



# Learner 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](http://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](http://www.ican.org.uk)** and **[www.elklan.co.uk](http://www.elklan.co.uk)**.

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

These materials can be reproduced in whole or in part. Information can be included in other publications and presentations for non-commercial use. When using information from these materials please use by copy write of The Communication Trust. These are not for commercial use.

### **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

## Contents

---

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

#### **Learner materials**

Introduction.....	4
What’s in this pack? .....	6
Further information.....	7
Evaluating your confidence in understanding speech, language and communication.....	7
Activities and portfolio tasks .....	8
Useful resources, information and organisations.....	36

## Introduction

---

Speech, language and communication are crucial skills, central to children's development. Supporting babies and children to develop these skills is vitally important, particularly in the early years, and can have many positive effects on all areas of a child's development. Practitioners working with babies and children in the early years have a very important role in supporting children's speech, language and communication. This unit will help you to gain knowledge and skills in supporting the speech, language and communication development of the children you work with.

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/EY-worker.aspx](http://www.talkingpoint.org.uk/EY-worker.aspx)

This unit is worth 4 credits and amounts to around 40 hours of learning. There are 4 learning outcomes for this unit. They each have a number of assessment criteria which will be used to assess your work. The following table highlights the learning outcomes for this unit alongside the allocated assessment criteria.

Learning outcome	Assessment criteria
1. Understand the importance of speech, language and communication for children's overall development	<p>1.1 Explain each of the terms 'speech', 'language', 'communication' and 'speech, language and communication needs'</p> <p>1.2 Explain how speech, language and communication skills support each of the following areas in children's development – learning, emotional, behaviour, social</p> <p>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</p>
2. Understand the importance and benefits of adults supporting the speech, language and communication development of the children in own setting	<p>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</p> <p>2.2 Explain the relevant positive effects of adult support for the children and their families</p> <p>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</p>
3. Be able to provide support for the speech, language and communication development of the children in own setting	<p>3.1 Demonstrate methods of providing support taking into account the age, specific needs, abilities, home language, interests of the children in your setting</p> <p>3.2 Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children</p> <p>3.3 Demonstrate in your practice how to work with children to develop speech, language and communication in 1:1 basis and groups</p> <p>3.4 Evaluate the effectiveness of speech, language and communication support for three children in your setting</p>

Learning outcome	Assessment criteria
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication	<p>4.1 Explain the importance of the environment in supporting speech, language and communication development</p> <p>4.2 Review evidence about the key factors that provide a supportive speech, language and communication environment</p> <p>4.3 Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children</p>

## What's in this pack?

For each of the learning outcomes, there is information and activities to support learning and portfolio tasks, which will show your knowledge and skills in action. This booklet includes useful resource sheets to support your learning throughout the EYMP5. Your tutor will explain how each of these will be used in more detail.

There is also a sheet highlighting some resources and websites which you might find useful. Where links are referenced we recommend you copy and paste these into your web browser. Many of the materials can also be found at the following web address:

**[www.talkingpoint.org.uk/eyp5](http://www.talkingpoint.org.uk/eyp5)**

Please note that we have provided activity and portfolio templates which are meant to be flexible. You may well need extra space to complete these activities and we recommended you use additional sheets where necessary.

## Further information

---

As part of the diploma, there are 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

## 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 will then give you a profile of where you are confident, areas that would benefit from further development and signpost to further training.

For more information please go to: [www.talkingpoint.org.uk/slcf](http://www.talkingpoint.org.uk/slcf)

Activity 1a  
**Speech, language or communication?** Supports AC 1.1

Look at the following descriptions. Complete the table, deciding if they describe 'speech', 'language' or 'communication'

- |                    |  |
|--------------------|--|
| Babbles            | Puts his arms up when he'd like you to pick him up     |
| Says 'teddy gone'  | Smiles at you  |
| Follows a story    | Asks for a drink                                       |
| Tells a story      | Takes turns in conversation                            |
| Answers a question | Says that spider starts with 's'                       |
| Says 'tat' for cat | Gives you the right toy when you ask for the big teddy |

Speech	Language	Communication

Are there any that were particularly difficult to decide on?

---



---



---



---

Are there any you think could go in more than one column?

---



---



---



---



Portfolio Task 1.1 Glossary	Assesses AC
Explain each of the terms 'speech', 'language', 'communication' and 'speech, language and communication needs'	1.1

Develop a glossary for your setting, explaining the terms:

- Speech
- Language
- Communication
- Speech, language and communication needs (SLCN)

Give an example of how you might use this glossary in your setting.

**How do speech, language and communication skills support development?**

Choose one of the following areas of development. For the area you have chosen, note down two ways in which you think speech, language and communication skills are important.

**Learning**

How do speech, language and communication skills support children's learning?

1. \_\_\_\_\_

2. \_\_\_\_\_

**Behaviour**

How do speech, language and communication skills support children's behaviour?

1. \_\_\_\_\_

2. \_\_\_\_\_

**Social development**

How do speech, language and communication skills support children's social development?

1. \_\_\_\_\_

2. \_\_\_\_\_

**Emotional development**

How do speech, language and communication skills support children's emotional development?

1. \_\_\_\_\_

2. \_\_\_\_\_

Portfolio Task 1.2 How speech, language and communication skills support other areas of learning	Assesses AC
Explain how speech, language and communication skills support each of the following areas in children’s development – learning, emotional, behaviour, social	1.2

*For activity 1b and this task, you may find it useful to use information you have received during Unit CYP 3.1 – ‘Understand child and young person development’, which covers these areas of development in more detail.*

Design a poster for your setting showing how speech, language and communication skills support children’s;

- Learning
- Social development
- Emotional development
- Behaviour

The information from activity 1b will help you to do this.

The audience for your poster should be either parents or other practitioners in your setting.

Keep your information clear and easy to read. Use pictures or photographs to illustrate your information.

You could photocopy or photograph your poster to include in your portfolio or use your original if you prefer.

**What are the possible impacts of SLCN?**

All of the areas of SLCN interact with each other and work together like a jigsaw. You may wish to consider the impacts of speech, language and communication needs as a whole or it may be easier to consider each area separately, as the boxes below show. However, it is important to remember that in reality, they all work together, not in isolation. You may also wish to consider the impacts of SLCN for children's families.

**Speech**

What are the possible impacts for children who have difficulties with their speech?

**Language**

What are the possible impacts for children who have difficulties with their language?

**Communication**

What are the possible impacts for children who have difficulties with their communication?

Portfolio Task 1.3 Case study of a child with SLCN	Assesses AC
Describe the potential impact of speech, language and communication difficulties on the overall development of a child both currently and in the longer term	1.3

Choose one of the three children described. After reading their profile, complete the form below to show how you think their speech, language and communication needs may affect their development now and in the future.

#### Jon is 3 years old

- Jon is a very active child. He needs adult support to sit and listen.
- He does not yet play with other children but laughs when the other children do, for example at the funny part of a story.
- He will take his coat off and hang it on the peg and will take himself to the toilet.
- At snack time he will ask for 'more' which is clear. However much of his speech is unclear and it is difficult to understand what he is trying to say.
- Jon appears to understand what is happening around him and follows whole group instructions. However, when asked to carry out a simple instruction he was not able to do so.
- Jon's parents say he does not respond when asked to do things at home as he is always running around and they find him difficult to manage.

#### Sofie is 20 months old

- Sofie is a quiet child and her parents say that she has always been 'good'.
- Sofie can follow simple instructions such as 'get your cup' or 'pack away' and likes to listen to stories and point at pictures.
- Sofie is making some sounds but she has no recognisable words. Her family are not concerned about this.

#### Chico is 4 years old

- Chico is a happy boy who took some time to separate from his mother and settle into the setting. He will now come happily into the setting in the morning and says hello to everyone.
- He has a best friend who he plays with most of the day and who has been seen to speak for Chico.
- Chico seems to understand everything that is said to him and is able to follow two part instructions such as 'get your coat and play outside'.
- He is able to follow stories and shows interest and involvement in them and can demonstrate his understanding by pointing.
- He has a lot to say. He uses single words and simple phrases but sometimes appears to get frustrated when what he is saying is misunderstood and he is not able to say what he wants.

### Recording sheet Portfolio Task 1.3

Child's name		Age	
Strengths	What are their needs?	What are the possible impacts for them now?	What are the possible impacts for them in the future?
	Speech		
	Understanding language		
	Talking		
	Communication		

## Learning outcome 1

### Transfer into practice 1

- Identify one thing which you feel has been particularly interesting or useful from your learning
- Identify one thing in your practice that you will change as a result of what you have learned
- Comment in your portfolio on how it changes your practice and what the outcome was for the children you are working with.

Pre-section activity Supports AC 2.1  
**Observing speech, language and communication in action**

Watch an activity in your setting for a short period of time – approximately 2-3 minutes. Alternatively, record some of your own work, with appropriate permissions. Write down a note of the activity and who was involved. Write down as much as you can of the language of the adult and child during this activity. Include information about any non-verbal communication you notice as well.

Activity – what was happening?	
Who was there?	
Adult said/did:	
Child said/did:	
Adult said/did:	
Child said/did:	
Adult said/did:	
Child said/did:	
Adult said/did:	

What do you notice about the interactions? For example:

**Who said the most?**

**How many questions were asked?**

**What supported language?**

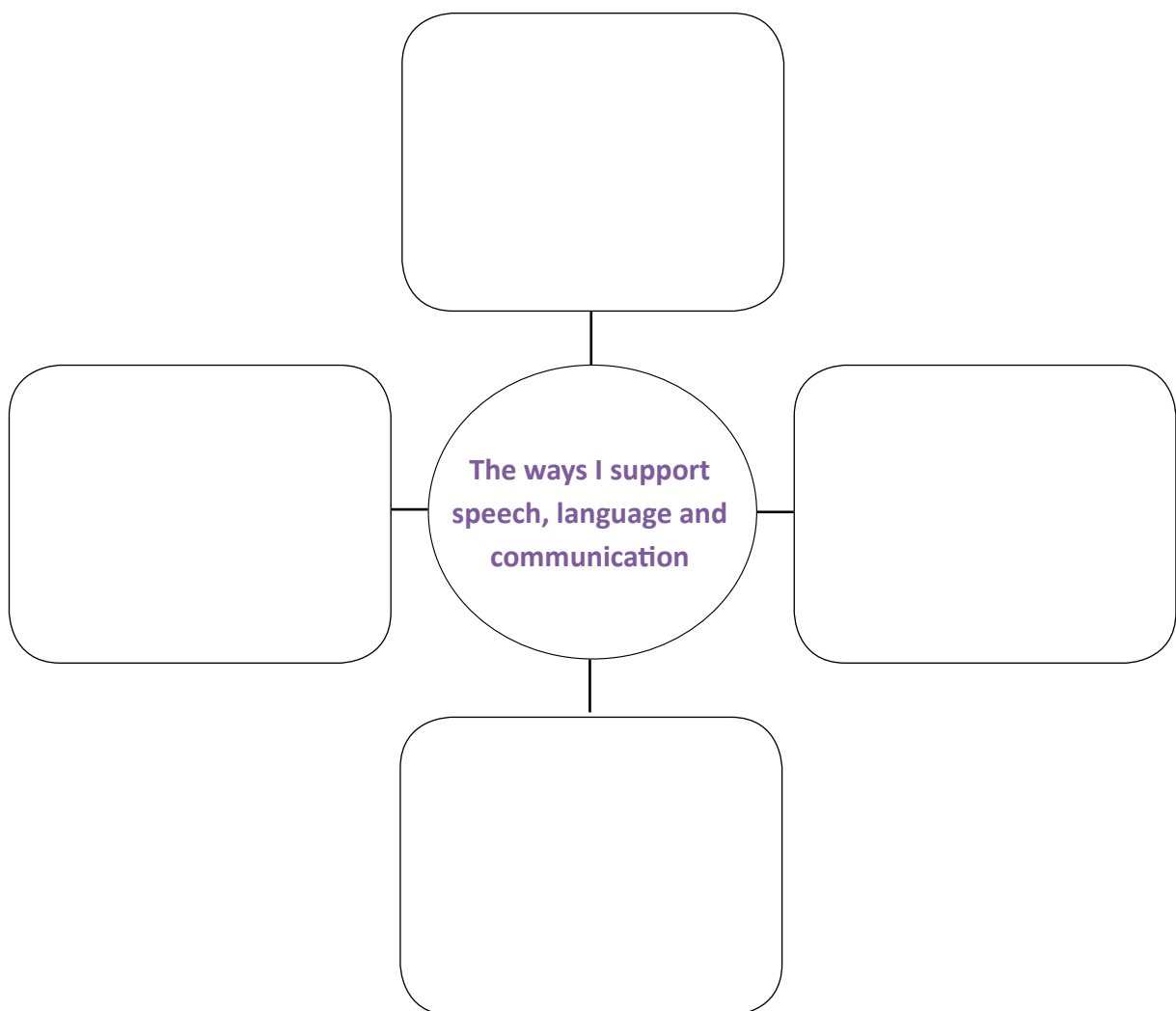
**How long were the child’s sentences?**

**If your observation was with a baby, what were their responses?**



**How do you support and extend speech, language and communication?**

This provides an opportunity for you to reflect on the ways you currently support children's speech, language and communication. Use the spidergram below to note down some ways you support or extend children's language. Highlight, as appropriate, whether this supports children's speech, understanding of language, talking or communication. Add more sections and/or use bigger paper if you wish.



Watch the DVD clip *Learning to Talk, Talking to Learn*, which shows 10 top techniques for supporting children’s speech, language and communication. For some people, these techniques may be familiar; for others there may be some which are new. It is important to watch and see these approaches in action and this activity will help you reflect on which you currently use in practice. This clip may indicate techniques you would like to develop and try out in your own setting.

Technique	Do I use this at the moment? Add comments about how useful it is.
Get the child’s attention first	
Make learning fun	
Use simple repetitive language	
Build on what the child says to you	
Demonstrate rather than criticise	
Imitate the child’s language	
Use all the senses to teach new words	
Give the child time to respond	
Be careful with questions	
Use the full range of expression	

## Evaluation

Technique used	
How did I use it? When, who with, in what activity?	
Why did I choose this method?	
How effective was it? What might I change next time, if anything?	

There are a number of resources which can provide lots more examples of ways to support and extend children's speech, language and communication. Your tutor will suggest useful ones to look at, but these may include:

**1. [www.talkingpoint.org.uk/en/EY-worker.aspx](http://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.aspx](http://www.talkingpoint.org.uk/Parent.aspx)

**2. [www.elklan.co.uk/downloads/free-downloads](http://www.elklan.co.uk/downloads/free-downloads)**

These materials have been made available to support this unit and are also available at [www.talkingpoint.org.uk/eyp5](http://www.talkingpoint.org.uk/eyp5). They give a wide range of different ideas and strategies to support speech, language and communication.

Include:

- What aspect of speech, language and communication this method would be useful for
- Whether this mainly supports or extends (or both)
- The age of child this would be most beneficial for
- What activity the method would be best used within and/or how the method can be used in everyday routines in your setting
- A demonstration of the method used. Consider using others to help and use toys or materials to make your demonstration realistic.

## Planning frame

Method chosen	
Brief description of what the method is	
The aspect of speech, language or communication it would be useful for	
This would be good for children aged...	
I would use this method in the following activities/routines	
How I will demonstrate the method	

Here are five different approaches to encourage children to talk. They include different ways of asking questions and different styles of interactions. For each, consider:

- How well does it support and extend the child’s language?
- How could the adult improve their questioning or interaction?
- How often do you currently use each approach in your talk with children?

Interaction style	Do you use this approach?	What was the child’s language like?	Does it support & extend the child’s language?	What might be better?
Enforced questions				
Two-choice questions				
Wh questions				
Personal contributions				
Phatics				

Transfer into practice 2

Try out either personal contributions or phatics in a conversation with a child. Make a note of the context, activity and child you were working with. Note or record (with the appropriate permissions) a short section of your interaction and consider:

How much and what did you say?

---

How much and what did the child say?

---

How effective an approach was this?

---

Portfolio Task 2.1 <b>Planning to support speech, language and communication</b>	Assesses AC
Explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years	2.1

This task is an opportunity to show the different ways children’s speech, language and communication can be supported in the early years. It will also help when you come to prepare your case study for section 3 of this unit.

- Choose 3 different activities and/or daily routines from your setting. Try to choose a variety of activities – remember, we can support and extend speech, language and communication in many different situations, indoors and outside. Include at least one daily routine.
- For each of these, show clearly some different ways adults can effectively support and extend children’s speech, language and communication.
- Include at least one example of supporting and at least one example of extending speech, language or communication.
- Include additional information, such as the age of the children and your reasons for choosing this activity or routine.
- You could use suitable planning documents from your setting, as long as you are able to clearly show how adults can support speech, language and communication. Alternatively, you could use the template provided overleaf.

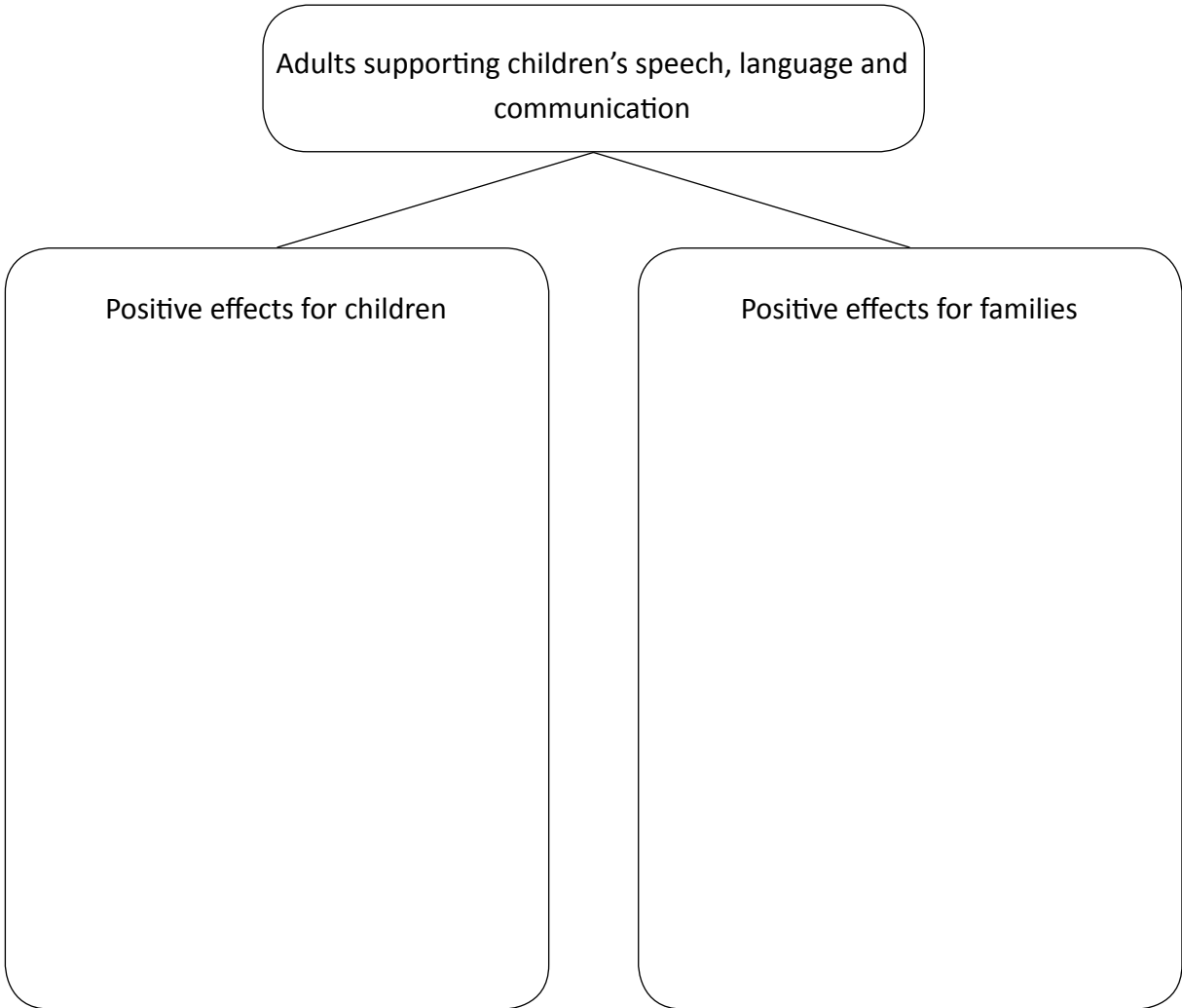
Activity or routine	Ways to support speech	Ways to support understanding	Ways to support talking	Ways to support communication	Age(s) of child this would be good for
Activity e.g. making a collage; climbing frame; posting shapes					
Daily routine e.g. snack time; nappy change;					
Activity or routine					



Portfolio Task 2.2 Positive effects of supporting speech, language and communication	Assesses AC
Explain the relevant positive effects of adult support for the children and their families	2.2

Learning outcome 1 of this unit looked closely at why speech, language and communication are important for children’s overall development. This included links to other areas of development such as learning, emotional and social development and behaviour. It also looked at possible impacts for children with speech, language and communication needs. This information will be useful alongside the work you have done on how adults can support speech, language and communication in this learning outcome.

Using relevant information, complete the chart showing the positive effects for children and their families when children’s speech, language and communication are supported. You could include information about the different areas of child development in your answer.



Understanding speech, language and communication development and using it to support your work with children is very important. This is a brief activity to consider what ages children may be using particular speech, language or communication skills. Match the ages with stages for the statements below.

Stage – when would a child typically...	Age range
Use 20 single words	
Express emotions using words as well as actions	
Follow a simple story without pictures	
Know between 200-500 words	
Use sounds to babble	

Choose from:

From 3-6 months

6-12 months

15-18 months

18 months-2 years

2-3 years

4-5 years

Portfolio Task 2.3 <b>Differing levels of language</b>	Assesses AC
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	2.3

You will know that speech, language and communication development each follow a typical pattern. However, children will follow these patterns and develop at different rates, so there can be quite a variation between the skills of children the same age. Using developmental charts is a good way to check whether children are developing within the usually expected range or if they are struggling with one or more aspect of speech, language or communication.

For this task, you need to;

- Choose two different children of a similar age, but who have different levels of language
- Complete an 'all about me' sheet for each child
- Explain how levels of speech and language development vary between the two children
- Show how you would support each child during settling in and planning in your setting, based on their language levels
- If you are not able to access two children from your own work who would fit the criteria required, (maybe you work with children of different ages or your children have very similar language profiles) you could use the case studies provided.

#### Case study 1

- Samia is 3. This is her first early years experience outside the home.
- She is beginning to listen to talk with interest, but is easily distracted.
- She understands simple concepts including in, on and under; big and little. She understands phrases like 'put teddy in the box', 'get your book, coat and bag'. She understands simple 'who', 'what' and 'where' questions but not 'why'. Samia understands a simple story when supported with pictures.
- Samia links about four words together in her sentences.
- Samia has difficulty using 'r' and 'l' (e.g. red=wed; yellow=lellow); she does not yet use the sounds 'sh', 'ch', 'j' and often misses 's' sounds off words like 'spider'.
- She holds a conversation, but jumps from topic to topic.

#### Case study 2

- Jamahl is 3. He has been to a childminder since he was a year old for 3 days a week.
- Jamahl enjoys listening to stories.
- He understands questions or instructions with two parts, for example: 'get your jumper and stand by the door'. He understands 'why' questions.
- He uses sentences of 4 to 6 words, for example: 'I want to play with cars'. He is able to remember and enjoys telling long stories and singing songs.
- Jamahl has problems saying 'r', 'j', 'th', 'ch', and 'sh'.
- He understands turn-taking and frequently initiates conversations.

I am (keep anonymous)	My age (years and months)		
	On track for age?	How would you plan to support my speech, language and communication?	How would you support my speech, language and communication as I settle in?
My speech			
How I show my understanding of language			
What my talking is like			
How I communicate with adults			
How I communicate and play with other children			

Compare the two 'All about me' sheets - how do levels of speech, language and communication development vary between the children?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

What are the differences between your approaches to planning and settling in for each child?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Portfolio Task 3.1 Case Study - providing support for speech, language and communication for children in your setting	Assesses AC
<ul style="list-style-type: none"> <li>• Demonstrate methods of providing support taking into account the age, specific needs, abilities, home language, interests of the children in your setting</li> </ul>	3.1
<ul style="list-style-type: none"> <li>• Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children</li> </ul>	3.2
<ul style="list-style-type: none"> <li>• Demonstrate in your practice how to work with children to develop speech, language and communication in 1:1 basis and groups</li> </ul>	3.3
<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of speech, language and communication support for three children in your setting</li> </ul>	3.4

This learning outcome will be assessed in relation to your direct work with children in your setting and is an opportunity for you to put your learning from the unit so far into practice.

You will develop a case study using three children in your setting. This could include the children and some of the work you may have done for assessment criteria 2.3 – ‘All about me’. The work you have done for assessment criteria 2.1 will also be very useful.

Your tutor may provide you with additional guidance on how to carry out your case study, but here are some of the skills you will need to use:

- **Observation** – watching what the child, and others involved, do and say
- **Recording** – making a careful note of your observations and the context
- **Checking** – using information on development to see if a child is on track
- **Analysing** – using your observations and being clear about what you have found out
- **Evaluation** – reflect on what went well, what the child’s successes were and what you could improve next time.

To complete your case study, you will need to:

- Choose 3 children you work with
- Outline their levels of speech, language and communication
- Include information on the child’s age, any specific needs, abilities, home language and interests and show how you will consider these in your planning
- Demonstrate how you support and extend their speech, language and communication, highlighting the different methods you used

- Include at least 1 example of 1:1 work with a child and 1 example of working in a group
- Include at least 2 day to day activities which are happening in your setting
- Evaluate how well the support worked – include your views and those of the child/ren you were working with, and their parents, where possible.

There are a number of sheets in this section, which may be useful in organising your case study. You could also use a planning document from your setting as long as it shows clearly how you will be supporting speech, language and communication.

Child (keep anonymous)		
Age		
	Description and examples	On track for age?
Speech		
Understanding		
Talking		
Communication		

In my activity with this child, I will be aiming to support and or extend the following aspect of their speech, language or communication:

---

---

---

This is because:

---

---

---

I will use the following techniques or methods:

---

---

---

I have considered the child's age, any specific needs, abilities, home language and interests in my choice of method and activity in the following ways:

---

---

---



Portfolio Task 3.1

Case Study - providing support for speech, language and communication for children in your setting

Assesses AC  
3.1; 3.2; 3.3;3.4

Child/children (keep anonymous)	Age(s)	Resources	Date	Adults involved
Activity	Aims and objectives	1:1 or group?	Methods used to support speech, language or communication	Observations

Evaluation: How well did this method/technique work? Include your views, as well as the children you worked with, where possible.

What would you do differently next time?

Portfolio Task 4.1 <b>Be able to contribute to maintaining a positive environment that supports speech, language and communication</b>	Assesses AC
Explain the importance of the environment in supporting speech, language and communication development	4.1
Review evidence about the key factors that provide a supportive speech, language and communication environment	4.2
Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children	4.3

Using relevant resources and information, design a booklet for your setting showing why and how the environment is important in supporting children’s speech, language and communication development.

Your booklet should include:

- An introduction about why the environment is important in supporting children’s speech, language and communication
- Information, gathered from your reading of relevant resources, on the key factors which provide a supportive speech, language and communication environment
- A brief checklist with some examples of practical ways in which the environment can support children’s speech, language and communication
- Photographs, or other relevant evidence, showing how your setting uses the environment to support speech, language and communication and a description of how this is effective
- At least two suggestions of how your setting could improve the environment to support speech, language and communication and how this could be achieved.

There is a planning sheet supplied to help with your planning if you wish.

Present your booklet clearly – you could also involve the children you work with in developing and designing your booklet.

This booklet could also be made available to parents to show how the environment supports their child’s speech, language and communication in your setting.

The environment includes:

Key points why the environment is important in supporting speech, language and communication

- 
- 
- 

Key factors which provide a supportive communication environment

- 
- 
- 

Ways my setting uses the environment to support speech, language and communication

Ways my setting could develop the environment further

- 
-

## Useful resources, information and organisations

---

### Learning Outcome 1: Understand the importance of speech, language and communication for children's overall development

#### Information Sources

[www.talkingpoint.org.uk/en/EY-worker.aspx](http://www.talkingpoint.org.uk/en/EY-worker.aspx)

[www.talkingpoint.org.uk/en/Parent/Speech%20and%20Language/Communication-is-vital.aspx](http://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](http://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 which present SLCN clearly and offer 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](http://www.thecommunicationtrust.org.uk/resources)

3. [www.afasicengland.org.uk/publications/glossary-sheets](http://www.afasicengland.org.uk/publications/glossary-sheets)

Afasic 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](http://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.

### Information sources

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

1. **[www.talkingpoint.org.uk/en/EY-worker.aspx](http://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](http://www.talkingpoint.org.uk/Parent/Directory/Free%20Resources%20for%20Parents.aspx)**
2. **[www.elklan.co.uk/downloads/free-downloads](http://www.elklan.co.uk/downloads/free-downloads)**  
These materials have been made available to support this unit and are also available at **[www.talkingpoint.org.uk/eyp5](http://www.talkingpoint.org.uk/eyp5)**. 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](http://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](http://www.literacytrust.org.uk/assets/0000/1060/SchoolResourceKit_Quiz.pdf)**  
This is a useful additional activity to support this learning outcome and can be found at **[www.talkingpoint.org.uk/eyp5](http://www.talkingpoint.org.uk/eyp5)**.
5. **[www.youtube.com/watch?v=joqVklInnPoY](http://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](http://www.talkingpoint.org.uk/~media/EYMP5/Stages%20of%20Speech%20and%20Language%20development.ashx)**  
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.
2. **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](http://teachfind.com/national-strategies/early-years-foundation-stage-setting-standards-learning-development-and-care-chi?current_search=%22early%20years%20IDP%20child%20care)

Learning outcome 3: Be able to provide support for the speech, language and communication development of the children in own setting

Information and resources from the first two learning outcomes will be useful here also.

Learning outcome 4: Be able to contribute to maintaining a positive environment that supports speech, language and communication

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

**2. [www.symbolsinclusionproject.org/resources/classroom/cfe/index.htm](http://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.

**3. [www.elizabethjarmanltd.co.uk](http://www.elizabethjarmanltd.co.uk)**

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

**4. [www.talkingpoint.org.uk/en/EY-worker/Supporting-Children/Adapting-the-environment.aspx](http://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.



