



# Tutor Materials

Support children and young people's speech,  
language and communication skills

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.

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### Tutor materials

### Support children and young people’s speech, language and communication skills

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

- **Unit 301 of the City & Guilds CPD Level 3 Award in Supporting Children and Young People’s Speech, Language and Communication (Number: 4337)**
- **CY POP 24 of the Level 3 Children and Young People’s workforce diploma**

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## Introduction

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

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

This unit sits within two qualifications;

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

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

### **Materials: an overview**

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

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

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

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

### **Organisation of materials**

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

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

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

### **An overview of each learning outcome and supporting materials**

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

### **Evaluating your confidence in understanding speech, language and communication**

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

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

## Support children and young people's speech, language and communication skills

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This unit explores the ways in which those working with children and young people can support the development of speech, language and communication skills. The unit also looks at how to recognise, and access specialist support, for those children and young people who may have speech, language and communication needs

In order to deliver this unit, it is essential for tutors to have a strong understanding of speech, language and communication development and speech, language and communication needs as well as practical expertise in supporting children and young people's speech, language and communication skills.

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

Learners may be completing this unit as part of:

1. **The level 3 Children and Young People's Workforce diploma.**
2. **The City & Guilds 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 learners will need to complete this in order to achieve the award. Additionally, what learners learn from this unit will very much support the other areas they will cover in other units of the award. Effective learning from this unit forms the foundation for optional units within the award.

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

This unit includes a focus on strategies to support speech, language and communication skills. We have included some examples and activities which contribute towards this – however, they are not definitive or exhaustive. Tutors are most welcome to adapt their delivery to effectively meet learners' needs and in line with the assessment criteria.

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

The information and activities are organised into four sections, each one corresponding to

one of the three Learning Outcomes for the unit. For Learning Outcomes 1 and 3 which are knowledge based we have included a good deal of information to support this learning. Where Learning Outcomes are more focused on skills in practice (Learning Outcomes 2 and 4) less information is provided.

## Learning Outcome 1

### Understand the importance and the benefits of adults supporting the speech, language and communication development of children and young people

#### Assessment criteria

- 1.1 Explain the ways in which adults can effectively support and extend the speech, language and communication development for each of the following age groups:
  - 0-5
  - 5-11
  - 11-16
  - 16-25
- 1.2 Evaluate relevant positive effects of adult support for children, young people and their families

#### Information sources

These information sources will also support your practice in Learning Outcome 2

#### 1 Talking Point

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

The Talking Point website has many ideas for supporting and extending speech, language and communication. These are organised into areas for parents and different practitioner groups. There are also numerous ideas relating to different ages and stages of development. It also signposts other useful sites and resources.

**[www.talkingpoint.org.uk/Parent/Directory/Activities%20to%20support%20communication.aspx](http://www.talkingpoint.org.uk/Parent/Directory/Activities%20to%20support%20communication.aspx)**

Specific activities focusing on supporting the speech, language and communication skills of children between around 2 and 6 years old can be found at the web link above.

Talking Point also has some downloadable factsheets which have also been translated into a number of different languages: **[www.talkingpoint.org.uk/Parent/Directory/Factsheets.aspx](http://www.talkingpoint.org.uk/Parent/Directory/Factsheets.aspx)**

**Talking Point Video Clips: [www.youtube.com/videoican](http://www.youtube.com/videoican)**

Talking Point also features some video clips demonstrating methods of supporting the speech, language and communication development of children in the early years.

#### 2 I CAN's *Learning to Talk, Talking to Learn*

**[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 1d.



### 3 Talk to Your Baby

[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.

### 6. [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

### 7. BT resources [www.btplc.com/Responsiblebusiness/Supportingourcommunities/Media/CommunicationSkillsResourcesCatalogue/BT\\_Resource\\_Catalogue.pdf](http://www.btplc.com/Responsiblebusiness/Supportingourcommunities/Media/CommunicationSkillsResourcesCatalogue/BT_Resource_Catalogue.pdf)

BT have developed a wide range of free materials focusing on supporting children and young people's speaking, listening and communication skills. These resources go across all age ranges and include a range of multi-media approaches. The link above details the full range available.

### 8. [www.hello.org.uk](http://www.hello.org.uk)

The Communication Trust has developed a number of resources for parents and practitioners as part of the National Year of Communication. These are all free to order or download at [www.hello.org.uk/resources](http://www.hello.org.uk/resources)

## Overview

Learning Outcome 1	Power point presentation slides, with associated notes	Related AC*	Learner sheets
Pre-unit activity	<ul style="list-style-type: none"><li>• Observing speech, language and communication in action</li><li>• Follow up and reflection</li></ul>	1.1	✓
Information	<ul style="list-style-type: none"><li>• Why is it important to support and extend children and young people's speech, language and communication development?</li></ul>	1.2	
Information	<ul style="list-style-type: none"><li>• Speech, language and communication skills continue to be central to development and learning</li></ul>	1.2	
Activity 1a	The positive effects of adults supporting speech, language and communication	1.2	✓
Activity 1b	How can you support and extend children and young people's speech, language and communication?	1.1	✓
Information	<ul style="list-style-type: none"><li>• What affects speech, language and communication development?</li></ul>	1.1	
Discussion point 1	What affects speech, language and communication development?		

Activity 1c	Quick quiz Supporting and extending speech, language and communication	1.1 2.1	✓
Information	<ul style="list-style-type: none"> <li>• Key principles</li> <li>• Key principles – children and young people learning more than one language</li> </ul>	1.1	
Information	<ul style="list-style-type: none"> <li>• Ways to support and extend speech, language and communication</li> </ul>	1.1	
Information	<ul style="list-style-type: none"> <li>• Supporting the speech, language and communication of babies</li> </ul>	1.1	
Activity 1d	Supporting the speech, language and communication of young children	1.1 2.1	✓
Information	<ul style="list-style-type: none"> <li>• Ways to support and extend children and young people’s speech, language and communication</li> </ul>	1.1	
Information	<ul style="list-style-type: none"> <li>• Supporting and extending children’s speech – a few ideas</li> </ul>	1.1	
Transfer into practice 1	Supporting speech through everyday activities	2.1 2.2	
Information	<ul style="list-style-type: none"> <li>• Supporting children and young people’s language</li> </ul>	1.1	
Activity 1e	Adapting your language	1.1 2.1	✓
Information	<ul style="list-style-type: none"> <li>• Adapting your language – key things to think about</li> <li>• Adapting your language - questioning</li> </ul>	1.1	
Activity 1f	Adapting your language- Exploring different ways of talking with children	1.1 2.1	✓
Information	<ul style="list-style-type: none"> <li>• Scaffolding children and young people’s language</li> </ul>	1.1	
Information	<ul style="list-style-type: none"> <li>• Some examples of extending a child’s talking</li> </ul>	1.1	
Information	<ul style="list-style-type: none"> <li>• Some examples of extending children and young people’s language - vocabulary</li> </ul>	1.1	
Information	<ul style="list-style-type: none"> <li>• Supporting children and young people’s communication</li> </ul>	1.1	
Discussion point 1.1	Working with parents, carers and families Why is it important to work closely with parents, carers and families?	1.1	
Transfer into practice	Preparing for Learning Outcome 2	2.1 2.2	✓
Portfolio task 1.1	Strategy leaflets or posters	1.1 1.2	✓

## Learning Outcome 2

### Be able to provide support for the speech, language and communication development of children and young people

#### Assessment criteria

- 2.1 Demonstrate **methods** of providing support taking into account the:
  - specific needs
  - abilities
  - home language
  - interestsof children and young people in their setting
- 2.2 Initiate and implement planning for speech, language and communication support to children and young people in work setting
- 2.3 Gather information and feedback to evaluate the effectiveness of speech, language and communication support in work setting

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

#### Information sources

The materials outlined in Learning Outcome 1 are also relevant for this Learning Outcome.

1. References which include information about supporting children and young people who are learning more than one language can be found at:  
**[www.londonsigbilingualism.co.uk](http://www.londonsigbilingualism.co.uk)**
2. **<http://media.education.gov.uk/assets/files/pdf/s/supporting%20children%20learning%20eal.pdf>**  
Guidance for teachers working in collaboration with EAL teachers and bilingual teaching assistants.
3. **Excellence and Enjoyment:**  
**<http://media.education.gov.uk/assets/files/pdf/e/excellence%20and%20enjoyment%20learning%20and%20teaching%20for%20bilingual%20children%20in%20the%20primary%20years.pdf>**  
An article looking at excellence and enjoyment- learning and teaching for bilingual children in the primary years.

\*Local authority Ethnic Minority Achievement teams may also have useful information available.

### Overview

Learning Outcome 2	Power point presentation slides, with associated notes	Related AC*	Learner sheets
	Reflection on transfer into practice		
Information	<ul style="list-style-type: none"> <li>Supporting speech, language and communication development</li> </ul>	2.1	
Activity 2a	Considerations for supporting speech, language and communication	2.1	✓
Information	<ul style="list-style-type: none"> <li>Planning how to support speech, language and communication in your practice and in your setting</li> <li>Planning should include</li> </ul>	2.2	
Information	<ul style="list-style-type: none"> <li>Evaluation should include</li> </ul>	2.3	
Portfolio task 2.1	Planning and demonstrating how you support speech, language and communication in your practice.	2.1 2.2 2.3	

**Assessment criteria**

- 3.1 Explain the importance of the environment in supporting speech, language and communication development
- 3.2 Review relevant evidence about the key factors that provide a supportive speech, language and communication environment
- 3.3 Apply research evidence to planning an environment that supports speech, language and communication

**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>
2. **Making my place great for communication: [www.thecommunicationtrust.org.uk/publications/checklists.aspx](http://www.thecommunicationtrust.org.uk/publications/checklists.aspx)**  
 The Communication Trust has collated some information with resources focusing on communication friendly environments.
3. **The Better Communication Research programme [www2.warwick.ac.uk/fac/soc/cedar/better](http://www2.warwick.ac.uk/fac/soc/cedar/better)**  
 BCRP has undertaken some work looking at key features of a communication supportive environment, relative to children and young people with SLCN.

**Overview**

Learning Outcome 3	Powerpoint presentation slides, with associated notes	Related AC*	Learner sheets
Information	• The environment	3.1	
Information	• Policy and ethos	3.1	
Information	• The physical environment	3.1	

Activity 3a	Key factors for a communication supportive environment	3.1 3.2	✓
Information	• Adults in the environment	3.1	
Information	• The child or young person	3.1	
Transfer into practice	Reflect on learning from this outcome		✓
Portfolio task 3.1	Make a plan for an environment which effectively supports speech, language and communication	3.1 3.2 3.3	

## Learning Outcome 4

Be able to recognise, and obtain additional support for, children and young people who may have speech, language and communication needs

### Assessment criteria

- 4.1 Identify the range of speech language and communication needs that children and young people may have
- 4.2 Identify the indicators which may suggest that a child or young person has speech, language and communication needs
- 4.3 Explain the processes and procedures to follow in order to raise any concerns and access additional, specialist support

### 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 and Don't get me wrong***  
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)**  
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. They also produce an indicators checklist for SLCN. Please view the AFASIC checklists (LDA) for 4-5 years and 6-10 years as well as for secondary (AFASIC, 2009)
4. ***Universally Speaking***  
The Universally Speaking booklets offer detailed information on the ages and stages of speech, language and communication development, along with some ideas of how to help identify children and young people who may be struggling. These are also available at: **[www.hello.org.uk/resources](http://www.hello.org.uk/resources)**
5. **Progress Checker: [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.

## 6. I CAN Ages and Stages poster

This poster, along with other useful resources, can be found at [www.talkingpoint.org.uk/eypm](http://www.talkingpoint.org.uk/eypm)

### Overview

Learning Outcome 4	Power point presentation slides, with associated notes	Related AC*	Learner sheets
Information	<ul style="list-style-type: none"> <li>• Speech, Language and Communication Needs (SLCN)</li> </ul>	4.1	
Information	<ul style="list-style-type: none"> <li>• The importance of recognising children and young people with SLCN</li> </ul>	4.1	
Information	<ul style="list-style-type: none"> <li>• Recognising children and young people who may have SLCN</li> </ul>	4.1	
Information	<ul style="list-style-type: none"> <li>• Children and young people learning more than one language</li> </ul>	4.1	
Information	<ul style="list-style-type: none"> <li>• Every child or young person's SLCN will be different and individual</li> </ul>	4.1	
Activity 4a	George and Karim	4.1	✓
Activity 4b	Ben and Jermaine	4.1	✓
Information	<ul style="list-style-type: none"> <li>• Indicators of SLCN</li> </ul>	4.2	
Information	<ul style="list-style-type: none"> <li>• Recognising SLCN – two possible approaches</li> </ul>	4.2	
Activity 4c	Recognising SLCN	4.2	✓
Information	<ul style="list-style-type: none"> <li>• Raising concerns and gaining additional support</li> </ul>	4.3	
Activity 4d	Processes and procedures	4.3	✓
Information	<ul style="list-style-type: none"> <li>• Additional support for children's SLCN</li> </ul>	4.3	
Portfolio task 4.1	New staff briefing	4.1 4.2 4.3	



## Other resources and publications

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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. *Language Builders*: Elklan: [www.elklan.co.uk](http://www.elklan.co.uk)

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

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

Anderson-Wood, L. and Smith, B.R. (1997) *Working with Pragmatics* Winslow Press

Buckley B. (2003) *Children's Communication Skills from birth to five years* Routledge  
summary of typical speech and language development'

Griffiths F. (2002) *Communication Counts - speech and language difficulties in the early years*  
David Fulton

Martin D. and Miller C. (2003) *Speech and language difficulties in the classroom* David Fulton

Ripley, K., Barrett, J. and Fleming, P. (2001). *Inclusion for Children with Speech and Language Impairments: Accessing the Curriculum and Promoting Personal and Social Development*.  
London: David Fulton.

Speake, J (2003). *How to Identify and Support Children with Speech and Language Difficulties*.  
LDA, Wisbech, UK

Swindon LEA, *Guidelines for a Speech and Language Friendly School*, QED

Thompson, G. (2003) *Supporting Communication Disorders*, David Fulton Publishers, London





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

Please visit [www.hello.org.uk](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.

