

Early Years Foundation Stage Support Group Meeting

Autumn 2011

Early Communication and
Language

To promote the use of the **Early Communication and Language Child Monitoring Tool**

- to enable practitioners to identify children most at risk of delay and
- take steps to support their language development

To share ideas to support children's communication and language development

To network and learn from each other

To share information on national and local updates



‘Ability to communicate is an essential life skill for all children – it underpins a child’s social, emotional and educational development’. (Bercow Report 2008)

In 2006 an I CAN Talk paper- ‘The Cost to the Nation of Children’s Poor Communication’ reviewed some current research and noted that:

- Up to 10% of all children have a long term persistent communication difficulty
- ***Upwards of 50% of children on school entry have more transient difficulties and with the right support are likely to catch up.***
- This is still happening 5 years later.

*'If a child does not benefit from **early intervention**, there are multiple risks of :*

- *Lower educational attainment.*
- *Behavioural problems.*
- *Emotional and psychological difficulties.*
- *Poorer employment prospects.*
- *Challenges to mental health.*
- *In some cases, a descent into criminality.'* (Bercow Report 2008)

Small Group Activity

- Read the statements on the cards
- As a group sort the cards into the correct order



Key Messages



Early Communication and Language – Child Monitoring Tool

Early Communication and Language

The National Strategies

Stage	Listening and Attention	Understanding (Receptive Language)	Talking (Expressive Language)	Social Communication
0-11 months	Turns toward a familiar sound then locates range of sounds with accuracy. Listens to, distinguishes and responds to intonations and sounds of voices. Quieters or alerts to the sound of speech. Fleeting Attention – not under child's control, new stimuli takes whole attention.	Stops and looks when hears own name. <i>(by 12 months @)</i>	Gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'. <i>(by 11 months @)</i>	Gazes at faces and copies facial movements, eg. sticking out tongue. Concentrates intently on faces and enjoys interaction. Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. <i>(by 12 months @)</i>
8-20 months	Concentrates intently on an object or activity of own choosing for short periods. Pays attention to dominant stimulus – easily distracted by noises or other people talking. Moves whole bodies to sounds they enjoy, such as music or a regular beat. Has a strong exploratory impulse.	Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'	Uses single words. <i>(by 16 months @)</i> Frequently imitates words and sounds. Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye)	Likes being with familiar adult and watching them. Developing the ability to follow an adult's body language, including pointing and gesture. Learns that their voice and actions have effects on others. Uses pointing with eye gaze to make requests, and to share an interest. <i>(by 18 months @)</i>
16-26 months	Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Rigid attention – may appear not to hear.	Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.	Beginning to put two words together (e.g. 'want ball', 'more juice') <i>(by 24 months @)</i> Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) Beginning to ask simple questions.	Gradually able to engage in 'pretend' play with toys (supports child to imagine another's point of view). Looks to others for responses which confirm, contribute to, or challenge their understanding.
22-36 months	Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. <i>(by 36 months @)</i> Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door.	Identifies action words by pointing to the right picture, e.g., 'Who's jumping?' <i>(by 30 months @)</i> Understands 'who', 'what', 'where' in simple questions (e.g. 'Who's that?' 'What's that?' 'Where is it?'). Developing understanding of simple concepts (e.g. big/little)	Learns new words very rapidly and is able to use them in communicating. Uses action, sometimes with limited talk, that is largely concerned with the 'here and now' (e.g. reaches toward toy, saying 'I have it'). Uses a variety of questions (e.g. what, where, who). Uses simple sentences (e.g. 'Mummy gonna work'.) Beginning to use word endings (e.g. going, cats)	Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Enjoys being with and talking to adults and other children. Interested in others' play and will join in. Responds to the feelings of others.
30-50 months	Listens to others in one to one or small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).	Understands use of objects (e.g. 'What do we use to cut things?') Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Beginning to understand 'why' and 'how' questions.	Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played)	Beginning to accept the needs of others, with support. Can initiate conversations. Shows confidence in linking up with others for support and guidance. Talks freely about their home and community. Forms friendships with other children.
40-60+ months	Sustains attentive listening, responding to what they have heard with relevant comments, questions or actions. Maintains attention, concentrates and sits quietly when appropriate. Two-channelled attention – can listen and do for short span. Integrated attention – can listen and do in range of situations with range of people; varies according to the demands of the task.	Understands humour, e.g. nonsense rhymes, jokes. Demonstrates understanding of "how?" and "why?" questions by giving explanations. Able to follow a story without pictures or props. Understands instructions containing sequencing words; first... after...last, and more abstract concepts – long, short, tall, hard soft, rough.	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main theme or intention. Uses language to imagine and recreate roles and experiences in play situations. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.	Has confidence to speak to others about their own wants, interests and opinions. Initiates conversation, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Shows awareness of the listener when speaking. Expresses needs / feelings in appropriate ways. Forms good relationships with adults and peers. Works as part of a group or class, taking turns


Early Communication and Language – Child Monitoring Tool

Notes on monitoring early communication and language

Observation and best-fit judgements

- Judgements of a child's stage of development are made through a process of ongoing observational assessment.
- Observation involves noticing what children do and say in a range of contexts, and includes information from the family about what children do and say at home.
- For children learning English as an additional language, it is important to find out from families about how children use language in their mother tongue and how they communicate at home.
- The assessment is a 'best fit' match to a stage band. This involves considering what is known about the child, and matching it to the development described in the bands. This should be considered separately for each strand of communication and language.
- Within each band, a judgement will be made in two levels – either 'Emerging' when a child shows some development at that level, or 'Secure' when most of the statements reflect the child's current development.
- Development of speech sounds need not be assessed specifically, but it is useful to be aware of typical development which is described in the table to the right.

Checkpoints

- Alongside the 'best fit' judgement, certain 'Checkpoint' statements are included. Marked with a flag  and a specific age, these are particular statements which should be noted.
- Where a child has not reached a Checkpoint by the age indicated, this is not necessarily a sign of difficulty. The Checkpoint statements serve as an alert for close monitoring including discussion with the family, and perhaps further assessment or support.

Guidance on typical development of speech sounds	
Stage	Speech sounds <i>(Developing speech and being understood applies to all languages. Order of acquiring specific sounds – here in English – may vary with other languages)</i>
0-11 months	Babbles using a range of sound combinations, with changes in pitch, rhythm and loudness. Babbles with intonation and rhythm of home language ('jargon').
8-20 months	Speech consists of a combination of 'jargon' and some real words and may be difficult to understand.
16-26 months	Many immature speech patterns, so speech may not be clear. May leave out last sounds or substitute sounds (e.g. 'tap' for 'cap'). Uses most vowels, and <i>m,p,b,n,t,d,w,h</i>
22-36 months	Speech becoming clearer, and usually understood by others by 36 months although some immature speech patterns still evident. May still substitute sounds or leave out last sound. Emerging sounds including <i>k,g,f,s,z,l,y</i>
30-50 months	Speech mostly can be understood by others even in connected speech. Emerging use of <i>ng, sh, ch, j, v, th, r</i> – may be inconsistent. Sound clusters emerging (e.g. <i>pl</i> in <i>play</i> , <i>sm</i> in <i>smile</i>) though some may be simplified (e.g. 'gween' for 'green').
40-60+ months	Overall fully intelligible to others. May be still developing <i>r</i> and <i>th</i> . May simplify complex clusters (e.g. <i>skr, str</i>).

Making good progress

- The goal of monitoring children's development is to plan and provide more accurate support for each child to make good progress.
- How well a setting helps children to make good progress can be determined by analysing the proportion of children who are at risk of delay, as expected, or ahead of expectations in each strand of language and communication. If children are making accelerated progress, the proportion of children at risk of delay should decrease over time.
- In considering whether a child is at risk of delay, as expected, or ahead in each strand of language and communication, it is necessary to consider the child's actual age in months in relation to the overlapping age bands. If a child is within two months of the end of the age band and development is not yet within the band or is judged to be 'Emerging', then a judgement of 'risk of delay' would be appropriate.

Early Communication and Language – Child Monitoring Tool

Communication and Language – Class or group overview Date _____

Insert children's names in the appropriate sections – colour coding could be used to indicate whether at risk of delay, on track or ahead.

Development Bands		Listening and Attention	Understanding (Receptive Language)	Talking (Expressive Language)	Social Communication
Birth -11 months	emerging				
	secure				
8-20 months	emerging				
	secure				
16-26 months	emerging				
	secure				
22-36 months	emerging				
	secure				
30-50 months	emerging				
	secure				
40-60+ months	emerging				
	secure				

Key messages

- Children need to be monitored on a **regular** basis
- **Intervention** needs to be put in place when a delay is identified
- Information needs to be **shared with parents**
- The tool can be used for all children but use initially where there is a concern

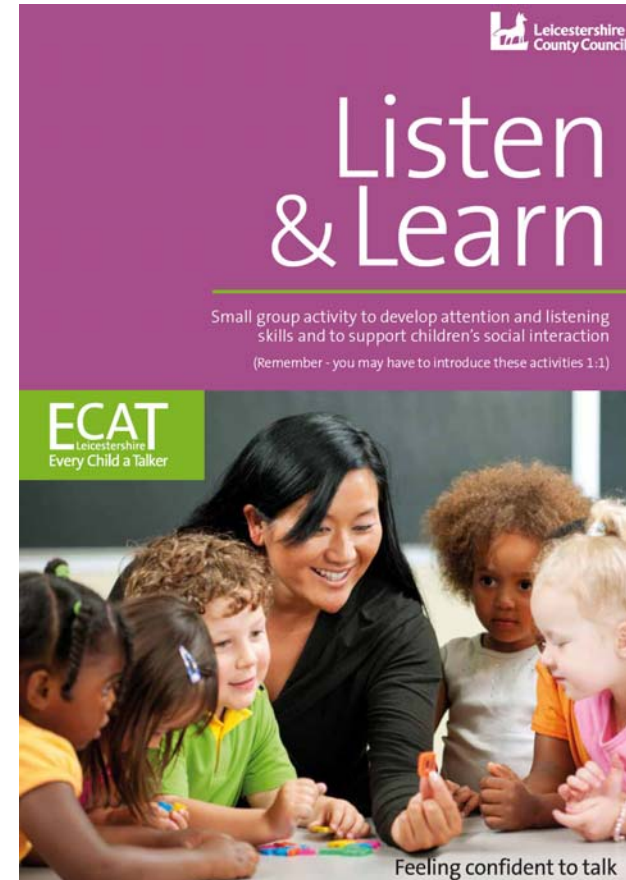
- Look at the Early Communication and Language Child Monitoring Tool and familiarise yourselves with it.
- Read the scenario. Assess the child's developmental levels in the 4 strands
- Is the child at risk of delay? Where is the child at risk of delay?





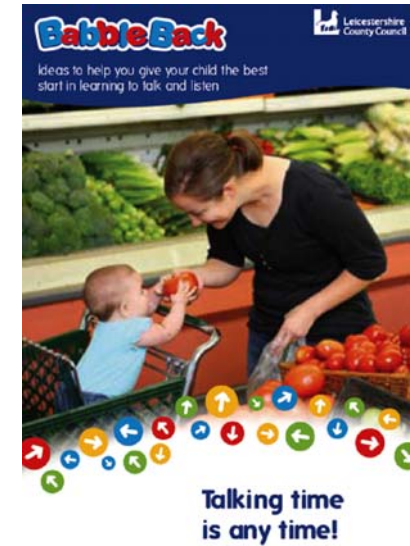
- What interventions you could put in place within the setting to support the child
- Think about how you might help the parent/s or carer/s support the child at home

- Small group activity to develop attention and listening skills and to support children's social interaction



Useful resources

- Babbleback
www.leics.gov.uk/fis_babbleback.htm
- Chatterboxes
www.leics.gov.uk/chatterboxes
- Talk Tickets
- Parent Cards
www.leics.gov.uk/ecat
- Communication Friendly Spaces
www.elizabethjarmantraining.co.uk
- Raa Raa the Noisy Lion
www.raaraathenoisylion.com



- **Hello** is a campaign to increase understanding of how important it is for children and young people to develop good communication skills.

‘Hello Leicestershire’

- A range of online resources that contain workshop and ideas which will enable you to work in partnership with parents/carers to build a greater awareness of children’s communication.
- www.leics.gov.uk/helloleicestershire




- **June** - Listening Games
- **July** – Transition – Welcome Boxes
- **August** - Outdoors – Walk and Talk
- **September** - “Build a Rocket”
- **October** – Sharing Songs and Rhymes
- **November** - Chatterboxes
- **December** - Cook and Talk
Celebrations



Hello Leicestershire

www.leics.gov.uk/helloleicestershire



Leicestershire County Council

Contact us | Text Size A A A

Search Site Search

Home | A to Z of Council Services

You are here: Home > Education & Learning > Childcare & Pre-School > Early Learning & Childcare Service > Early Years Foundation Stage > Every Child a Talker > Hello Leicestershire

Every Child a Talker

Hello Leicestershire

- Hello maps home
- Hello Blaby
- Hello Charnwood
- Hello Harborough
- Hello Hinckley
- Hello North West Leics
- Hello Melton
- Hello Oadby and Wigston
- Hello Resources

Chatterboxes
Dialogic book talk

Further Information

Contact: Early Learning and Childcare Service
Telephone: 0116 305 5629
Fax: 0116 305 6331
E-mail: childcare@leics.gov.uk

Feedback on this Page

Email page to a friend

Hello Leicestershire

Leicestershire Local Authority is proud to support Hello, the national year of communication.

Hello is a campaign to increase understanding of how important it is for children and young people to develop good communication skills.

In the UK today, over 1 million children and young people have some form of speech, language and communication need. This can affect them severely and for life. In areas of poverty, over 50% of children start school with delayed language skills. This puts them at a huge disadvantage to their peers as they struggle to learn and make friends.

'Hello Leicestershire' are providing you with a range of workshops which will enable you to work in partnership with parents that will build greater awareness of children's communication milestones and how to spot if they are struggling. The workshops contain ideas that can be continued in the setting and at home and further strategies for practitioners and parents to develop children's communication skills.

More information can be found on the Hello website - www.hello.org.uk

Get involved

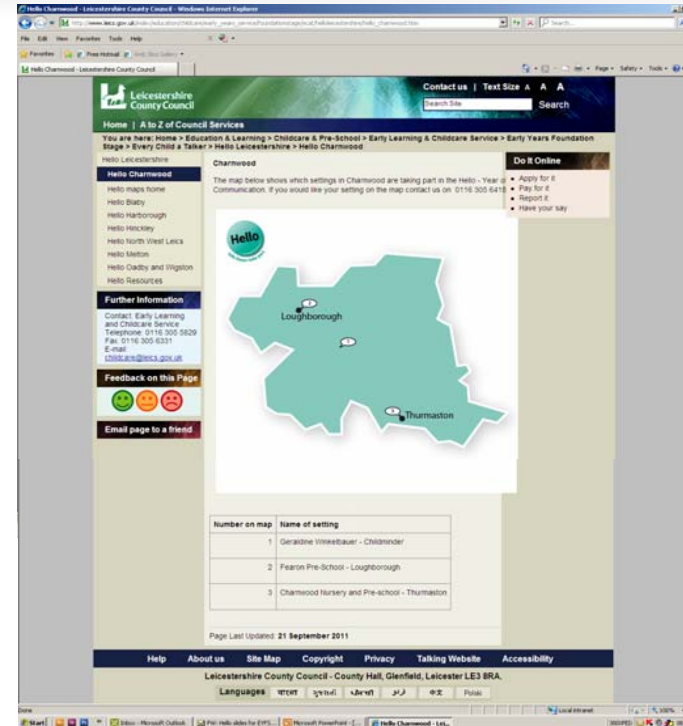
Let us know if your setting is taking part in Hello by sending us an e-mail to Sarah.Steele@leics.gov.uk - all providers who do will be added to our **Hello maps**.

These excellent workshops have been planned for your convenience with resources that you can readily use. You can download and use the session plans as they are or adapt them to suit your setting, children and parents. All settings that are added on the map will be included in a prize draw to receive some Every Child a Talker (ECAT) resources.

[Full list of planned resources for the year](#) (word 33kb)

Hello Leicestershire resources - This page is full of free year round resources

Page Last Updated: 8 July 2011



Leicestershire County Council

Contact us | Text Size A A A

Search Site Search

Home | A to Z of Council Services

You are here: Home > Education & Learning > Childcare & Pre-School > Early Learning & Childcare Service > Early Years Foundation Stage > Every Child a Talker > Hello Leicestershire > Hello Charnwood

Hello Charnwood

- Hello maps home
- Hello Blaby
- Hello Harborough
- Hello Hinckley
- Hello North West Leics
- Hello Melton
- Hello Oadby and Wigston
- Hello Resources

Further Information

Contact: Early Learning and Childcare Service
Telephone: 0116 305 5629
Fax: 0116 305 6331
E-mail: childcare@leics.gov.uk

Feedback on this Page


Email page to a friend

Do It Online

- Apply for it
- Pay for it
- Report it
- Have your say

The map below shows which settings in Charnwood are taking part in the Hello - Year of Communication. If you would like your setting on the map contact us on: 0116 305 6418

Hello



Further Information

Contact: Early Learning and Childcare Service
Telephone: 0116 305 5629
Fax: 0116 305 6331
E-mail: childcare@leics.gov.uk

Feedback on this Page

Email page to a friend

Number on map	Name of setting
1	Gerardine Unwinbauer - Charnwood
2	Fearn Pre-School - Loughborough
3	Charnwood Nursery and Pre-school - Thurmaston

Page Last Updated: 21 September 2011

Help About us Site Map Copyright Privacy Talking Website Accessibility

Leicestershire County Council - County Hall, Glenfield, Leicester LE3 8RA

Languages

Hello Leicestershire Maps

- Tea/coffee
- Updates
- Networking

