

EYMP 5: Support children's speech, language and communication

Unit reference T/600/9789

Level 3

Credit value 4

GLH 30

Unit aim The unit aims to provide a 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.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed by a vocationally competent assessor in real work environments and/or by using workplace evidence from the learner's real work environment.			
1. Understand the importance of speech, language and communication for children's overall development.	1.1. Explain each of the terms: <ul style="list-style-type: none"> • speech • language • communication • speech, language and communication needs. 		
	1.2. Explain how speech, language and communication skills support each of the following areas in children's development: <ul style="list-style-type: none"> • learning • emotional • behaviour • social. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term.		
2. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting.	2.1. Explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years.		
	2.2. Explain the relevant positive effects of adult support for the children and their carers.		
	2.3. Explain how 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.		
3. Be able to provide support for the speech, language and communication development of the children in own setting.	3.1. Demonstrate methods of providing support taking into account the: <ul style="list-style-type: none"> • age • specific needs • abilities • home language, where this is different to that of setting • interests of the children in own setting. 		
	3.2. Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Demonstrate in own practice how to work with children to develop speech, language and communication in: <ul style="list-style-type: none"> • 1:1 basis • groups. 		
	3.4. Evaluate the effectiveness of speech, language and communication support for children in own setting.		
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication.	4.1. Explain the importance of the environment in supporting speech, language and communication development.		
	4.2. Review evidence about the key factors that provide a supportive speech, language and communication environment.		
	4.3. Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: EYMP 5

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	<p>Speech, language and communication framework.</p> <p>This unit covers, or links to competences from the SLCF:</p> <p>Universal: A1, A5, A6, A8, A9, B1, B5, C1, C2, C3, C5, D1, D2 Enhanced: A4, B7, C1, C2, C3, C4, C15</p> <p>CCLD 301 Develop and promote positive relationships CCLD 312 Plan and implement positive environments for babies and children under 3 years</p>
Additional unit assessment requirements provided with the QCF unit	<p>Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcomes 3 and 4 must be assessed in the work setting.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>General Guidance for whole unit.</p> <p>Communication is a complex, two-way process, reliant on a wide range of skills including listening, understanding and means of expression as well as interaction skills. Consideration of the complexity of this process, and the many factors which can affect it, underpins effective communication in practice.</p> <p>Explain - taken from a leaflet produced by the Communications Consortium 'Explaining Speech, Language and Communication Needs (SLCN)', "Children and young people with speech, language and communication needs (SLCN) have difficulties in communicating with others; it may be that they cannot express themselves effectively or they may have difficulties in understanding what is being said to them. Alternatively those who support them may not understand their way of communicating.</p> <p>Children and young people may have difficulties across one or many of the different elements of speech, language and communication resulting in a communication breakdown. This may be minor and temporary, or it may be complex and long-term. Under this umbrella term, there will be many different labels used. The term 'needs' refers both to the needs of the individual and to what society</p>

	<p>can do to support their inclusion. It implicitly looks both at the individual and the environment in which children play, learn, communicate and live.”</p> <p>Ways may include:</p> <ul style="list-style-type: none">• the words and levels of language adults use with children (including the use of questions)• their conversations / interactions with children• information and activities used• work with parents / carers. <p>Positive effects may include improvements in:</p> <ul style="list-style-type: none">• speech, language and communication skills• social interaction• behaviour• emotional development/self confidence. <p>Methods may include:</p> <ul style="list-style-type: none">• adapting own language• scaffolding the child's language• giving children the time and opportunity to communicate• facilitating communication between children with each other• learning through play• working with carers. <p>Key Factors may include:</p> <ul style="list-style-type: none">• the physical environment• staff roles and responsibilities• training needs and opportunities• views of the child• appropriate involvement of carers.
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