



Tutor Materials

Support children's speech, language and communication development

The Communication Trust is a consortium of over 40 voluntary sector and not-for-profit organisations with expertise in children's communication development.

The Communication Trust works to highlight the importance of speech, language and communication across the children's workforce and to enable practitioners to access the best training and expertise to support the communication needs of all children.

For more information on The Communication Trust please visit **www.thecommunicationtrust.org.uk** or call **020 7843 2517**

Thank you to our expert consultants who helped with the development of the materials.

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Tutor materials

Support speech, language and communication development

This unit is part of two current qualifications on the Qualifications and Credit Framework (QCF):

- **Unit 300 of the City & Guilds CPD Level 3 Award in Supporting Children and Young People’s Speech, Language and Communication (Number: 4337)**
- **CY POP 20 of the Level 3 Children and Young People’s workforce diploma**

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Introduction

The Communication Trust works to highlight the importance of speech, language and communication across the children's workforce and to enable practitioners to access the best training and expertise to support the communication needs of all children.

To help embed crucial skills and knowledge in speech, language and communication within the workforce, The Communication Trust has developed seven level 3 units of qualification which have been accepted as part of the Qualifications and Credit Framework (QCF).

This unit sits within two qualifications;

1. Initial training within the Level 3 Children and Young People's Workforce diploma
2. As a standalone CPD Level 3 Award in Supporting Children and Young People's Speech Language and Communication (City & Guilds number: 4337)

To see how the units work together within these qualifications, including rules of combination, please refer to relevant documents from your awarding body.

Materials: an overview

To support the delivery of these units, either as part of the diploma or the award, The Communication Trust has developed materials for tutors and learners. These materials offer information and resources, as well as possible activities to support both learning and assessment for each unit.

The materials have been developed to offer flexibility; tutors could use them as a whole or select information or activities to supplement or complement their own ideas and materials. To facilitate this, they follow a simple structure using a PowerPoint format.

Additional information is included in the notes section of the PowerPoint presentation. We have aimed to include useful notes for tutors, but these are not prescriptive and you may of course change or replace them as you feel appropriate.

At all points please reference The Communication Trust when using parts or all of these materials. Please do not use for commercial use.

Organisation of materials

Each unit has a separate set of materials including tutor and learner materials and a tutor PowerPoint. However, particularly in the delivery of the award, it is appropriate to deliver and assess holistically, following good practice in adult learning and making best use of learning and assessment time. So, similar areas of learning from the individual units would be covered at the same time and activities for assessment may easily cover criteria from

across different units, avoiding duplication or unnecessary extra tasks for learners. Tutors are best placed to decide how the units would work most effectively for their learners.

In summary, we have aimed to provide comprehensive information and engaging activities which you can use flexibly or adapt to your own preferences to support learners in their development of knowledge and skills in this crucial area of a child or young person's development.

An overview of each learning outcome and supporting materials

This booklet provides an overview of what is covered in each learning outcome and highlights which activities have associated worksheets for learners. This overview is provided in a table format. Also included in the materials are lists of useful information sources. Where links are referenced we recommend you copy and paste these into your web browser. As new information and resources are frequently being developed and as national and local policies and initiatives change, it is important to update references for your learners on a regular basis.

Evaluating your confidence in understanding speech, language and communication

If you would like to find out how confident you are in children's speech, language and communication, you could complete a self-evaluation using a tool called the Speech, Language and Communication Framework (SLCF). This sets out different skills and knowledge needed to support communication development.

Within this framework you are able to rate how confident you feel regarding different elements of speech, language and communication. This can then give you a profile of where you are confident and areas that would benefit from further development. It may be useful for your learners to do this before they start the unit, as changes in confidence can be shown over time. The SLCF online is also a useful website for finding free resources and further training opportunities to support the knowledge and skills related to speech, language and communication. Please visit www.talkingpoint.org.uk/slcf

Support speech, language and communication development

This unit aims to provide a basis for understanding the typical development of speech, language and communication of children and young people and the importance for a child or young person's overall development.

In order to deliver this unit, it is essential for tutors to have a strong understanding of speech, language and communication development.

This unit is worth 3 credits and amounts to around 30 hours of learning.

Learners may be completing this unit as part of:

1. **The level 3 Children and Young People's Workforce diploma.**
2. **The City & Guilds The City & Guilds CPD Level 3 Award in Supporting Children and Young People's Speech Language and Communication (Number: 4337)**

This is a mandatory unit of the Award 4337, so learners will need to complete this in order to achieve the award. Additionally, what learners learn from this unit will very much support the other areas they will cover in other units of the award. Effective learning from this unit forms the foundation for optional units within the award.

Again, to see how the units work together within these qualifications, including rules of combination, please refer to relevant documents from your awarding body.

Please see below an indication of each Learning Outcome along with the appropriate assessment criteria. We have outlined resources that will support these Learning Outcomes which may be referenced in the PowerPoint presentation.

The information and activities are organised into three sections, each one corresponding to one of the three Learning Outcomes for the unit. For Learning Outcomes 1 and 2 which are knowledge based we have included a good deal of information to support this learning. Where Learning Outcomes are more focused on skills in practice (Learning Outcome 3) less information is provided.

Learning Outcome 1

Understand the importance of speech, language and communication for children's overall development

Assessment criteria

- 1.1 Explain each of the terms:
 - Speech
 - Language
 - Communication
 - Speech language and communication needs
- 1.2 Explain how speech, language and communication skills support the following areas in children and young people's development:
 - Learning
 - Emotional
 - Behaviour
 - Social
- 1.3 Describe the potential impact of speech, language and communication difficulties on the overall development of a child or young person both currently and long term
- 1.4 Explain the factors that increase the risk of children and young people having speech language and communication needs

Information sources

1. www.talkingpoint.org.uk/en/EY-worker.aspx
2. www.talkingpoint.org.uk/en/Parent/Speech%20and%20Language/Communication-is-vital.aspx

Useful information across this learning outcome can be found at the Talking Point website and in particular the above links.

Useful resources in relation to speech, language and communication needs (SLCN):

1. www.literacytrust.org.uk/assets/0000/2873/Long-term_impact_of_slds.pdf
This PDF is useful when considering the impact of SLCN on a child's development.
2. ***Misunderstood, Don't get me wrong, Small Talk and Universally Speaking***
The Communication Trust website has a range of booklets for example *Don't Get Me Wrong* which present SLCN clearly and offers greater understanding of what SLCN

may look like within your setting. These booklets also consider individual case studies. To download these or look at other Communication Trust materials please visit:

www.thecommunicationtrust.org.uk/publications or www.hello.org.uk/resources

3. www.afasicengland.org.uk/publications/glossary-sheets

Afacic produces a range of information sheets, leaflets and publications which provide important information to parents/carers, about young people with speech and language impairments and to the professionals who work with them.

Overview

Learning Outcome 1	Power point presentation slides, with associated notes	Related AC*	Learner sheets
Information	A simple model: What are speech, language and communication?	1.1	
Activity 1a	What are speech, language and communication?	1.1	✓
Information	<ul style="list-style-type: none"> • Speech is... • Language includes... • Communication involves... 	1.1	
Information	Speech, Language and Communication Needs (SLCN) Why may children have difficulties? Factors relating to SLCN 1 Factors relating to SLCN 2	1.1 2.4 1.4	
Portfolio task 1.1	Develop a glossary for your setting, explaining the terms: <ul style="list-style-type: none"> • Speech • Language • Communication • Speech, Language and Communication Needs – include some information explaining risk factors for SLCN here 	1.1 1.4	✓
Information	<ul style="list-style-type: none"> • How speech, language and communication skills support other areas of development 	1.2	
Activity 1b	How do speech, language and communication skills support development	1.2	✓
Portfolio task 1.2	Design a poster for your setting, showing how speech, language and communication skills support children's: <ul style="list-style-type: none"> • Learning • Social development • Emotional development • Behaviour 	1.2	✓

Information	• What are the impacts of SLCN?	1.3	
Activity 1c	Potential Impacts	1.3	✓
Portfolio task 1.3	Using case study information to consider impacts	1.3	✓
Transfer into practice 1	Reflects on learning from this outcome		✓

Assessment criteria

- 2.1 Summarise the typical stages of speech, language and communication development of children in the following age groups, including both understanding and use of language:
 - 0-5 years old
 - 5-11 years old
 - 11-16 years old
- 2.2 Explain how children and young people develop their speech, language and communication and identify how this applies to children who are learning more than one language
- 2.3 Explain how speech, language and communication work together to enable effective interaction
- 2.4 Explain the different ways in which a child or young person may not follow typical speech language and development

Information sources

1. **www.talkingpoint.org.uk/Parent.aspx**

Talking Point has a wealth of information about the ages and stages of children's speech, language and communication development from birth to 17 years. It also includes ideas on how to support children's development at each stage. There are a number of factsheets available which have been translated into a number of different languages.

Talking Point has information specifically for different professional groups including people working in the Early Years, teachers, health visitors, GPs and Speech and Language Therapists. There is also a section for young people.

2. **www.talkingpoint.org.uk/Parent/Directory/Progress-Checker.aspx**

An interactive progress checker for children up to 5 years which can be used as a guide to support finding out where individual children are at in terms of their speech, language and communication development.

3. **www.literacytrust.org.uk/assets/0000/1161/ttybresourceclistnew.pdf**

The Talk to Your Baby website has a large number of downloadable fact and information sheets for parents and professionals focusing on early speech, language

and communication development. A list of all available factsheets can be found at:
www.literacytrust.org.uk/talk_to_your_baby/resources

There is also a specific factsheet focusing on children who are learning more than one language.

4. Talking Point Video Clips: www.youtube.com/videoican#p/u/1/jt7y1IM2jOM

Talking Point features some video clips which show how younger children develop speech, language and communication.

5. www.talkingpoint.org.uk/Parent/Speech%20and%20Language/Some-Children-Struggle.aspx

Information about the way children may not develop speech, language and communication as expected.

6. Ages and stages of speech language and communication posters and leaflets

This can be found via the Hello website: www.hello.org.uk/resources

Overview

Learning Outcome 2	Powerpoint presentation slides, with associated notes	Related AC*	Learner sheets
Information	<ul style="list-style-type: none"> How do children and young people develop their speech, language and communication skills? 		
Activity 2a	How do children and young people develop their speech, language and communication skills?	2.2	✓
Activity 2b	How do children and young people learning more than one language develop their speech, language and communication skills?	2.2	✓
Information	<ul style="list-style-type: none"> Speech, language and communication working together 	2.3	
Activity 2c	Ages and stages	2.1	✓
Activity 2d	What's typical?	2.1	✓
Information	For some children, developing speech, language and communication is difficult		
Activity 2e	Some children may not follow typical patterns of development	2.4	

Portfolio task 2.1	<ul style="list-style-type: none"> Develop a summary table of the typical stages of speech, language and communication development of children in the following age groups 	2.1	✓
Portfolio task 2.2	Design an information sheet for your setting explaining how children and young people develop their speech, language and communication skills.	2.2 2.3 2.4	✓
Transfer into practice 2	Reflects on learning from this outcome		✓

Learning Outcome 3

Be able to identify typical speech, language and communication development of children and young people

Assessment criteria

- 3.1 Observe and report examples of a child or young person using their communication skills in different contexts
- 3.2 Plan and carry out an observation of a child or young person using their communication skills in different contexts
- 3.3 Report on planned observations highlighting normal variations in the typical speech, language and communication development of children or young people

Information sources

This Learning Outcome should be assessed in relation to a real work environment. Learners will demonstrate their skills and knowledge developed through Learning Outcomes 1 and 2 in this portfolio task.

Resources relating to observing children's development seem to be targeted at younger children:

1. The Inclusion Development programme (IDP): Supporting Children with SLCN Guidance for practitioners in the EYFS.

The IDP has now been archived but this useful resource which has information about the importance of observing children in different contexts can be found at: <http://media.education.gov.uk/assets/files/pdf/s/supporting%20children%20with%20speech%20language%20and%20communication%20needs%20eyfs.pdf>

2. www.teachfind.com/national-strategies/creating-picture

Creating the picture is a document focusing on assessment approaches, including observation, within the Early Years Foundation Stage.

Overview

Learning Outcome 3	Power point presentation slides, with associated notes	Related AC*	Learner sheets
Information	<ul style="list-style-type: none">• Observing and reporting on children and young people's communication• Observing speech, language and communication – Principles of good practice	3.1 3.2 3.3	
Portfolio activity 3.1	Observe a child or young person in at least two different contexts	3.1 3.2 3.3	✓
Information	Observation case study		

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Hello is a campaign run by The Communication Trust, a group of over 40 charities and not-for-profit organisations with expertise in children's communication. *Hello* is making children's communication skills a priority in schools and homes across the country by providing information on communication development, guidance on how to spot if children are struggling and where to go for more information and support.

Please visit www.hello.org.uk for information on how you can help improve the communication skills of children and young people – so that they can live their life to the full.

