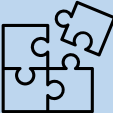







An Early Language and Communication Improvement Story Board from Stirling

|  The issue |  The team |  Our idea |
|---|---|--|
| <p>Children's attainment in literacy, particularly those in SIMD quintile 1 were achieving at a slower pace of learning and demonstrating limited progress across listening and talking and reading. Many children had limited engagement with books and texts and were below expected levels of development within keyword assessment.</p> <p>Our focus remains on assessing and improving attainment for children impacted by poverty (89% of our overall number of children).</p> | <p>Literacy leads, Equity and Excellence lead and identified keyworkers worked together to establish a programme of focus books, creating a strategy to build capacity across the team and plan developments linked to inter-disciplinary learning opportunities and experiences.</p> <p>Equity and Excellence lead gathered the data while literacy leads focused on providing breadth of experience linked to planned focus books.</p> <p>Family learning leads supported targeted families to build skills and increase support strategies between home and nursery.</p> <p>Training for the full team in adult child interaction strategies supported confidence building and awareness across the team. Monitoring and recording tools provided by speech and language are used to track staff progress and personal reflections.</p> | <p>To embed planned focus books linked to targeted supports and interventions through fun playful experiences to provide opportunity to revisit books and texts to build language and communication.</p> <p>Our focus books were designed to link with other play and learning targeted and universal supports, including numeracy through story, science through story and recipe for a story, all of which supported effective inter-disciplinary learning experiences.</p> <p>5 focus books were planned for each 2-month period over the year and were carefully planned to linked to context and seasonal focus areas and emerging interests.</p> <p>Pages were marked with language prompts and lower and higher order effective questioning prompts to support educators in the moment commenting and questioning. Coaching for educators by literacy leads supported effective differentiation as children began to evidence progress.</p> |
|  Tools & resources we used. |  What we did |  The impact |
| <ul style="list-style-type: none"> Realising the Ambition Curriculum for Excellence Literacy for Life Toolkit Tracking and monitoring toolkits The Renfrew Language Word Finding Vocabulary scales/ Listening Rating Scales Keyword Assessments Nursery Narrative Teaching Children to Listen Word Aware Teaching Vocabulary Focus on Tier words /Fry's most common words Language is Fun Together | <p>Implemented 5 focus books for each 2-month period linking to family learning events, contexts for learning and planned targeted supports and interventions. These linked science through story and numeracy through story experiences, connected to our recently established recipe for a story programme and linked to cultural events within the planned 2 month period.</p> <p>Roll out of our approach, aims and rationale was a focus point on in-service for the full staff team to ensure consistency of approach.</p> <p>Coaching in the moment for all educators to ensure ongoing maximum impact. Recordings linked to ACI where educators reflect on their questioning and commenting and their approaches for identified children. Personal and peer reflections increased educator awareness leading to improved approaches to supporting children's language and communication development across wider play, learning and interactions.</p> | <p>Children demonstrate increased language during 1:1 conversations, group experiences and free flow play, demonstrating application and understanding of words across a range of experiences. Children engage increasingly with books and texts and evidence significant progress across early level literacy, listening & talking, reading and writing.</p> <p>Keyword assessments evidence significant progress for all targeted children.</p> <p>82% of children are on track across listening and talking and reading with a focus remaining on pace of learning for N4 children who are quintile 1 to ensure effective pace of progress.</p> <p>Literacy for Life audit supported effective universal and targeted professional learning, building skills, knowledge, and capacity across the team. All staff report increased confidence and progress within individual audit tool.</p> |

Early Language and Communication Project



Our learning & next steps

Our learning:

- Children demonstrated increased engagement with books and texts and engaged increasingly through practical based experiences linked to books and texts.
- Being aware of all children's keyword level of understanding and supporting skills development to follow instructions through practical experiences supported children to engage through natural play and learning opportunities.
- Universally, almost all children demonstrate increased understanding of vocabulary linked to focus books.
- Almost all children demonstrate engagement within helicopter stories and expressive arts experiences, applying some of what they have learned during focus experiences.
- All children who were targeted within some or all of focus book periods demonstrated significant progress in language and communication and continue to be further supported through effective questioning linked to identified books.

Next steps:

- Increase staff confidence in supporting expressive language development
- Further staff understanding of how to effectively support understanding and application of words and texts.
- Support staff understaffing and skills in assessment through play and everyday experiences.
- Continue to support developments to build children and families motivation to share books and stories together and build a culture of reading for enjoyment.
- Family learning opportunities to share fun and playful ways to build early language and communication through play and everyday experiences.
- Increased focus on building capacity across the team in building language and communication through role play and small world experiences.
- Quiet focus group experiences for identified children out with main playroom as required within our newly developed learning space.



Find out more

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Yearly Overview: Stories and Books 2023/24

| 2023/2024 Topic for a story | Sept/Oct Spots on the Brown Pumpkin Soup | Nov/Dec Duckman Giraffe Loves Vanilla | Jan/Feb Superhero Space Mice | March/April When the Lads and Heard The Tiger Who Came to Tea The Tiger Who Came to Tea The Tiger Who Came to Tea | May/June Hungry Controller Charlotte's Web |
|--------------------------------|--|---|------------------------------------|---|--|
| Science Through Story | The Enormous Turnip | One Button Benny | Rocketman | Yucky Worms | The Runaway Pea |
| Numeracy Through Story | Mr Cat Likes to Hide in Boxes | Christopher's Chocolate | What's the Time Mr Wolf? | A Squash and a Squeeze | The Teddy Bear Picnic |
| Other | Oscar and the Bear | The Jolly Postman | Guess how much I love you | The Bear the Mouse and the Ted Rose Strawberry | Jack and the Beanstalk |