Tutor Materials

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

The Communication Trust
Every child understood

The Communication Trust is a coalition of over 50 leading voluntary sector and community-based organisations with expertise in speech, language and communication.

We support the children's workforce and commissioners to meet the speech, language and communication needs of all children and young people.

We do this by raising awareness, influencing policy, promoting best practice among the children's workforce and commissioning work from our members

The Trust was set up in 2007 by children's charities Afasic and I CAN, with BT and Council for Disabled Children.

For more information on The Communication Trust please visit **www.thecommunicationtrust.org.uk** or call **020 7843 2526**

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This unit (J/601/2888) is part of the Level 3 Award in Supporting Children and Young People's Speech, Language and Communication.

Undertaking this unit will also support learners towards achieving a full and relevant level 3 qualification. Learners should check with their awarding organisation or training provider to see how the learning in this unit can support with achieving the Early Years Educator Level 3 criteria.

To see who offers this qualification visit the Ofqual Register **http://register.ofqual.gov.uk**

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 and young people.

To help embed crucial skills and knowledge in speech, language and communication within the workforce, The Communication Trust has developed the Level 3 Award in Supporting Children and Young People's Speech, Language and Communication, which consists of six level 3 units of qualification which have been accepted as part of the Qualifications and Credit Framework (QCF).

To see how the units work together including rules of combination, please refer to relevant documents from your Awarding Organisation.

Materials: an overview

To support the delivery of these units, 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 learner confidence in understanding speech, language and communication

If you would like to find out how confident your learners are in children's speech, language and communication, you could support them to use 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 learners are able to rate how confident you feel regarding different elements of speech, language and communication. This can then give them a profile of where they 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.

It is based on a solid understanding of children and young people's speech, language and communication development and skills. This is an optional unit as part of the Level 3 Award, therefore, prior to completing this unit of the qualification, you must complete the following two mandatory units:

- Support speech, language and communication development (A/601/2872)

- Support children and young people's speech, language and communication skills (L/601/2889)

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

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.

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.
   www.naldic.org.uk/eal-teaching-and-learning/eal-resources/eal-sen
   This section brings together some short guides and practical resources for teachers to support planning and provision for bilingual learners who may also have special educational needs.

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:**
   https://orderline.education.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 Clinical Excellence Network Bilingualism**
   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.
   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.
   http://dera.ioe.ac.uk/8393/1/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**
   Hounslow language service is a limited company with a number of resources available to purchase.

9. **EMAS UK: www.emasuk.com/?gclid=CNCNwp--r7oCFTMctAodLBgA6Q**
   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.

10. **Understanding speech, language and communication needs: Profiles of need and provision (2012) Julie Dockrell, Jessie Ricketts & Geoff Lindsay**
    The Better Communication Research Programme (BCRP) was commissioned as part of the Better Communication Action Plan, the government's response to the Bercow review of services for children and young people with speech, language and communication needs (SLCN). This had recommended a programme of research 'to enhance the evidence base and inform delivery of better outcomes for children and young people' (p.50). The report highlights studies and information on children with ASD and SLCN who have EAL. **www.gov.uk/government/uploads/system/uploads/attachment_data/file/219630/DFE-RR247-BCRP4.pdf**

11. **Multilingual Matters**

Centre for Literacy and Multilingualism at University of Reading is the host of the new Branch of Multilingual Matters. Bilingualism matters provides advice and information on child bilingualism to anyone interested or involved with raising, educating and caring for bi/multilingual children. It also bridges the gap between researchers and society by presenting recent findings on the advantages of bilingualism on the cognitive and social abilities of the child.

www.reading.ac.uk/celm/Resources/clm-bilingualism-matters.aspx

12. **Bhatia T, Ritchie W (2013) The handbook of bilingualism and multilingualism. Wiley**

The Handbook of Bilingualism provides state-of-the-art treatments of the central issues that arise in consideration of the phenomena of bilingualism ranging from the representation of the two languages in the bilingual individual's brain to the various forms of bilingual education, including the status of bilingualism in each area of the world.

13. **Mueller Gathercole V C(2013) Issues in the assessment of bilinguals. Multilingual Matters**

With growing mass migration across the globe, researchers, practitioners, educators and policy makers are increasingly faced with rising numbers of multilingual children and adults. This volume raises key issues surrounding the evaluation of language abilities and proficiency in multilingual speakers, taking into account the facts concerning the processes of learning, speaking and understanding two languages. Issues in the Assessment of Bilinguals brings together researchers working on bilingual and multilingual children and adults in a variety of multilingual settings: typically developing bilingual children, bilingual and multilingual children and adults found in classrooms, and bilingual children growing up in sociolinguistically fluid bilingual communities – making this an essential volume which raises key issues for anyone assessing performance.

Overview

Learning Outcome 1	Power point presentation slides, with associated notes	Related assessment criteria	Learner sheets
Activity 1a:	Introduction	1.1	✓
Information	• 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	• Speech, language and communication needs – quick reminder…	1.4	
Activity 1b	Quiz	1.4	✓
Information	• 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	• Formal assessments	1.3	
Activity 1d:	Possible issues with using formal assessments	1.3	✓
Information	• 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		✓

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.html

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 assessment criteria	Learner sheets
Information	• What is bilingualism? • Types of bilingualism	2.1	
Activity 2a:	The advantages of being bilingual	2.2	✓
Information	• What is culture?	2.3	
Information	• 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	✓

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/eal-publications-resources**
      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 bilinguilism, including leaflets for parents translated into a number of different languages.

5.   **www.education.gov.uk/search/results?q=eal**
      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_13_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.   **Chatter Matters: https://shop.ican.org.uk/node/4**
      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.

8. **Talk Together: https://shop.ican.org.uk/node/14**
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.

9. **Babbling Babies: https://shop.ican.org.uk/node/17**
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.

10. **Toddler Talk: http://shop.ican.org.uk/toddlertalk**
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.

11. **Listen Up: www.thecommunicationtrust.org.uk/resources/resources/resources-forparents.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.

12. **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

13. **Hello resources: www.hello.org.uk**

Overview

Learning Outcome 3	Power point presentation slides, with associated notes	Related assessment criteria	Learner sheets
Information	• Advising parents on speech, language and communication development	3.1	
Information	• General advice	3.1	
Information	• Advice for Parents/Carers of bilingual children	3.1	
Information	• Approaches to supporting parents	3.2	
Activity 3a	Approaches to supporting parents	3.2	✓
Information	• 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	✓

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: ✓ 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	✓