

Unit 16: Support Children’s Speech, Language and Communication

Unit code:	EYMP 5
Unit reference number:	T/600/9789
QCF level:	3
Credit value:	4
Guided learning hours:	30

Unit summary

This unit aims to provide the basis for understanding the importance of speech, language and communication for a child’s overall development and explores the ways in which those working with children can support the development of speech, language and communication skills.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development’s QCF Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand the importance of speech, language and communication for children's overall development**

Speech, language and communication needs of children: 0-5: verbal communication, voice tone, sound patterns, repetition, rhyme, alliteration, naming familiar objects; non-verbal communication, eye contact, facial expression, hand gestures, pointing; social interactions, peers, parents, teachers, other adults; opportunities to follow simple instructions; use of resources, picture books, treasure baskets, story sacks, 'telephone', music, songs, dance, role play; work with parents/carers within boundaries of own role

5-11: verbal communication, storytelling, news, drama, role play, anecdotes from personal experience, past, present and future, social interactions between peers, parents, teachers, other adults; greetings; good byes; manners; opportunities to follow complex instructions; support sustained conversations; opinions; work with parents, carers within boundaries of own role

11-16: verbal communication, discussion; review of books, articles, film, TV, drama, music; check understanding; summarise; join in social interactions; interest in personal, social news; awareness of social networking sites; rapport; trust; openness; praise; support; work with parents, carers within boundaries of own role

16-19: active listening; reflect back; body language; open questions; non-judgemental; empathy; understanding; shared decisions; consult; negotiate; discuss; share opinions; involve parents, carers as appropriate within boundaries of own role

Development of speech, language and communication: theories of language development eg nature versus nurture, Piaget, Vygotsky, Bruner and Chomsky's theory of language development, four approaches to studying language development (normative approach, behaviourist approach, nature theory and social constructivist theory); role of the adult to support language and communication skills which in turn support the child's learning, emotional, behaviour, social development; speech language and communication needs of individual children eg those with disabilities or special educational needs, those for whom English is an additional language, bilingual or multilingual children

Speech, language and communication skills support children's learning, emotional, behaviour and social development: communication; listening; literacy; understanding; expression; explanation; discussion; instructions; interaction; empathy; care; expectations; relationships

Potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term: limited ability to play with others; limited ability to build relationships; limited social skills; poor or inappropriate behaviour; isolation; low self-esteem; low confidence; poor communication; lack of interaction; poor literacy skills; visual impairment; hearing impairment; motor impairment; difficulties with understanding information, expressing themselves, understanding what others are saying, making friends or relating to adults; inability to access the curriculum

2 Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting

Ways in which adults can effectively support and extend the speech, language and communication development of children during the early years: provide supportive language environment; appropriate use of words and level of language by adults when communicating with children and parents or carers; understanding and valuing the importance of a child's first language or home language; naming familiar objects; non-verbal communication, eye contact, facial expression, hand gestures, pointing; social interactions, peers, parents, teachers, other adults; use of resources, picture books, treasure baskets, story sacks, 'telephone', nursery rhymes, music, songs, dance

Positive effects of adult support for children and their carers: improved communication skills, listening, body language, vocabulary, conversation conventions; increased levels of social interaction; positive behaviour; self-esteem; self-confidence; positive relationships with peers, parents, carers, families, other adults; ability to follow verbal instructions; emotional development, increased self-confidence; inclusion; more positive disposition towards learning

Levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning: children's speech and language development can vary dramatically due a range of reasons eg lack of exposure to language, hearing difficulties, health issues, illness, low confidence; assess child's language development through observations; initiate planning procedures within boundaries of own role; involve parents or carer in developing plan for child; develop personalised targets; positive, realistic outcomes and timeframes; assess individual and group needs; create appropriate materials and resources eg audio, visual, tactile, ICT; implement plans; seek support eg therapists; engage in feedback; conduct appropriate reviews

3 Be able to provide support for the speech, language and communication development of the children in own setting

Models of providing support taking into account the age, specific need, abilities, home language, interests of the children in own setting: eg adapting own language, scaffolding children's language, giving children adequate time and opportunity to communicate, facilitating communication opportunities between children, learning through play and discussion, working with carers, stimulating visual environment, first hand experiences, familiarity with words for 'special objects', appropriate words, use of Makaton and sign language, lip reading and ICT, specialist communication aids, cue cards, picture cards, photographs, favourite toys, dual language books, posters, familiar objects, hobbies, interests, involvement, circle time, singing, reading, poems and rhymes, puppets, news, drama, role play, presentations, events, 'meeting and greeting', interviewing, notices, posters

How day- to- day activities can be used to encourage speech, language and communication development in young children: the role of the adult in planning for and accommodating language opportunities in groups, on a one-to-one basis and between children; play; structured activities; opportunities for self-expression; discussion; interaction with peers, parents, teachers, other adults; opportunities for one-to-one conversation; interventions; praise; constructive feedback; rewards; sanctions; adapt own language style, age, stage; engage with and involve parents, carers, family members, other professionals

How to work with children to develop speech, language and communication on a one-to- one basis and in groups: helping children feel welcome and valued; encouraging children participation in making decisions and choices; negotiating with children according to age and stage of development eg asking questions, encouraging children to express ideas and suggestions; supporting children's development of thinking skills; showing respect for individuality, the feelings of others and group versus individual needs; listening to children and maintaining children's interest; monitoring children's progress; referral to others; adapting strategies for different learning needs and styles; supporting positive relationships between children and other adults in the setting, eg helping children understand the importance of clear communication with adults or explaining the importance and value of positive relationships with adults

Evaluate the effectiveness of speech, language and communication support for children in own setting: records, contribute to record-keeping systems; observation; checklists; engagement; discussion; assessments; team meetings, staff meetings, parent/carer liaison, multi-agency groups within boundaries of own role; development norms; cultural factors; individual needs; attitudes; behaviours; Common Core of Skills and Knowledge for the Children and Young People's Workforce, Early Years Foundation Stage Curriculum, National Curriculum, Every Child a Reader, Every Child a Writer, Every Child Matters; benchmark; review; reflect

4 Be able to contribute to maintaining a positive environment that supports speech, language and communication

The importance of the environment in supporting speech, language and communication development: eg environment can encourage children to speak and value what they have to say; adults should model correct speech, speech and communication that is age appropriate in order to support children's speech, language and communication development; importance of relaxed atmosphere where adults and children can share experiences and develop two-way conversations; environments should offer plenty of opportunities to speak, sing, tell stories, share rhymes and talk; appropriateness of other environmental factors eg displays, lighting, sound levels, comfort; appropriate learning activities and range of resources available; visual, sensory and audio stimuli; relationships within the setting; staffing profile, range of roles and levels of responsibility, accessibility

Review evidence about the key factors that provide a supportive speech, language and communication environment: physical environment; roles and responsibilities; training, development needs; appropriate involvement of others; records; development norms; cultural factors; individual needs; attitudes; behaviours; importance of play; specialist support; parent involvement; government reports and legislation eg Childcare Act 2006, Common Core of Skills and Knowledge for the Children and Young People's Workforce, Early Years Foundation Stage Curriculum, National Curriculum, Every Child a Reader, Every Child a Writer, Every Child Matters

Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children: eg welcoming and happy environment, emphasis on integration, respecting diversity, tolerance, understanding of the children with whom they mix and learn, teamwork, parental involvement, multi-agency support, age-appropriate activities and resources, minimising distractions such as lighting, noise, temperature, ventilation, appropriate policies of setting such as behaviour management, inclusion, equal opportunities, special needs, curriculum, staff development, recruitment and staff deployment, utilising other professionals, staff adapt own behaviour and communication for children as appropriate, consideration of age, ethnicity, needs and abilities, bilingual or multilingual settings, conducive learning environment, displays, comfort, learning activities, range of resources, visual stimuli, sensory stimuli, audio stimuli, sound, engage with children and young people, build trust and relationship