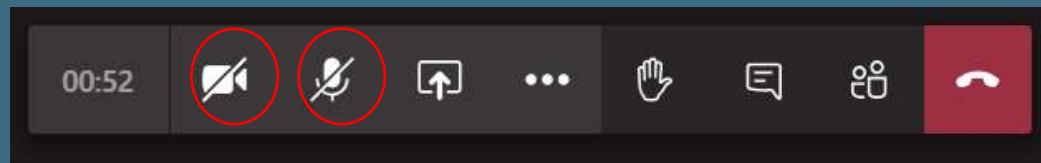


Thank you for joining our webinar.

Please TURN OFF YOUR CAMERA and ensure your microphone has automatically been MUTED in order to help us manage the call with this number of participants.

To turn off your camera and microphone, click on the video camera and microphone icons in the black bar. A line through the icons mean they are switched off.

Example:



## Greater Manchester Recovery Seminars: Supporting Speech & Language in Yr.1

Michelle Morris – Consultant Speech & Language Therapist  
Fiona Fogarty – Teaching & Learning Advisor in Early Years



# Introduction and Overview

- Following the Greater Manchester research seminars exploring the transition into Year 1, we are launching a short webinar series to support language development in Year 1.
- Today's session will give an overview of top tips to support communication and language for year 1 pupils who may have missed out on vital learning during the pandemic.
- In the New Year, we will be running 4 shorter webinars which build on today's overview session with insights from speech and language experts into how to put the top tips into practice.

**For anyone who missed out in Autumn, here is a list of the research seminars and papers featured in the series. Get in touch with your locality authority early education leads for access to the recordings. They will also be available to be accessed online in the New Year.**

- Michelle Morris & Rebecca Shirt on Language in the early years - [Language as a child wellbeing indicator – EIF](#)
- Caroline Bilton on Early Literacy - [Improving Literacy in Key Stage 1 – EEF](#)
- Simon Cox on Early Mathematics - [Improving Mathematics in Key Stage 1 – EEF](#)
- Julie Fisher on Play based learning - The Place of Play in KS1 (PDF to be shared)
- Kathryn Solly on Outdoor learning - Student Outcomes and Natural Schooling (PDF to be shared)

**A second series of research seminars will also be held later in the academic year.**

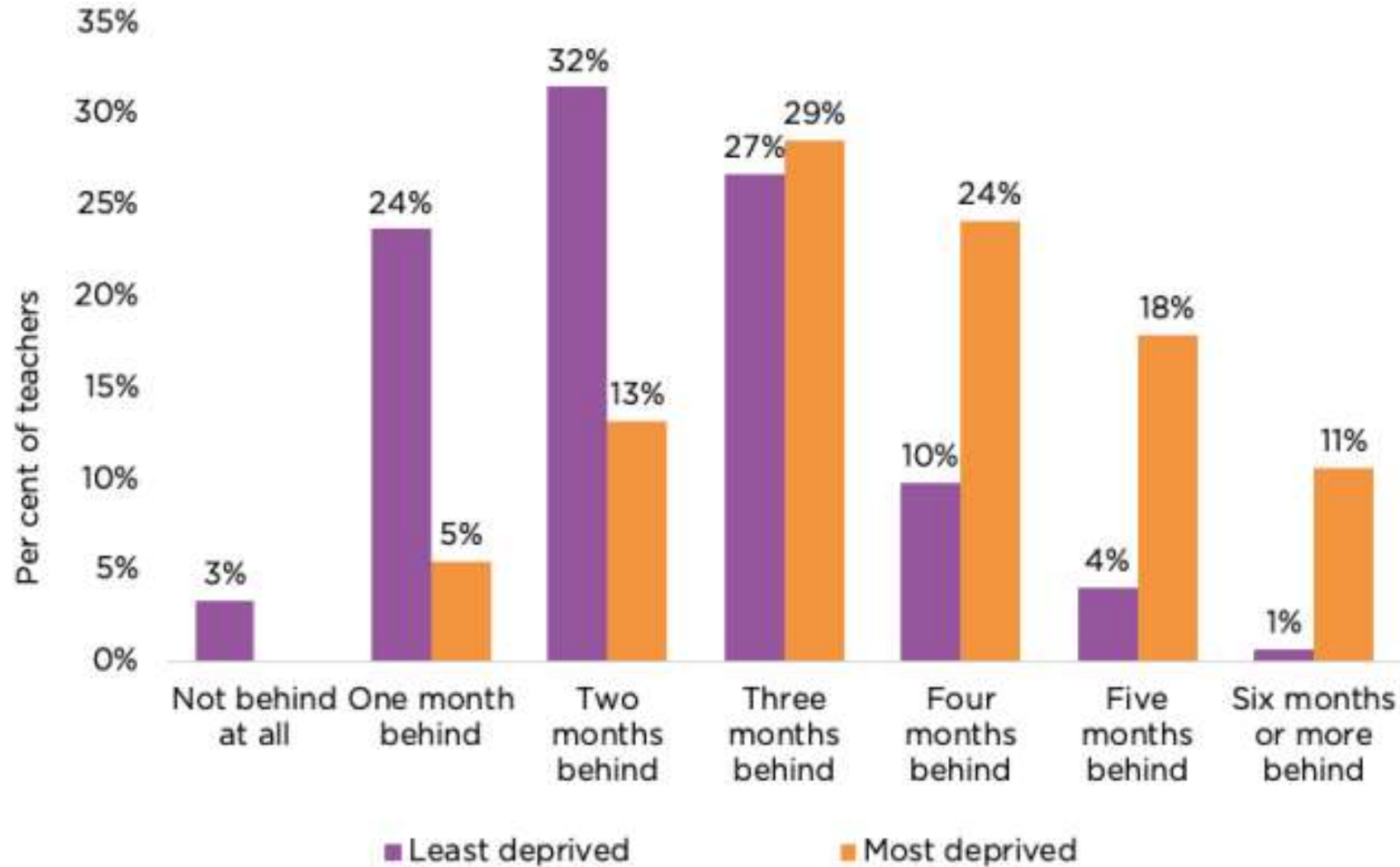
# Covid Impact: What we know anecdotally

- Many advantaged children have thrived.
- Many disadvantaged children have not developed linguistically at a typical rate during lockdown.
- The language gap has widened.



# Learning lost by least and most deprived schools

Figure 5: Learning loss in the least and most deprived schools



Source: NFER survey of 1782 classroom teachers: 1408 teachers gave at least one response.



# Social Gradient of Impact



- Time to listen to the effect lockdown has had on our children's verbal skills.

- Education of poorest pupils in England 'suffers most during Covid isolation'.

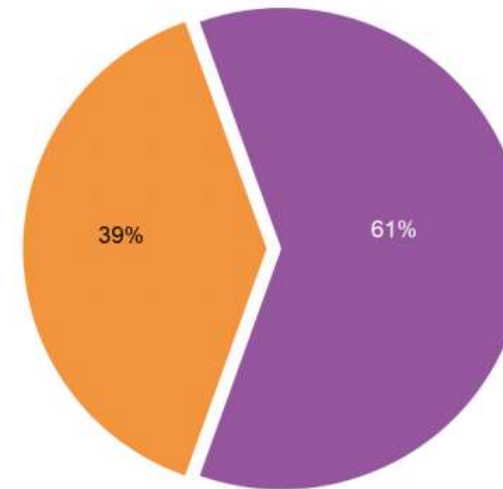
**Daily Telegraph October 2020**

- Survey reveals scale of socio-economic divide among schools in England.

**Teach First Charity**

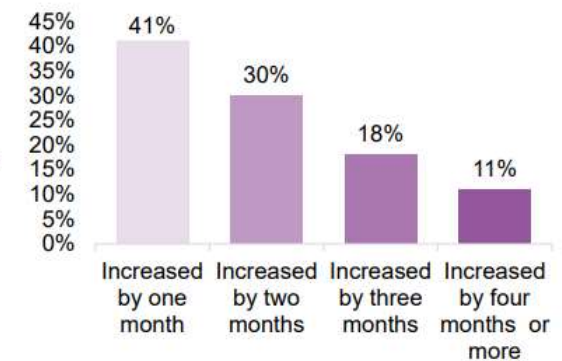
- **Ofsted:** Children hardest hit by COVID-19 pandemic are regressing in basic skills and learning Nov 2020.

Proportion of teachers reporting an increase in disadvantaged gap



■ Gap remained the same or reduced  
■ Gap increased

Breakdown of increase in gap by number of months



Source: NFER survey of 1782 classroom teachers: 841 teachers responded.

# Impact of Covid on Children's Language and Learning: OFSTED Nov 2020

- The pandemic has had **significant impact** on the learning and development of children.
- Many children needed more **support** to make friends and mix.
- Children were now less likely to **start** a conversation or **comment** on things during play.
- **Widening inequalities** 29% of leaders thought that SLC had fallen behind , but 21% said it had improved.
- Increasing **delays** in accessing support from SLT.

# Emerging Evidence

- **Area 1** : High levels of deprivation in multiple wards Wellcomm Screen reception: *(% scoring Red/Amber)*
  - **2019: 32%**
  - **2020: 69%**
- **Study 2** : Screened 15,000 R children using SpeechLink.
  - Multiple areas mixed socio-economic status
  - **20 % increase in Red** scores in 2020 compared to average of previous years
- **Study 3** . Salford : Yet to report but will have data soon.



# 6 Top Tips for Language Development in Year 1

	Theme
Tip 1	Create an Enabling Environment
Tip 2	Create Opportunities for Language Development
Tip 3	Encourage Parental Involvement
Tip 4	Focus Attention & Listening
Tip 5	Conscious Awareness of Language Demands: Blank Level Questions and Vocabulary
Tip 6	Check pre-phonetic skills

# Supporting the child to find their voice

**What have our Yr.1 cohort missed out on?**

In EYFS we:

- Start from what a child knows and can do to support self-esteem and confidence. A play based approach is crucial; building as it does on a child's interests and agency.
- Provide an environment that promotes resilience, engagement, motivation and creativity.
- Cultivate relationships that help children feel secure and empowered to express ideas, make plans, review efforts and try new things.
- Forge links with families to help them to capitalise on opportunities for learning in the home. The child's experience feels more joined-up; they can make links in their learning.

**In these ways we support the child to feel: secure, respected and capable. They are most likely to want to talk and to have something to talk about.**

# Tip 1

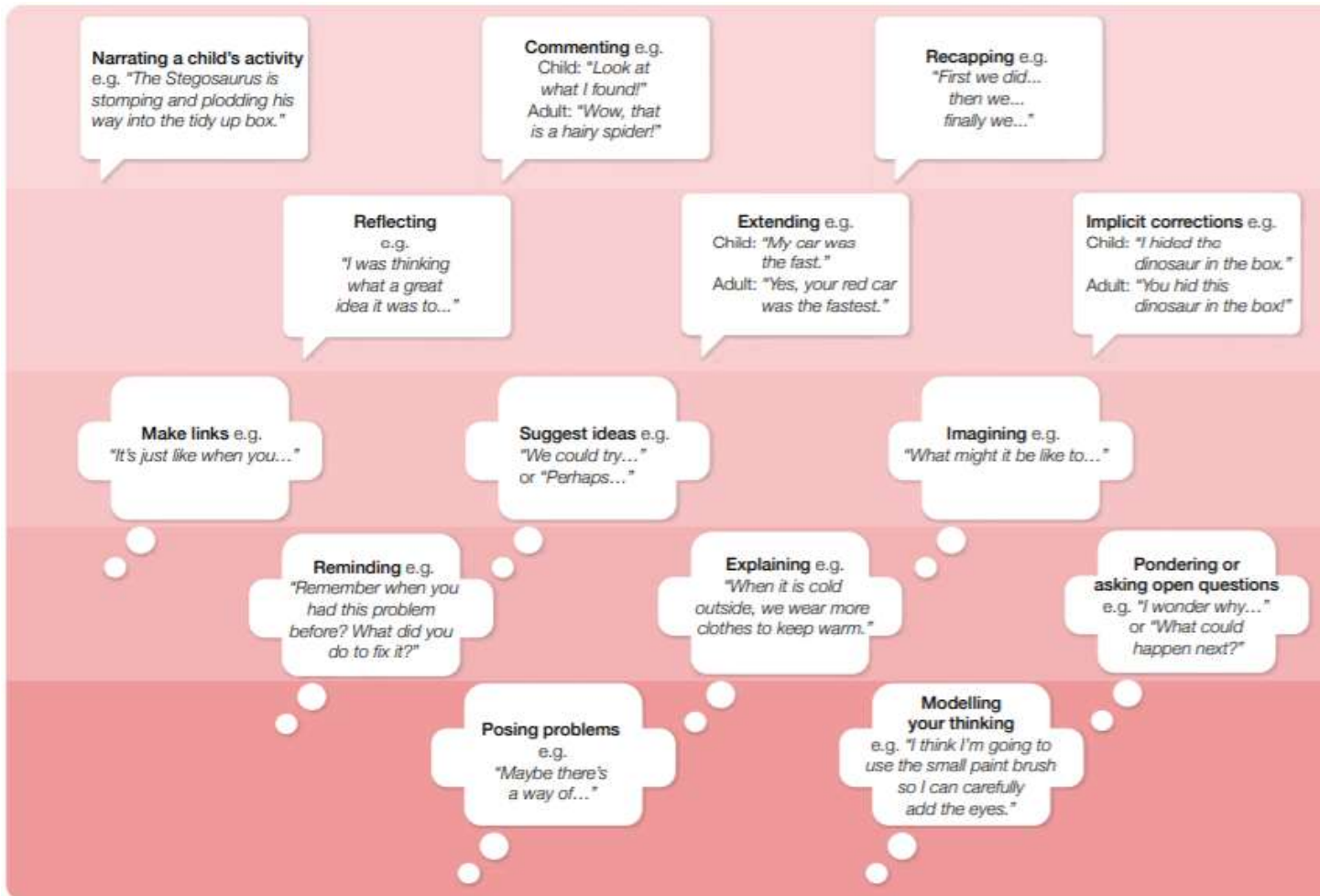
## Create an Enabling Environment

# Foster an environment of emotional security

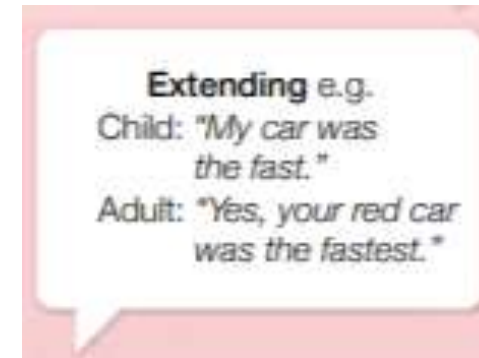
- Build on positive interactions and sensitive interventions. Some children will benefit greatly from opportunities to be in a small group or 1-1, to build up attachment and trust.
- Adults nurture and support children's thinking and learning by their considered use of language e.g. respond with interest, give positive praise, reciprocate, develop sustained shared thinking...



# Develop pupils' speaking and listening skills and wider language of understanding



- Language provides the foundation of thinking and learning and should be prioritised.



- <https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/>

# An enabling environment offers a 'productive balance' between adult led and child-initiated learning.

- Increase play based, less prescribed, learning opportunities where children can demonstrate their understanding and develop their interests. Consider, in domestic role play everyone can be an expert. Make the home corner feel inclusive by your choice of resources and images.
- Provide as much provision as possible, extending the range of contexts for learning and creativity.

***Recommend: Julie Fisher GMCA recorded seminar, think piece (attached).***



# Offer thoughtful provision

Ask yourself...

2. Have you provided the resources it needs to support that identified learning?

1. Is it the sort of place that children will want to be in?  
Does it offer the learning opportunities that you want it to?

3. Have you set it up in the best way you can to help children see what is on offer and take on some responsibility?

4. Have you considered the added impact on learning that adults could make by their involvement in this provision?

**Early Excellence**

<http://earlyexcellence.com/about-us/>

Not much room or budget?  
Small world in a box or tyre...



Good ideas /blog /books/ training

*Alistair Bryce Clegg*

<https://abcdoes.com/abc-does-a-blog/>





# Make the most of the outdoor environment

- Being outdoors is inspiring and motivating to children and offers new learning perspectives.
- A place to get excited and want to talk about things experienced first-hand.
- Healthy option - physically and mentally.



**Recommend:**

**Kathryn Solly recorded GMCA seminar and blog 'A once in a lifetime opportunity'**

<https://early-education.org.uk/news/guest-blog-once-lifetime-opportunity-kathryn-solly>

# Tip 2

## Creating opportunities for Language Development

## Be focused, reiterative and opportunistic.

- Involve all adults in planning for Language in all curriculum areas.
- Build in oral components into everyday routines and sessions with adults modelling language functions and using agreed targeted vocabulary.
- Include:
  - Pre teaching sessions to familiarise children with new language.
  - Listening and attention starter activities to tune children in.



- Consider having adult prompts e.g. for key texts or in areas of provision...recommended strategies from our EEF Literacy and Mathematics seminars.
- Opportunities for children to talk before they write e.g. talk for writing techniques <https://www.talk4writing.com/> and Tales Toolkit <https://talestoolkit.com/>
- Role play and Small world linked to current texts and to support story making.
- Story scribing/story telling /story acting <https://www.makebelievearts.co.uk/helicopterstorieslettingimaginationfly>
- Introduce language through first-hand experiences- multisensory and contextualised.



# Tip 3

## Encourage Parental Involvement

# The Importance of the Home Learning Environment

‘The quality of the Home Learning Environment is a key predictor of a child’s early language ability and future success; positive experiences can have lasting and life changing impacts.’ \*

- Use a variety of ways to engage with parents e.g., Chatta app <https://chattalearning.com>
- Have realistic expectations of what parents can do. Offer family friendly options e.g. talking homeworks or walks and talks, ‘selfie’ homework... Give choices...
- Offer empowering strategies e.g. ORIM framework  
<http://www.real-online.group.shef.ac.uk/aboutreal-text.html>
- Equip parents with prompts for texts and questions at an appropriate level for their child. Model approaches to parents e.g. Dialogic book talk <https://www.readingrockets.org/article/dialogic-reading-effective-way-read-aloud-young-children>
- Inform parents of key online support e.g.  
<https://wordsforlife.org.uk/>  
<https://hungrylittleminds.campaign.gov.uk/>  
<https://www.bbc.co.uk/tiny-happy-people>

\*Improving the Home Learning Environment 2018 DFE-00332-2018

**1**

**Critically review how you work with parents**

Schools should be optimistic about the potential of working with parents

- There is an established link between the home learning environment at all ages and children's performance at school.
- Schools and parents have a shared priority to deliver the best outcomes for their children.

However, evidence on effective strategies that schools can use to engage parents in their children's learning is mixed

- If the aim is solely to improve academic outcomes, classroom interventions working directly with children currently have more evidence of effectiveness at improving learning than parenting interventions with the same aim.
- Working effectively with parents can be challenging, and is likely to require sustained effort and support.
- Most schools say that they do not have an explicit plan for how they work with parents, and fewer than 10% of teachers have undertaken CPD on parental engagement.

Schools should start by critically reviewing their aims and current approaches

- Focus on areas that have better evidence (such as those summarised opposite)—different approaches are needed for different ages.
- Talk to parents who are less involved about what support they would find helpful.
- Plan and monitor to progress towards defined aims.

**2**

**Provide practical strategies to support learning at home**



- For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes.
- Tips, support, and resources can make home activities more effective—for example, where they prompt longer and more frequent conversations during book reading.
- Book-gifting alone is unlikely to be effective, but carefully selected books plus advice and support can be beneficial for supporting reading.
- Support parents to create a regular routine and encourage good homework habits, but be cautious about promoting direct parental assistance with homework (particularly for older children).
- Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks.
- Consider initiatives to encourage summer reading; these have some promise but are not widely used at present.

**3**

**Tailor school communications to encourage positive dialogue about learning**



- Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.
- Examples include weekly texts sent from school to parents, and short, termly letters.
- Impacts from such approaches may appear small but they are generally low cost, and straightforward to introduce.
- Messages are likely to be more effective if they are personalised, linked to learning, and promote positive interactions by, for example, celebrating success.
- Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships. Currently around half of parents say that they have not been consulted.
- School communications may be particularly important for engaging some parents who could play an important role but may have less contact with school.

**4**

**Offer more sustained and intensive support where needed**

- Start by assessing needs and talking to parents about what would help them support learning; tailor support to what is needed to use resources effectively and efficiently.
- Communicate carefully to avoid stigmatising, blaming, or discouraging parents. Focus on building parents' efficacy—that they are equal partners and can make a difference.
- Encourage a consistent approach to behaviour between parents and the school, for example, by sharing expectations with parents.
- Offering more structured, evidence-based programmes can help to develop positive behaviour and consistency where needs are greater.
- Plan carefully for group-based parenting initiatives (such as regular workshops). A convenient time and location, face-to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions.
- Consider offering regular home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings, and for building relationships.

Communicate carefully to avoid stigmatising, blaming, or discouraging parents. Focus on building parents' efficacy—that they are equal partners and can make a difference.

The importance of working with parents was acknowledged in the GM KS1 Literacy and Maths seminars.

<https://educationendowmentfoundation.org.uk/school-themes/parental-engagement>

# Tip 4

## Focus Listening and Attention

# Listening & Attention 6 Stages of Development

- Fleeting
- Rigid
- Single Channelled
- Focused
- Two Channelled
- Integrated

## Tip 5

Conscious Awareness of Language  
Demands, Questions and Vocabulary



# QUALITY INTERACTIONS



**1**  
**NAMING**  
Find one like this  
What can you see?  
What is it?  
Say this...  
What did you hear?  
What did you do?

**2**  
**DESCRIBING**  
What happened?  
What shape is it?  
What size is it?  
What colour is it?  
Where is it?

## BLANK LEVEL QUESTIONS

**3**  
**IDENTIFY**  
How are these the same?  
Tell me something else  
you could use...  
Tell me a story...  
Find me one to use with  
this...  
Tell me the beginning  
middle...end...

**4**  
**PREDICTING**  
What will happen if...?  
Why?  
What could you do?  
How can we tell...?  
What should we use that?  
Why is ... made of ...?



1. Ask a question.
2. Wait 10 seconds for a response.
3. Repeat the same question.
4. Wait another 10 seconds.
5. Ask a rephrase question.

## Question Forms

- Teachers ask an average of one question every minute (Glasson, 2005).
- Blank Level Questions
- Use of blank levels to support behaviour

# VOCABULARY TIERS

## Tier 3

Low-frequency  
domain-specific  
words

## Tier 2

High-utility academic vocabulary  
words that are found across  
content areas

## Tier 1

High-frequency basic vocabulary words that are  
familiar to most students

# Tier 2 words for Yr 1

Study. Hard. Order. Rock.  
Own. Never. might While  
plant. Last. Press. Should.  
Between. Far. Half. City.  
Real. Answer. Life. Complete.  
Thought. Cross. Left. Few.  
Since. Late. Ease. Until.  
True. Base. Seem. Pass.  
During. Often. Next. Always.  
Better. Whole. Began. Sure.  
Those. Begin. Both. Mark.  
Size. North. Example. Once. Main.

# Tier 2 words for Reception

Any. After. Much. Same.  
Back. Great. Mean. Work.  
Little. Think. Differ. Part.  
Only. Our. Move. Round.  
Under. Even. Right. Low.  
Very. Through. Before. Just.  
Turn. Does. Where. Every.  
Form. Cause. Tell. Sentence.  
Change. Again. Set. Must.  
Light. High. Kind. Such.  
off. World. Well. Large.  
follow. Near. Also. Add.  
Even. End. Self. New.

# Tip 6

## Check pre phonic skills

- Rhyming
- Ability to segment words into syllables
- Syllable Blending
- Ability to identify words with the same beginning sound
- Ability to identify words with the same final sound
- Ability to segment words into individual sounds: consonant-vowel (CV), vowel-consonant (VC), and consonant-vowel-consonant (CVC)
- Ability to segment words into individual sounds: CCVC, CVCC, CCVCC
- Sound Blending
- Ability to manipulate sounds in words
- Letter-sound correspondences



# Voting for January sessions

- Go to [www.slido.com](http://www.slido.com) on your computer or mobile device
- Enter code 78070
- **Question 1: What would you most like to hear about in January?**
- **Question 2: Is there anything not covered in the SLC webinar series that you would like to learn about?**

	Theme
Tip 1	Create an Enabling Environment
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