

Core Training Session Notes

Session 1.1

Speech, language and communication: Definitions, typical development, and impact on other areas of learning

Before you begin...

Thank you for choosing to undertake the core level of the online Communication Champion training. Before you begin session 1.1, please ensure that you have completed the core baseline questionnaire. You will find the link to this questionnaire [here](#).

Session aims

- Understand the different terms 'speech', 'language' and 'communication'
- Understand typical speech, language and communication development
- Understand the potential impact of speech, language and communication needs (SLCN) on other areas of development

Resources required

- *Universally Speaking: the ages and stages of children's communication development for children aged birth to 5.*
Download here: <https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking.aspx>
(You may also like to look at the version of *Universally Speaking* for children aged 5-11 if this age group is relevant for your setting)
- YouTube access – to watch the following videos:
 - <https://www.youtube.com/watch?v=K-2eqkvGauU> – 2 year old talk
 - <https://www.youtube.com/watch?v=RjPRRkJSQ4Y> – 6 year old talk
- Paper and a pen

Relevant references

- Stothard, S., Snowling, M., Bishop, D., Chipchase, C., and Kaplan, C. (1998) 'Language impaired preschoolers, a follow up in to adolescence' *Journal of Speech, Language and Hearing Research* 41, 407-18
- Snowling, M.J. and Stackhouse, J (Eds) (2006) *Dyslexia, speech and language: A practitioner's handbook* (2nd ed). Whurr Publishers Ltd
- Durkin and Conti-Ramsden (2007) *Language, Social Behaviour, and the Quality of Friendships in Adolescents With and Without a History of Specific Language Impairment*
- Durkin K and Conti Ramsden G (2010) *Young people with specific language impairment: a review of social and emotional functioning in adolescence* *Child Language Teaching and Therapy* 26 2 105-121
- Bryan, K., Freer, J., and Furlong, C. (2007) *Language and communication difficulties in juvenile offenders* [International Journal of Language & Communication Disorders](#), Vol. 42, No. 5, Pages 505-520
- Law et al (2013) *Early Language Delays in the UK*. Save the Children

Session 1.2

Identification and Assessment of Speech, Language and Communication Needs (SLCN)

Session aims

- Understand what the term 'SLCN' means
- Be aware of how to identify children with SLCN
- Understand the relationship between learning English as an Additional Language (EAL) and SLCN
- Know some strategies to support the identification of SLCN in children with EAL
- Understand our roles and responsibilities for supporting children with SLCN
- Be aware of the processes and procedures in our setting for raising concerns

Resources required

- YouTube access to view the following videos:
 - 'The Way We Talk' https://www.youtube.com/watch?v=Onqn_7xzp2Q
- Paper and a pen

Optional resources / useful links

- [Talking about a Generation report: http://www.thecommunicationtrust.org.uk/media/540327/tct_talkingaboutgeneration_report_online.pdf](http://www.thecommunicationtrust.org.uk/media/540327/tct_talkingaboutgeneration_report_online.pdf)
- Talking Point Progress Checker: <https://ican.org.uk/i-cans-talking-point/progress-checker-home/>
- I CAN Stages of Development poster: <https://ican.org.uk/shop/ages-and-stages-of-development-poster/>
- What's Typical Talk at Primary poster: <https://ican.org.uk/shop/whats-typical-talk-at-primary-poster/>
- WellComm: <https://www.gl-assessment.co.uk/products/wellcomm/>
- Progression Tools: <https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/>
- ECAT: https://foundationyears.org.uk/wp-content/uploads/2011/10/ecat_guidance_for_practitioners_12.pdf
- Progress Check: <https://ican.org.uk/shop/progress-check-communication-and-language-book/>
- Early identification framework: http://www.thecommunicationtrust.org.uk/media/345750/early_identification_framework.pdf

Relevant references

- Sue Roulstone's report "The role of language in children's early educational outcomes" can be downloaded here: <https://www.gov.uk/government/publications/investigating-the-role-of-language-in-childrens-early-educational-outcomes>
- EAL: (Juarez 83, Duncan & Gibbs 1989, Leung 1996, Rodby 1998, Cummins 2000)
- www.londonsigbilingualism.co.uk
- Early identification framework: https://www.thecommunicationtrust.org.uk/media/345750/early_identification_framework.pdf

Session 1.3

The Communication Environment

Session aims

- Understand the importance of the communication environment to support all children's speech, language and communication skills, not just those with SLCN
- Be aware of what makes a communication friendly environment
- Understand the importance of the home environment for children's speech, language and communication development
- Understand the importance of involving parents and carers in a child's care and support
- Be able to support families of EAL children to support their child's speech, language and communication development

Resources required

- YouTube access to view the following videos:
 - 'Communication supportive environments' - <https://youtu.be/r1ZbRpU9jak>
 - 'Talking to parents about speech, language and communication' - <https://www.thecommunicationtrust.org.uk/projects/professional-development/a-professional-development-video-talking-to-parents/>
- Paper and a pen

Optional resources / useful links

- Early Years Commitment: www.thecommunicationtrust.org.uk/projects/early-years-commitment/
- National Literacy Trust bilingual quick tips available in different languages: <https://literacytrust.org.uk/early-years/bilingual-quick-tips/>

Session 1.4

Strategies and Support for Children with SLCN

Once you've finished this session...

Thank you for completing the core level of the online Communication Champion training. Now you have completed all 4 sessions of this level, please ensure that you complete the **core** end point questionnaire. You will find the link to this questionnaire [here](#).

Session aims

- Be aware of strategies to support all children's speech, language and communication development, including those with SLCN
- Identify strategies which can be embedded into your current practice

Resources required

- YouTube access to view the following videos:
 - 'Top tips for early years practitioners' - <https://www.youtube.com/watch?v=joqVklInnPoY>
 - 'Scaffolding' - <https://www.youtube.com/watch?v=55-SlwjXngI>
 - 'Questioning' - <https://www.youtube.com/watch?v=dNdHzFkKfBE>
- Paper and a pen

Relevant references

- Sue Roulstone's report "The role of language in children's early educational outcomes" can be downloaded here: <https://www.gov.uk/government/publications/investigating-the-role-of-language-in-childrens-early-educational-outcomes>
- "The Effective Provision of Pre-School Education (EPPE) Project" report can be downloaded here: https://www.ucl.ac.uk/ioe/sites/ioe/files/Ratios_in_Pre-School_Settings_DfEE.pdf