

Literacy for All in our Playrooms



Listening and Talking Overview Session



Literacy for All in our Playrooms

Listening and Talking year 1

- Session 1 - Literacy Framework Introduction
- **Session 2 – Listening and Talking Overview**
- Session 3 - Early Literacy Strategies and Provocations for Talk
- Session 4 Phonological Awareness



Accessing the LEL blog

The screenshot shows the homepage of the Leaders of Early Learning Blog. At the top, there is a navigation bar with links for 'My Sites', 'Leaders of Early Learning', 'Customize', '2', 'New', 'Edit Page', and 'Follow'. The main header features the text 'Leaders of Early Learning' and a circular logo with children's faces. Below the header is a search bar with the text 'CREATE EARLY LEVEL FRAMEWORK'. The main content area is divided into three columns. The left column is a dark sidebar with a 'WELCOME' section and a list of menu items: 'GLASGOW COUNTS IN OUR PLAYROOMS', 'LITERACY FOR ALL IN OUR PLAYROOMS', 'PROMOTING ALTERNATIVE THINKING STRATEGIES', 'REALISING THE AMBITION', 'LEARNING FOR SUSTAINABILITY', 'PARTNER FORUMS', 'PROFESSIONAL LEARNING', 'EARLY LEARNING AND CHILDCARE POLICY AND GUIDANCE', and 'LEADERSHIP'. The middle column has a 'WELCOME' section with the text: 'Welcome to the Leaders of Early Learning Blog. On our blog you will find all the latest professional learning for [Glasgow Counts in our Playrooms](#) and [Literacy for All in our Playrooms](#). You will also find the professional learning we have devised to support [Learning for Sustainability](#) and Promoting Alternative Thinking Strategies (PATHS). This is also a place to access current Early Learning and Childcare [policy and guidance](#), including [Realising the Ambition: Being Me](#). We will also sign-post Early Years [professional learning resources](#) for all practitioners, and resources focussed on [leadership](#).' Below this is a 'Thank you for visiting' message and a 'SHARE THIS:' link. The right column has a 'FIND US' section with a map of Royston Primary School and the text: 'We are located within Royston Primary School, please use the side entrance on Gadshill Street. c/o Royston Primary School, 102 Royston Road, Glasgow.'

<https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/>



Aims

- To consider listening and talking within our early years practice.
- To develop our understanding of the developmental progression of listening and talking.
- To consider our role as adults.



Content

- Key Messages from Realising the Ambition
- Six stages of communication and language development
- Children's conversational styles
- The role of the adult
- Key reading and research



- important for all aspects of children's lives

Communication:

- ability to **manage behaviour** and **emotions**
- **express needs**
- use language to **regulate feelings**

Language

- more than words.
- **understanding**
- **using cues/gestures** for **interaction**
- **sequencing** thoughts and ideas
- **making sense** of stories and our world

- realistic **sense** of when **help** is **needed**.

Creativity:

- much more than expressive arts
- ability to **wonder**

- **social beings**
- develop secure **sense of self**
- how to be with others
- **do** things **collectively**
- develops over **time** - parallel play - co-operatative play

- **linked to communication** and **cognitive development**.
- **observing children's actions** are crucial to **inform** our **practice** and **ensure** it is **developmentally appropriate**.
- provide **daily opportunities** for **physical play**, especially **outdoors**

stress

connection with **executive function**: **cannot attend** to much **more** than **one thing** at a time. **switch** from **strong feeling** of fear or sadness to feeling **reassured** with **our support**.



Realising the Ambition: Being Me (2020)

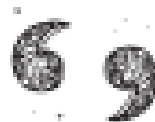
3.1 How I grow and develop



· executive function · self-regulation ·



confidence, creativity &
· curiosity ·



communication &
· language ·



Movement &
· coordination ·

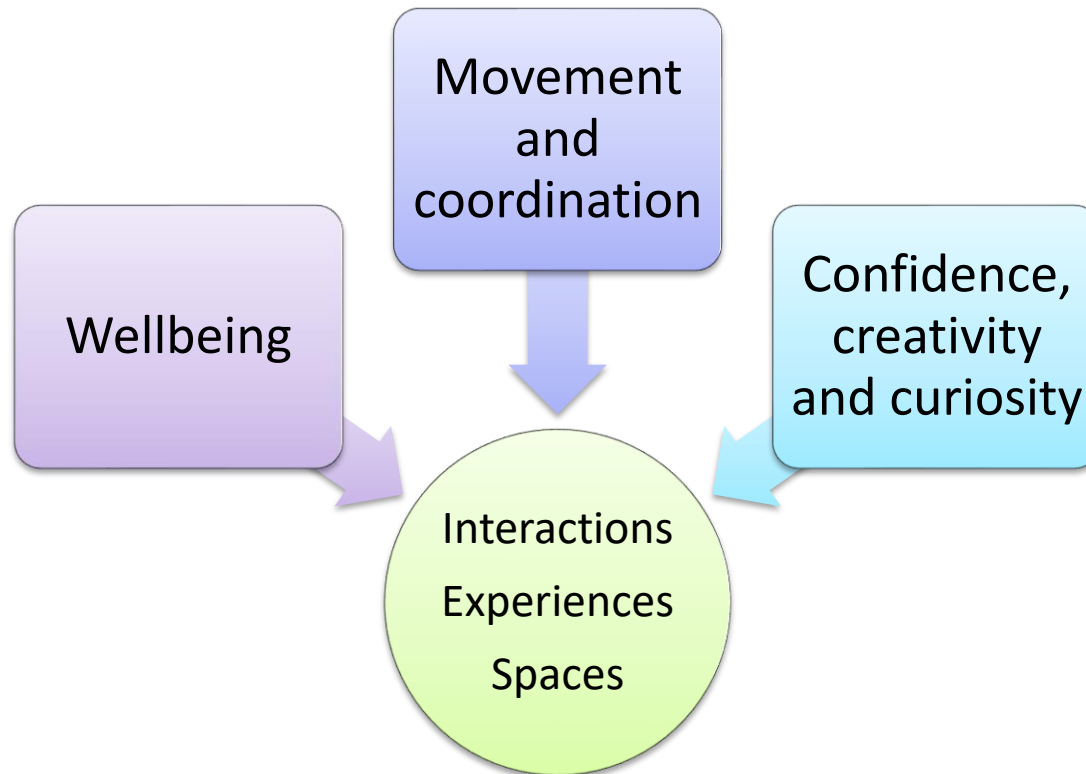
Being me

Self & social development



Realising the Ambition: Being Me

3.2 What I need from the adults who look after me





Self-evaluation – Looking inwards



Challenge questions

1. To what extent do you have a clear picture of every child in your group as a communicator with knowledge of what went before, what is happening now and next steps?
2. To what extent are the listening and talking learning experiences for children your centre both planned and spontaneous?
3. What play situations have you found are the most effective at stimulating conversations and learning?
4. How do you plan for children's interests when engaging in listening and talking experiences?
5. To what extent do you feel confident in your knowledge of developmental progression in listening and talking?

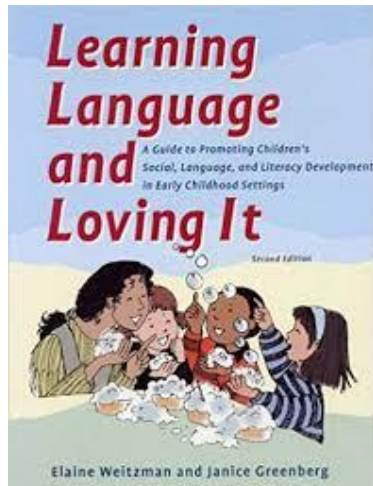


Listening and Talking



Key reference

Weitzman, E, Greenberg, J (2002)
Learning Language and Loving It. 2nd Ed.
A Hanen Centre Publication





Telling a story...



Listening and Talking



Levels of listening

Looks like I'm listening, giving all the signs and noises but mind is else where.

Cosmetic

While engaged in conversation, thinking about what you are going to say as well as what is being said – listening, thinking, talking cycle. We are either speaking or preparing to speak.

Deep Listening

Listening

Conversational

I am more focussed on you than me and getting a deep sense of who you are, focus on what they aren't saying – body language, expression, intonation.

Active Listening

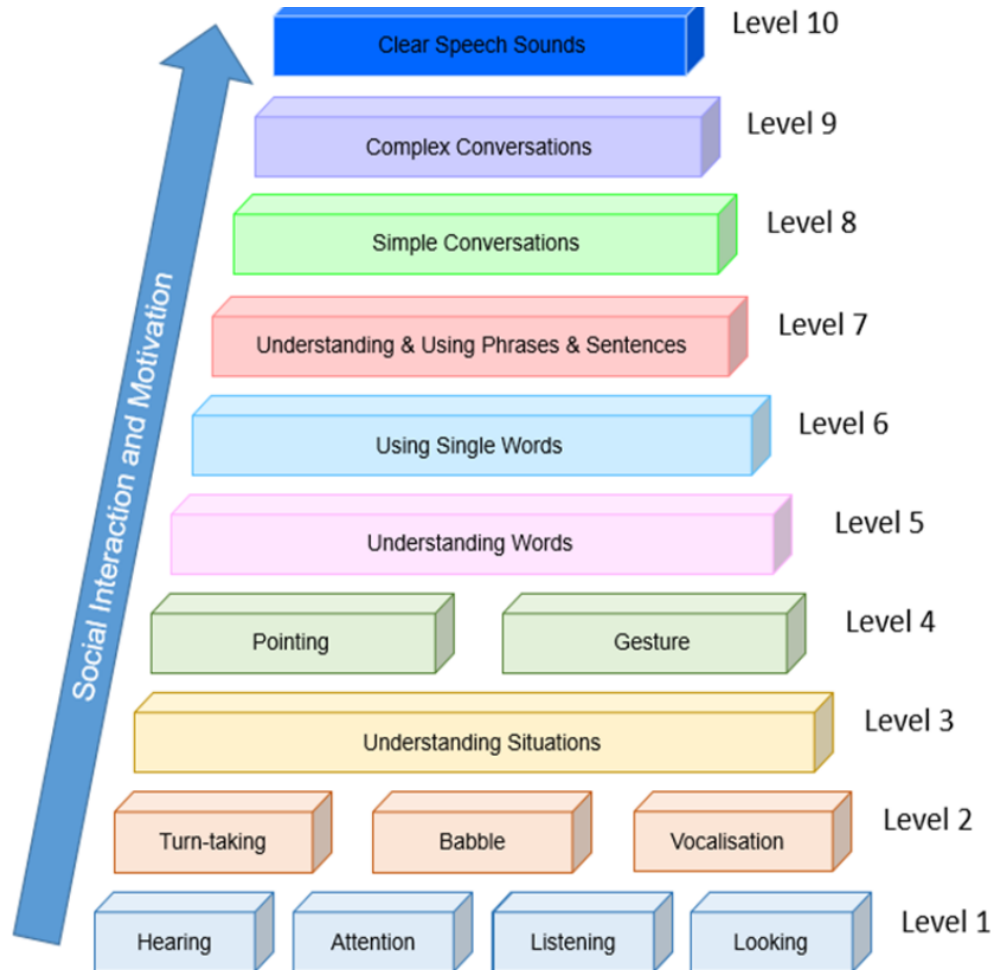
Very focussed, paying attention, reflecting back what you hear, seeking understanding, clarify, ask, repeat, summarise.

Reflect

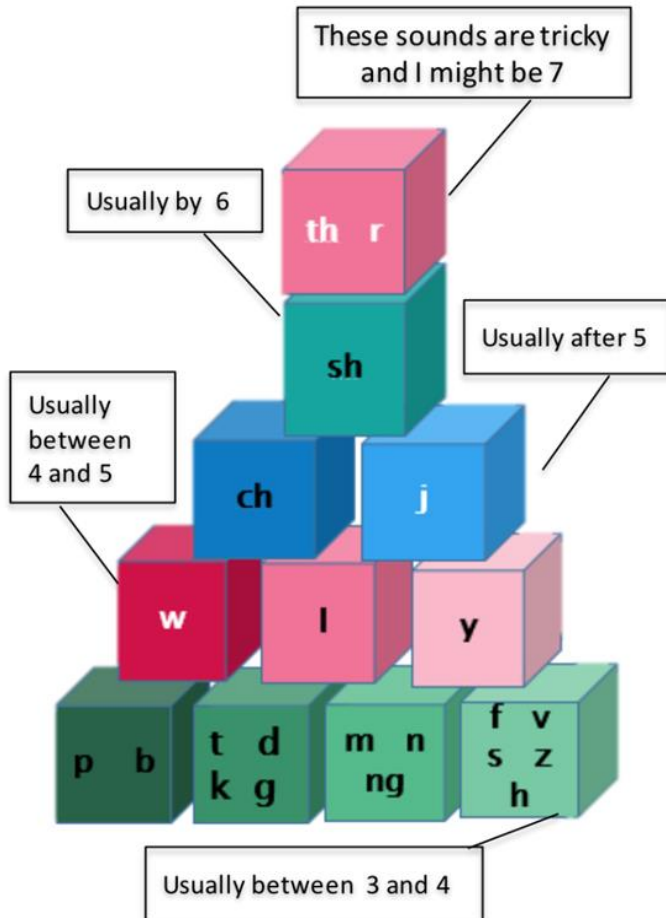
Reflect on your practice and that which you see in your setting.



Building blocks of communication



Speech Sound Development



When I am learning to speak, I will use easier sounds in place of trickier ones. Sometimes, I will miss sounds out in some words and use them in others. I will get better with this as I grow and develop.

My Age	Common Speech Mix Ups
3.0 to 4.0	<p>I might not always use long blowing, sounds like 's' and 'f' so 'sun' might sound like 'tun'. I might also use 't' or 'd' for 'ch' and 'j' so 'jam' might sound like 'dam'.</p> <p>I may mix up 'k' and 'g' for 't' and 'd' so I might say 'tea' for 'key'.</p> <p>If there is a group of sounds at the beginning of a word like 'stair', I will make this easier for myself by missing out sounds and say 'tair' instead.</p> <p>I might miss out parts in longer words so 'elephant' might sound like 'efant'.</p> <p>Its common for me to mix up 'l', 'w' and 'y' for 'r' so 'red' might sound like 'wed' or 'led'.</p>
4.0 to 5.0	<p>I often still mix up 'l', 'w' and 'y' for 'r' in my talking.</p> <p>I am starting to manage more than one sound at the beginning of words so 'spoon' is easier but more complex words like 'string' might still be difficult.</p>
5.0 to 7.0	<p>I can manage most sounds although I might say 'f' for 'th'.</p> <p>Sometimes 'l', 'w' and 'r' are still mixed up in my words.</p>



NHS Greater Glasgow

<https://www.nhsggc.org.uk/kids/healthcare-professionals/paediatric-speech-and-language-therapy/>



Speech Sound Development





Why do we communicate?



To protest
about
something

To greet or say
goodbye

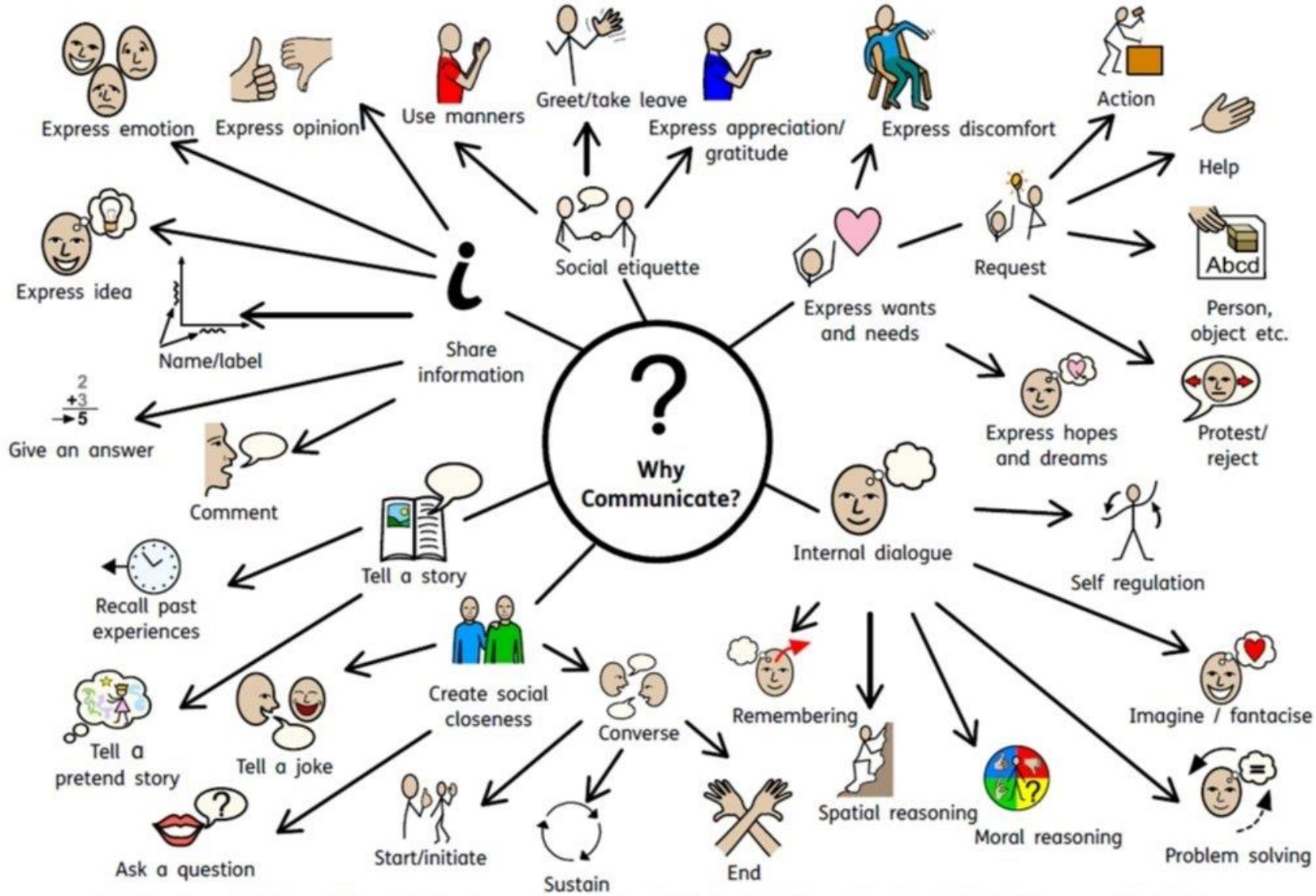
To respond

To ask
questions

To make a
request

To think, plan
and solve
problems

To share
stories, feelings
and interests



Birmingham Community Healthcare NHS Foundation Trust, Access to Communication and Technology, 2017. Reference; Kate Ahern- Motivate, Model, Move out of the Way Project



6 stages of communication and language development

Stage 1
Discoverer

Stage 2
Communicator

Stage 3
First Word User

Stage 4
Combiner

Stage 5
Early Sentence
User

Stage 6
Later Sentence
User

A Discoverer

- Birth to 8 months **approximately**
- Discoverers are interested in others but don't yet intentionally give messages to their caregivers
- At this stage your responsiveness is vital
- Express their feelings through behaviours which the adult has to interpret

*'I cry, I smile, I make sounds and I look –
Figure out what I mean by hook or by crook!'*



A Communicator

- **Approximately** 8-13 months
- Send messages to others with a goal in mind
- Enjoy interactions
- Critical milestone – develop joint attention

*‘With sounds, looks and gestures I ‘talk’ to you.
Now, help me learn a word or two.’*

A First Words User

- **Approximately** 12 – 18 months
- Will begin with one or two words (accompanied by gesture) progressing to around 50.
- Developing ability to have brief conversations
- Understanding of language really becoming apparent

*‘From my mouth the words now pour.
Your job is to give me more.’*



A Combiner

- **Approximately** 18 – 24 months
- 50 single words, sudden growth spurt expanding to about 200
- Will be using two word sentences and single words
- Will require a lot of support from adults to keep conversations going

*'I put words together and begin to chat –
Converse with me, it's as simple as that!'*



An Early Sentence User

- Two to three years old **approximately**
- Moving to 2-5 word sentences and can hold short conversations
- Children likely to be more successful in conversations which they **initiate**

*‘My words and sentences now have grown –
I can tell little stories on my own.’*

A Later Sentence User

- Between the ages of 3 -5 **approximately**
- Using longer more complex sentences
- Can hold a conversation for extended period of time.
- Vocabulary up to 5,000 words

'I've learned to talk and take my turn.

My job now is to talk to learn.'



Where to find on LEL Blog



- WELCOME
- EARLY LEVEL FRAMEWORKS - DIGITAL VERSION
- GLASGOW COUNTS IN OUR PLAYROOMS
- LITERACY FOR ALL IN OUR PLAYROOMS
- GLASGOW OUTDOORS
- LEARNING AT HOME
- PROMOTING ALTERNATIVE THINKING STRATEGIES
- REALISING THE AMBITION



The
Glasgow
Cooperatives
Partnership

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WELCOME

Leaders of Early Learning Blog

Leaders of Early Learning Team (LELs) are part of the Glasgow Improvement Challenge within Glasgow City Council. We are a peripatetic team of teachers who work across various early years establishments, including nurseries and playrooms.

https://blogs.glowscotland.org.uk/gc/gc/leadersofearlylearning/?page_id=12



Session 1

- [LJA Yr 1 Session 1 - LJA Framework 22/23](#)
- [LJA Session 1 Leadership of Change 22/23](#)

Universal Offer to all Practitioners

Powerpoints

- [Session 1 - Literacy Framework Universal 2021](#)

Resources for Sessions

Session 2

- [Self - Evaluation - Reflective Questions](#)
- [BTA 6.5.1 A focus on the young child](#)
- [Listening Task](#)
- [The six stages of communication and language development](#)
- [6 Stages Collaborative Task](#)
- [Conversational styles of children and role of practitioner](#)
- [Conversational Styles Observation Guide](#)
- [8.2.4 Universal Provision Level 5 Illustration](#)
- [My World Triangle](#)
- [Taking action questions](#)





Make notes...

1. Who are the children in your setting that you interact with the most?
2. Which children do you interact with the least?
3. Which children do you enjoy interacting with?



Identifying conversational styles...

- Some children **initiate** conversations with ease....others don't
- Some children **respond** readily during interactions.... others don't

Think of children from **previous slide**:

1. Who **initiates** interactions?
2. Are they with **adults** or other **children**?
3. Do they **respond** when **others initiate** interactions?



Four conversational styles..

- The *sociable* child
- The *reluctant* child
- The child with their *own agenda*
- The *passive* child



How are we as adults affected by children's conversational styles?

Reflect back to earlier questions...

1. Who are the children in your setting that you interact with the most?
 2. Which children do you interact with the least?
 3. Which children do you enjoy interacting with?
- What are the conversational styles of the children you identified?

- ‘for children who are not involved in frequent social interactions, the consequences are obvious – they have fewer opportunities than their sociable peers to develop social and language skills.’
 - Weitzman, A, Greenberg, J (2002)



Evaluate...



Are there children in your setting that miss out on quality interactions with adults?

- How do you know?
- What is their conversation style?
- What could you do to ensure this improves?



Role of the Practitioner



- **The director** – tight control, making suggestions, giving directions... children respond as directed. Can limit spontaneity,
- **The entertainer** – Does most of talking and playing! Little opportunity for children to get actively involved.
- **The responsive partner** –tuned in to children’s abilities, needs and interests. Responds with warmth and interest to each child, which encourages them to take an active part in interactions, both with her and with their peers.
- **The timekeeper** – Rushes through activities and routines to stay on schedule. Results in very limited interactions.
- **The too-quiet teacher** – Hardly interacts, even when children initiate. Often happens when children have their own agenda.
- **The helper** – Talks for child or offers help before child asks. Child learns not to expect too much of himself.
- **The cheerleader** – gives lots of praise and gets very excited when child accomplishes a task. Sometimes overuses praise! Praise can end the conversation.



Reflect...

Listening and Talking

Which are you most of the time?

Can you think of colleagues who may be fit into certain roles?

What might the benefits/pitfalls of these various roles be?

Which role do you think we should be aiming for most of the time?



Role of the Practitioner



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Consider..

1. What might happen if the role of the practitioner is at odds with the child's conversational style?
2. What are the typical responses (your own and colleagues) in your setting when a child is unresponsive or does not freely communicate?





Observation Tool

Observation Guide

Child's name: _____

Age at time of observation: _____

Child's first language: _____

Date: _____

1. Observe the child's conversational style

I think (child's name) _____'s conversational style is (you may want to check off more than one):

- Sociable** because s/he initiates and responds frequently to others' initiations
- Reluctant** because s/he seldom initiates, but does respond to others' initiations
- Own agenda** because s/he may initiate, but rarely responds to others' initiations and seems to prefer being alone
- Passive** because s/he hardly initiates or responds to others' initiations



Impact of Covid-19

EEF study 2021

Aims of study:

‘what is the relationship between Reception Year children’s experience of the Covid-19 pandemic and their socioemotional wellbeing, language and numeracy skills?’

- Children, parents and schools - followed over academic year 2020/21
- Perceptions and progression data



Bowyer-Crane, C. et al (2021):
*The Impact of Covid-19 on School Starters: Interim briefing 1
Parent and school concerns about children starting school*



Initial Findings

76% of schools reported children needed more support

Schools identified 3 areas of development:

- Communication and language – 96%
- Personal, social and emotional development – 91%
- Literacy - 89%





Further Reading

- Realising the Ambition

<https://education.gov.scot/improvement/learning-resources/realising-the-ambition/>

- NHS Greater Glasgow and Clyde

<https://www.nhsggc.org.uk/kids/healthcare-professionals/paediatric-speech-and-language-therapy/>

- Talking Point

<http://www.talkingpoint.org.uk/early-years-practitioners>

- The Hanen Centre

<http://www.hanen.org/Helpful-Info.aspx>

- The Communication Trust

<https://www.thecommunicationtrust.org.uk/earlyyears/>



Suggested Tasks

- Complete the Observation Guide for at least two children with differing conversational styles. Consider:
 - Who does the child interact with most?
 - How does the child interact during play?
- Continue to use audit tools e.g., practice guidance documents, Listening and Talking back pages, to begin self-evaluating your Listening and Talking provision.



Contacts

- Gemma Macdonald gw21macdonaldgemma@glow.ea.glasgow.sch.uk
- Anastasia Gould: gw22gouldanastasia@glow.ea.Glasgow.sch.uk



- **Twitter:** @GlasgowLEL
- **Blog:** Google Leaders of Early Learning
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