**Bite-size training: trainer notes**

**Communication and Language: Speaking**

This training unit is based on a specific area of the early learning goals. It is intended to be used by leaders in early years settings to enable them to:

* raise standards of provision in Communication and Language: Speaking
* inform their setting’s self-evaluation process
* demonstrate aspects of leadership and management required for Early Years Teacher Status.

**Rationale**

Speaking is one of the three aspects of communication and language, one of the three prime areas of learning in the EYFS. At the end of the EYFS in the Reception year at primary school children are expected to reach the following **early learning goal**.

**‘Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.’**

All staff need to be confident of their role in developing children’s understanding of this area of learning and development, whatever the age of the children they work with. It is important to remember that different approaches are appropriate for different ages of children and different children will progress in their understanding at different rates.

**Aims and outcomes**

* Participants to know the early learning goal in relation to speaking.
* Participants understand how to work with children to develop their capabilities in speaking.
* Participants know how the physical environment and resources support children in developing their speaking skills.
* Participants gain confidence in planning for this area of learning and development for children of different ages and stages.

**Timing**

20 – 30 mins

**Resources**

PowerPoint presentation to use if you have a computer and a screen. If this is not possible, the instructions are all contained below.

Handout 1: Examples of good practice in a nursery in a culturally diverse area – What quality looks like in practice

Handout 2: Programme for participants

Handout 3: Individual action plan

Handout 4: Environment audit

Handout 5: Links to other areas of the EYFS

Post-it notes, flip chart and pens

**What to do**

**Before the training session**

Read through the trainer notes in advance to make sure you are prepared to deliver the training session.

Ask participants to read through Handout 1 in advance and bring it with them to the training session. Make a note of any participants who have not completed the required reading for follow up afterwards **[Slide 3]**.

Participants should also be familiar with your setting’s policies relating to teaching and learning and assessment.

**Step 1 (5- 10 mins)**

**[Slide 4]** Ask participants to read the ‘Speaking’ early learning goal and think about what it means for them in practice.

Ask the participants to work in twos to think of three examples of activities to support children’s speaking which they do in practice, and to write them on post-it notes to share with the whole group.

Show the image of the children using tubing ‘telephones’ out of doors. **[Slide 5]**.

**Step 2 (10-15 mins)**

Ask the participants to work in small groups of three or four – groups working with the under threes or three-fives - to answer the appropriate questions on the slide **[Slide 6]**.

Under 3s

* *Do we feel we always give children enough time to express themselves?*
* *Could we plan some more exciting activities that will stimulate talk?*
* *Could we make better use of story time as an opportunity for speaking as well as for listening?*
* *How well do we capitalise on mealtimes as social occasions when conversations happen?*
* *Out of doors, are there interesting resources to play with and places to explore to enhance opportunities for speaking?*

3-5s

* *How well do we support bilingual children as they develop their skills in more than one language?*
* *How well do we use conversations with children to help them organise their ideas and plan what they are going to do?*
* *Could we make more opportunities for children to be reflective and to talk about what they have been doing?*
* *Do we need to improve our strategies for monitoring individual children’s speaking?*

Show the images of the two boys sharing their ideas on how to fit as many resources as possible into their cardboard box **[Slide 7]** and ask the participants to feed back their ideas to you. Record them on a flipchart.

**Step 3 (5-10 mins)**

Following on from their reading and the discussions they have had, ask the participants to work individually to plan an activity involving children speaking to use with the children they work with. **[Slide 8]**.

**After the training**

1. Give each participant a copy of Handout 3: Individual Action Plan for them to complete and return to you within a week **[Slide 9]**.
2. Ask participants to use Handout 4: Environment Audit to check how well they have arranged the indoor and outdoor spaces and resources to enhance opportunities to develop children’s speaking skills. Ask them to work with their colleagues to make a note of any changes which need to be made alongside resources which are missing or which need to be replaced. Collect in the completed environment audits for action **[Slide 10]**.
3. Handout 5: Links to other areas of the EYFS can be distributed to participants for their future reference.

**What’s changed?**

After participants have carried out their audits and action plans, you should ask them if they are doing anything different as a result of the training.

You could periodically make checks on their planning or through discussion to see if they have managed to sustain the change in practice

You could check to see whether or not there has been an acceleration of children’s progress towards the speaking early learning goal.