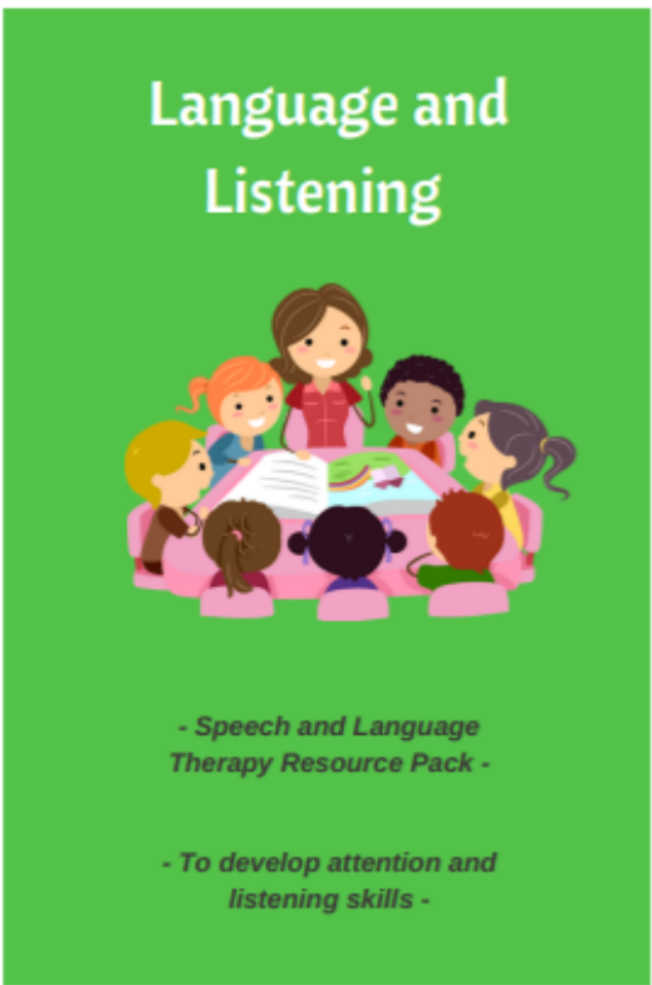
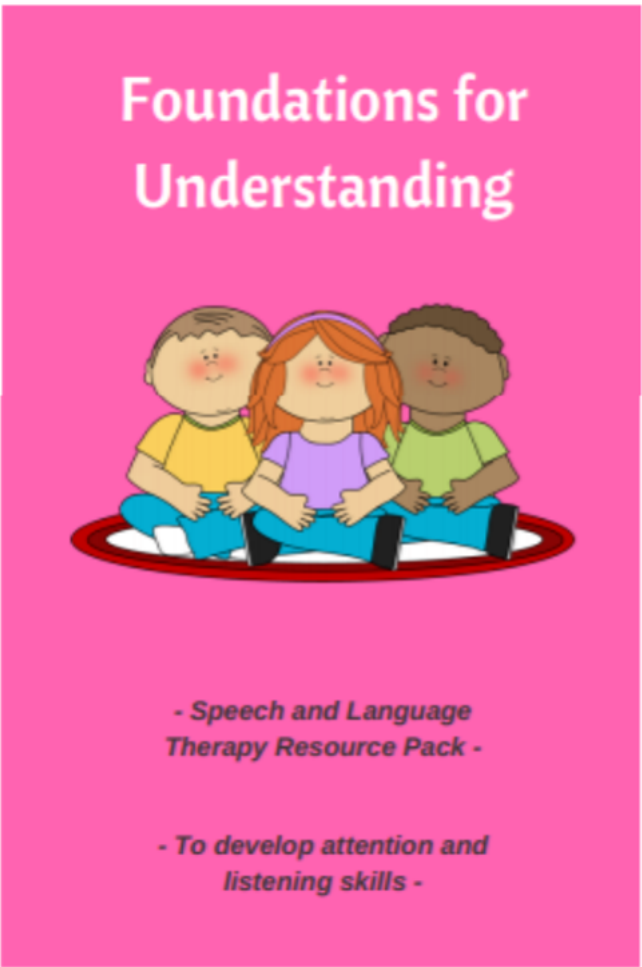
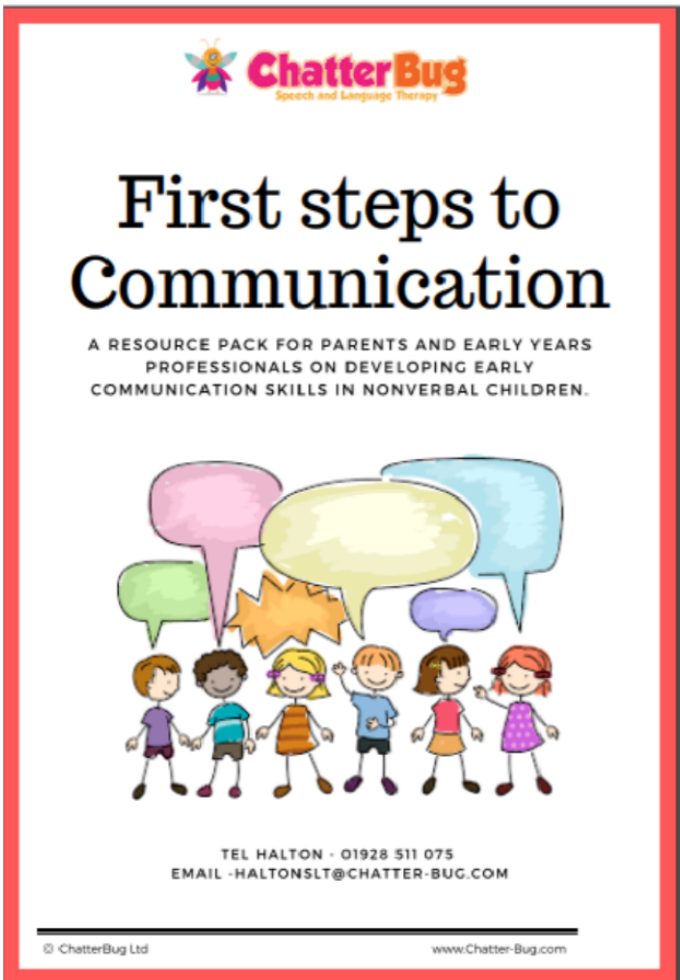




EYFS Packs

Guidance for Early Years Professionals



1-3	BACKGROUND
4	THE THEORY
5-8	FIRST STEPS TO COMMUNICATION
9-12	FOUNDATIONS FOR UNDERSTANDING
13-15	LANGUAGE AND LISTENING
16-18	SPEECH SOUND DEVELOPMENT GROUP
19	TOP TIPS

The aim of this booklet is to provide information and advice to Early Years Professionals in Halton who would like to know more about supporting a child's Speech, Language and Communication through the use of the EYFS Packs.

Background

These packs have been carefully designed by specialist Speech and Language Therapists at ChatterBug to support children's communication and language through the Early Years Foundation Stage. Packs are not curriculum led but will support children in accessing the curriculum.

There are four different packs which will be suitable for different children depending on their speech, language and communication need.

The packs should be readily available for you to access through your ChatterBug shared drive file under 'resources'. If you cannot access this and don't already have access to a copy, please contact ChatterBug or the appropriate person in your setting who is likely to have access to the shared drive.

Chatterbug office

01928 511075

Talk Halton

talk.halton@halton.gov.uk

What we recommend

The packs need to be delivered as written – as a package. We would recommend you sit and look through the packs, and think about how it will work in YOUR setting.

Packs can be broken down into smaller steps if necessary e.g. doing one element of a session plan, as opposed to three different elements.

We know that early intervention is key, and the more input a child has can lead to bigger outcomes in speech and language gains. Therefore, we would recommend that you use these packs 2-3 times per week.

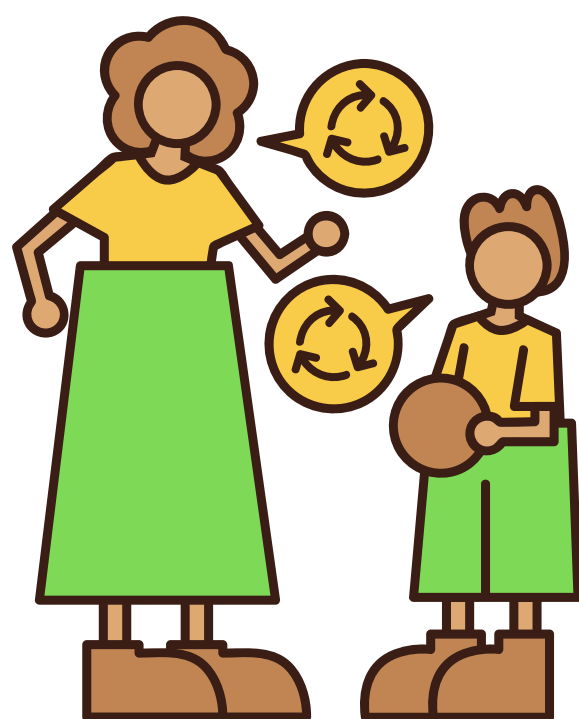
We might recommend to use these packs with children before you make a referral to SLT.

Why use them?

To build a child's ability to communicate! The activities in the packs are tried and tested and support the key principles of language development.

The packs can be used to help support you to provide evidence of what strategies have been implemented before making referrals to specialist services.

To help skill early years professions in language and communication strategies, and to highlight good current practice.



Who do we use them with?

The packs should be used with children who have an identified speech, language and communication need. You can also use them with children who might already be known to the specialist service.

The packs can also be used with ANY child who might benefit from support with their listening/language or communication development e.g. children learning EAL.

It is beneficial to include a 'good model' in your groups too.

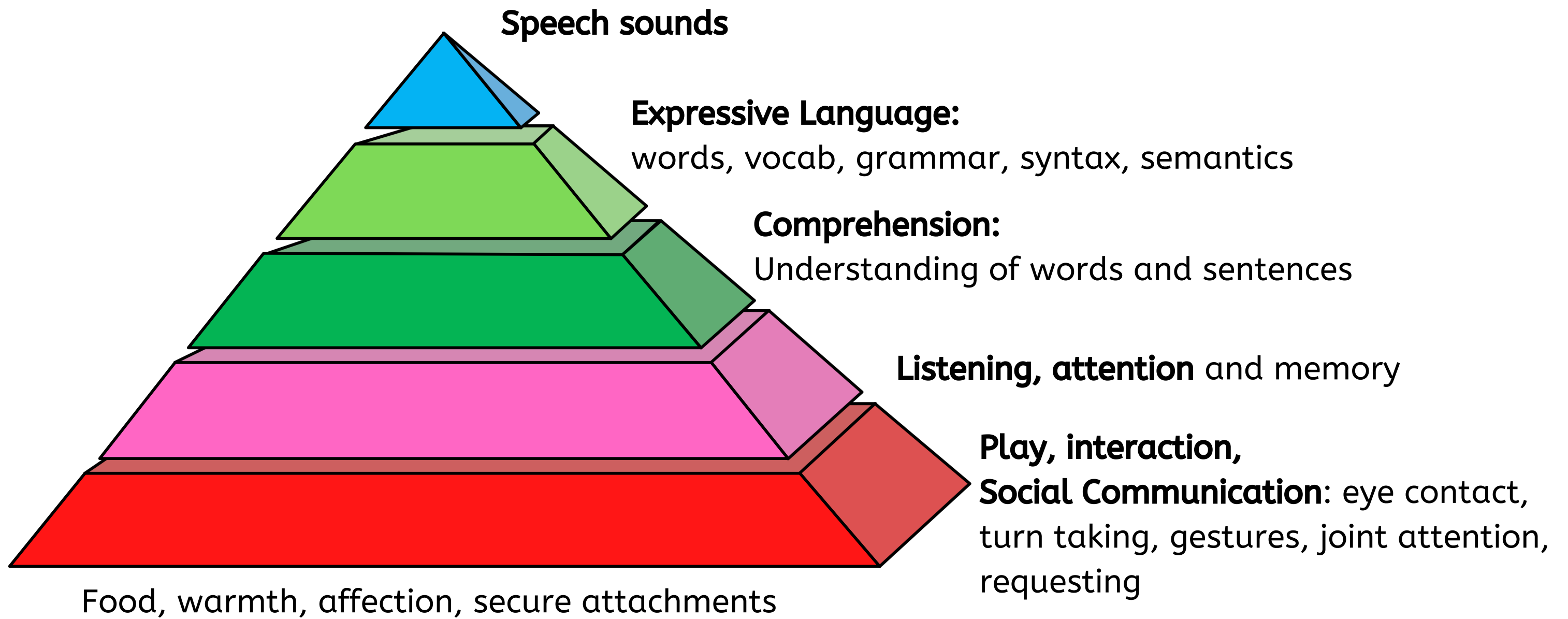
What about The Big Book of Ideas?

The Big Book of Ideas contains specific and targeted activities that coincide with the WellComm screening. These activities cross over with the principles of the EYFS packs. If you flick through both the EYFS packs and the Big Book you will find similarities between some activities.

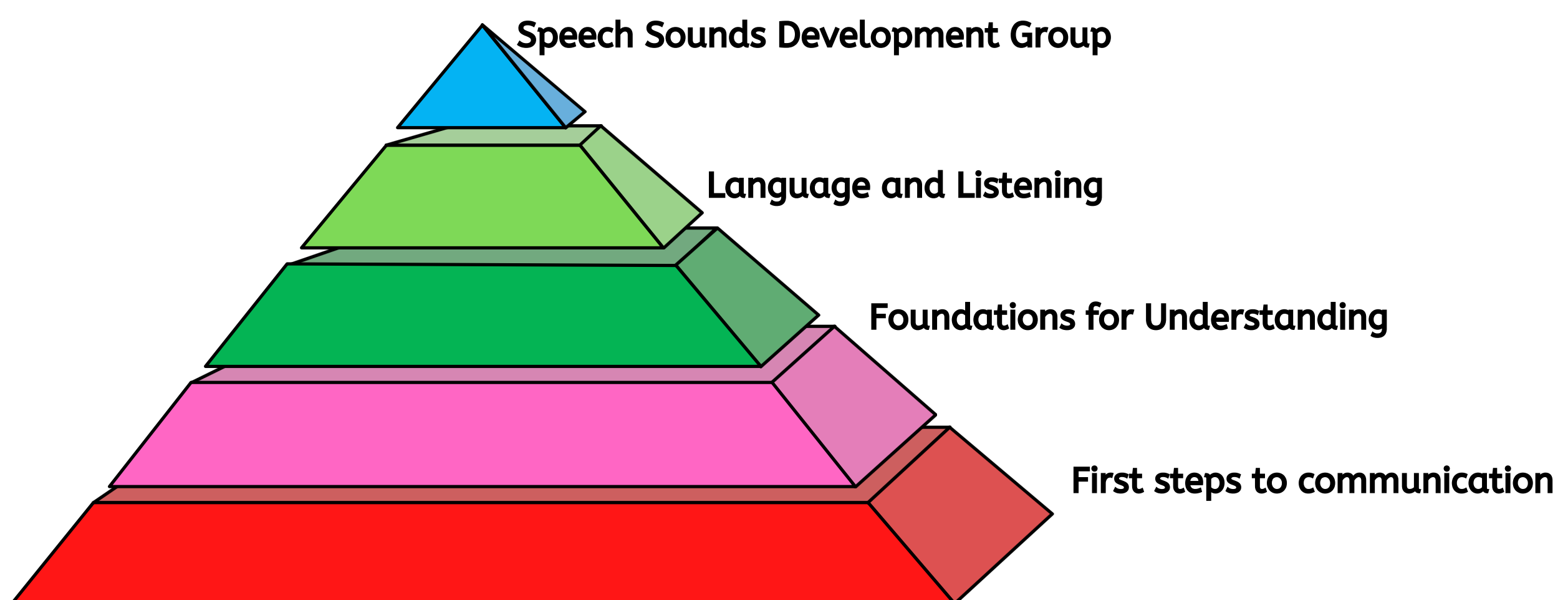
The Big Book of Ideas can give you extra ideas and activities that complement the skills being taught in the packs. In this booklet we will give you some suggestions of which ones to use alongside.

As we know the home learning environment is crucial, you could give parents/carers a handout of The Big Book of Ideas, and explain that this will support and reflect the work you're doing in the setting. The Big Book of Ideas activities are great for parents/carers as they are simple, specific activities designed to be easy to do at home.

The theory



The 'language pyramid' is a classic model to demonstrate how the skills for communication are built. It demonstrates that there are foundations that should be built upon before working on areas further up the pyramid. The EYFS packs target the different layers to the pyramid (see below), meaning a child can work through multiple packs as they progress with their language development.



Please read on to find out more about each pack, starting with 'First Steps to Communication'.

First Steps to Communication Pack

Who is it for?

Aimed to support
pre-verbal children or
children who are not
communicating
intentionally.

What does it cover?

Pre-intentional
communication,
intensive interaction,
shared attention,
requesting and
making choices

What might a '*pre-intentional communicator*' profile be?

Follows
own agenda

Play may be
exploratory
or sensory

Difficult to gain
attention when
calling their name

Finds following
familiar steps in
daily routine tricky

Prefers to spend
time by
themselves

Might vocalise
but not directed
at others

Doesn't look at you
when reaching
for something they
want

First Steps to Communication – Information

Who is it for?

Aimed to support pre-verbal children or children who are not communicating *intentionally*.

What does it cover?

Pre-intentional communication, intensive interaction, shared attention, requesting and making choices

What do I do first?

Identify children in your setting who have difficulty getting their needs met. Look at the steps and think about which step you might want to start with for the individual child.

How do I use the pack?

The activities typically occur 1:1, and can happen throughout the day. Work through the steps and don't move on until one has been achieved.

How often?

Do activities as often as possible, and as appropriate for the child. Mix and match activities once you are familiar.

Who runs it?

It would be beneficial to start with the key person, but allow all staff members to experience running the pack.

First Steps to Communication: what do I do?

The pack is broken down into 4 steps to follow with activities:

Aims from the child's perspective:

What it looks like:

'I've noticed you'

Developing eye contact

'I want to share experiences with you'

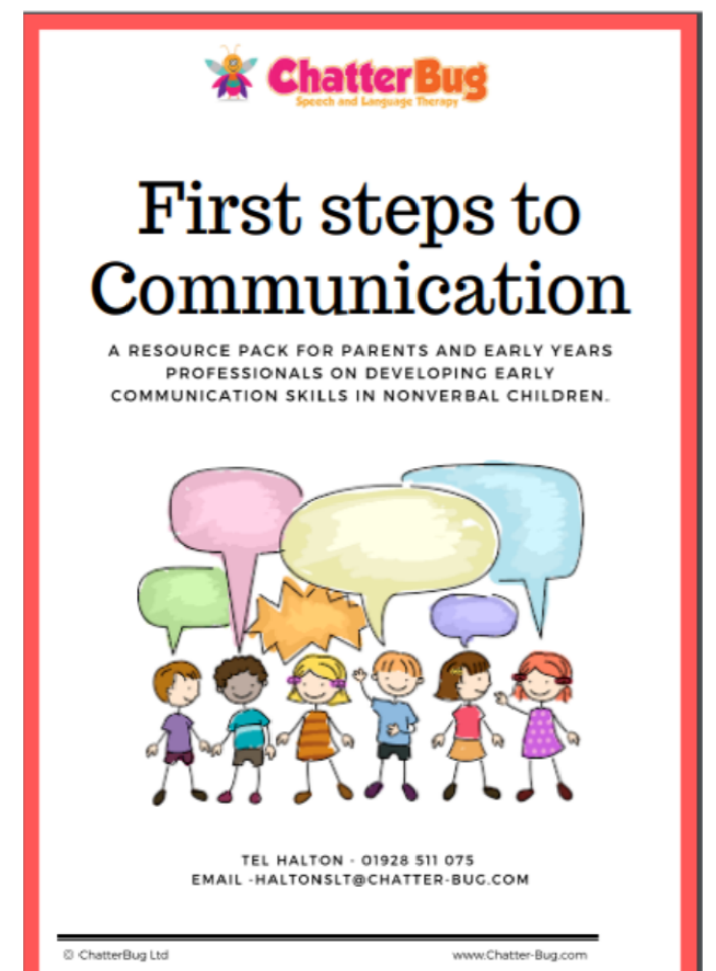
Playing a game of their choosing alongside an adult

'I want to communicate intentionally with you'

Developing joint attention and intentional communication

'I want to request something that I like'

Developing requesting skills



Please see the pack for the activities suggested for each step.

**How the Big Book fits in
with First Steps to
Communication**

**Aims from the child's
perspective:**

'I've noticed you'

'I want to share
experiences
with you'

'I want to
communicate
intentionally
with you'

'I want to request
something that
I like'

What it looks like:

Developing
eye contact

Playing a game of
their choosing
alongside
an adult

Developing
joint attention and
intentional
communication

Developing
requesting skills

**More ideas from
The Big Book of Ideas**

1a -
object permanence

2c - eye contact

1b - being a
social partner

1c - taking turns

1.4 - following
an adult's gaze

2.6 - initiating
interaction

2.9 - gesturing

**Moving on from First Steps to
Communication:**

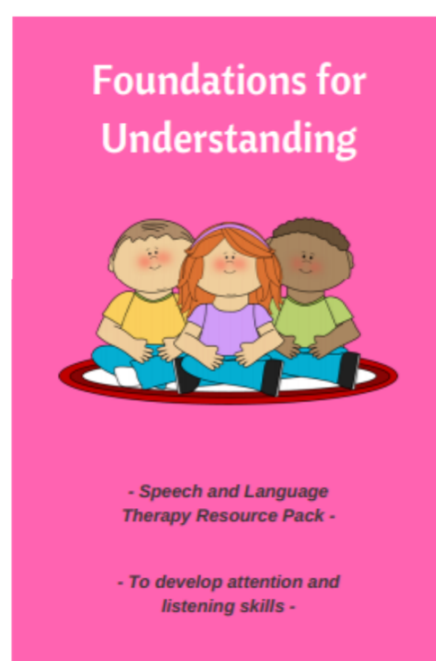
Early words: 2.8, 2.10, 2f

Play: 2.3, 2.4

Everyday good practice:

2.5 - understanding routines

1.1 - responding to name



Foundations for Understanding Pack

Who is it for?

Aimed to support children with delayed communication skills who have difficulty with sitting, looking and listening.

What does it cover?

Good looking, good listening, turn taking, eye contact, good sitting and awareness of peers

What do I do first?

**Identify children in your setting with attention and listening difficulties.
Create a small group of children, no more than 6.
Include one good model.**

How do I run the group?

Follow the session plan: good looking, listening & turn taking activities. Spend as many weeks as you need on one activity until the children succeed.

How often?

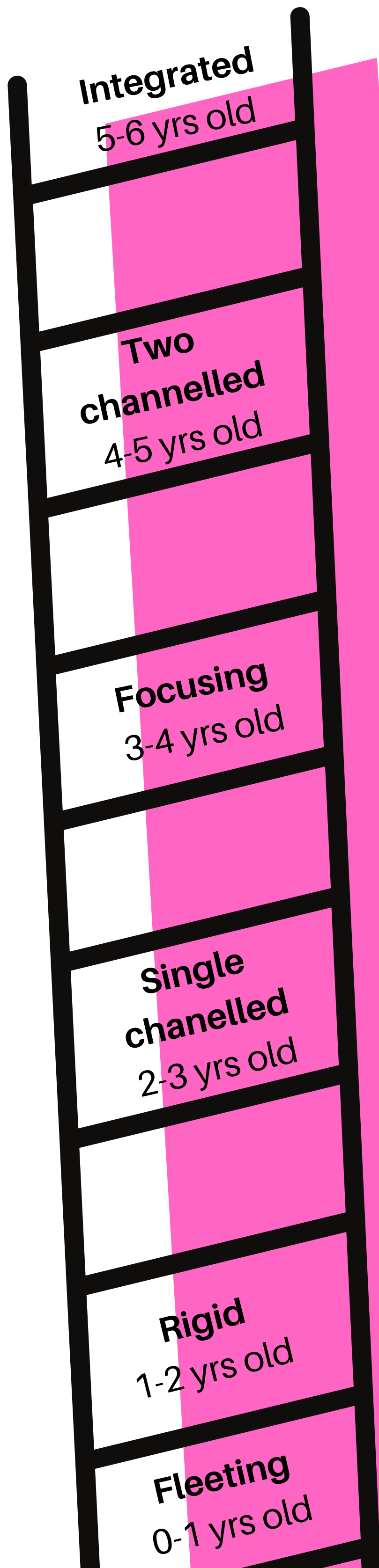
Repeat the session 2 to 3 times a week. Sessions can last anything from 5 to 20 minutes depending on the group. Mix and match activities once you are familiar.

Who runs it?

Allow all staff members to experience running the group!

Foundations for Understanding – the theory

The pack is based on Reynell's Developmental Listening and Attention Levels (see below). Listening and attention skills develop like all skills – in gradual steps. Children typically go through these stages...



Two channelled attention is now well established across a range of situations and with different people.

The child is now able to do a task and understand an instruction at the same time. Their concentration span may still be short, but can attend when in a small group and instructions are not preceded by the child's name.

The child is gradually beginning to control their focus of attention, but can still only concentrate on one thing at a time; the task or the instruction. Can now shift focus of attention themselves.

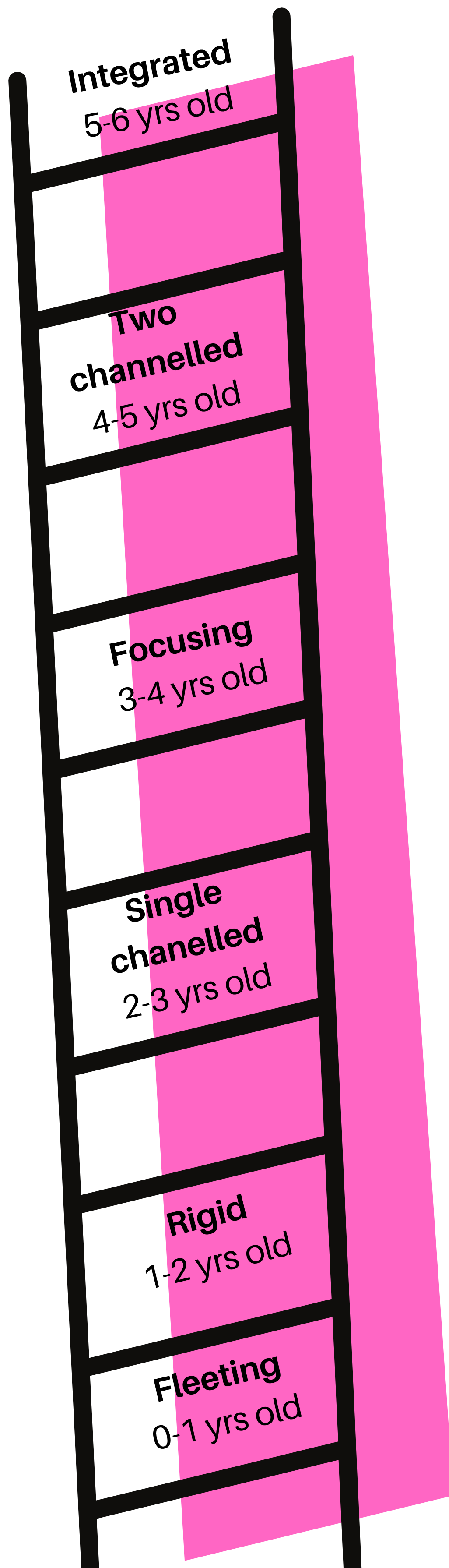
The child cannot cope with doing one thing and listening to an instruction at the same time. They have to do one thing or the other. If an adult wants to give an instruction, the child must be asked to stop their activity, listen to the adult and then return to the activity.

The child can concentrate on a task of their own choice, but cannot tolerate interruption by an adult.

The child is easily distracted and attention flits from one thing to another.

The Big Book of Ideas has activities that target listening and can be run alongside 'Foundations for Understanding' in everyday practice.

More ideas from The Big Book for supporting listening



Pages:

199, 200,
201, 202,
203

Pages:

196

Pages:

191, 192,
193, 194,
195

Pages:

187, 188,
189

**Adapting attention and
listening activities**

Step it up!

**Increase the number of choices to listen to
e.g. more animal sounds, more instruments**

Make the noises quieter

Hide the source of the noise

Pause for a longer period

Step it down!

Give fewer noises to choose from

Use gestures alongside the sounds

Use more familiar sounds or objects

Encourage to look first

Hand over hand prompts

Sit next to a 'good model'

Pause for shorter period

Have less children in the group



Language and Listening Pack

Who is it for?

Aimed to support children with delayed communication skills who have limited vocabulary/are not using sentences

What does it cover?

Following spoken instruction, auditory memory, using simple sentences including verbs

What do I do first?

Identify children in your setting with difficulty following verbal instruction, remembering language or have delayed expressive language. Create a small group of children, no more than 6. Include one good model.

How do I run the group?

Follow the session plan laid out in the pack. Spend as many weeks as you need on one activity until the children succeed.

How often?

Repeat the session 2 to 3 times a week. Sessions can last anything from 5 to 20 minutes depending on the group. Mix and match activities once you are familiar.

Who runs it?

Allow all staff members to experience running the group!

Think back to the pyramid. Listening to and understanding words comes before talking.



Language and Listening - the theory

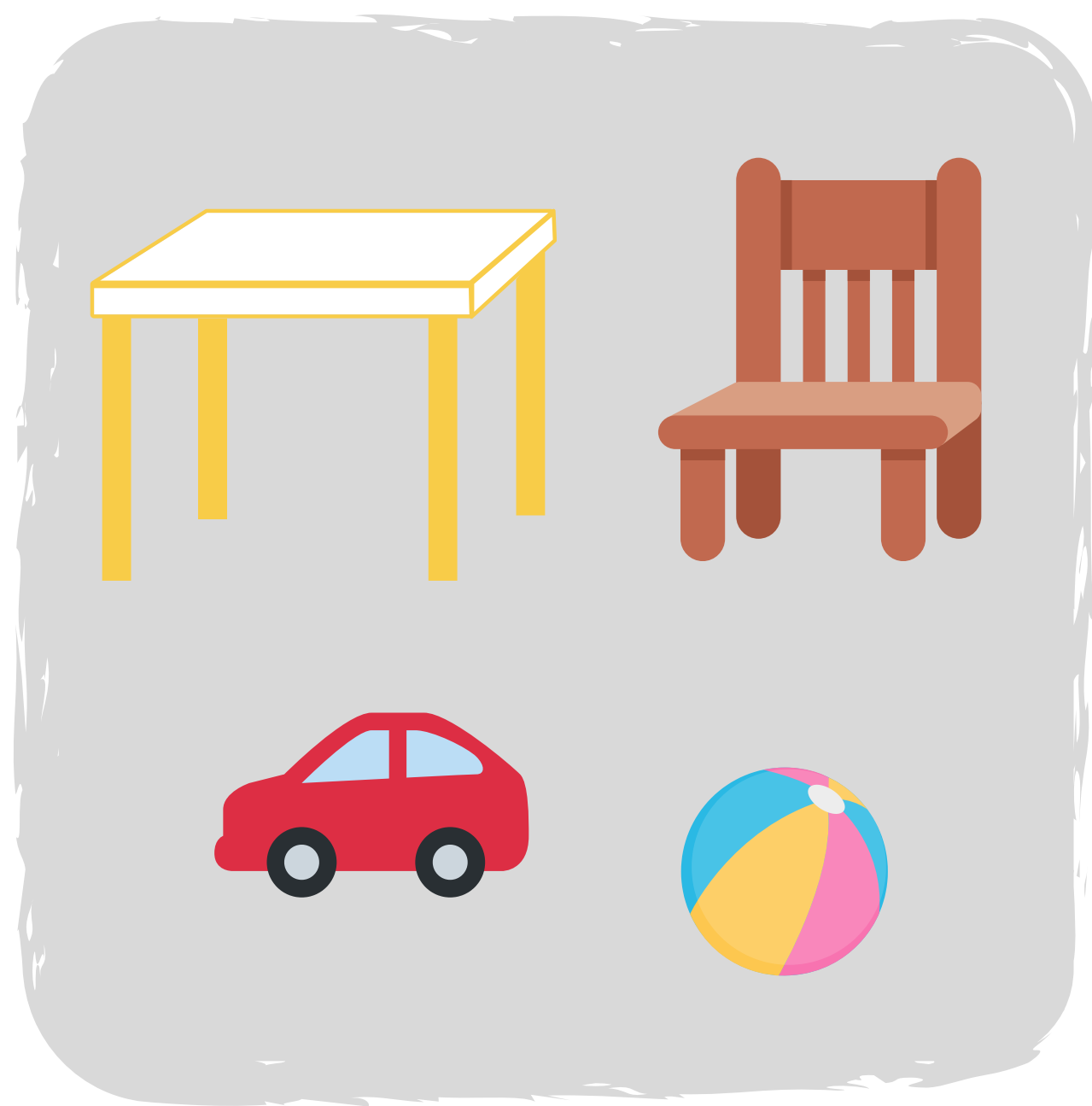
Information Carrying Words

'Information Carrying Words' (ICWs) is a term commonly used by Speech and Language Therapists to identify and support understanding of words and longer phrases.

ICWs involve thinking about how many words a child needs to know in a sentence to understand an instruction or statement, depending on the context.

For example, how many Information Carrying Words are in the following sentence?

"Put the ball under the chair"



Here, there is more than just one object and position to choose from. For example, the child will need to understand...

- the word 'ball' vs 'car'
- the word 'under' vs 'on'
- and 'chair' vs 'table'

So, this phrase has 3 Information Carrying Words! In other words, the child needs to understand 3 elements of this phrase to perform the task correctly. The child does not need to understand 'put' 'the' as these words carry no meaning.

Activities in the 'Language and Listening' pack include a focus on Information Carrying Words.

How many ICWs should children typically understand?

1 year old = 1

2 year old = 2

3 year old = 3

4 year old = 4





Language and Listening - Big Book

**Activities focusing on following instructions using
ICWs (comprehension)**

1 ICW

Section 2, page 22

2 ICW

Section 3, page 45

3 ICW

**Section 4,
pages 72, 75, 76**

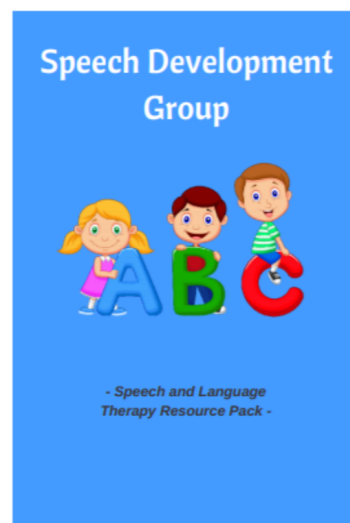
**Activities focusing on building short phrases and
sentences (expressive)**

3.7 page 49 (using one word to describe an action)

4.6 page 66 (understanding and using verbs in simple sentences)

4.8 page 69 (adding -ing to describe an action word)

**5.6 page 95 – encouraging the use of three word sentences
Page 109, 110, 111, 112.**



Speech Sounds Development Group

Who is it for?

For children who are identified as having speech sound development difficulties. It is for practitioners and parents to support children with unclear speech.

What does it cover?

Listening and identification of sounds, phonological awareness of sounds for speech, syllable awareness

What do I do first?

Identify children in your setting who display difficulties with speech sounds e.g. unclear speech, missing the ends off words, using sounds in words in place of others (tar for car). Create a small group of children, no more than 6. Include one good model.

How do I run the group?

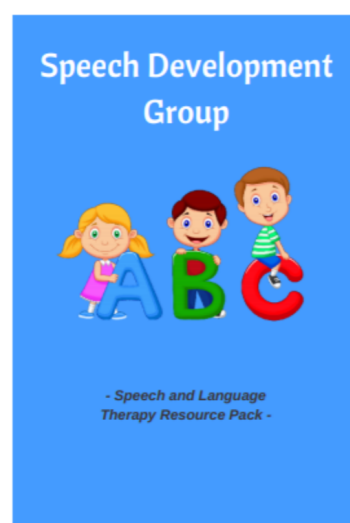
Follow the session plan laid out in the pack. Spend as many weeks as you need on one activity until the children succeed.

How often?

Repeat the session 2 to 3 times a week. Sessions can last anything from 5 to 20 minutes depending on the group. Mix and match activities once you are familiar.

Who runs it?

Allow all staff members to experience running the group!



Speech Sounds Development Group pack – the theory

Most children will typically make errors in their speech in the Early Years. Talking can be tricky for little ones – they need to think of what they want to say, remember it, choose the words, coordinate the sounds and then speak fluently and at the right speed and volume. Children learn how to talk clearly through watching and listening to their conversation partners.

The focus of this pack is on listening and discrimination. Children who present with speech sound difficulty need to be able to hear the difference between sounds; it is a vital part of helping children to talk clearly.

We must remember that children understand themselves – they know what they are saying.
If they could talk correctly, they would!

Evidence tells us that the best time to work directly on most children's speech production is the second term of Reception – this pack precedes that, and supports readiness for direct therapy.

If you would like to know more about typical speech sound development, please see the Speech Sound Development chart in The Big Book of Ideas, or refer to ICAN's ages and stages. Please be aware that various sources may differ slightly!

How can I support children with speech difficulties day to day?

Focus on *what* they say, not *how* they say it

Avoid pretending that you've understood if you haven't

Turn it on to you - "Sorry, my ears weren't switched on then, say it again?"

Encourage them to show you what they're talking about, then model the words for them

Don't ask them to repeat it after you e.g. "say it like this...CAR"

Mirror what they say but with the correct speech sounds

Be an active listener

Use listening-based games in your practice

Teach phonological awareness skills

Top tips for running the groups

Use the child's WellComm score sheet, and your own professional judgement to help decide what to do next.

Don't just randomly pick a bit of the pack - it won't be as effective.

Give careful consideration to the cohort.

Plan - resources at the ready.

Be prepared to abandon your agenda sometimes.

Have fun!

A good group is like making a good cake.

1. Have all the right ingredients
2. Follow the recipe
3. Enjoy

