



Tutor Materials

Support the speech, language, and communication development of children who are learning more than one language

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** or call **020 7843 2517**

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Contents

Tutor materials

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

- **Unit 302 of the City & Guilds CPD Level 3 Award in Supporting Children and Young People’s Speech, Language and Communication (Number: 4337)**
- **CY POP 23 of the Level 3 Children and Young People’s workforce diploma**

Introduction.....	4
Learning Outcome One	8
Learning Outcome Two	11
Learning Outcome Three.....	13
Learning Outcome Four.....	16

Introduction

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

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**

Support the speech, language and communication development of children who are learning more than one language

This unit is designed to explore the ways in which speech, language and communication skills are influenced when children and young people are learning more than one language. The unit addresses the cultural issues around the assessment and approaches to speech, language and communication development for children and young people learning more than one language.

In order to deliver this unit, it is essential for tutors to have a strong understanding of speech, language and communication development, particularly in the area of bilingualism.

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 four Learning Outcomes for the unit. For Learning Outcomes 1, 2, 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 3) less information is provided.

Learning Outcome 1

Understand the speech, language and communication assessment process for children and young people who are learning more than one language

Assessment criteria

- 1.1 Explain how to identify which languages are used by children and young people in the work setting
- 1.2 Explain how to collect information on a child or young person's use of their languages at home and in the work setting
- 1.3 Explain the difficulties of using formal, standardised tests/screens with children and young people whose home language is not English
- 1.4 Explain how to recognise when a child or young person learning more than one language may have additional or specific speech, language and communication needs

Information sources

1. Naldic: www.naldic.org.uk

The National Association for Language Development in the Curriculum (NALDIC) is the UK subject association for English as an Additional Language (EAL). It provides a professional forum for the teaching and learning of English as an Additional Language; supporting bilingualism; raising the achievement of ethnic minority learners and the development and understanding of this field of education.

2. World languages

These two websites catalogue and provide information on the different languages spoken across the world.

www.nationsonline.org/oneworld/languages

www.ethnologue.com/web.asp

3. A language in common – assessing English as an additional language:

<http://orderline.qcda.gov.uk/gempdf/1847210732.PDF>

This publication looks at the assessment of English as an additional language, including principles underlying assessment and assessment scales.

4. London Specialist Interest Group (SIG) Bilingualism Website:

www.londonsigbilingualism.co.uk

This website includes a wide range of resources for Speech and Language Therapists Working with Children & Families from Diverse Communities. It provides detailed resources from bilingual theories, culture, to language development, assessment, intervention.

5. New Arrival Excellence Programme

New Arrivals Excellence Programme: Guidance (Ref: 00650-2007BKT-EN) can be found at the below link and provides guidance on meeting the needs of pupils who have arrived in school as a result of international migration.

http://www.naldic.org.uk/docs/resources/documents/naep_guidance_00650_07.pdf

6. New Arrivals Excellence Programme: Management guide

This guide is intended to support senior leaders in the welcome, induction and inclusion of newly-arrived pupils learning English as an additional language (EAL) through rigorous self-evaluation and targeted action.

www.education.gov.uk/publications/eOrderingDownload/newarrival_mangd_0004108.pdf

7. www.emaonline.org.uk/ema/

EMA Online is a collection of over 540 resources and web links offering online support for ethnic minority achievement. There is a searchable database of resources, some of which specifically target language and communication development.

8. www.ealhls.org.uk/sites/default/files/hls_catalogue.pdf

Hounslow language service is a limited company with a number of resources available to purchase.

9. EMAS UK: www.emasuk.com/page/eal/155/practical-advice

EMAS UK is the National EMAS service that supports schools and teachers to deliver quality education to pupils that do not have English as their first language. To access this, schools must be registered, but there is a simple practical advice sheet available at www.emasuk.com/page/eal/155/practical-advice

Overview

Learning Outcome 1	Power point presentation slides, with associated notes	Related AC*	Learner sheets
Activity 1a:	Introduction	1.1	✓
Information	<ul style="list-style-type: none">• Finding out about the languages in your setting• Collecting information on use of languages at home and in your setting• What information do we need to know?• Different ways to find out about the languages a child is using	1.1 1.2	
Information	<ul style="list-style-type: none">• Speech, language and communication needs – quick reminder...	1.4	

Activity 1b	Quiz	1.4	✓
Information	<ul style="list-style-type: none"> • Learning more than one language and SLCN • Speech, language and communication needs (SLCN) • Key points to look out for 	1.4	
Information	Assessing and monitoring speech, language and communication	1.2	
Activity 1c:	Assessing and monitoring communication in your setting	1.2 1.3	✓
Information	<ul style="list-style-type: none"> • Formal assessments 	1.3	
Activity 1d:	Possible issues with using formal assessments	1.3	✓
Information	<ul style="list-style-type: none"> • Challenges for the new arrivals 		
Portfolio task 1.1	Case studies	1.1 1.2 1.3 1.4	✓
Transfer into practice	Reflect on learning from this outcome		✓

Learning Outcome 2

Understand the cultural issues of assessing and supporting the speech, language and communication development of children and young people who are learning more than one language

Assessment criteria

- 2.1 Explain what is meant by bilingualism
- 2.2 Explain the advantages of bilingualism
- 2.3 Define culture and identify how to integrate different cultures within own work setting
- 2.4 Explain the importance of using culturally appropriate and relevant materials and approaches with children and young people learning more than one language
- 2.5 Explain how resources can be adapted to meet the support needs of children and young people whose home language is not English

Information sources

1. www.bilingualism.co.uk

This site is a resource for speech and language therapy professionals who wish to deliver therapy in the medium of mother tongue / home language.

2. www.cplol.eu/eng/public/posters.htm

This link provides posters about language development in different languages.

3. *Excellence and enjoyment: learning and teaching for children in the primary years.* (DFES 2006)

Building on the Excellence and Enjoyment strategy for schools, this guidance focuses on applying the principles of 'excellence' and 'enjoyment' to support primary schools in promoting the progress and achievement of young bilinguals and children with EAL

Overview

Learning Outcome 2	Powerpoint presentation slides, with associated notes	Related AC*	Learner sheets
Information	<ul style="list-style-type: none">• What is bilingualism?• Types of bilingualism	2.1	
Activity 2a:	The advantages of being bilingual	2.2	✓
Information	<ul style="list-style-type: none">• What is culture?	2.3	
Information	<ul style="list-style-type: none">• Integrating cultural and linguistic diversity to support speech, language and communication	2.4	

Activity 2b:	Integrating cultural and linguistic diversity to support speech, language and communication	2.3	✓
Information	• The importance of using culturally appropriate materials and approaches	2.4	
Information	• Resources, materials and approaches	2.5	
Information	• Some ideas for adapting resources	2.5	
Activity 2c	Integrating cultural and linguistic diversity to support speech, language and communication	2.5	
Portfolio task 2.1	Bilingualism poster	2.1 2.2	✓
Portfolio task 2.2	Leaflet on integrating culture and linguistic diversity	2.3 2.4 2.5	✓

Learning Outcome 3

Be able to work with parents of children and young people whose home language is not English

Assessment criteria

- 3.1 Provide appropriate advice to parents on supporting their child's speech, language and communication development
- 3.2 Demonstrate approaches to support parents in promoting their child's speech, language and communication development
- 3.3 Explain how language and resources can be adapted to enable close work with parents whose home language is not English

Information sources

1. **www.mantralingua.com**
Mantra Lingua supplies bilingual resources around the world.
2. **www.positive-identity.com**
Positive Identity provides multi-cultural books, toys, posters and other products.
3. **www.naldic.org.uk/docs/resources/featured.cfm**
This link highlights resources which may be of interest to those working in the field of EAL.
4. **www.southwarkpct.nhs.uk/keepyourlanguagealive**
Guidance from Southwark NHS on bilingualism, including leaflets for parents translated into a number of different languages.
5. **www.education.gov.uk/childrenandyoungpeople/sen/earlysupport/esinpractice/a0067172/using-early-support-with-families-who-dont-speak-english**
Early Support materials including the Family Pack in different languages
6. **Talk to Your Baby www.literacytrust.org.uk/talk_to_your_baby/resources/418_quick_tips_available_bilingually_in_12_languages**
Talk to Your Baby has produced a series of quick tips for parents and practitioners to help children develop good talking and listening skills. Each sheet is available bilingually in thirteen languages.
7. **www.kidslikeme.co.uk**
Kids Like Me is a multicultural and educational children's store, specialising in education resources that embrace diversity, special needs and inclusion, while meeting the wider needs of the education sector.

- 8. Chatter Matters; www.ican.org.uk/Book-shop/Early%20Years/Chatter%20Matters.aspx**
This DVD contains a fascinating programme offering dozens of brilliant ideas to help you develop your child's speaking and listening skills throughout their preschool years.
- 9. Talk Together: 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.
- 10. Babbling Babies: www.ican.org.uk/Book-shop/Early%20Years/Babbling%20Babies.aspx**
Babbling Babies is a beautifully illustrated activity pack to promote communication development of babies from birth to 18 months old that now comes in a paperback and hardback edition.
- 11. Toddler Talk: www.ican.org.uk/Book-shop/Early%20Years/Toddler%20Talk.aspx**
Toddler Talk is a beautifully illustrated activity pack to promote communication development of toddlers from 18 months to 3 years old that now comes in a paperback and hardback edition.
- 12. 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.
- 13. Stoke Speaks Out: 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
- 14. Hello resources: www.hello.org.uk**

Overview

Learning Outcome	Power point presentation slides, with associated notes	Related AC*	Learner sheets
Information	<ul style="list-style-type: none"> Advising parents on speech, language and communication development 	3.1	
Information	<ul style="list-style-type: none"> General advice 	3.1	
Information	<ul style="list-style-type: none"> Advice for Parents/Carers of bilingual children 	3.1	
Information	<ul style="list-style-type: none"> Approaches to supporting parents 	3.2	
Activity 3a	Approaches to supporting parents	3.2	✓
Information	<ul style="list-style-type: none"> Adapting language and resources for parents 	3.3	
Activity 3b:	Looking at adapted resources for parents	3.2 3.3	✓
Portfolio task 3.1	Reflective diary	3.1, 3.2, 3.3	✓

Learning Outcome 4

Know how to work with others in order to support the speech, language and communication development of children and young people whose home language is not English.

Assessment criteria

- 4.1 Explain the different ways in which professionals can work together in the interests of children and young people
- 4.2 Explain the roles and importance of other professionals who may be involved in joint or integrated working to support children and young people with speech, language and communication needs who are learning more than one language
- 4.3 Identify and describe when and how to contact and work with relevant agencies and services

Information sources

The materials outlined in Learning Outcomes 1, 2 and 3 should be used to support this learning outcome especially; www.londonsigbilingualism.co.uk and www.bilingualism.co.uk

Overview

Learning Outcome 4	Power point presentation slides, with associated notes	Related AC*	Learner sheets
Pre-section activity	Find out, for your local area: <ul style="list-style-type: none">✓ What services are available and what they offer✓ Who is involved✓ When and how you would contact them	4.2 4.3	✓
Information	Who may be working to support children learning more than one language?	4.1	
Information	Working with others Working together Different ways to work together	4.1	
Information	When a child or young person also has SLCN	4.2	
Activity 4a	Professionals who support children and young people with SLCN who have more than one language	4.2	✓
Activity 4b	Contacting and working with other agencies	4.3	✓
Portfolio task 4.1	Prepare a brief presentation	4.1 4.2 4.3	✓



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 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.

