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?

- Language for communication and thinking
- Linking sounds and letters
- Reading
- Writing
- Dispositions and Attitudes
- Social Development
- Emotional Development
- Numbers as labels for counting
- Calculating
- Shape, space and measures
- Knowledge and understanding of the world
- Physical development
- Creative development

% of children achieving 6 points in each scale:

- Communication, language and literacy scales: 78, 65, 68, 58
- Personal, social and emotional development scales: 87, 80, 76, 87
- Maths scales: 70, 80
- Other scales: 77, 88

© Crown copyright 2008
“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)

* Can add here results from you LA if available
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)
• 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
Crown copyright

- The content of this publication may be reproduced for non-commercial research, education or training purposes provided that the material is acknowledged as Crown copyright, the publication title is specified, it is reproduced accurately and not used in a misleading context.
- For any other use of this material please apply to OPSI for a Click-Use, PSI Licence, or by writing to:

  Office of Public Sector Information
  Information Policy Team
  National Archives
  Kew
  Richmond
  Surrey
  TW9 4DU

  Email:  licensing@opsi.gov.uk
  Web:  www.opsi.gov.uk/click-use/index.htm

- The permission to reproduce Crown copyright protected material does not extend to any material in this publication which is identified as being the copyright of a third party, or to Royal Arms and other departmental or agency logos, nor does it include the right to copy any photographic or moving images of children or adults in a way that removes the image or footage from its original context.