



# Learner 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](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 Sunita Shah, Specialist Consultant, joint authors of these materials. Thanks also to Amita Raval, Specialist SLT and Mary Hartshorne, I CAN's Head of Quality and Outcomes for their guidance and expertise.

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### Learner materials

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

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**

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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. For children and young people learning more than one language, this applies to all of the languages they are using at home and in settings. Practitioners working with children and young people learning more than one language therefore have a very important role in supporting speech, language and communication.

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.

You 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 you 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 you 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 you are following other pathways to gain this understanding you 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 you 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

**Learning Outcomes and Assessment Criteria**

This unit is worth 3 credits and amounts to around 30 hours of learning. There are 4 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 speech, language and communication assessment process for children and young people who are learning more than one language</p>	<p><b>1.1</b> Explain how to identify which languages are used by children and young people in the work setting</p> <p><b>1.2</b> Explain how to collect information on a child or young person’s use of their languages at home and in the work setting</p> <p><b>1.3</b> Explain the difficulties of using formal, standardised tests/screens with children and young people whose home language is not English</p> <p><b>1.4</b> 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.</p>
<p><b>2.</b> 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</p>	<p><b>2.1</b> Explain what is meant by bilingualism</p> <p><b>2.2</b> Explain the advantages of bilingualism</p> <p><b>2.3</b> Define culture and identify how to integrate different cultures within own work setting</p> <p><b>2.4</b> Explain the importance of using culturally appropriate and relevant materials and approaches with children</p>

	<p>and young people learning more than one language</p> <p><b>2.5</b> Explain how resources can be adapted to meet the support needs of children and young people whose home language is not English.</p>
<p><b>3.</b> Be able to work with parents of children and young people whose home language is not English</p>	<p><b>3.1</b> Provide appropriate advice to parents on supporting their child's speech, language and communication development</p> <p><b>3.2</b> Demonstrate approaches to support parents in promoting their child's speech, language and communication development</p> <p><b>3.3</b> Explain how language and resources can be adapted to enable close work with parents whose home language is not English.</p>
<p><b>4.</b> 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</p>	<p><b>4.1</b> Explain the different ways in which professionals can work together in the interests of children and young people</p> <p><b>4.2</b> 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</p> <p><b>4.3</b> Identify and describe when and how to contact and work with relevant agencies and services.</p>

**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 need to complete the two mandatory units:

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

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.

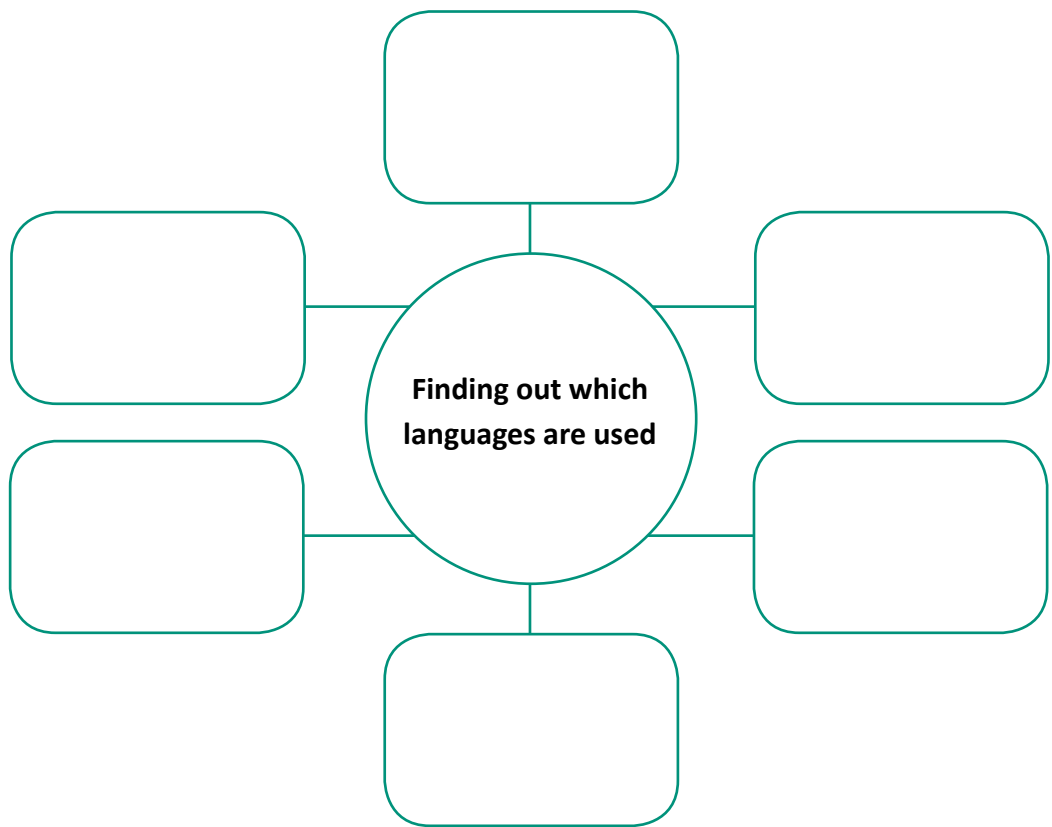
For more information please go to: [www.talkingpoint.org.uk/slcf](http://www.talkingpoint.org.uk/slcf)

Activity 1a Introduction Supports AC 1.1

As a group, discuss any experiences you may have had of being in a situation where the language used is unfamiliar.

How did this feel?	What helped?
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Then discuss why it is important to find out about the languages children and young people in your settings know and use.





Look at the four statements below.  
Decide if you think they are true or false.

Children and young people who have more than one language...	True or false
... all have speech, language and communication needs (SLCN)	
... and who are slow to learn English should be referred to speech and language therapy straight away	
... can't have SLCN	
... are more likely to have SLCN than children who aren't	

Were you surprised by any of the correct answers?

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Assessing and monitoring children and young people’s communication is an important activity to check their progress and identify any possible causes for concern.

Some types of assessments can be challenging when looking at the speech, language and communication skills of children and young people who are learning more than one language.

In small groups, consider the following questions:

**Are formal assessments used in your setting? If so, what are they?**

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**Are these standardised assessments?**

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**What informal methods do you use to check on a child or young person’s progress in communication?**

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**Of the formal assessments, which ones are standardised?**

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Look at the following statements, which highlight some difficulties in using formal assessments.

Decide which of these are specific to children learning more than one language and which may be issues of using formal assessments with any child.

- The test has been developed for people only speaking English
- The child may not be familiar with the adult/setting
- We do not always know the developmental stages of a child's home language and sound system
- The child may not be familiar with the testing situation
- You may not be testing the same thing if you translate an assessment
- There may be differences in culture
- The child may know the word in their home language but not the language of the test
- The child may not have been exposed to the testing vocabulary

Issues for any child	Issues for children and young people learning more than one language

Portfolio Task 1 Case studies	Assesses AC
Explain how to identify which languages are used by children and young people in the work setting	1.1
Explain how to collect information on a child or young person's use of their language at home and in the work setting	1.2
Explain the difficulties of using formal, standardised tests or screens with children and young people whose home language is not English	1.3
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	1.4

Choose one of the children described in the case studies below. They will be joining your setting shortly. You could choose a child or young person you already know if you prefer.

Outline how you will find out which languages they know or use. Explain how you will find out how they use their languages both at home and in your setting.

Lucca is a 3 year old boy. He was born in London. His family moved to England from Brazil 4 years ago. The only language used at home is from Brazil. His parents have now learnt basic English.

Meghna is an 8 year old girl. She moved to UK 6 months ago and has just started school. Her parents do not speak English but her older brother started to learn English at school in Pakistan.

Laith is a 14 year old Arabic speaking child. He has 2 older sisters and a younger brother. English is used at home by the children. His father is fluent at speaking English but his mother's skills in English are limited.

Child's name:

I will identify which languages they use by:

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To get a clear idea of how they use their languages at home and in my setting I will:

Home

Setting

How would you recognise if this child may have additional or specific speech, language and communication needs?

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There is another child or young person in your setting where concerns have been raised about their speech, language and communication development. It is recommended that they have further assessment. Their home language is not English. Explain any difficulties in using formal assessments with this child or young person.

For this child, difficulties with using formal assessments would include:

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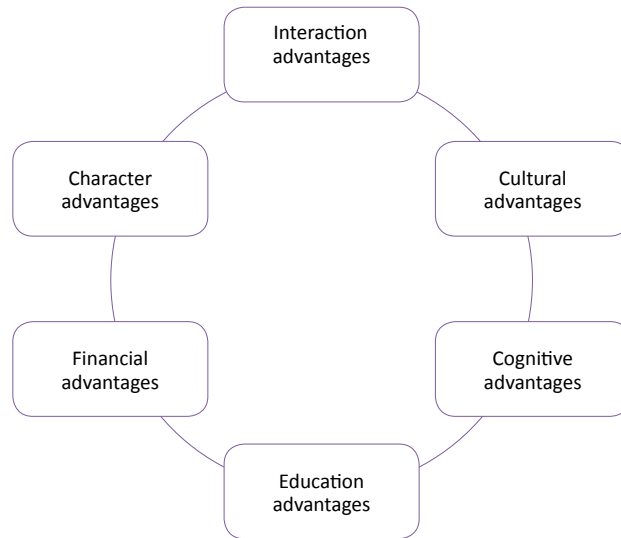
## Learning outcome 1

### Transfer into practice

- Identify one thing which has been particularly interesting or useful
- 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

Activity 2a Supports AC 2.2  
**The advantages of being bilingual**

The diagram below shows some recognised advantages to being bilingual. Work in small groups.



Choose one of the advantages and find out more information. There are some websites in the references section which may be useful.

You could record what you have found in the table below. Share your information with other groups.

Advantages	
<b>Interaction</b>	
<b>Cultural</b>	
<b>Cognitive</b>	
<b>Education</b>	
<b>Financial</b>	
<b>Character</b>	



In a pair, make a list of 5 practical ways that you can (or do) integrate culture including different language to support speech, language and communication in your setting.

1.

2.

3.

4.

5.

Use one of the suggested resources or one from your own setting if you prefer. Identify the ways it has been adapted to support children and young people whose home language is not English. Suggest any other ways it could be developed further. Share your resource and your thoughts with your group.

The resource I looked at was:

It has been adapted in the following ways:

I think it could be further developed by:

Portfolio Task 2.1 Bilingualism	Assesses AC
Explain what is meant by bilingualism	2.1
Explain the advantages of bilingualism	2.2

Design a poster for your setting explaining what bilingualism is and what the advantages of bilingualism are.

Portfolio Task 2.2 Bilingualism and culture	Assesses AC
Define culture and identify how to integrate cultures within your own setting	2.3
Explain the importance of using culturally appropriate and relevant materials and approaches with children and young people learning more than one language	2.4
Explain how resources can be adapted to meet the support needs of children and young people whose home language is not English	2.5

Develop a leaflet for your setting focusing on the importance of culture in supporting children and young people's speech, language and communication development.

You could use photographs from your setting, if appropriate, to illustrate your leaflet.

Activity 3a Approaches to supporting parents Supports AC 3.2

Look at the examples below of some different ways you can work with parents to promote speech, language and communication development. Are there any other ways you would use in your setting?

Think of possible issues which may be particularly relevant for parents of children who are learning more than one language. Identify possible solutions for any issues you have identified.

Approach	Possible issues	Possible solutions
Written information		
Parents' evenings/ open days		
Using home workers		
Inviting them to watch what you do		
Parent training or groups		
Sending home activities		
Informal conversations/ verbal feedback		

Find two resources or materials which have been adapted to enable close working with parents. Look at the different ways they have been adapted. Consider if there are ways you feel this could be improved.

Name of resource:

How it has been adapted:

Ways it could be improved:

Name of resource:

How it has been adapted:

Ways it could be improved:

<b>Portfolio Task 3.1</b> <b>Be able to work with parents of children and young people whose home language is not English</b>	Assesses AC
Provide appropriate advice to parents on supporting their child's speech, language and communication development	3.1
Demonstrate approaches to support parents in promoting their child's speech, language and communication development	3.2
Explain how language and resources can be adapted to enable close work with parents whose home language is not English	3.3

This learning outcome will be assessed in relation to real work activities and you will need to show examples of your work with parents. You may be able to do this in a number of different ways; it may be useful to keep a reflective diary of your work with parents to support this learning outcome.

You will need to give examples of the appropriate advice you have given to parents and show approaches you have used to support them. Attach copies or photographs of any adapted resources or materials you have used with an explanation of how this enabled close work with the parents.

Examples of advice I have given to parents:

I chose this advice because:

I felt this was appropriate because:

I would develop this differently or further by:

Approach	
I used this approach (e.g. when, who with, whether a group etc.)	
I chose this approach because	
This approach was useful because	
The outcome from this approach was	
Feedback from parents was	
Things I would do differently next time	

Approach	
I used this approach (e.g. when, who with, whether a group etc.)	
I chose this approach because	
This approach was useful because	
The outcome from this approach was	
Feedback from parents was	
Things I would do differently next time	

Pre-section activity Supports AC 4.3, 4.2  
**People, services and agencies supporting children who are learning more than one language**

There are different people, services and agencies which support children and young people who are learning more than one language. These will vary in different parts of the country. Find out for your local area:

- What services are available and what they offer
- Who is involved
- When and how you would contact them

You could use the table below to record what you have found.

What the service is and what they offer	Who is involved	When and how to contact them



Working in pairs, choose one of the professionals who may support children with SLCN who have more than one language. Find out what their role is in terms of working with children and young people with speech, language and communication needs. Try to include information on their role in terms of assessment and support.

Share your findings with other pairs. You can use the table below to record the information from different pairs.

Name of professional	What their role is in supporting children with SLCN who are learning more than one language
Speech and language therapist	

Processes and practices will vary depending on local areas and services.

In groups, look at the examples and decide on when and how you would contact and work with different services. It will be useful to think about how your services work locally to help with this activity.

Bilal's family are originally from Pakistan. He seems to be struggling with his home language as well as finding it very difficult to learn English. You have talked to his parents who are also concerned.

Who would you contact?

When would you do this?

How would you do this?

How would you expect to work with them?

You have just started a job in a new setting. There are many children from the Polish community but few resources to support them.

Who would you contact?

When would you do this?

How would you do this?

How would you expect to work with them?

Aziza has just arrived in your setting, having recently arrived from Somalia. She has no previous experience of English. Her parents do not yet speak English either.

Who would you contact?

When would you do this?

How would you do this?

How would you expect to work with them?

Portfolio Task 4.1 SLCN and children and young people learning more than one language	Assesses AC
Explain the different ways in which professionals can work together in the interests of children and young people	4.1
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	4.2
Identify and describe when and how to contact and work with relevant agencies and services	4.3

Prepare a brief presentation on how to work with others to support the speech, language and communication development of a child or young person whose home language is not English. You could use a real example of children or young people you have worked with if you wish.

You will need to explain how professionals can work together, their roles and describe when and how you would contact and work with relevant agencies and services. You need to consider how this might apply both for a child or young person who also has SLCN as well as children and young people who do not. The following planning table may help you.

<b>Age range</b>	<b>Who are they?</b>	<b>What is their role?</b>	<b>How can you work together?</b>	<b>When and how will you contact them?</b>
<b>For a child or young person learning more than one language</b>				
<b>For a child or young person learning more than one language who also has SLCN</b>				

## Useful resources, information and organisations

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### Learning Outcome 1

- 1. Naldic: [www.naldic.org.uk](http://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](http://www.nationsonline.org/oneworld/languages)  
[www.ethnologue.com/web.asp](http://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](http://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](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](http://www.education.gov.uk/publications/eOrderingDownload/newarrival_mangd_0004108.pdf)

7. **[www.emaonline.org.uk/ema/](http://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](http://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](http://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](http://www.emasuk.com/page/eal/155/practical-advice)**

## Learning Outcome 2

1. **[www.bilingualism.co.uk](http://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](http://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.

## Learning Outcome 3

1. **[www.mantralingua.com](http://www.mantralingua.com)**  
Mantra Lingua supplies bilingual resources around the world.
2. **[www.positive-identity.com](http://www.positive-identity.com)**  
Positive Identity provides multi-cultural books, toys, posters and other products.

3. **[www.naldic.org.uk/docs/resources/featured.cfm](http://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](http://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](http://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](http://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](http://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.

#### Learning Outcome 4

The materials outlined in Learning Outcomes 1, 2 and 3 should be used to support this learning outcome especially; **[www.londonsigbilingualism.co.uk](http://www.londonsigbilingualism.co.uk)** and **[www.bilingualism.co.uk](http://www.bilingualism.co.uk)**





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.

