

Example Heading for CILT (Community Integration Language Toolkit) - To be discussed on Skype Conference 29.6.16

Training Program Title

Practical Strategies for Supporting Language Acquisition and Development in Primary Age Children.

Aims and objectives of the module

What is your training module aiming to achieve

To illustrate how practical resources and activities can be used in a primary setting to support language acquisition on a day to day basis.

Background

The theory/pedagogical approach that underpins the training module e.g

Language and communication underpins all learning development in the primary setting. Being able to understand and interpret language as well as being able to formulate language enable our children to make their needs known, express their likes and dislikes, interact with others and build relationships, follow instructions for a task, comprehend what has been read as well as develop a sense of belonging through a shared method of communication.

We often take these skills for granted, but many children struggle to communicate. This may be due to a specific speech, language and communication need, moderately delayed language development and understanding or difficulty in isolating what language means within a busy Primary classroom.

Children who struggle to communicate may experience one or more of the following:

- Speech that is difficult to understand (Expressive language)
- They might struggle to formulate and say words or sentences (Expressive language)
- They may not understand words that are being used, or the instructions they hear (Receptive Language)
- They may have difficulties knowing how to talk in a conversation (word finding difficulties and reciprocal language)

- Difficulty in listening to others in a conversation (Attention and listening skills)
- Difficulties with understanding key features of the language e.g. concepts or positional language (Morphology)
- Processing difficulties - processing what has been said to them and what this means as well as difficulties being able to do this at an expected speed.

Children may have just one or a range of these difficulties; they are all very different.

Speech, language and communication are crucial for reading, learning in school, for socialising and making friends, and for understanding and controlling emotions or feelings.

Speech, Language and Communication Needs (SLCN) is often called a 'hidden difficulty'. Many children with SLCN look just like other children, and can be just as clever. This means that instead of communication difficulties people may see children struggling to learn to read, showing poor behaviour, having difficulties learning or socialising with others. Some children may become withdrawn or isolated. Their needs are often misinterpreted, misdiagnosed or missed altogether.

An understanding of how children acquire the complex language skills required for learning is essential when deciding how to support language development in the classroom. It is also essential that support for children who need it can be provided in a way which is manageable and effective for the teacher as well as the pupil.

Learning Outcomes

Give an overview of the intended skills that that are to be developed by the people being trained/or what the children will learn to do e.g

After completing this topic, participants will be able to:

- Develop an understanding of how language develops using existing and additional resources.
- Through this better understanding of language development, staff will be able to identify what pupils at the early stages of language

development or with language difficulties need in order to gain better access to the curriculum and their learning.

- Consider what practical resources could be used to support pupils in the classroom and why one resource is better than another to support a specific skill or need.
- Pupils will be able to be more independent in their learning through their use of resources or learning methods/strategies.

Training Topics

Break down of each part of the training linked to the Learning Outcomes

1. Develop a basic understanding of how children acquire language and what is age appropriate language development.
2. To develop a bank of resources that could be used to support a range of language needs.
3. To be able to decide what resource is suitable for which language need.
4. Pupils will experience greater self-esteem through being able to access their learning with more independence from adults due to supportive materials being available in the classroom.
5. Staff feedback on what was effective for them in their classrooms.