



The Early Years Communication and Language Development Service

Communication Champion Briefing



Overview

- Share national and local updates
- Raise awareness of good practice using key communication and language tools
- Raise awareness of typical speech sound development
- Explore how to best use specific adult child interaction strategies to support effective questioning
- Network and share what works well



National Updates

I Can: Talking Point Website for parents and practitioners:

<http://www.talkingpoint.org.uk/about-talking-point>

The literacy trust has launched a new website with info for parents: Small Talk

https://small-talk.org.uk/?mc_cid=a811e19887&mc_eid=6aec7a861a

Ofsted Inspection Handbook :

Inspectors should consider how effectively senior leaders use performance management and their assessment of strengths and areas for improvement within the setting to provide a focus for professional development activities, particularly in relation to increasing children's vocabulary and cultural capital.

page 20 – section **Performance management and professional development** – section 90.



National Updates

Importance of symbolic play:

Quinn & Kidd (2019) noted the following:

- **More joint attention during symbolic play**
- **More gestures during symbolic play**
- **More deictic gestures during functional play**

Importance of keeping a beat:

- <https://medicalxpress.com/news/2013-09-importance-link-ability-language-skills.html>



Local Updates

Communication and Language Project

Sharing good practice:

- Adventures boards and parent postcards
- Use of wellcomm
- Stay and play sessions
- Interaction checklist

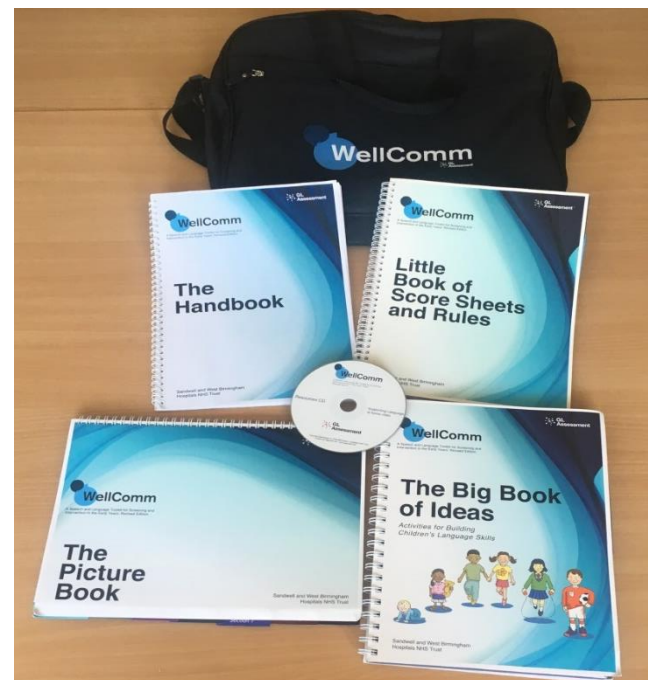
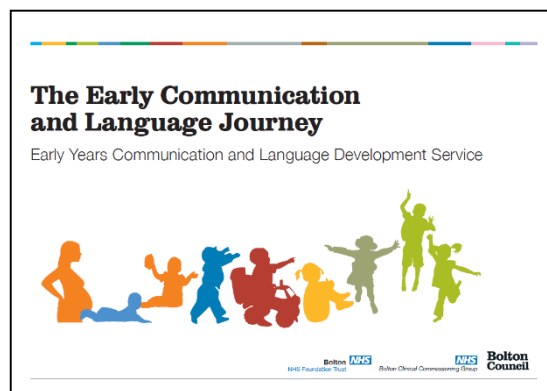


Every Child Training

- Phase 1 Phonics
- Communication and Language Journey
- WellComm Speech and Language Toolkit
- Mark Making to Writing Journey
- Number Journey

Role of Communication Champion in this rollout

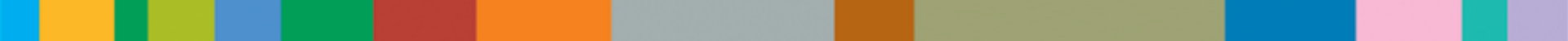
Using the Bolton Communication and Language Toolkit effectively.





The Early Communication and Language Journey

- Look at embedding the suggested activities within the room - supports individual planning
- Supports practitioners to target interventions to match individual needs
- Support discussions with parents on how to support their child's c and l needs further



WellComm Screening Tool and Intervention

- Highlights areas of need alongside skills that are developing well
- Helps target interventions to areas of need
- Noticed a pattern of children struggling with certain questions which had implications for our practice
- Supports parents and other professionals such as Child Minders with how to help further.

5 Golden Rules Z Card

- Embedding skills with practitioners through supervision and peer observation approach.
- Having regular recaps for the staff team to keep the knowledge fresh.
- Sharing during parent sessions, stay and play and induction.
- Adding to resources which are sent home eg take home bags.



Monthly Top Tips – Practitioner Top Tip and Parent Postcards

- Use within the setting, singing the songs and rhymes at home time to involve parents and then sending them home.
- Using links online to share rhymes with parents electronically.
- Adding postcards to take home resources/bags
- Targeting postcards to families and then supporting them to develop activities and routines at home.



Exploring Speech Sound Development

How sounds are made:

- **short sounds:** stop of air flow:- p, b, t, d, k, g
- **long sounds:** flow of air in restricted space:- f, s, sh, th
- **back sounds:** sound made at the back of the mouth:- k, g
- **Voiced or voiceless:** voice on:- b, d, g, z, v | voice off:- p, t, k, f, s



Processes associated with typical speech sound development:

- **Consonant / syllable deletion** i.e. banana produced as /nana/, dog produced as /do/
- **Voicing:** no quiet sounds i.e. p, t, k, f, s produced as /b, d, g, v, z/
e.g. tea produced as /dee/, pea as /bee/
- **Fronting:** no back sounds i.e. /k, g/ produced as /t, d/
e.g. car produced as /tar/, go as /do/

Processes associated with typical speech sound development:

- **Stopping:** no long sounds i.e. /f, s, sh, z, v/ produced as /p, b, t, d/ etc.
e.g. see produced as /dee/, shoe as /doo/
- **Cluster reduction:** two or more consonants together only one used
e.g. spider – /pider/, blue – /bu/, green –/ geen/

**Remember more that one process can be present in any one word:
finger could be produced as /binde/ (voicing, stopping, fronting)**





Age	Sounds used	Processes
0 - 18 months	General babble Large repertoire of sounds	•All – few words
2 – 3 Years	m n p b t d w	<ul style="list-style-type: none">• Final consonant deletion• Cluster reduction sp-p• Fronting k » t, g » d• Stopping f » p, s » t,• Voicing t » d• di = drink, fish, kiss, dig, sit
3 - 4 Years	m n p b t d w k g -ng f s sh h y	<ul style="list-style-type: none">• Cluster reduction• Some fronting and stopping



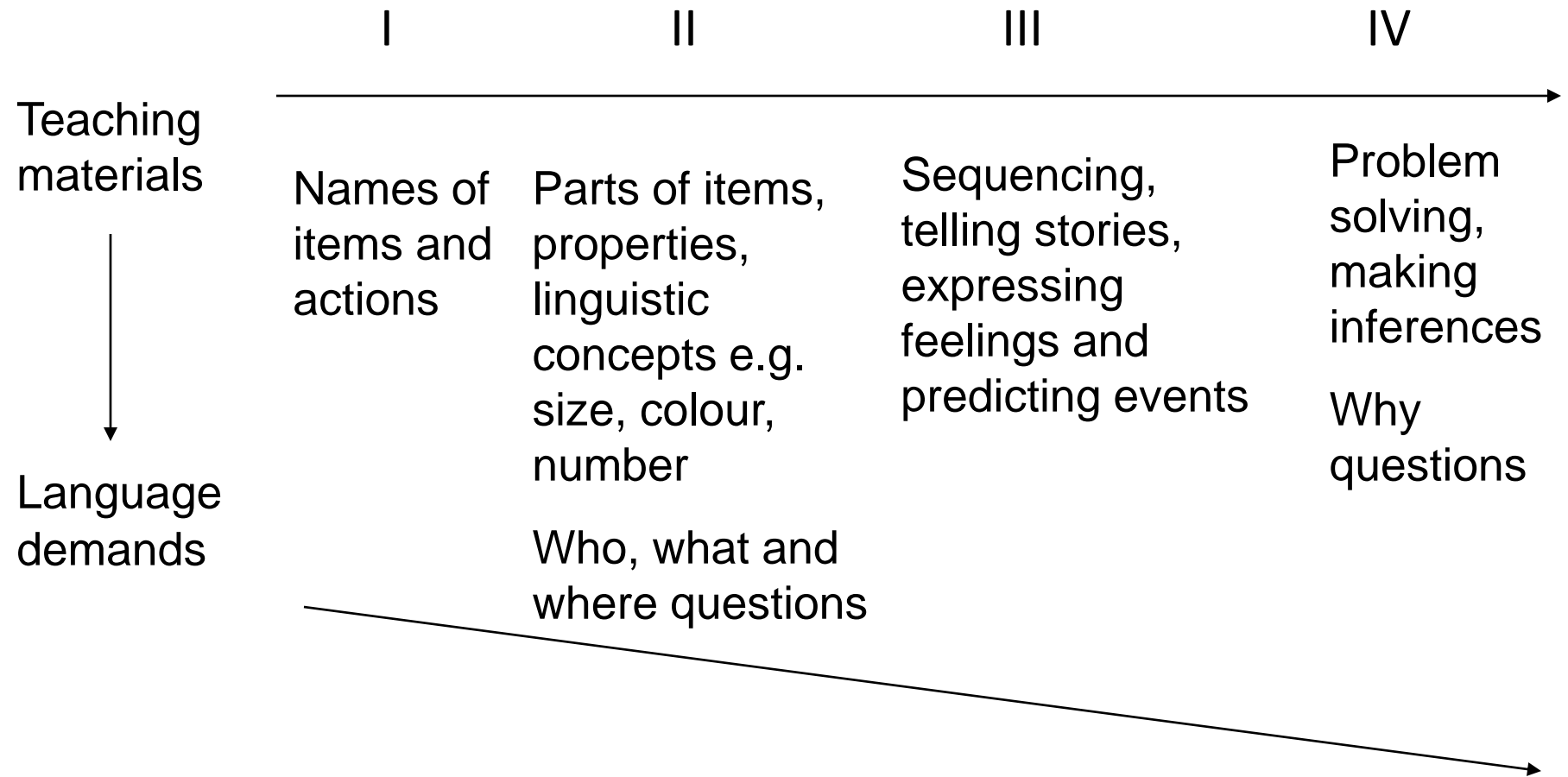


Age	Sounds used	Processes
4 -5 Years	m n p b t d w k g -ng f s sh h y l sh ch v z j	<ul style="list-style-type: none">•Few processes still used•Clusters developing after 4 ½ yrs.
5 + Years	m n p b t d w k g -ng f s sh h y l sh ch v z j th r	<ul style="list-style-type: none">•Sound system almost complete

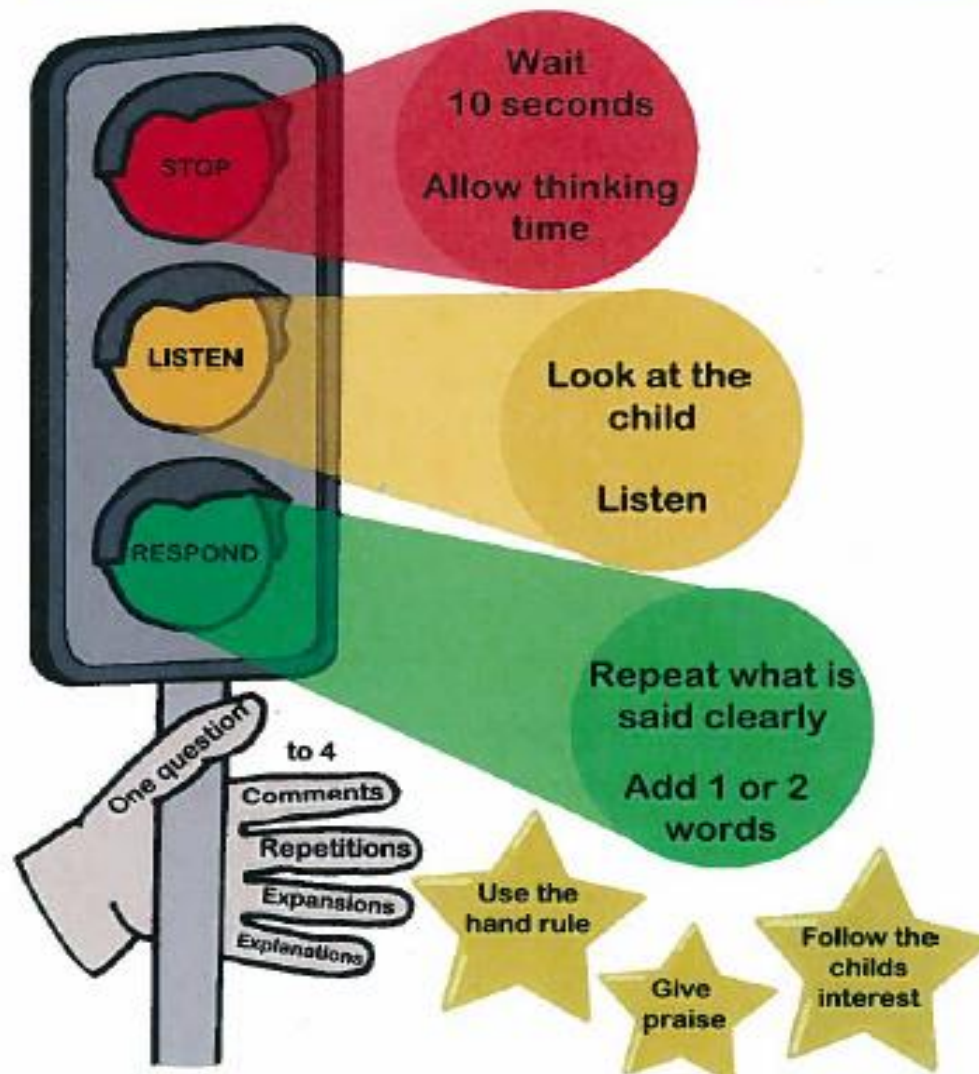


Remember how easy a sound is to produce will also depend on where it is in a word and what other sounds are before or after it!

Blank Language of Learning Model



Interaction

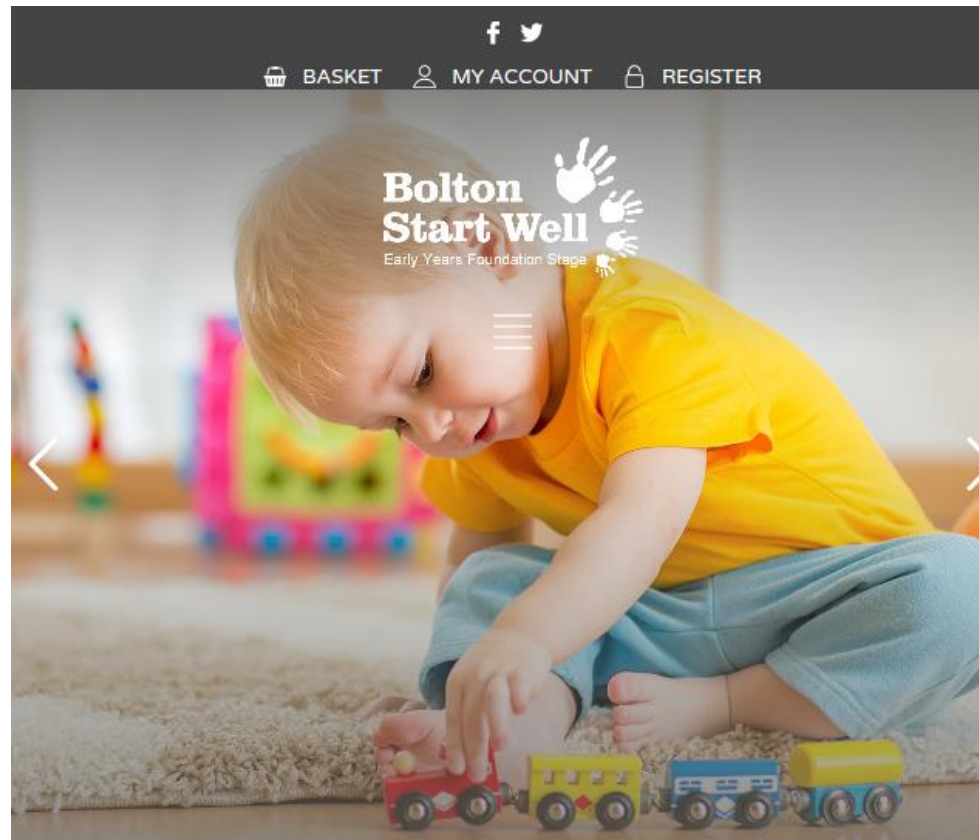




Sharing Good Practice

- Reflect on how you could use these strategies in your setting?
- Consider how you will share this information with colleagues and families?
- How will you ensure the strategies are embedded throughout your setting?

Visit us on the Start Well Website



Opening Hours

Mon - Fri	9am-5pm
Saturday	Closed
Sunday	Closed



Next Communication Champion Briefing:

TBC



Thank you

For more information contact:

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