



# Tutor Materials

Work with parents, families and carers to support their 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.

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### Tutor materials

#### **Work with parents, families and carers to support their children’s speech, language and communication development**

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

- **Unit 305 of the City & Guilds CPD Level 3 Award in Supporting Children and Young People’s Speech, Language and Communication (Number: 4337)**
- **CY POP 21 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)**

## Work with parents, families and carers to support their children's speech, language and communication development

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This unit aims to develop the ability of those working with children and young people to work in partnership with parents to support their child's speech, language and communication development

In order to deliver this unit, it is essential for tutors to have a strong understanding of speech, language and communication development, speech, language and communication needs and experience in working effectively with parents, carers and families.

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)**

### 1. **Children and Young People's workforce diploma**

If learners are completing this unit as part of the Children and Young People's workforce diploma, then this is an optional unit.

However, it is based on a solid understanding of children and young people's speech, language and communication development and skills. If learners are on the Early Years pathway, this understanding would be gained through the Early Years Mandatory Pathway 5, Supporting Children and Young People's Speech, Language and Communication (EYMP5).

If learners are following other pathways to gain this understanding they will need to complete the following two units:

- Unit CY POP 20: Support speech, language and communication development and
- Unit CY POP 24: Support children and young people's speech, language and communication skills

### 2. **Level 3 Award in Supporting Children and Young People's Speech Language and Communication (Number: 4337)**

If learners are completing this unit as part of Award 4337, then this is an optional unit. Learning for this unit is based on a solid understanding of the areas covered in the mandatory units

- Unit 300: Support speech, language and communication development
- Unit 301: Support children and young people's speech, language and communication skills



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

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

The information and activities are organised into four sections, each one corresponding to one of the 4 Learning Outcomes for the unit. For Learning Outcomes 1 and 4, which are knowledge based we have included a good deal of information to support this learning. Where Learning Outcomes are more focused on skills in practice (Learning Outcome 2 and part of Learning Outcome 3) less information is provided.

## Learning Outcome 1

### Understand the importance of parental support for the development of speech, language and communication

#### Assessment criteria

- 1.1 Outline the nature of the parent/child relationship at key stages of a child's life in relation to speech, language and communication
- 1.2 Explain the influences of different parenting styles on speech, language and communication development
- 1.3 Explain how supporting effective speech, language and communication between parents and children could influence their relationship and overall development at home

#### Information sources

1. **[www.understandingchildhood.net](http://www.understandingchildhood.net)**  
Understanding Childhood provides downloadable information leaflets for parents and childcare professionals and covers children's emotional development from birth to adulthood.
2. **[www.psychology.about.com/od/developmentalpsychology/a/parenting-style.htm?rd=1](http://www.psychology.about.com/od/developmentalpsychology/a/parenting-style.htm?rd=1)**  
This article provides information on different parenting styles.
3. ***"The impact of parental involvement, parental support and family education on pupil achievement and adjustment: a review of the literature"***  
Charles Desforges with Alberto Abouchaar, 2003  
This article provides information on the importance of parental involvement and the relationship between parental involvement, parental support and family education on pupil achievement in schools.
4. **[www.earlyhomelearning.org.uk/practitioners](http://www.earlyhomelearning.org.uk/practitioners)**  
For information about engaging and working with parents.
5. **[www.teachfind.com/national-strategies/parents-partners-early-learning-ppel-parent-champion-project](http://www.teachfind.com/national-strategies/parents-partners-early-learning-ppel-parent-champion-project)**  
This looks at using parent champion to overcome the barriers that some parents experience in getting involved with their children's early learning and using local services.
6. **[www.teachfind.com/national-strategies/parents-partners-early-learning-ppel-parent-champion-project](http://www.teachfind.com/national-strategies/parents-partners-early-learning-ppel-parent-champion-project)**  
This link considers involving fathers with their children's early learning.



## 7. PEAL: [www.peal.co.uk](http://www.peal.co.uk)

PEAL training and resource materials support practitioners to encourage and develop parental involvement in children's early language.

### Overview

Learning Outcome 1	Power point presentation slides, with associated notes	Related AC*	Learner sheets
Information-revision	<ul style="list-style-type: none"> <li>• Speech, language and communication – a reminder</li> <li>• How do children and young people develop their speech, language and communication skills?</li> </ul>		
Information	<ul style="list-style-type: none"> <li>• Attachment Theory</li> </ul>	1.1	
Information	Children progress through several key stages as they grow up	1.1	
Activity 1a	The nature of the parent-child relationship at each stage	1.1	✓
Information	<ul style="list-style-type: none"> <li>• The four styles of parenting</li> <li>• The impact of parenting styles</li> </ul>	1.2	
Activity 1b	The influences of parenting styles on speech, language and communication development	1.2	✓
Information	<ul style="list-style-type: none"> <li>• Parental involvement is essential</li> </ul>	1.3	
Activity 1c	Parental involvement is essential	1.3	✓
Portfolio activity 1.1	Develop an information leaflet, or a brief presentation	1.1 1.2 1.3	✓
Transfer into practice	Reflects on learning from this outcome		✓

**Assessment criteria**

- 2.1 Explain issues and challenges for parents which may influence how they support their child's speech, language and communication development
- 2.2 Support parents to understand their valuable role in supporting their child's speech, language and communication development
- 2.3 Explain a range of ways to work with parents to support their child's speech, language and communication development
- 2.4 Demonstrate ways on how to develop and maintain a parent's confidence in supporting their child's speech, language and communication development

**Information sources**

1. **[www.earlyhomelearning.org.uk](http://www.earlyhomelearning.org.uk)**  
Early Home Learning Matters brings together the evidence about the vital role of parents in securing good outcomes for children.
2. **[www.teachfind.com/national-strategies/parents-partners-early-learning-ppel-parents-partners-making-it-strategic](http://www.teachfind.com/national-strategies/parents-partners-early-learning-ppel-parents-partners-making-it-strategic)**  
This link looks at developing creative ways of bridging the gap between practitioners and parents, especially fathers.
3. **[http://www.familyandparenting.org/our\\_work/All-Other-Subjects/Early-Home-Learning-Matters/Practitioners-Section/Engaging+parents/Barriers-to-parental-involvement](http://www.familyandparenting.org/our_work/All-Other-Subjects/Early-Home-Learning-Matters/Practitioners-Section/Engaging+parents/Barriers-to-parental-involvement)**  
This link has some useful information about some of the barriers parents face when trying to support their child's learning.
4. **I CAN Training and resources: [www.ican.org.uk/What-we-do/Training.aspx](http://www.ican.org.uk/What-we-do/Training.aspx)**  
I CAN training resources and strategies for working with parents.

## Overview

Learning Outcome 2	Power point presentation slides, with associated notes	Related AC*	Learner sheets
Information	<ul style="list-style-type: none"> <li>Working with parents is essential</li> </ul>	2.2	
Activity 2a	Challenges for parents	2.1	✓
Activity 2b	Overcoming challenges	2.1	✓
Information	<ul style="list-style-type: none"> <li>A parent's role in developing speech, language and communication</li> </ul>	2.2	
Information	<ul style="list-style-type: none"> <li>How can parents support speech, language and communication development?</li> </ul>	2.3	
Information	<ul style="list-style-type: none"> <li>Examples of practical ideas you could share with parents</li> </ul>	2.2 2.3	
Activity 2c	Parents supporting speech, language and communication	2.3	✓
Information	<ul style="list-style-type: none"> <li>Ways to help parents to support their child's speech, language and communication development</li> </ul>	2.3	
Activity 2d	Ways to help parents to support their child's speech, language and communication development	2.3 3.2	✓
Information	<ul style="list-style-type: none"> <li>Helping parents to support their child's speech, language and communication skills</li> </ul>	2.3	
Portfolio task 2.1	Setting guidance about 'Partnerships with parents to support their child's speech, language and communication'	2.1 2.3	✓
Information	<ul style="list-style-type: none"> <li>Developing and maintaining a parent's confidence in supporting their child's speech, language and communication development</li> </ul>	2.4	
Portfolio task 2.2	Reflective diary (to also assess Learning Outcome 3)	2.2 2.4	✓
Transfer into practice	Reflects on learning for this outcome		✓

### **Assessment criteria**

- 3.1 Provide parents with appropriate advice approaches to support their child's speech, language and communication development and sources of information to support their child's speech, language and communication development
- 3.2 Explain ways to support parents in how to use activities and approaches to support their child's speech, language and communication development
- 3.3 Evaluate the ways in which own role can be effective in supporting parents to support their children's speech, language and communication development

### **Information sources**

1. **[www.westberksecat.info/4.html](http://www.westberksecat.info/4.html)**  
Talking tips for parents
2. **Chatter Matters; [www.ican.org.uk/Book-shop/Early%20Years/Chatter%20Matters.aspx](http://www.ican.org.uk/Book-shop/Early%20Years/Chatter%20Matters.aspx)**  
This DVD contains a fascinating programme offering dozens of brilliant ideas to help develop a child's speaking and listening skills throughout their preschool years.
3. **Talk Together: [www.ican.org.uk/Book-shop/Early%20Years/Talk%20Together.aspx](http://www.ican.org.uk/Book-shop/Early%20Years/Talk%20Together.aspx)**  
A simple 8 page illustrated booklet which explains the importance of language, the key milestones in a child's speech and language and development, how to support children's language development, and what to do if they think there is a problem.
4. **Babbling Babies: [www.ican.org.uk/Book-shop/Early%20Years/Babbling%20Babies.aspx](http://www.ican.org.uk/Book-shop/Early%20Years/Babbling%20Babies.aspx)**  
*Babbling Babies* is an illustrated activity pack to promote communication development of babies from birth to 18 months.
5. **Toddler Talk: [www.ican.org.uk/Book-shop/Early%20Years/Toddler%20Talk.aspx](http://www.ican.org.uk/Book-shop/Early%20Years/Toddler%20Talk.aspx)**  
*Toddler Talk* is an illustrated activity pack to promote communication development of toddlers from 18 months to 3 years old.
6. **Listen Up: <http://www.hello.org.uk/resources/resources/resources-for-parents/listen-up.aspx>**  
The Communication Trust have developed brand new FREE resources to encourage listening, understanding, interaction and play. For pre-school children, Listen Up 0-5, includes a card game with fun activities and advice on how parents and early year's workers can use the resource. For school aged children Listen Up 5-11 includes a fun fortune teller with activity cards. These short and simple activities can be done easily and quickly with no resources or with everyday things.

**7. Raa Raa the noisy Lion: [www.raaraathenoisylion.com](http://www.raaraathenoisylion.com)**

Raa Raa the Noisy Lion is a new quality television programme designed for 2-4 year olds. Airing on CBeebies every weekday at 3.30pm and on CBeebies iPlayer, the new series explores children's communication skills through the use of Raa Raa's 4 Rs - repetition, rhyme, rhythm and retelling. Activity packs can be accessed at the above link.

**8. National Family Week: [www.nationalfamilyweek.co.uk](http://www.nationalfamilyweek.co.uk)**

National Family Week is the largest annual celebration of families and family life in the UK. National Family Week is also part of the new website [www.familytime.co.uk](http://www.familytime.co.uk), a one stop destination for families with children of all ages.

**9. 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.

**10. Talk to Your Baby: [www.literacytrust.org.uk/talk\\_to\\_your\\_baby](http://www.literacytrust.org.uk/talk_to_your_baby)**

A campaign run by the National Literacy Trust to encourage parents and carers to talk more to children from birth to three. The website has many useful resources for parents. New parents page: [www.talktoyourbaby.org.uk/home](http://www.talktoyourbaby.org.uk/home)

**11. Stoke Speaks Out: [www.stokespeaksout.org](http://www.stokespeaksout.org)**

Stoke Speaks Out is a multi-agency project to look at the issues underlying children's language deficits in Stoke on Trent.

## Overview

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. Assessment criteria 2.1 and 2.3 are also covered through the portfolio activity for this outcome.

Learning Outcome 3	Power point presentation slides, with associated notes	Related AC*	Learner sheets
Information	<ul style="list-style-type: none"><li>• General approaches for working with parents</li></ul>	3.2	
Information	<ul style="list-style-type: none"><li>• Advice for parents on how to support speech, language and communication</li></ul>	3.1	
Information	<ul style="list-style-type: none"><li>• General advice to support speech, language and communication</li></ul>	3.1	
Information	<ul style="list-style-type: none"><li>• Supporting speech, language and communication when children are learning more than one language</li></ul>		
Activity 3a	Advice for parents on supporting speech, language and communication	3.1	✓
Information	<ul style="list-style-type: none"><li>• Showing parents how to use activities and approaches</li></ul>	3.2	
Information	<ul style="list-style-type: none"><li>• Evaluating your own role in supporting parents</li></ul>	3.3	
Portfolio activity 3.1	Reflective diary	3.1 3.2 3.3	✓
Transfer into practice	Reflect on learning from this outcome		✓

**Assessment criteria**

- 4.1 Explain why it is important to be able to work in partnership with parents of children with SLCN
- 4.2 Identify useful sources of information and relevant organisations and services to support parents of children who have SLCN
- 4.3 Explain the importance of partnership working across professionals, agencies and parents when supporting children with SLCN

**Information sources**

**1. I CAN [www.ican.org.uk](http://www.ican.org.uk)**

I CAN is the children's communication charity. I CAN works to support all children's speech, language and communication development.

**2. Afasic [www.afasic.org.uk](http://www.afasic.org.uk)**

Afasic works to support children with speech, language and communication impairments and their parents, enabling them to overcome their speech and language difficulties.

**3. The Communication Trust [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)**

The Trust aims 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.

**4. Early Support: Information for parents on speech, language and communication needs: [www.education.gov.uk/publications/standard/publicationdetail/page1/ES14](http://www.education.gov.uk/publications/standard/publicationdetail/page1/ES14)**

This booklet explains how children normally develop communication, language and speech and how adults can help in these processes. This publication also explains how to set about getting professional help. It also explains about speech and language therapy – what it is, who provides it, how to get it and what to do with it, once you have it.

**5. Watch your language: [www.afasic.org.uk](http://www.afasic.org.uk)**

A resource for parents/carers of young people 11+ to share with youth and leisure services.



**6. The Parent's Voice: Advocating for your Child. [www.afasic.org.uk](http://www.afasic.org.uk)**

This 30 page booklet aims to encourage and empower parents to become involved in influencing and improving services for children and young people.

**7. The SLI Handbook: [www.ican.org.uk/Bookshop/Secondary%20Years/SLI%20Handbook.aspx](http://www.ican.org.uk/Bookshop/Secondary%20Years/SLI%20Handbook.aspx)**

This book will help parents to understand this complicated and confusing difficulty, by describing what SLI can look like in children of all ages and how it is different from other forms of speech, language and communication needs.

**8. [www.rcslt.org/speech\\_and\\_language\\_therapy/how\\_to\\_find\\_an\\_slit/howtofind](http://www.rcslt.org/speech_and_language_therapy/how_to_find_an_slit/howtofind)**

Explains how to find a Speech & Language Therapist.

### Overview

Learning Outcome 4	Power point presentation slides, with associated notes	Related AC*	Learner sheets
Information/ revision	<ul style="list-style-type: none"><li>• What are speech, language and communication needs (SLCN)?</li><li>• Children with SLCN</li></ul>		
Activity 4a:	Working with parents of children and young people who have SLCN	4.1	✓
Activity 4b	Sources of information and support	4.2	✓
Information	<ul style="list-style-type: none"><li>• Information and services for parents of children with SLCN - examples</li></ul>		
Portfolio task 4.1	Information leaflet or poster	4.2	
Information	<ul style="list-style-type: none"><li>• Partnership working for children with SLCN</li></ul>	4.3	
Activity 4c	Partnership working for children with SLCN	4.3	✓
Portfolio task 4.2	Writing a 'partnership with parents' statement	4.1 4.3	✓
Transfer into practice	Reflect on learning from this outcome		✓

## References

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Baumrind, D. (1967). *Child-care practices anteceding three patterns of preschool behavior*. Genetic Psychology Monographs, 75, 43-88

*The effective provision of Pre-school education project: findings from the pre-school period:*  
<http://eppe.ioe.ac.uk/eppe/eppepdfs/RB%20summary%20findings%20from%20Preschool.pdf>

Hart B and Risley T (1995) *Meaningful Differences in the Everyday Experience of Young American Children*

Maccoby, E. E., & Martin, J. A. (1983). *Socialization in the context of the family: Parent-child interaction*. In P. H. Mussen & E. M. Hetherington, Handbook of child psychology: Vol. 4. Socialization, personality, and social development (4th ed.). New York: Wiley.

Roulstone S., Law, J., Rush, R., Clegg, J. and Peters T (2011) *The role of language in children's early educational outcomes* Research Report DFE-RR134

## Other resources and publications

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### **www.hanen.org**

The Hanen Centre specialises in family-focused early language intervention and offers research-based parent programs and resources as well as professional development within four areas of expertise: general language and literacy development, language delays, autism spectrum disorder and asperger syndrome.





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.

