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Building the foundations for confident communication in our Early Years classrooms

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13 March

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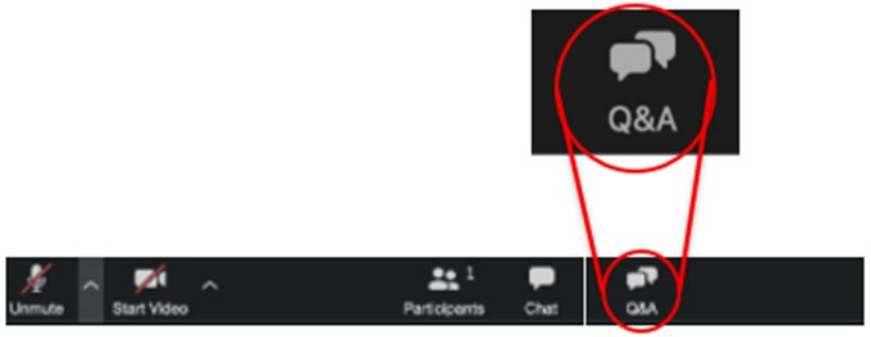
Q&A

Microphones & cameras off.

Use the Q&A Function in the toolbar to send us your questions (not the chat).

Like the questions you want answered (we will prioritise those with the most ‘likes’)

Q&A session will be at the end of the presentation



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“Think of someone you like talking to…”

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Agenda

13:00-14:00
Importance of communication skills
Scaffolding early language development
Supporting multilingual children
Cambridge Early Years Curriculum
Q&A

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Speaking and Listening Skills

Emotional Development

Cognitive Development

Language Development

Literacy Development

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Scaffolding Early Language Development

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Nurturing effective communication

Active Listening

Encourage Turn-Taking

Attention to Vocabulary

High-Quality Interactions

Inclusive Environment

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How does this look in practice?

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HIGH QUALITY INTERACTIONS IN THE EARLY YEARS

The 'ShREC' approach

Education Endowment Foundation

The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

"When done well, high quality interactions often look effortless but they are not easy to do well."

EEF Guidance Report, Preparing for Literacy

This resource supports the '*Preparing for Literacy*' guidance report.

Sh

Share attention

Be at the child's level. Pay attention to what they are focused on.

R

Respond

Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

E

Expand

Repeat what the child says and build on it by adding more words to turn it into a sentence.

C

Conversation

Have extended back and forth interactions. Give children time to listen, process and reply.

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High quality interactions in the Early Years
The ShREC approach

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Promoting language development

- **Storytelling:** New vocabulary, narrative structure, sequencing
- **Rhymes and songs:** Phonemic awareness, new vocabulary and language patterns
- **Books:** New vocabulary, discussion, comprehension, linguistic experiences
- **Decontextualised talk:** Abstract thinking, cognitive development

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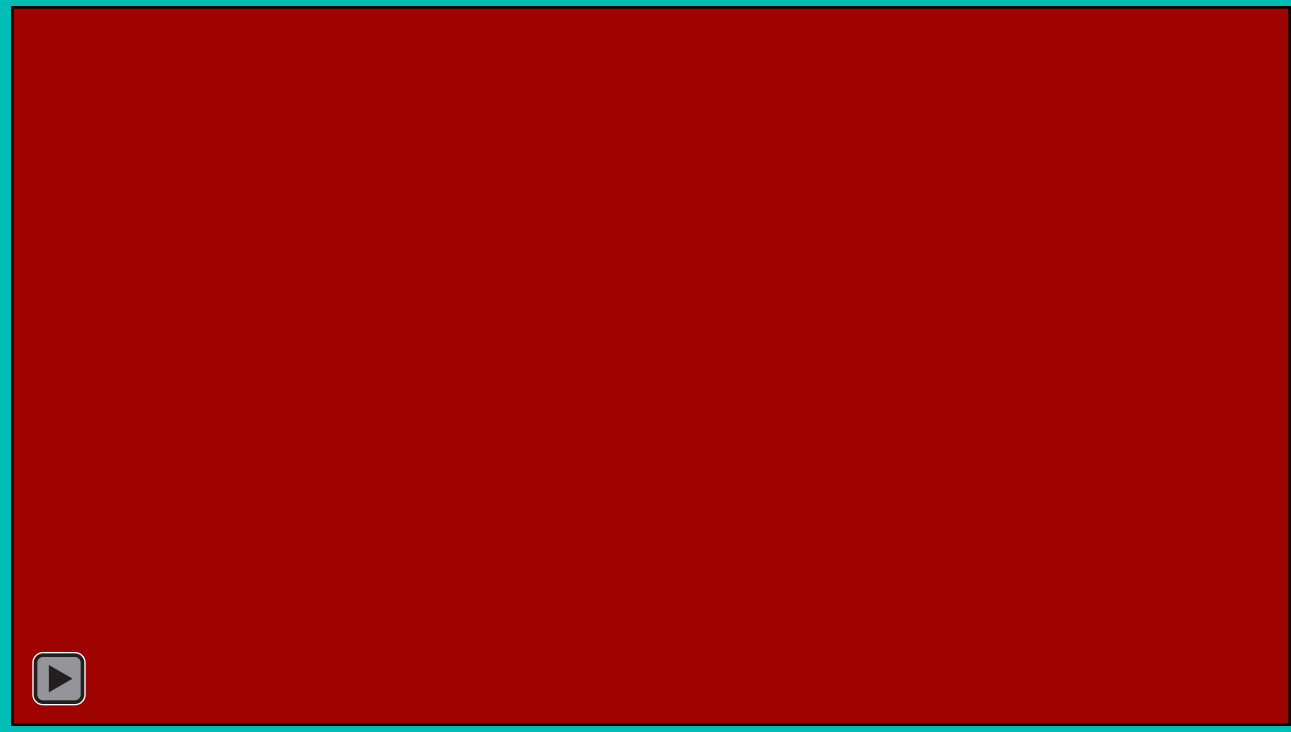
Promoting active speaking and listening

Everyday routines and opportunities

- Mealtimes, getting dressed, lining up, etc.

Daily Classroom Practices:

- Circle Time
- Puppet Plays and Role Play
- Question of the Day
- Group Projects



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Supporting Multilingual Children

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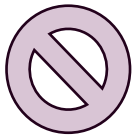
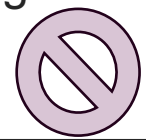
1. Children in multilingual classrooms are at a disadvantage compared to those in monolingual classrooms due to language confusion. 	2. Multilingual classrooms promote cognitive and academic advantages, including enhanced executive function, creativity, and multitasking abilities.	3. Multilingual education can improve children's proficiency in their native language.
4. Multilingual classrooms foster greater cultural sensitivity and empathy among children.	5. Teachers must be fluent in all the languages spoken by children to effectively teach in a multilingual classroom.	6. Focusing on one language at a time is better for children's language development than mixing languages in the classroom. 

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Multilingual Classrooms

Challenges:

- Language barrier
- Cultural differences
- Educational disparity

Advantages:

- Cognitive benefits
- Cultural enrichment
- Language skills

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Strategies for creating an inclusive environment

- **Use visual aids:** incorporate pictures, gestures, and physical objects to make comprehension easier.
- **Peer support:** pair up multilingual children with classmates for buddy systems, encouraging friendship and language practice.
- **Valuing home language:** encourage children to share their language and culture through show-and-tell or cultural days.
- **Language development support:** provide structured language support, such as esl programs, without pulling children out of class for long periods, which can make them feel isolated.

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More on the School Support Hub

(https://schoolsupporthub.cambridgeinternational.org/cambridge-early-years/teaching-support)

Cambridge Assessment International Education

Table of contents

Overview of teaching and learning approaches
A holistic approach
A holistic approach - example
Active learning
Principles of active learning
Active learning and play
Metacognition
A play-based approach
Types of play - Child-initiated play
Types of play - Guided play
Types of play - Adult led activities
Promoting speaking and listening
A multilingual approach
Self-regulation
Implementing self-regulation
Self-regulation and links with other teaching and learning approaches
Curriculum Areas - Communication, Language and Literacy
Curriculum Areas - Creative Expression
Curriculum Areas - Mathematics
Curriculum Areas - Personal, Social and Emotional Development
Curriculum Areas - Physical Development
Curriculum Areas - Understanding the World

Teaching support homepage

Teaching and learning overview

Teaching and Learning Approaches

Previous Next

A multilingual approach

A multilingual approach supports the learning of bilingual and multilingual children, and celebrates home languages. This approach recognises that young children have a natural ability to learn languages, and takes advantage of this ability by introducing children to multiple languages simultaneously – the school language and supporting their home languages.

A multilingual approach also promotes inclusivity. Multilingual, including bilingual, learning in early years has cognitive, as well as cultural, advantages. It has been associated with enhanced awareness of linguistic structures, improved listening, problem-solving and critical-thinking skills, as well as improved memory, concentration and the ability to multi-task.

In a multilingual approach, the focus is not only on teaching the child how to speak different languages, but also on exposing them to different cultures and ways of thinking. This can be achieved through language-rich environments, where multiple languages are used and children are encouraged to communicate in different languages, as well as through the use of books, music, and other resources that reflect the cultures of the languages being taught.

In early years, it is especially important that children's home languages are valued alongside the language of teaching and learning - the 'school language'. This reflects the significant role that home language has in developing a child's sense of identity. It also reflects the need to be more flexible about the language that is initially accepted when a child enters your early years setting, if the school language is less familiar than their home language.

Supporting young multilingual learners requires a holistic approach that takes into account the child's individual needs, home language, and cultural background.

To support multilingual learners in your setting, you should consider the following three areas:

- Developing your own multilingual mindset
- Supporting learning of key vocabulary
- How to evaluate achievements in communication and language

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Any questions?

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