



# Learner 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](http://www.thecommunicationtrust.org.uk)** or call **020 7843 2517**

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

Special thanks to Lisa Morgan, Professional Director of The Communication Trust and author of these materials. Thanks also to Mary Hartshorne, I CAN's Head of Quality and Outcomes for her guidance and expertise.

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## Contents

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### Learner materials

#### Support children’s 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

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Speech, language and communication are crucial skills, central to children and young people's development. Supporting these skills to develop effectively is vitally important and has many positive effects on all areas of a child or young persons' development. Practitioners working with children and young people therefore have a very important role in children's speech, language and communication.

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. These materials will support your learning and help you develop your portfolio for assessment.

You may be completing this unit as part of:

1. **The level 3 Children and Young People's Workforce diploma.** If you are, please talk to your tutor about how this unit fits into the Diploma depending on which pathway you are completing.
2. **The City & Guilds CPD Level 3 Award in Supporting Children and Young People's Speech Language and Communication (Number: 4337)**

### **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 you will need to complete this in order to achieve your award. Additionally, what you learn from this unit will very much support the other areas you will cover in other units of the award.

### **Learning Outcomes and Assessment Criteria**

This unit is worth 3 credits and amounts to around 30 hours of learning. There are 3 learning outcomes, each with a number of assessment criteria which assess your learning and practice. The following table highlights the learning outcomes for this unit alongside the allocated assessment criteria.

This unit includes learning outcomes which cover knowledge and skills. For the outcomes focusing on skills, you will need to demonstrate this in relation to real work activities. This might mean being observed or using approaches such as a reflective diary. Your tutor will talk to you more about this.

Learning outcome	Assessment criteria
<p><b>1.</b> Understand the importance of speech, language and communication for children’s overall development</p>	<p><b>1.1</b> Explain each of the terms:</p> <ul style="list-style-type: none"> <li>• Speech</li> <li>• Language</li> <li>• Communication</li> <li>• Speech language and communication needs</li> </ul> <p><b>1.2</b> Explain how speech, language and communication skills support the following areas in children and young people’s development:</p> <ul style="list-style-type: none"> <li>• Learning</li> <li>• Emotional</li> <li>• Behaviour</li> <li>• Social</li> </ul> <p><b>1.3</b> 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</p> <p><b>1.4</b> Explain the factors that increase the risk of children and young people having speech language and communication needs.</p>
<p><b>2.</b> Understand typical speech, language and communication development in children and young people</p>	<p><b>2.1</b> Summarise the typical stages of speech, language and communication development of children in the following age groups, including both understanding and use of language:</p> <ul style="list-style-type: none"> <li>• 0 – 5 years old</li> <li>• 5 – 11 years old</li> <li>• 11 – 16 years old</li> </ul> <p><b>2.2</b> 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</p> <p><b>2.3</b> Explain how speech, language and communication work together to enable effective interaction</p> <p><b>2.4</b> Explain the different ways in which a child or young person may not follow typical speech language and development.</p>

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

**1.1** Observe and report examples of a child or young person using their communication skills in different contexts

**1.2** Plan and carry out an observation of a child or young person using their communication skills in different contexts

**1.3** Report on planned observations highlighting normal variations in the typical speech, language and communication development of children or young people.

### **What's in this pack?**

For each of the learning outcomes, your tutor will share with you plenty of information and ideas. In this pack you will find activities to support your learning. There are also some portfolio tasks which will show your knowledge and skills in action. This booklet includes useful resource sheets to support your learning throughout this unit. 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. Your tutor may also give you some additional resources and references which are particularly relevant to you and your work setting or which update the resources we have suggested here.

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**

If you are taking the award, you will also need to complete the other mandatory unit:

- Unit 301: Support children and young people's speech, language and communication skills

You will also need to choose one optional unit:

- Unit 303: Support positive practice with children and young people with speech, language and communication needs
- Unit 305: Work with parents, families and carers to support their children's speech, language and communication development



- Unit 304: Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties
- Unit 302: Support the speech, language and communication development of children who are learning more than one language

It is important to be aware that if you are completing the award, your tutor may combine learning from two or more units at the same time – this will make best use of learning time and save any repetition. This may also be the case for assessment activities. Your tutor will make sure it is clear which assessment criteria are being covered through which activities.

### **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 Supports AC 1.1  
**Speech, language or communication?**

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?

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

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Portfolio Task 1.1 Glossary	Assesses AC
Explain each of the terms 'speech', 'language', 'communication' and 'speech, language and communication needs'	1.1
Explain the factors that increase the risk of children and young people having speech, language and communication needs	1.4

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.

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 <b>How speech, language and communication skills support other areas of learning</b>	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

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.

All of the areas of speech, language and communication 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 long 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.

#### Alisha is 9 years old

- Alisha's understanding is good and as you would expect for her age
- Her speech is also clear
- Alisha struggles with a number areas of her talking. She can only use short phrases. For example: 'went shopping Saturday get book'
- She does not use words to join sentences, such as 'and', 'because', etc
- She often misses out key pieces of information
- She also misses ends off words, such as 'got two cake'
- Alisha cannot organise her language well and often loses track of what she is saying.

#### Rafael is 14 years old

- Rafael is really interested in animation and has made a number of short films using digital techniques to animate Lego characters
- He is also strong in maths, although finds language-based maths problems confusing
- He does not enjoy making eye contact with others
- He responds literally to figurative language for example, when the teacher said 'stick your hand up if you need help' he would say 'I haven't got any glue'
- He finds the social chat of his peers very confusing and does not understand jokes
- He talks mainly about things which interest him and will yawn loudly or walk away if someone introduces other topics of conversation.

**Portfolio task 1.3  
Recording sheet**

**Name:**

**Age:**

<b>Strengths</b>	<b>What are their needs?</b>	<b>What are the possible impacts for them now?</b>	<b>What are the possible impacts for them in the future?</b>
	<b>Speech</b>		
	<b>Understanding language</b>		
	<b>Talking</b>		
	<b>Communication</b>		

## 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.



<p>Activity 2a How do children and young people develop their speech, language and communication skills?</p>	<p>Supports AC 2.2</p>
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You're going to learn two words which are probably new to you.

At the end, which one do you feel you know best?

What helped you develop your understanding of this word?



There are some important things to consider relating to children and young people learning more than one language. In pairs, look at the statements and decide if you feel they are TRUE or FALSE. Make a note of your discussions.

Statement	True or false T/F	Record notes
Skills develop by the same means whatever the language		
Mixing words from both languages in a sentence is a normal part of bilingual language development		
They always follow a developmental pattern but patterns vary depending on the language		
Becoming conversationally fluent in a second language usually takes around two years		
Bilingualism is a recognised advantage		
You should encourage parents to talk to their children in whatever language they feel most comfortable		

Look at one of the available resources describing the ages and stages of children's speech, language and communication development. Your tutor will suggest which ones to use. In small groups, choose an age to look at and consider:

- How does this relate to your experience of children of that age?
- Is there anything you notice which surprises you?
- How could the information on ages and stages help you to support the speech, language and communication development of children you work with?

This activity focuses on using resources which describe the speech, language and communication skills children and young people demonstrate at different ages. Choose one of the ages and stages resources to help you in this activity. Choose one of the following tables focusing on 2, 6 or 14 year olds. Using the resource, work in small groups to decide which are skills you would expect at this age and which are not.

**What's typical for a 2 year old?**

- Talks about something that happened in the past
- Asks lots of questions
- Babbles sounds like ba-ba-ba
- Plays with other children
- Understands between 200 and 500 words
- Points to get your attention
- Understands questions like 'where's teddy?'
- Uses 50 or more single words
- Makes short sentences of 2-3 words.

Age	You would expect...
2	

### What's typical for a 6 year old?

- Tells stories that set the scene, have a basic plot and a sequence of events
- Says most words clearly but struggles with 'r' and 'ch' sounds and the beginning of words like 'spot' or 'cloud'
- Copies others' language and begins to be aware of current peer language
- Compares words, the way they look, sound or mean
- Uses newly learnt words in a specific and appropriate way
- Keeps to a topic but easily prompted to move on to something else
- Describe events but not in the right order
- Sustains active listening to both what is said and the way it is said
- Begins to be aware of what the listener already knows and checks.

Age	You would expect...
6	

### What's typical for a 14 year old?

- Can build an argument to persuade and respond to views different to own
- Has difficulty saying long and complex words eg 'spaghetti'
- Copies others' language and begins to be aware of current peer language
- Is starting to understand sarcasm when exaggerated
- Understands jokes based on double meanings though isn't always able to explain them
- Makes inferences, working out information that isn't explicitly written or spoken
- Can confidently explain the meaning of subject words and words with multiple meanings
- Gives clear and detailed explanations of rules, or breaks down steps in more complex sequences
- Can keep a topic of conversation going even if the person they are talking to finds this skill harder.

Age	You would expect...
<h1>14</h1>	

Use the three following case studies. In small groups, discuss each child's profile of speech, language and communication.

Useful points to look out for might include whether:

- All or only some of a child's speech, language and communication skills are as you would expect
- Any skills are what you would expect from a younger child
- Any skills are really unusual – i.e. different from what you would expect even a younger child to do.

You may find it useful to make some notes to help you. Decide if these children and young people are developing speech, language and communication as expected. Use 'ages and stages' resources to help you to decide.

Then, discuss what you think is happening with each child's speech, language and communication development. There's a table to record your thoughts if you wish.



### **Zak is three and a half**

- He uses about 50 single words like 'milk', 'bus', 'more'
- He has started to make some 2 word 'sentences' like 'mummy gone' or 'car gone'
- He asks lots of simple questions like 'who that'?
- He understands about 400 words
- He understands simple questions or instructions like 'where's teddy?' and 'daddy's turn'
- He enjoys pretend play with his toys like pretending to drive a car, usually making noises and talking while playing
- He can get very frustrated when people don't understand what he means.

### **Olivia is 7**

- Olivia understands complex 2-3 part instructions like 'Choose a character from the story we have just read, then talk to your partner about how they feel at the end of the story'
- She has a good vocabulary and can guess the meaning of a word from clues using shape, size, function
- Olivia's speech is very unclear and most adults find it very difficult to understand her. She swaps a lot of sounds so will use 't' and 'd' sounds instead of 'c/k' and 'g' sounds ('tup' for 'cup'; 'dot' for 'got') all the time and isn't able to use consonant blends in her speech e.g. says pider for spider; top for stop
- Olivia asks lots of questions to find out specific information including 'how' and 'why' and uses an imaginative range of descriptive words in sentences
- Olivia is able to describe her experiences in detail and in the right order
- She is quite grown up in her social interactions. She can usually keep to a topic in a conversation and is easily prompted to move on if she's taking over or talking too much.

### **Rhys is 11**

- Rhys listens well and has good understanding
- He enjoys reading and is able to complete reading comprehension tasks very easily
- Rhys' speech sounds are all clear, although he finds saying words with lots of syllables difficult (e.g. butterfly, caterpillar)
- His sentences are very short (usually 4-5 words) and he mainly uses only simple words.
- He often has to start what he wants to say a number of times and he says lots of things like 'erm', 'whatsit', 'you know'
- He finds it very difficult to put words in the right order to ask questions and will find it quite hard to choose the word he wants to say.
- Telling a sequence of events is really hard for Rhys – he gets lots in the wrong order and it all sounds quite confusing
- He has a flair for art and design. He has a close circle of friends and enjoys meeting them at the park. He also plays for the school football team.

Name	Skills as expected?	What makes you think this?
<b>Zak</b>		
<b>Olivia</b>		
<b>Rhys</b>		

Portfolio Task 2.1 Summarising ages and stages	Assesses AC
Summarise the typical stages of speech, language and communication development of children in the following age groups, including both understanding and use of language: <ul style="list-style-type: none"> <li>• 0-5 years</li> <li>• 5-11 years</li> <li>• 11-16 years</li> </ul>	2.1

Using information you have found in ages and stages resources available for the different age groups, develop a table which summarises key points about typical development for each age group.

Many of the ages and stages resources will have lots of detailed information so you will need to summarise carefully the main points for each of the age bands included below.

You can use the following table as a template.

Age range	Speech	Language		Communication
		Understanding	Talking	
0-5 years				
5-11 years				
11-16 years				

Portfolio Task 2.2 How children develop speech, language and communication skills	Assesses AC
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	2.2
Explain how speech, language and communication work together to enable effective interaction	2.3
Explain the different ways in which a child or young person may not follow typical speech and language development	2.4

Design an information sheet for your setting explaining how children and young people develop their speech, language and communication skills.

In your leaflet, make sure you also explain:

- How this applies to children who are learning more than one language.
- How speech, language and communication work together for effective interaction
- The different ways a child or young person may not follow typical patterns of speech, language or communication development.

The audience for your information should be other *practitioners* in your setting.

Keep your information clear and easy to read. You may find using diagrams or pictures helpful.

Learning outcome 2  
Transfer into practice 2

- 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 on how it changes your practice and what the outcome was for the children you are working with.

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

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

This activity is based on your observations of a child or young person you work with, looking at how they use their speech, language and communication skills.

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

- Planning – deciding on which child to choose and two different contexts to observe them in
- Observation – watching what the child, and others involved, do and say
- Recording – making a careful note of your observations, including spoken and non-verbal communication 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



## Planning

- Choose a child or young person to observe for this case study.
- Choose at least two different contexts to observe them in. You might wish to think of some contrasting contexts, for example:
  - > Adult-led activity vs free play or child-initiated activity
  - > 1:1 conversation vs group discussion
  - > Adult 1:1 conversation vs peer 1:1 conversation
  - > Indoor vs outdoor activities
  - > Structured activities vs social opportunities
- Find out and follow procedures for your setting about observation and recording
- Outline when the observations will take place; who will be involved; what will be happening; how you will record your observations
- Ensure you have all the appropriate permissions to undertake the observations

## Planning

**I will observe:**

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**I have chosen to observe them because:**

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**The two contexts I would like to observe them in are:**

**1.**

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**2.**

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**I have chosen these contexts because:**

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## Observing, recording and analysing

- Make sure you provide plenty of detail about the context and include the language of all the participants.
- You may not need to observe for very long, particularly with older children and young people who may have a lot to say.
- Make sure you note down exactly what you hear – it's easy to sometimes fill in any gaps or inadvertently 'correct' their responses.
- Audio or video recording will be useful with talkative children and young people – with appropriate permissions.
- Note down information about any non-verbal communication you notice as well.
- You may choose to focus on one aspect of their speech, language or communication in some detail, or carry out a general observation of all areas.

What do you notice about the interactions? There are many different areas you could look at – you might wish to choose one or two, for example:

**What were their responses?**

**What was their speech like?**

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

**What sort of vocabulary did they use?**

**What was their understanding of what others said?**

**What non-verbal skills did you notice?**

**How many turns did they have and how 'big' were their responses for each turn?**

## Recording your observations

### Context 1

What was happening?

Who was there?

Who?	What did they say and do?

What do you notice about the interactions?

**What were their responses?**

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**What was their speech like?**

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

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**What sort of vocabulary did they use?**

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**What was their understanding of what others said?**

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**What non-verbal skills did you notice?**

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**How many turns did they have and how 'big' were their responses for each turn?**

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What do you notice about the interactions? Make sure you look at the same areas of speech, language and communication you chose for Context 1.

**What were their responses?**

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**What was their speech like?**

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

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**What sort of vocabulary did they use?**

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**What was their understanding of what others said?**

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**What non-verbal skills did you notice?**

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**How many turns did they have and how 'big' were their responses for each turn?**

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## Comparing the two contexts

Using your notes, describe any similarities and variations between the child's speech, language and communication skills in the two contexts. Make some suggestions as to why you think this was the case. Don't forget to refer back to any ages and stages materials you have used in the past to check that the child seems on track for their age.

	Variations	Similarities
<b>Context 1</b>		
<b>Context 2</b>		

Possible reasons why there were variations between the two contexts

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Possible reasons why there were similarities between the two contexts

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If there were variations between the two contexts, were they still in line with what you would expect for the child's age and the context you observed?

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## Evaluation

What went well with your observations?

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What would you change?

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## Useful resources, information and organisations

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### Learning Outcome 1

1. [www.talkingpoint.org.uk/en/EY-worker.aspx](http://www.talkingpoint.org.uk/en/EY-worker.aspx)
2. [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 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](http://www.thecommunicationtrust.org.uk/publications) or [www.hello.org.uk/resources](http://www.hello.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. **Ages and stages of speech language and communication posters and leaflets**

This can be found via the Hello website: [www.hello.org.uk/resources](http://www.hello.org.uk/resources)

### Learning Outcome 2

1. [www.talkingpoint.org.uk/Parent.aspx](http://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](http://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](http://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](http://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](http://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](http://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.

### Learning Outcome 3

Resources relating to observing children's development seem to be mainly 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](http://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.





Supported by



*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](http://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.

