

ECAT Club Meetings November 2017

AGENDA

- ❖ Gap Task feedback
- ❖ Audit Stuff
- ❖ BLAST!!
- ❖ Supporting Parents to better support their children using the 4 key strands of early literacy
- ❖ Signed Nursery Rhyme
- ❖ Information share

Gap Task Feedback

- ❖ Encourage your colleagues to practice some Tongue Twisters {!!}
- ❖ Supporting generalisation worksheet: as a team, identify different sounds to model across a range of activities & actively encourage everyone to model these sounds at the appropriate times; include as part of your planning as the activities etc change ... monitor over several weeks
- ❖ Discuss in your teams how you can promote muscle-toning activities etc at snack & meal times
- ❖ Begin to actively plan oromotor/speech sound activities for key person small groups ... monitor over several weeks

*Data
Collection
June 2017*

Area of Language Development	Percentage At Risk of Delay
Listening & Attention	23% [1067]
Social Communication	28% [1323]
Understanding	25% [1207]
Talking	34% [1572]

Data Collection June 2017

Eligible Children	2 Year Olds	Funded 2 Year Olds	EAL
5534 [Nov 4620]	951 [Nov 16 1301] 17% [28%]	668 [Nov 16 908] 12% [18%]	1502 [Nov 16 1241] 27% [27%]

*EYFSP Results
16-17*

ECAT Categories	Good Level of Development at end of Year R
No known ECAT information/input	70%
At Risk of Delay [1 area minimum]	54%
As Expected	80%
Ahead	87%
TOTAL	70% overall

ECAT Impact

- As a result of ECAT 24% of children in the last audit [June 17] increased their ECAT outcome, meaning they were more likely to achieve a Good Level of Development at EYFSP

BLAST Update

- Number of Settings 'doing' BLAST = 33
- Number of Practitioners who are now trained BLAST Users = 102
- Number of Year R teams 'doing' BLAST 2 = 19 [65 YrR staff]

The Input Bit:

Supporting Parents

Social class, income, living conditions, parents' own education levels are all factors that are directly related to child development outcomes ...

BUT research indicates that there are ways to prevent these factors impacting negatively on children in these families:

- ❖ Children from disadvantaged backgrounds who had been read to on a daily basis by 5 AND whose parents had been very interested in their child's education at 10, were less likely to be living in poverty at 30
- ❖ The effect of PARENT INTEREST was independent of how highly parents had been educated themselves
- ❖ For boys, having a father who has little or no interest in their education reduced their chances of moving out of poverty as an adult by 25%
- ❖ For girls, the impact of having a mother with little or no interest in their education reduced their chances by a similar amount [BLANDEN 2006]

RESEARCH FINDINGS

...

- High quality Early Home Learning Environment [EHLE] can also mitigate much of the impact of these factors; parents can enhance their child's progress if they engage regularly in activities that encourage positive social development & thinking
- Children from a high quality EHLE will be ahead in both social & cognitive development at 3; they show advanced language ability, higher levels of confidence, co-operation & sociability
- The advantage continues as these children progress through school: at 7 they achieve higher on standardised reading & maths tests; this benefit continues to 11 in literacy & numeracy

The Early Home Learning Environment

Activities that promote a high quality EHLE:

- Reading & sharing books
- Going to the library
- Going on visits
- Singing songs & rhymes
- Playing with friends
- Drawing & painting

Literacy Floats on a Sea of Talk

The Words Children Hear ...

- Differences between children in *HIGH* talking families & children in *LOW* talking families
- By **3** *HIGH* talk children have heard words up to **34 million** times
- By **3** *LOW* talk children have heard words up to **10 million** times

The Words Children Store, then Say ...

- Differences between children in *HIGH* talking families & children in *LOW* talking families
- By **3** *HIGH* talk children have stored **1100 words** ready to use
- By **3** *LOW* talk children have stored **500** words ready to use

[Hart & Risley 1995]

**4 KEY
STRANDS OF
EARLY
LITERACY**

- Cathy Nutbrown
 - Raising Early Achievement in Literacy [Making it REAL programme]
1. Books
 2. Early Writing
 3. Environmental Print
 4. Oral Language

BOOKS !!!!

Group activity:

- *Looking at a book from a child's perspective*

In your groups, explore the book on your table & complete the sheet with your ideas

Remember children enjoy sharing books with an adult as much as they enjoy & learn from being told stories by adults !!

EARLY WRITING

Group activity:

- Can you come up with 10 tasks/activities to encourage parents to support early writing at home ...

In your groups jot your ideas down on the flip chart paper on your table

FLIP CHART

ENVIRONMENTAL PRINT

Group Activity:

- Inter-table competition: identify as many types of environmental print as you can in 2 minutes [timed!]
- Write them on the flip chart paper ...

ORAL LANGUAGE

Group activity:

In your groups, rewrite the nursery rhyme with a one-word change [if not more ...]

Row Row Row Your Boat ...

How to work with parents?

EPPE study [2004]: **“What parents do is more important than who parents are”**

- What do you already do/offer for your families?
- Competencies questionnaire
- Do's & Don'ts quiz
- Supporting relationships with your parents

The Mind- Set Change

...

How will you make it work back in your setting??

In your groups can you identify 3 strategies you will try to support your work with your parents around the 4 Key Strands of Early Literacy when you go into work?

RESOURCES TO SHARE

- Communication Friendly Spaces Bags [based on EJ]
- Signed Nursery Rhymes [available via SID]
- Books for Breakfast [RedRoofs]
- BLAST books
- Take 10 [tips]
- Parents encouraged to reinforce new ENGLISH vocab in Home Language
- YOU & YOUR TEAM!!

*Signed
Nursery
Rhyme*

- Dr Foster Went to Gloucester

*ECAT
Information
Share*

- **Good news from ECAT ?!**