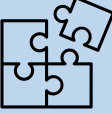







Storyboard at a Glance...

<input type="checkbox"/> Families	<input type="checkbox"/> Universal
<input type="checkbox"/> Environment	<input checked="" type="checkbox"/> Targeted
<input type="checkbox"/> Workforce	
<input type="checkbox"/> Identification	
<input checked="" type="checkbox"/> Intervention	

Language Intervention Groups

An Early Language and Communication Improvement Story Board from Dumfries and Galloway

 The issue	 The team	 Our idea
<p>Dumfries and Galloway 2015:</p> <ul style="list-style-type: none"> >50% of P7-S1 pupils were not achieving in literacy as expected Literacy attainment of children affected by poverty was notably lower. Care Experience pupil's attainment was considerably lower than peers. Literacy achievement of ASN pupils was considerably lower than peers. National Research showed that 50% of pupils were coming into P1 with impoverished spoken language skills which could resolve with the right intervention 	<ul style="list-style-type: none"> Education Practitioners in Early Years settings across the region Headteachers / Managers Children with SLCN in Nursery / P1/2 Speech and Language Therapist Steering Group inc. Educational Psychology and Literacy Lead for the Authority. 	<p>Could we implement spoken language interventions at an early stage to increase literacy attainment?</p> <p>Could we deliver a targeted, oral narrative intervention to support children initially in P1/2 but then in nursery?</p> <p>Could we replicate an NHS Stockport oral narrative intervention using Black Sheep Press Oral Narrative Reception and Nursery materials for children in P1/2? If so, what change could that achieve?</p>
 Tools & resources we used.	 What we did	 The impact
<ul style="list-style-type: none"> We created Practitioner training delivered by SLT We developed an informal assessment activity to capture any concerns for children We used: <ul style="list-style-type: none"> The Black Sheep Press Oral Narrative Reception or Nursery Narrative Packs Renfrew Action Picture Test We created tools to measure vocabulary and grammar scores progress over time. 	<ul style="list-style-type: none"> 2 stage assessment process Group based – 5:1 20-week intervention with 3 sessions a week TLQ lead runs session 1, keyworkers repeat this twice each week. Sessions lasted 35 minutes Staff shared their data at the end of the programme. 	<p>Measures indicated:</p> <ul style="list-style-type: none"> On average 2 years progress in info and 15months progress in grammar scores for nursery children; 2 ½ years progress in info and 3 years progress in grammar scores for P1/2 children. a positive impact on learning, listening, concentration and turn taking, conversational skills and confidence in speaking, peer interaction and co-operative play, early writing skills, relations between school and parents - a parent commented on progress at home as her son was 'able to have wee conversations at last'.



Our learning & next steps

Since the initial stages in 2015-16 we have refined the assessment process, created 'dealbreakers' to avoid mission creep, reviewed the role of peripatetic staff and senior leaders in supporting TLQ, refined the initial and revision training for practitioners, and created the tools for quantifying change in scores.

Prior to COVID in early 2020, 85% of the region's EY settings had trained and were delivering TLQ. We are moving towards a relaunch to bring together practitioners and restart the training scheme again with an improved data collection system and improved training programme jointly delivered by SLT and EEL Practitioners.

Earlier interventions have been created to develop a suite of early literacy supports. All of which are developing with QI methodologies to gather a data set to demonstrate change and capture learning as we go, these include:

- **SLT & Educational Visitors Empowering Development (SEED)** Setting specific coaching which focuses on creating inclusive, communication rich environments in EY settings
- **WORDS TOGETHER** For 2–3-year olds, Focuses on Adult-Child Interaction
- **PRE TLQ** For 3-4 year olds. Focuses on listening and understanding plus social development



Find out more

eilidh.ross2@nhs.scot

david.maxwell2@dumgal.gov.uk