



The Communication Trust
Every child understood



Early Years Mandatory Pathway Unit 5

Support children's speech, language and communication

Tutor and Learner materials



The Communication Trust

Every child understood

Early Years Mandatory Pathway Unit 5 (EYMP5) of the Level 3 Children and Young People's Workforce Diploma

Tutor and Learner pack

Welcome to The Communication Trust's tutor and learner pack

In this pack you will find:

Tutor materials

Information pack including links to the diploma as a whole and supporting resources

Tutor PowerPoint

PowerPoint presentation with supporting information and resources

Learner materials

Information pack with activities, portfolio tasks and supporting resources

Where links are referenced we recommend you copy and paste these into your web browser.

The materials along with supporting resources and web links can be found at the following web address and new materials will be added regularly:

www.talkingpoint.org.uk/eymp5

For more information on using the materials, or to order more copies please contact **enquiries@thecommunicationtrust.org.uk** or call **020 7843 2517**.



Tutor Materials

Early Years Mandatory Pathway Unit 5

Support children's speech, language
and communication

The Communication Trust is a consortium of over 35 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 members of the Consortium who helped with the development of the materials. In particular thanks to I CAN and Elklan who provided support and guidance along with expertly written information and resources. For more information please go to **www.ican.org.uk** and **www.elklan.co.uk**.

Special thanks to Lisa Morgan, Professional Director of The Communication Trust and author of these materials.

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Current Consortium members

1 Voice, ACE Centre North, ACE Centre, Action for Children, Afasic, Association for the Rehabilitation of Communication and Oral Skills (ARCOS), Auditory Verbal UK, Barnardo's, British Stammering Association, Candle, CENMAC, Chailey Heritage Clinical Services, Communication Matters, Contact a Family, DialogueLab, Elklan, I CAN, KIDS, Language for Learning, The Makaton Charity, Mencap, MERU, National Association of Professionals concerned with Language Impairment in Children (NAPLIC), National Autistic Society (NAS), National Deaf Children's Society (NDCS), National Literacy Trust, Paget Gorman Society, Radio in Schools, St Catherine's, Scope, Selective Mutism Information and Research Association (SMIRA), Social Emotional Behavioural Difficulties Association (SEBDA), Symbol UK, The Children's Society, The Children's Trust Tadworth, The Learning Partnership.com, The Michael Palin Centre for Stammering Children, The Signalong Group, TreeHouse

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Early Years Mandatory Pathway Five (EYMP5): Support children’s speech, language and communication

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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.

The Communication Trust has been working to support the entire children's workforce since its conception in 2007. The Communication Trust has developed a number of qualification units, each focusing on speech, language and communication. On the invitation of the Children's Workforce Development Council a unit has been incorporated into the Early Years Mandatory Pathway of the Level 3 Children's Workforce Diploma as the **EYMP5: Support children's speech, language and communication**. The other units are included in the optional bank.

This unit is worth 4 credits and amounts to around 40 hours of learning. Materials have been carefully designed to support the learning outcomes of this unit and link to the stated assessment criteria.

This unit is based on a sound knowledge of child development completed elsewhere in the diploma. However, a useful resource to reinforce this knowledge can be found at the Talking Point website: www.talkingpoint.org.uk/en/EY-worker.aspx

What's in this pack?

Tutor materials

This provides an overview of what is covered in each learning outcome, highlights which activities have associated worksheets for learners and shows links to other areas of the diploma. 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.

Additional information is included in the notes section of the PowerPoint presentation. We have aimed to include full notes for colleagues who may be new to delivering learning in speech, language and communication.

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

Learner materials

These materials provide information and activities to support learning and portfolio tasks for each of the learning outcomes. Useful resource sheets have also been included.

Organisation of materials

The information and activities are organised into four sections, each one corresponding to one of the four learning outcomes for the unit. However, please feel free to re-structure this as you feel appropriate. For learning outcomes which are knowledge based (1 and 2), we have included a good deal of information to support this learning. Where learning outcomes are more focused on skills in practice, less information is provided.

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's development.

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

Additional diploma units in the optional bank

As part of the diploma, there are also a number of units in the optional bank, which also focus on speech, language and communication and which can be combined with the EYMP5. These are:

- CYPOP15 Support positive practice with children and young people with speech, language and communication needs
- CYPOP21 Work with parents, families and carers to support their children's speech, language and communication development
- CYPOP22 Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties
- CYPOP23 Support the speech, language and communication development of children who are learning more than one language

Linking to local specialists in speech, language and communication

If you would like additional information or specialist input to support your delivery of the EYMP5, you may want to contact your local speech and language therapy department. These can be found through Talking Links at: www.talkingpoint.org.uk/talkinglinks

There are also a number of national voluntary sector organisations which are part of the Communication Trust consortium who may be able to help with your work. Please go to www.thecommunicationtrust.org.uk/partners to find out more.

Linking to the rest of the Children and Young people's workforce diploma

There are a number of other units within the diploma which link closely to the EYMP5. These have been referenced in relation to each learning outcome, but in summary, these include:

- SHC31 Promote communication in health, social care or children and young people's settings
- CYP Core 3.1 Understand child and young person development
- CYP Core 3.2 Promote child and young person development
- EYMP 2 Promote learning and development in the early years

Other related units also include:

- CYP Core 3.6 Working together for the benefit of children and young people
- CYP Core 3.7 Understand how to support positive outcomes for children and young people

These materials aim to complement learning within these other units. There may be some activities which draw on learners' understanding of particular areas, and these have been referenced where possible.

An overview of each learning outcome and supporting materials

Please see 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. We have then highlighted how the slides meet the assessment criteria and also link to other units within the diploma.

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' and 'speech, language and communication needs'
- 1.2 Explain how speech, language and communication skills support each of the following areas in children'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 both currently and in the longer term

Information sources

www.talkingpoint.org.uk/en/EY-worker.aspx



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_slcns.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/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.
4. www.talkingpoint.org.uk/Parent/Speech%20and%20Language.aspx
I CAN has a range of useful resources. The above link provides general information on language development as well as SLCN.

Overview

Learning outcome 1	Powerpoint presentation slides with supporting notes	Related AC*	Learner sheet	Links to diploma
Information	<ul style="list-style-type: none"> A simple model of speech, language and communication <i>A diagrammatic representation of speech, language and communication</i>	1.1		SHC 31
Activity 1a	<ul style="list-style-type: none"> What are speech, language and communication? Sorting activity Possible answers <i>To establish learners' current understanding</i>	1.1		
Information	<ul style="list-style-type: none"> Speech is... 	1.1		CYP 3.1 AC 2.1; 2.2; 4.1; 4.3
	<ul style="list-style-type: none"> Language includes... 	1.1		
	<ul style="list-style-type: none"> Communication involves... 	1.1		
	<ul style="list-style-type: none"> Speech, language and communication needs 	1.1		
	<ul style="list-style-type: none"> SLCN – a quick quiz <i>Provides some background and supporting information about SLCN</i>	1.1		
	<ul style="list-style-type: none"> First steps in identifying SLCN <i>Highlights the importance of using developmental information to check children's skills</i>	1.1 1.3		
Portfolio task 1.1	<ul style="list-style-type: none"> Develop a glossary of terms 	1.1		SHC 31
Information	<ul style="list-style-type: none"> How speech, language and communication skills support other areas of development <i>Provides brief information – it is anticipated learners will be covering this in more detail as part of other units</i>	1.2		EYMP2 AC 1.1

Activity 1b	<ul style="list-style-type: none"> • How do speech, language and communication skills support development? Paired research • Collating answers as whole group <p><i>To consider one development area in more detail and then share with others</i></p>	1.2		EYMP2 AC 1.1
Portfolio task 1.2	<ul style="list-style-type: none"> • Design a poster showing how speech, language and communication skills support children's development 	1.2		
Information	<ul style="list-style-type: none"> • What are the impacts of SLCN? 	1.3		CYP 3.1 AC 4.1
Activity 1c	<ul style="list-style-type: none"> • Potential impacts – group thought shower • Possible answers <p><i>To use knowledge of why speech, language and communication are important and to consider how SLCN may impact on a child's development</i></p>	1.3		
Portfolio task 1.3	<ul style="list-style-type: none"> • Highlight SLCN and potential impacts now and in the future 	1.3		
Transfer into practice	<ul style="list-style-type: none"> • Reflect on learning from this outcome 			

*Related assessment criteria

Learning Outcome 2

Understand the importance and benefits of adults supporting the speech, language and communication development of the children in own setting

Assessment criteria

- 2.1 Explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years
- 2.2 Explain the relevant positive effects of adult support for the children and their families
- 2.3 Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning

Information sources

The first two sources are appropriate to support Activity 2c.

1. **www.talkingpoint.org.uk/en/EY-worker.aspx**
This provides a link to information explaining ways to support children's speech, language and communication development at different stages. It includes developmental information and tips to support children in the following age ranges: 6-12 months; 12-18 months; 18-24 months; 2-3 years; 3-4 years and 4-5 years. These are also available as downloadable factsheets and have been translated into a number of different languages at: **www.talkingpoint.org.uk/Parent/Directory/Free%20Resources%20for%20Parents.aspx**
2. **www.elklan.co.uk/downloads/free-downloads**
These materials have been made available to support this unit and are available at **<http://www.talkingpoint.org.uk/EY-worker/Supporting-Children/EYMP%205.aspx>**. They give a wide range of different ideas and strategies to support speech, language and communication.
3. **www.literacytrust.org.uk/talk_to_your_baby/resources**
This is a resource list containing many useful fact sheets and resources suitable for practitioners and parents and families.
4. **www.literacytrust.org.uk/assets/0000/1060/SchoolResourceKit_Quiz.pdf**
This is a useful additional activity to support this learning outcome.
5. **www.youtube.com/watch?v=joqVklInnPoY**
This links to the DVD clip from *Learning to Talk, Talking To Learn* which supports activity 2b, *Top Tips for Early Years Practitioners*.

Information on levels of development

There are many different resources available including;

1. www.talkingpoint.org.uk/~media/EYMP5/Stages%20of%20Speech%20and%20Language%20development.ashx

This is a downloadable poster which looks at the stages of language development.

2. <http://webarchive.nationalarchives.gov.uk/20110202093118/http://nationalstrategies.standards.dcsf.gov.uk/search/inclusion/results/nav:46335>

Useful information and resources can be found at the archived National Strategies site especially the Communication, Language and Literacy section of The Early Years Foundation Stage (EYF), Areas of Learning and Development.

Overview

Learning outcome 2	Powerpoint presentation slides and supporting notes	Related AC	Learner sheet	Links to diploma
Pre-section activity	<ul style="list-style-type: none"> • Observe and note speech, language and communication in an activity in your setting • Follow-up and reflection <p><i>To use observation and begin to consider adults role and methods of supporting speech, language and communication</i></p>	2.1	✓	CYP 3.2 AC 2.4 EYMP2 AC 4.3
Information	<ul style="list-style-type: none"> • Why is it important to support children's speech, language and communication development? <p><i>To link to prior learning about development and impacts of SLCN</i></p>	all		
Activity 2a	<ul style="list-style-type: none"> • Considering current practice <p><i>To establish learners' current approaches</i></p>	2.1	✓	
Information	<ul style="list-style-type: none"> • Research evidence – what affects language development <p><i>Highlights key factors from research</i></p>	2.1		
Information	<ul style="list-style-type: none"> • Making a big difference <p><i>Highlights crucial role learners will have as practitioners supporting children's speech, language and communication</i></p>	all		

Learning outcome 2	Powerpoint presentation slides and supporting notes	Related AC	Learner sheet	Links to diploma
Quick quiz	<ul style="list-style-type: none"> When can you support and extend children's speech, language and communication? <i>Provides a background understanding</i>	2.1		CYP 3.2 AC 2.4 EYMP2 AC 4.3
Information	<ul style="list-style-type: none"> Supporting the communication development of babies <i>Provides some brief information on support for early communication</i>			
Information	<ul style="list-style-type: none"> Techniques and approaches 1 - DVD <i>This is an introductory DVD clip, outlining 10 simple techniques for early years practitioners</i>	2.1		
Activity 2b	<ul style="list-style-type: none"> Reflection on DVD 	2.1	✓	
Information	<ul style="list-style-type: none"> Techniques and approaches 2 <i>These materials give a greater range of techniques, some of which are at a more detailed or complex level than techniques and approaches 1. They cover all different areas of speech, language and communication</i>	2.1		
Activity 2c	<ul style="list-style-type: none"> Develop a presentation showing how a technique or strategy could be used 	2.1	✓	

Information	<ul style="list-style-type: none"> Techniques and approaches 3 <ol style="list-style-type: none"> Enforced questions 2-choice questions Wh- questions Personal contributions Phatics <p><i>These demonstrate an analytical approach to using questions and show 2 more specific and more complex techniques for encouraging children's talking, particularly for more reticent children</i></p>	2.1		
Activity 2d	<ul style="list-style-type: none"> Reflection and analysis of techniques and approaches 3 Transfer into practice 	2.1	✓	
Information	<ul style="list-style-type: none"> Summary – what works well to support speech, language and communication <p><i>Pulls together lots of information about what works for children and how settings can support their communication</i></p>	2.1		
Information	<ul style="list-style-type: none"> Supporting the speech, language and communication of children with more than one language <p><i>Brief information</i></p>	2.1		
Portfolio task 2.1	<ul style="list-style-type: none"> Choose 3 different activities and show how you can support speech, language and communication 	2.1	✓	
Information	<ul style="list-style-type: none"> The benefits of supporting children's speech, language and communication <p><i>Consolidates thinking about why it is important to support speech, language and communication</i></p>	2.2		

Learning outcome 2	Powerpoint presentation slides and supporting notes	Related AC	Learner sheet	Links to diploma
Portfolio task 2.2	<ul style="list-style-type: none"> Complete a chart showing the positive effects for children and their families 	2.2	✓	
Information	<ul style="list-style-type: none"> Speech, language and communication development <i>Reinforces prior learning</i>	2.3		CYP 3.1 AC 1.1; 1.2
Activity 2e	<ul style="list-style-type: none"> Ages and stage – when would you expect a child to... <i>Engages learners with developmental information to support portfolio task</i>	2.3	✓	CYP 3.2 AC 6.3 EYMP2 LO 2
Information	<ul style="list-style-type: none"> If you are concerned about a child's speech, language and communication development <i>Highlights that for some children, they won't develop typically and learners have a role in supporting identification</i>	2.3		
Portfolio task 2.3	<ul style="list-style-type: none"> All about me – compare the language levels of 2 children and show how you account for this in planning and settling in 	2.3	✓	

Additional note:

For the areas highlighted as techniques and approaches, we have provided a range of possible options in terms of the techniques and approaches which may be most appropriate for your learners. It is not intended that learners will look at each of these and undertake all three activities. They are there to provide choice, depending on the level of knowledge and skills of your learners.

Learning Outcome 3


Be able to provide support for the speech, language and communication development of the children in own setting

Assessment criteria

- 3.1 Demonstrate methods of providing support taking into account the age, specific needs, abilities, home language and interests of the children in your setting
- 3.2 Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children
- 3.3 Demonstrate in your practice how to work with children to develop speech, language and communication in 1:1 basis and groups
- 3.4 Evaluate the effectiveness of speech, language and communication support for three children in your setting.

Information sources

This learning outcome should be assessed in a real work environment. Learners will demonstrate their skills and knowledge developed through learning outcomes 1 and 2 in this portfolio task. Learners should also clearly relate their planning to the Early Years Foundation Stage (EYFS) as appropriate.

Learning outcome 3	Powerpoint presentation slides and supporting notes	Related AC	Learner sheet	Links to diploma
Portfolio task 3.1	<ul style="list-style-type: none">Preparing a case study <i>There are a number of learner sheets which aim to help learners structure their planning, delivery and evaluation of activities for their case study</i>	3.1 3.2 3.3 3.4		EYMP 2 CYP 3.2
Information	<ul style="list-style-type: none">Bullet points to support case study			

Learning outcome 4

Be able to contribute to maintaining a positive environment that supports speech, language and communication

Assessment criteria

- 4.1 Explain the importance of the environment in supporting speech, language and communication development
- 4.2 Review evidence about the key factors that provide a supportive speech, language and communication environment
- 4.3 Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children

Information sources

1. The Inclusion Development programme (IDP)

The IDP includes some information on strategies and the environment. This IDP has now been archived but many of the resources can be found at:

<http://webarchive.nationalarchives.gov.uk/20110202093118/http://nationalstrategies.standards.dcsf.gov.uk/search/inclusion/results/nav:46335>

or:

http://teachfind.com/national-strategies/early-years-foundation-stage-setting-standards-learning-development-and-care-chi?current_search=%22early%20years%20IDP%20child%20care

3. www.symbolsinclusionproject.org/resources/classroom/cfe/index.htm

Warwickshire has developed 3 booklets, which schools and settings can use to audit their environment in relation to communication friendly environments.

4. www.elizabethjarmanltd.co.uk

This website offers a lot of information and resources to support communication friendly spaces.

5. www.talkingpoint.org.uk/en/EY-worker/Supporting-Children/Adapting-the-environment.aspx

This is a brief introduction to some ideas of how to adapt the educational environment for children and young people with speech, language and communication needs and is also applicable to 'typically' developing children.

Learning outcome 4	Powerpoint presentation slides and supporting notes	Related AC	Learner sheet	Links to diploma
Information	<ul style="list-style-type: none"> • Considering the environment 	4.1		CYP 3.2
Information	<ul style="list-style-type: none"> • The physical environment • Adults in the environment • Children role in the environment <p><i>Brief information to support portfolio task</i></p>	4.2 4.3		AC 3.1
Portfolio task 4.1	<ul style="list-style-type: none"> • Design a booklet showing why and how the environment can support children’s speech, language and communication 		✓	
Portfolio task 4.1	<ul style="list-style-type: none"> • Planning sheet to support portfolio 		✓	

Overleaf is a range of additional resources and reading you may find useful.

The following printed version of the PowerPoint Presentation includes supporting notes. We have left space for you to add your own notes if you wish.

Additional reading and resources and organisations

Brown, R. (1973) *A first language: the early stages*. Cambridge MA: Harvard University Press.

Buckley, B. (2003): *Children's Communication Skills: from birth to five years* Routledge

Dukes, C. and Smith, M. (2007) *Developing pre-school communication and language* Sage

Elks, L. and McLachlan, H. *Early Language Builders*: Elklan: www.elklan.co.uk

Fleur, G. (2002) *Communication Counts – Speech and Language Difficulties in the Early Years*
David Fulton

Gerhardt, S. (2004) *Why Love matters: How affection shapes a baby's brain*: Brunner-Routledge

Hotonu, A. Aldous, A. and Schafer-Dreyer, R. (2009) *Including Children with Speech and Language Delay in the Foundation Stage*, A&C Black

I CAN, *Speech, Language and Communication and the Children's Workforce*, I CAN Talk Series - Issue 5. Available to download at www.ican.org.uk

I CAN, *Speech, Language and Communication Needs and the Early Years*, I CAN Talk Series - Issue 7 Available to download at www.ican.org.uk

Law, J. (2004): *Johnson's Everyday Babycare: Learning to Talk*; London: Dorling Kindersley.

Law, J. and Elias, J. (1996): *Trouble Talking – a guide for the parents of children with speech and language difficulties* London: Jessica Kingsley Publishers

Nash, M., Lowe, J. and Palmer, T. (2004) *Circle Time Sessions to Improve Communication Skills*; London: David Fulton.

Rosen, M. *Every Child a Talker: An audience with Michael Rosen*. Available to watch at www.nationalstrategies.standards.dcsf.gov.uk/search/earlyyears/results/nav:46542

Sheridan, M.D. (1997) *From Birth to Five Years*; Windsor: NFER-Nelson.

Ward, S. (2000) *Baby Talk*: Century

Whitehead, M. R. (2004) *Language and Literacy in the Early Years* London SAGE publication



PowerPoint presentation

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