



MODULE 1 ASSESSMENT

This topic has been developed with Kate Freeman, a highly experienced Speech and Language Therapist and Consultant and the author of a series of books focusing on early language development. The course focuses on the critical role of speech and language development in promoting early literacy skills in young children and aims to explore various strategies, theories, and practices related to developing early literacy skills through speech and language development.

The following assessment will support you in reflecting on your environment and practice. You will be able to demonstrate that the information you have listened to has been embedded and your answers will create new opportunities to create language-rich learning opportunities for the children in your setting.

QUESTION 1

Before Covid, there was a report of a 30-million-word gap between disadvantaged children how has covid impacted this gap and why?

QUESTION 2

In an Early Years Setting, what can you do to improve this gap?





MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

What are some key techniques you could implement to support children's communication and language?

QUESTION 4

Why is silence equally important for practitioners?

QUESTION 5

What are some top tips for practitioners to encourage parents to understand the process of language development and implement support with this at home?



IDENTIFYING LANGUAGE GAPS

MODULE 2 ASSESSMENT

QUESTION 1

What does speech, language and communication mean separately?

QUESTION 2

There is a stage that children need to go through for communication and language, what are the steps within this stage?

QUESTION 3

Quite often you will hear that a child has difficulty with their speech, why is this wrong?

IDENTIFYING LANGUAGE GAPS

MODULE 2 ASSESSMENT CONTINUED

QUESTION 4

What is the 'Alexa' rule that Kate Freeman discussed?

QUESTION 5

What are some of the signs as an educator you need to look out for to identify if there is a speech, language and communication difficulty?



MODULE 3 ASSESSMENT

QUESTION 1

Could you please list speech and language organisations/campaigns that can support you in your practice and have information that you can share with families?

QUESTION 2

Interaction is so important to children's development, what is the downside to screen time in relation to interaction?



MODULE 3 ASSESSMENT CONTINUED

QUESTION 3

A communication friendly environment is key, however there is no point in having a communication friendly environment unless you have what else in that environment?)

QUESTION 4

In team meetings you should always make sure (In relation to communication) there is what scheduled into each meeting and why is this key?

QUESTION 5

When planning and implementing resources what should practitioners do to review communication in this planning and implementation?



MODULE 4 ASSESSMENT

QUESTION 1

What does research and statistics show could be the impact on children in later life if they do not have not establish good communication and language skills in the early years?

QUESTION 2

Speech and language skills underpin many other areas of children's development by:

QUESTION 3

Why is it important to add excitement to conversations/interactions with children?





MODULE 4 ASSESSMENT CONTINUED

QUESTION 4

When using resources to introduce and extend vocabulary, what is a good example of an activity Alice gave based on ducks?

QUESTION 5

What are three top tips Kate Freeman advised? Please give information on each of these tips.





REFLECTION SECTION

From listening to all 4 episodes and completing all assessments as part of this module, it is now time to highlight the key takeaways and knowledge you have gained from this Continuous Professional Development module.

Key areas to reflect on:

- *What have you learnt and how this will impact your practice?*
- *What changes you intend to make in your setting from the knowledge you have gained from this module?*
- *What is the desired impact of the changes you intend to make for the children?*

Please also ensure to give a copy of this assessment including your reflection section to your senior leader, this is a key part of Ofsted 3 I's when reviewing, reflecting and making changes and will support you in your next inspection.





REFLECTION SECTION CONTINUED

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ANSWER SHEETS



THE COVID IMPACT ON CHILDREN'S SPEECH AND LANGUAGE

MODULE 1 ASSESSMENT

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The following assessment will support you in reflecting on your environment and practice. You will be able to demonstrate that the information you have listened to has been embedded and your answers will create new opportunities to create language-rich learning opportunities for the children in your setting.

QUESTION 1

Before Covid, there was a report of a 30-million-word gap between disadvantaged children how has covid impacted this gap and why?

- The gap has become wider
- There has been an increase in the number of children who have speech and language difficulties.
- Children were out of settings through the pandemic, and this has impacted development due to limited peer-to-peer interaction.
- Mask-wearing prevented children from being able to observe speech from adults.
- Children were prevented from speech development by too much screen time through covid.

QUESTION 2

In an Early Years Setting, what can you do to improve this gap?

- Encourage practitioners to communicate as covid may have impacted adults' communication skills too.
- Reacting and responding to children's language and extending this.
- Focus on communication and language in each area of the curriculum as this is the root to learning.
- Language skills support children in all areas of development especially social therefore practitioners must remember this and ensure a continuous focus on language.
- Ensure children are being communicated with but also provide time for quiet so the child can reflect and process new words and phrases.



MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

What are some key techniques you could implement to support children communication and language?

Answer 3 (Please note, the below are examples and answers may vary)

- Reducing the length of our sentences when talking to children – speak in one word longer than the child uses – If the child is using 3-word sentences then we should use 4/5 words sentences in response.
- There's a process to language development and taking time to pause is a crucial stage of this process.
- Be quiet to observe what children are doing and allow them time to engage and process as too much chat can overwhelm children and prevent development.
- Providing children with quiet time allows the child to fill the communication gap rather than the adult; this also lets the child lead conversations and therefore our communication follows their interests.
- Giving children 10 – 12 seconds of silence to allow children to process their words and speak rather than fill silence gaps.

QUESTION 4

Why is silence equally important for practitioners?

Answer 4 (Please note, the below are examples and answers may vary)

- Silence also supports adults in processing.
- By pausing, a practitioner can reflect and give time for their heads to fill with the richness of language and gives time to respond to the child effectively.

QUESTION 5

What are some top tips for practitioners to encourage parents to understand the process of language development and implement support with this at home?

Answer 5 (Please note, the below are examples and answers may vary)

- There are some great online resources to support families at home, such as Tiny Happy People, a government campaign including activities, videos and posters for parents which can be downloaded and shared.
- Getting parents together, such as coffee mornings or drop-in sessions to provide connectivity between people.
- Parents need support in 'knowing' the importance of sounds, silence and language development A team ethos of guidance and support for families is important.
- Modelling communication with children in front of parents.



IDENTIFYING LANGUAGE GAPS

MODULE 2 ASSESSMENT

QUESTION 1

What does speech, language and communication mean separately?

Answer 1 (Please note, the below are examples and answers may vary)

- Speech – sounds that are used to make words.
- Language – Understanding words in order to use them
- Communication – This is every other part of communication, expression, tone of voice, body language etc.

QUESTION 2

There is a stage that children need to go through for communication and language, what are the steps within this stage?

Answer 2 (Please note, the below are examples and answers may vary)

- Step 1 - Focus on developing attention and listening first of all because that's how language develops.
- Step 2 - Then comes the understanding of language
- Step 3 - Then the expression of language
- Step 4 - Speech sounds are then the last step and at the top of the development pyramid.

QUESTION 3

Quite often you will hear that a child has difficulty with their speech, why is this wrong?

Answer 3 (Please note, the below are examples and answers may vary)

- Speech is the last point of language development, and if a child has difficulty with their speech, then it is usually because they have not developed the foundations listed above in order to enable them to form words and then sentences.
- You have to look at speech as a pyramid with speech sounds at the top, and children cannot reach the top level until they have cemented the bottom and middle layers of the pyramid.

IDENTIFYING LANGUAGE GAPS

MODULE 2 ASSESSMENT CONTINUED

QUESTION 4

What is the 'Alexa' rule that Kate Freeman discussed?

Answer 4 (Please note, the below are examples and answers may vary)

- The same way you say, Alexa, to gain attention from the Alexa device, you should use a child's name to ensure you have their attention before proceeding in the communication with that child.
- When giving instructions, ensure you use the child's name comes before any instruction rather than after.

QUESTION 5

What are some of the signs as an educator you need to look out for to identify if there is a speech, language and communication difficulty?

Answer 5 (Please note, the below are examples and answers may vary)

- Screen and test children's understanding such as the teddy talk test and/or speech and language UK have a progression tool.
- Review children's understanding; are they understanding the words of instructions or are they picking up on clues and visual prompts.
- Strip back visual clues and give a child a unique (out of routine) sentence of instructions to gauge the level of understanding.
- Don't use visual cues when screening a child; you need to assess their understanding of words, not actions.
- Children that are withdrawn and/or have challenging behaviour could indicate speech, language and communication difficulties.



MODULE 3 ASSESSMENT

QUESTION 1

Could you please list speech and language organisations/campaigns that can support you in your practice and have information that you can share with families?

Answer 1 (Please note, the below are examples and answers may vary)

- Lucid – The International Centre for Language and Communication development.
- Tiny Happy People – Focuses on developing communication skills in the Early Years – BBC Campaign
- Hungry Little minds – Government Campaign
- NSPCC Campaign on Interactive Behaviour
- Early Years SEND partnership.
- National Literacy Trust
- Chat, Play, Read.
- Social Media – organisations upload information and guidance on platforms.

QUESTION 2

Interaction is so important to children's development, what is the downside to screen time in relation to interaction?

Answer 2 (Please note, the below are examples and answers may vary)

- One downside to screen time is that children are not getting the interaction they need as they are watching flashing lights and hearing the sounds/words, but they are not learning from this screen time because they are not interacting.
- They may learn new words, but they are not building the foundations to understand the context of these words as they have not learnt them through interaction with adult guidance, explanation and support.





MODULE 3 ASSESSMENT CONTINUED

QUESTION 3

A communication-friendly environment is key, however, there is no point in having a communication-friendly environment unless you have what else in that environment?)

Answer 3 (Please note, the below are examples and answers may vary)

- There is no point in having a communication-friendly environment unless you have an adult in that environment who is interacting with the child in an appropriate way (It's the adult that makes the difference, not the resources.)
- Adults are the best communication resource.

QUESTION 4

In team meetings you should always make sure (In relation to communication) there is what scheduled into each meeting and why is this key?

Answer 4 (Please note, the below are examples and answers may vary)

- At least 5 – 10 mins in each team meeting focused on discussing communication and language.
- Sharing ideas, and skill sets and implementing language intervention as a whole setting ethos.
- This is important as it supports practitioners in recognising their own capacity for language development and which resources should be planned and implemented to encourage language development.

QUESTION 5

When planning and implementing resources, what should practitioners do to review communication in this planning and implementation?

Answer 5 (Please note, the below are examples and answers may vary)

- Research vocabulary that relates to the changes made in your setting to introduce new words to children and be confident in giving context and having conversations in relation to the new vocabulary you are introducing to children.





MODULE 4 ASSESSMENT

QUESTION 1

What does research and statistics show could be the impact on children in later life if they do not have not establish good communication and language skills in the early years?

Answer 1 (Please note, the below are examples and answers may vary)

- Youth offending shows that 60 – 80% of young people who is in youth offending institutions have Speech, language, and communication needs that have been unrecognised.
- Children who have poor speech and language skills do worse in their seats at key stages 1 & 2 and their GCSEs.
- Narrows future job opportunities.

QUESTION 2

Speech and language skills underpin many other areas of children's development by:

Answer 2 (Please note, the below are examples and answers may vary)

- Providing a strong foundation for other areas of learning, such as reading and writing and enabling access to the whole curriculum
- Supporting communication skills
- Promoting social skills and forming friendships
- Building confidence and self-esteem
- Supporting emotional and behavioral development
- Helping children to make sense of the world around them.

QUESTION 3

Why is it important to add excitement to conversations/interactions with children?

Answer 3 (Please note, the below are examples and answers may vary)

- We all learn best in something that we enjoy, and it is more enjoyable having somebody who's full of energy.
- Make sure that you're really engaged with the child, as then you can see what the child is interested in and reflect accordingly.
- As educators, we need to understand that children are learning words by the way that we talk, therefore including excitement engages children and promotes their learning.



MODULE 4 ASSESSMENT CONTINUED

QUESTION 4

When using resources to introduce and extend vocabulary, what is a good example of an activity Alice gave based on ducks?

Answer 4 (Please note, the below are examples and answers may vary)

- Singing the 5 little ducks went swimming one day song, it would make sense to have five different ducks for example a big duck and a yellow duck and an orange duck, and I've got a spotty duck and a stripe.
- Potentially the ducks could do something else than go swimming; they could go jumping or flying or rolling, sleeping, drinking, eating - You can introduce varied vocabulary.
- Children are more engaged when you present a new/different activity; therefore, for this example, children are more likely to be listening in and more likely to be engaged because it's different.

QUESTION 5

What are the three top tips Kate Freeman advised? Please give information on each of these tips.

Answer 5 (Please note, the below are examples and answers may vary)

- It is important to know what to expect at different ages and stages of development (So that you can recognise whether the children are at the level they should be at)
- It's not really the activities that you do, it's the way that you interact with children, so use silence, use short sentences, which are one word longer than the child uses. So, if they're using four-word sentences, you should be using five with them. If they're only using one-word sentences, use two-word sentences back because that helps them with their understanding.
- Getting children's attention and building on their language from that is the most important thing. If the children have any difficulties, because you know where they should be at you will then know how to support them.