

Unit Title:	Support children’s speech, language and communication
Sector unit number	EYMP 5
Level:	3
Credit value:	4
Guided learning hours:	30
Unit Reference Number:	T/600/9789

Unit purpose and aim

The unit aims to provide a basis for understanding the importance of speech, language and communication for a child’s overall development and explores the ways in which those working with children can support the development of speech, language and communication skills.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 Understand the importance of speech, language and communication for children’s overall development</p>	<p>The Learner can:</p> <p>1.1 Explain each of the terms:</p> <ul style="list-style-type: none"> • Speech • Language • Communication • Speech, language and communication needs <p>1.2 Explain how speech, language and communication skills support each of the following areas in children’s development:</p> <ul style="list-style-type: none"> • Learning • Emotional • Behaviour • Social <p>1.3 Describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term</p>	<p>Explain taken from a leaflet produced by the Communications Consortium ‘<i>Explaining Speech, Language and Communication Needs (SLCN)</i>’,</p> <p>“Children and young people with speech, language and communication needs (SLCN) have difficulties in communicating with others; it may be that they cannot express themselves effectively or they may have difficulties in understanding what is being said to them. Alternatively those who support them may not understand their way of communicating.</p> <p>Children and young people may have difficulties across one or many of the different elements of speech, language and communication resulting in a communication breakdown. This may be minor and temporary, or it may be complex and long-term. Under this umbrella term, there will be many different labels used.</p>

Learning Outcomes	Assessment Criteria	Exemplification
		<p>The term ‘needs’ refers both to the needs of the individual and to what society can do to support their inclusion. It implicitly looks both at the individual and the environment in which children play, learn, communicate and live.”</p>
<p>2 Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting</p>	<p>2.1 Explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years</p> <p>2.2 Explain the relevant positive effects of adult support for the children and their carers</p> <p>2.3 Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning</p>	<p>Ways may include:</p> <ul style="list-style-type: none"> • The words and levels of language adults use with children(including the use of questions) • Their conversations / interactions with children • Information and activities used • Work with parents / carers <p>Positive effects may include improvements in:</p> <ul style="list-style-type: none"> • speech, language and communication skills • social interaction • behaviour • emotional development / self confidence
<p>3 Be able to provide support for the speech, language and communication development of the children in own setting</p>	<p>3.1 Demonstrate methods of providing support taking into account the:</p> <ul style="list-style-type: none"> • age, • specific needs • abilities, • home language where this is different to that of setting • interests of the children in own setting <p>3.2 Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children</p>	<p>Methods may include:</p> <ul style="list-style-type: none"> • adapting own language • scaffolding the child’s language • giving children the time and opportunity to communicate • facilitating communication between children with each other • learning through play • working with carers

Learning Outcomes	Assessment Criteria	Exemplification
	3.3 Demonstrate in own practice how to work with children to develop speech, language and communication in: <ul style="list-style-type: none"> • 1:1 basis • groups 3.4 Evaluate the effectiveness of speech, language and communication support for children in own setting	
4 Be able to contribute to maintaining a positive environment that supports speech, language and communication	4.1 Explain the importance of the environment in supporting speech, language and communication development 4.2 Review evidence about the key factors that provide a supportive speech, language and communication environment 4.3 Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children	Key Factors may include: <ul style="list-style-type: none"> • the physical environment • staff roles and responsibilities • training needs and opportunities • views of the child • appropriate involvement of carers

Assessment

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Learning Outcomes 3 and 4 must be assessed in a real work environment.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates.

Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

CCLD 301 Develop and promote positive relationships.

CCLD 312 Plan and implement positive environments for babies and children under 3 years.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.