



# Every Child a Talker

LA launch event

## What does ECAT aim to do?



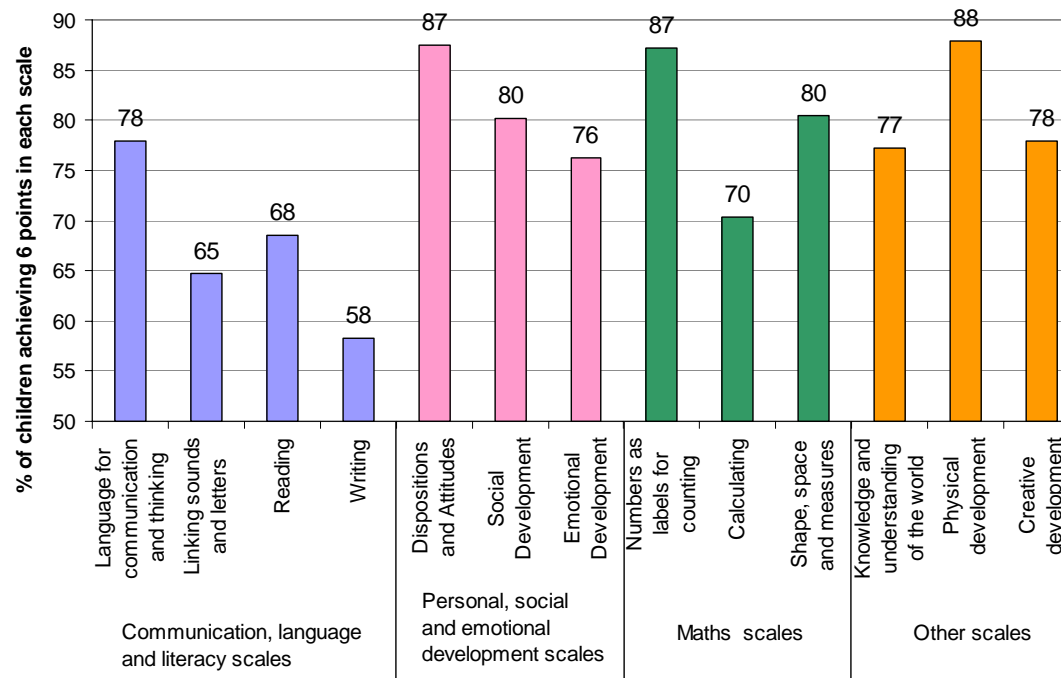
- Raise children's achievement in early language
- Raise practitioners' skills and knowledge
- Increase parental understanding and involvement in children's language development

## Outcomes



- Improved early language development
- Early Language Lead Practitioners
- Increased practitioner knowledge and understanding
- Improved early language development
- Increased parental understanding

# Why do we need ECAT?



## Why do we need ECAT?



*“Children growing up in impoverished circumstances are generally exposed to language that differs both qualitatively and quantitatively from the experience of more fortunate children. A social class gradient in language skills is already emerging by the time a child is two years old and the gap widens substantially by the time children reach statutory school age.”* **NESS June 2007**

## Why do we need ECAT?



- In 2006 an I CAN Talk paper- 'The Cost to the Nation of Children's Poor Communication' reviewed some current research and noted that
- Up to 10% of all children have a long term persistent communication difficulty
- Upwards of 50% of children on school entry have more transient difficulties and with the right support are likely to catch up( in Stoke on Trent a city wide survey of language skills at school entry showed this to be as high as 84% in some areas)

## Research



- 17% was spent in meaningful conversation with the teacher
- 18% was spent in meaningful conversation with peers
- 59% was spent not talking at all

Dickinson and Tabors (2001)



## Parents and Children



- I CAN survey of over 400 parents of under fives found that more than half had received no information on how to support the development of their child's communication during their first year.
- Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning



## Parents and Practitioners



- Increased practitioner knowledge and understanding of language development
- Increased parental understanding of and involvement in children's language development

## Raising Achievement



- Raise children's achievement in early language so that, against a baseline of 2008 Early Years Foundation Stage Profile data, the proportion of children aged five achieving 6 or more scale points in Language for Communication and Thinking improves by 2010.

# ECAT



- Early Language Consultant
- 20 settings
- Early Language Lead Practitioners
- 2 year programme

## The Role of the ELC



- Align support for early language across the LA
- Provide intensive training, support and advice to targeted settings
- Work in partnership with other professionals supporting early language development in the LA
- Tracking progress and reporting
- Working with key partners

## Early Language Lead Practitioner



- Implementing the ECAT programme
- Improving the quality of language provision
- Supporting the professional development of colleagues
- Involving parents in the programme

# First Steps



- Selecting Settings
- Meeting Key Partners
- Audits of existing provision

# Audit



- Introduce LA Audit



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