

THE EARLY YEARS COMMUNICATION AND LANGUAGE DEVELOPMENT SERVICE

Communication Champion Briefing

June 2022

Overview

- Share current research
- Share national and local updates
- A focus on using the WellComm Screen and Intervention effectively
- Share reflection points

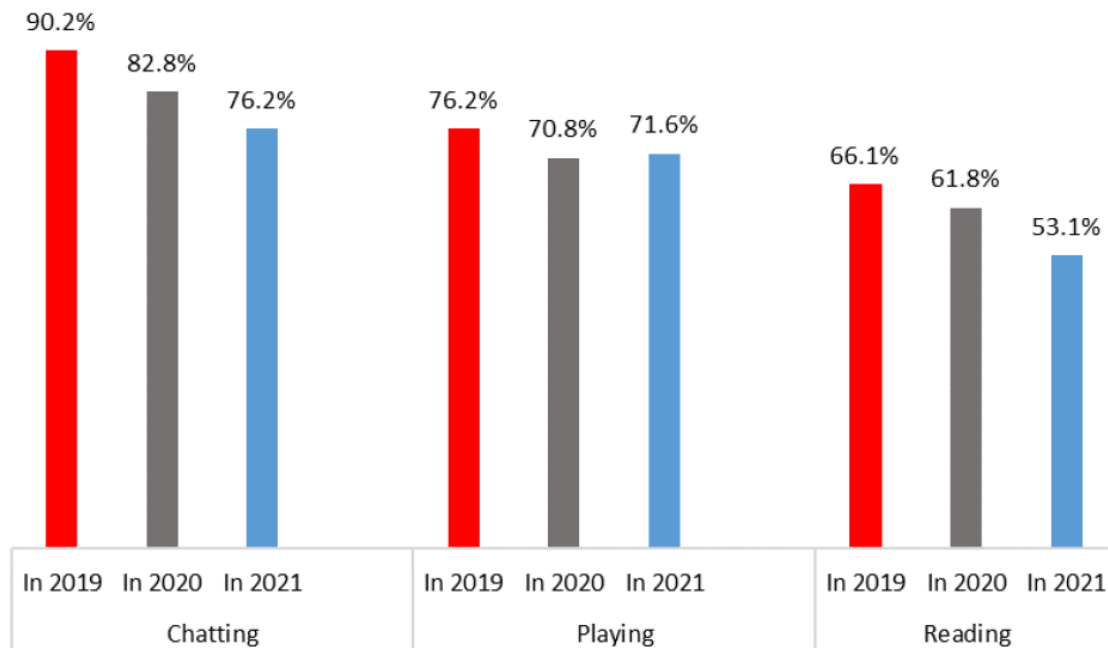


National Updates

- https://cdn.literacytrust.org.uk/media/documents/The_role_of_the_home_learning_environment_and_emerging_insights_-_FINAL_LedgnMX.pdf -
- *It is important to consider the influence of the pandemic on the home learning environment and early years. Indeed, 76% of schools reported that children who started reception in 2020 needed more support than children in previous cohorts, with children struggling in particular with communication and language, personal, social and emotional development, and literacy (Bowyer-Crane et al., 2021).*

How are we supporting HLE?

Figure 4: Percentage of parents who reported doing activities with their child in 2019, 2020 and 2021



Progress Check at Two

Communication and Language

EYFS statutory educational programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Possible discussion prompts

"Does your child join in with play, sharing books or doing things around the house like helping you to load the washing machine?"

"This is how your child joins in and focuses on the same thing as an adult or another child... Is that similar to what you see at home?"

Checkpoints for guidance in Development Matters

By around two years old, is the child showing an interest in what other children are playing and sometimes joins in?

By around three years old, can the child shift from one task to another if you get their attention? Using the child's name can help: "Jason, can you stop now? We're tidying up."

Possible discussion prompts	Checkpoints for guidance in Development Matters
<p>"Have you noticed your child is learning new words? Do they put those words together into short sentences? Can they understand and follow simple instructions?"</p> <p>"This is how your child talks in the setting with adults and other children... Does that sound like what you notice at home?"</p>	<p>Towards their second birthday, can the child use up to 50 words?</p> <p>Is the child beginning to put two or three words together, such as: "more milk"?</p> <p>Is the child frequently asking questions, such as the names of people and objects?</p> <p>Towards their third birthday, can the child use around 300 words? These words include descriptive language such as words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing).</p> <p>Is the child linking up to 5 words together?</p> <p>Is the child using pronouns ('me' 'him' 'she'), and using plurals and prepositions ('in' 'on' 'under') – these may</p> <p>Can the child follow dolly's face?"</p>
<p>"What have you noticed about your child's understanding of new words? Do people outside of the family generally understand what your child says, or do you have to explain?"</p> <p>"In the setting, your child generally understands ... Does that seem the same as their understanding at home?"</p>	<p>Around the age of two (between 200 and 500 words)</p> <p>Around the age of two as: "Where's your hat?"</p> <p>Around the age of three to the right picture in</p> <p>Note: Watch out for... Monitor their progress</p>

Helping children to develop their communication

Research suggests that these are effective approaches:

- listening to children and having conversations with them ('talking with' and not just 'talking to' children)
- sharing books, especially with wordless picture books – use the book as a way of having a conversation: "What do you think is happening in the picture there?" or "Why do you think the boy is sad?"
- talking together while you play or do jobs around the house (getting food out of the fridge, sorting out washing, gardening or washing up)
- singing and saying rhymes together
- modelling a range of different types of words and phrases, rather than asking and 'testing' the child – for example, rather than asking "What are you doing?" or "What colour is that?", try to model a useful phrase such as "You're eating your dinner. It's delicious" or "I love that blue hat"

Further information is available to help every young child to develop their communication. Refer to Public Health England's '**Best start in speech, language and communication**'. This includes the Early Language Identification Measure and Intervention tool for use with children aged two to two and a half.

English as an additional language

More than a quarter of children in early years settings are learning English as an additional language. It is important to note the following points.

- Bilingual and multilingual children may have a quiet phase at first, as they settle in and develop their confidence. Encouraging them to take part and become more confident is key.
- Children learn a language by speaking it. If a child is going through a long 'silent phase', find out from the parent if their home language is developing well. Check in case the child has a speech, language and communication delay.
- Practitioners and professionals should encourage families to use their home language. This is for linguistic as well as cultural reasons. Talk to parents about what language they speak at home, learn a few key words and celebrate multilingualism in your setting.

Tiny Happy People Resources

- Free Films for Public Screens & Waiting Rooms - BBC Tiny Happy People



Little Faces

Preview film above or [download here](#)

(Right click and choose 'Save link as')



Little Learners

Preview film above or [download here](#)

(Right click and choose 'Save link as')



Little Listeners

Preview film above or [download here](#)

(Right click and choose 'Save link as')



Little Mimics



Little Voices



Little Watchers



Children's language learning - BBC Tiny Happy People



Local Updates

- Consider how you maximise everyday routines to support communication and language development.
- How do you organise story time to fully engage all children?

'improve the organisation of larger group activities, such as story time, to ensure that all children are able to fully engage and benefit from the learning opportunities provided'

Recent Ofsted report

Bolton Library Service Update



A focus on using the WellComm Screen and Intervention effectively.

- Reflecting on WellComm practice in your setting (office.com)

Complete the questions answering with that which best fits the whole practice within your setting:

- 1 most of the time
- 2 sometimes
- 3 not yet



WellComm Good Practice Guide

Section 1 – Understanding the use of the WellComm screen and intervention – Ensuring that all the team are aware of what typical communication and language development looks like and what additional screening tools are available.

Section 2 – Environmental factors – Takes into considerations as to where the screening takes place and who the best person is to carry out the assessment.

Section 3 – Carrying out the screen – This ensures that all staff follow the same screening guidance and records their information correctly.

Section 4 – Feedback and involving families – Ensures that all staff are keeping parents informed about the WellComm screening and discussing how parents can support their child in the home learning environment.

Section 5 – Intervention – Following the screening results, ensure that all staff are aware of what interventions to use to support the child's communication and language development, decide if these need to be offered on a 1-1 basis or in small groups (if appropriate).



Let's look more closely at the WellComm screen and intervention.

- 1.4) Ensure majority of practitioners within the setting have attended the training and/ or shadowed a trained practitioner so WellComm can be easily used when needed
- 1.5) Ensure all practitioners are familiar with the Bolton Communication and language Path-way and how to support a child who has scored amber or red on the WellComm screen.

Carrying out the screen

- 3.1) Check if a WellComm screen has been carried out previously and if so when and what happened as a result of this e.g. check child's red book, talk to previous or existing childcare professionals, refer to transition information.
- 3.2) Ensure screens **are not** repeated within a 3-month period.
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- 3.3) Makes sure screen starts at child's chronological age
- 3.8) Make sure the screen is carried out screening back to find out where child scores 'green'?
- 3.10) Record what the child scored at chronological age e.g. red/amber and then screen at which they scored green. This is key information.

Feedback and involving families

- 4.6) Respects and always maintains confidentiality e.g. asking if it is acceptable to talk to or work with the child's nursery/ Public Health Nurses any other professionals involved
- 4.7) Liaise with other professionals involved with the family around activity to support child and plans for rescreen
- 4.8) Ensure any WellComm screen information is included in transitions for children between/ into settings and between key professionals

Intervention

- 5.3) From the screen results prioritise activities from the section where the child scored green to focus on (e.g. 1 or 2 activities)
- 5.4) When sharing activities to be carried out at home you explain the activity simply and clearly
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- 5.6) Demonstrate activity to parent/carer and check they have understood
- 5.7) Check progress with actions, at home and within the setting, and follow up with more activities as appropriate, referring to the screen

- 5.9) Ensure all practitioners/ professionals involved with the child are aware of the focus for the child and how to support them e.g. through activity in continuous provision
- 5.11) Confidence to use other interventions as appropriate within the setting alongside Well-Comm

Supporting good practice – next steps

Action Plan (detail any actions needed following your reflections):

Section	Action	Key Staff	Action By	Progress Made	Review Date	Reflection

WellComm Good Practice Audit Tool Guidance - Bolton

Setting.....

Lead.....

Understanding the use of WellComm screen and intervention

<u>Section 1</u>	Pre	Post	Development Areas & Review
1.1) Understand with whom a WellComm screen should be carried out e.g. concern around the child's communication and language development being below age related expectations, scored grey or black on ASQ.			
1.2) Awareness of whole team of what typical Communication and language development looks like, use of Early Communication and Language Journey resource.			
1.3) Aware of the guidance in the handbook around using the WellComm screen with children who have EAL and/or SEND children			
1.4) Ensure majority of practitioners within the setting have attended the training and/ or shadowed a trained practitioner so WellComm can be easily used when needed			

Breakout room discussions

- What are your next steps for embedding WellComm good practice in your setting?
- Share with your colleagues in your breakout room.
- Choose one example to put into the chat on your return.

Exploring the Integrated Communication and Language Pathway Resources



Bolton Start Well

Bolton Early Years Integrated Communication and Language Pathway

[Home](#) / [Home](#) /

Bolton Early Years Integrated Communication and Language Pathway



Embedding a language rich environment

Live online workshops

Many came along to explore ways to ensure their practice reflects the emphasis on good interactions and rich vocabulary as set out in the EYFS 2021.

The course looked at quality of interactions and supporting vocabulary development with many practitioners across Bolton sharing their experiences and practice. We explored how a language rich environment and our resources here in Bolton can be embedded to support the Integrated Communication and Language Pathway.

The sessions are now available as eLearning modules which can be accessed via the website [Bolton Start Well E-learning website](#).

Further advice from Start Well 01204338149 and EYCLDS 01204 338349



Embedding Language Rich Environment E-Learning Modules now available!



Welcome to Bolton Start Well E-learning



Reflection Points:

- How will the information shared today influence your practice around WellComm?
- Which elements of the briefing do you need to find out more about and share wider with your team - how will you do this?
- Don't forget to make the most of the E-Learning options!



Accessing Communication and Language Support from EYCLDS

- Communication Champion termly briefings
- Monthly communication and language surgeries
- Contact a Speech and Language Therapist:
 - leave a message and they will return your call
01204 338349
- [Bolton Start Well Website](#)



Latest training courses

Visit: <http://www.boltonstartwell.org.uk/courses/>

Access anytime

These pre-recorded and e-learning sessions will be available upon request. Once you sign up, you will be sent a welcome email with a link to the training which you can access at any time.

The Early Communication and Language Journey

Phase 1 Phonics

Introduction to the Role of the Communication Champion

WellComm Speech and Language Toolkit

Supporting Children with English as an Additional Language



News and update

Website news pages

- [COVID-19 Useful Information](#)

Twitter

- [Bolton Start Well](#)

Facebook - Providers

- [Bolton Start Well](#)
- [COVID 19 – Early Years Bolton](#)
- [Bolton Start Well for OOSS](#)
- [Bolton Start Well for Childminders](#)
- [Bolton Start Well for Daycare Providers](#)
- [Bolton Start Well for Early Years Schools](#)

Facebook - Bolton early years families (and providers)

- [Bolton Start Well at Home](#)

Access the early years update email, **Bolton Action Card** and other COVID-19 related news and updates here.



Feedback

[Bolton Start Well online course feedback form \(LINK\)](#)

Please take a few minutes to complete an evaluation form. Your feedback is appreciated.



Bolton Start Well Online Training Evaluation Form

We welcome your honest feedback from your recent online training session.
Please remember to add your name and email address at the end of the evaluation form, this is used in order to email Certificates of Attendance to you for virtual courses (excluding, pre-recorded videos, briefings and network events).

Section 1

1. Title of session *

Enter your answer



Thank you

For more information, advice and guidance
please contact:

**Start Well Early Years Communication and
Language Development Service**

01204 338349/ 338149

E-mail startwell@bolton.gov.uk

Visit our website:

www.boltonstartwell.org.uk/

Evaluation:

- <https://forms.office.com/Pages/ResponsePage.aspx?id=YQB4Q12u30GBI8i8Tam-HtiYWK5QJNlAsinN-914cYtUOTFGOE85MzkyRkVTUkNZRDdHTVUxTIJNNS4u>