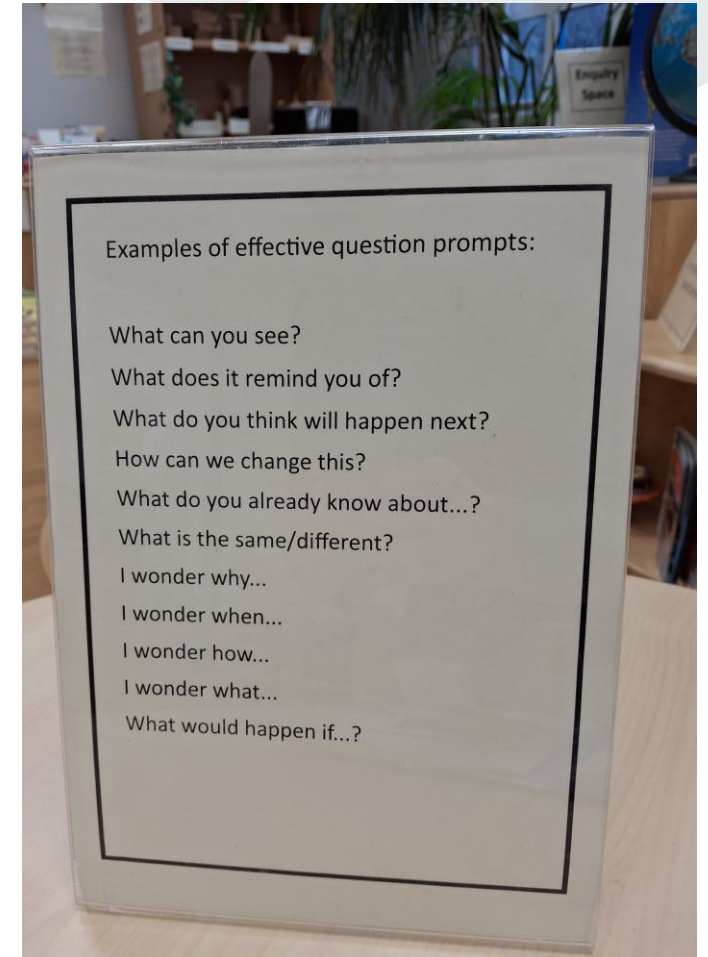




# Enquiry space



# Enquiry space



# Self-regulation space



# Books throughout the environment



# ShREC Approach

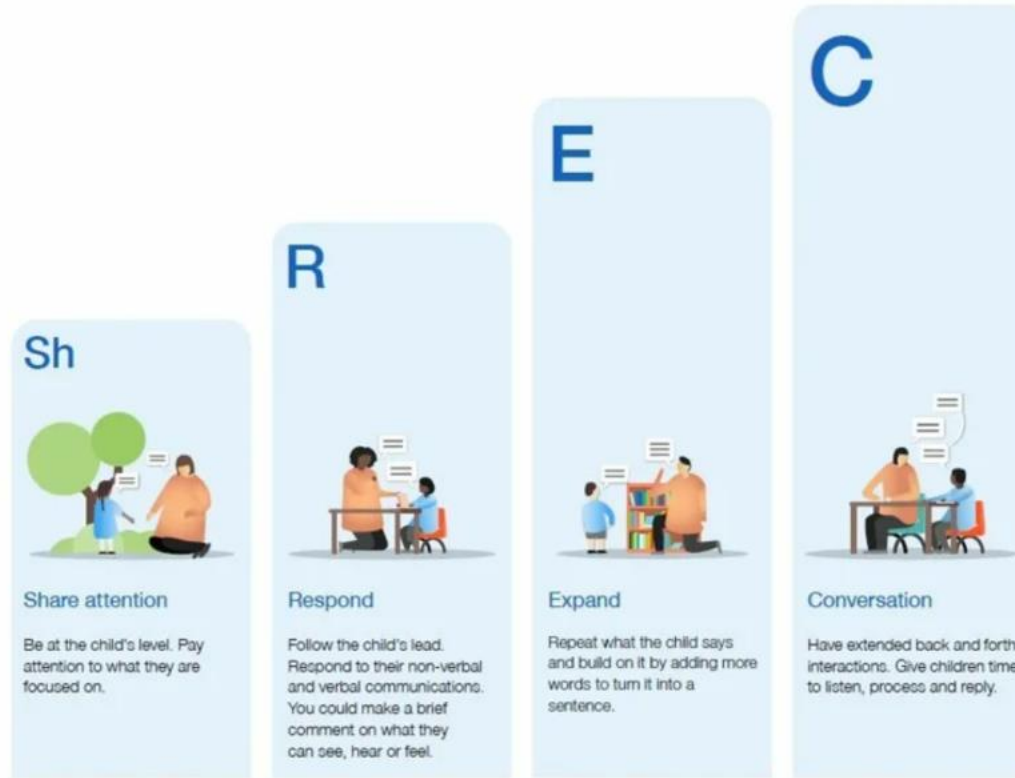
## HIGH QUALITY INTERACTIONS IN THE EARLY YEARS The 'ShREC' approach



The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

*"When done well, high quality interactions often look effortless but they are not easy to do well."*

EEF Guidance Report,  
Preparing for Literacy



This resource supports the 'Preparing for Literacy' guidance report.



# Thank you

**For further training opportunities visit**  
**[lancashire.gov.uk/earlyyearssupport](https://lancashire.gov.uk/earlyyearssupport)**

**Contact us**

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**Lancashire**

County  
Council

