Building the foundations for confident communication in our Early Years classrooms

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13 March
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
“Think of someone you like talking to...”
## Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>13:00-14:00</td>
<td>Importance of communication skills</td>
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<td>Scaffolding early language development</td>
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<td>Supporting multilingual children</td>
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<td>Cambridge Early Years Curriculum</td>
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<td>Q&amp;A</td>
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Speaking and Listening Skills

- Emotional Development
- Cognitive Development
- Language Development
- Literacy Development

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Effective communication: from competence to confidence
Scaffolding Early Language Development
Nurturing effective communication

- Active Listening
- Encourage Turn-Taking
- Attention to Vocabulary
- High-Quality Interactions
- Inclusive Environment
How does this look in practice?
HIGH QUALITY INTERACTIONS IN THE EARLY YEARS
The ‘ShREC’ approach

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.”
EEP Guidance Report, Preparing for Literacy

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.

This resource supports the ‘Preparing for Literacy’ guidance report.

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Effective communication: from competence to confidence
High quality interactions in the Early Years

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

Challenges:

• Language barrier
• Cultural differences
• Educational disparity

Advantages:

• Cognitive benefits
• Cultural enrichment
• Language skills
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.
More on the School Support Hub
(https://schoolsupporthub.cambridgeinternational.org/cambridge-early-years/teaching-support)

Teaching and Learning Approaches

A multilingual approach

A multilingual approach supports the learning of bilingual and multilingual children and celebrates home languages. This approach recognizes 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 language.

A multilingual approach also promotes inclusivity. Multilingual, including bilingual, learning is a valuable and cultural advantage. It has been associated with enhanced awareness of linguistic structures, improved language, problem-solving and critical thinking skills, as well as improved memory, concentration, and the ability to multitask.

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 their 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 areas:

- Developing a multilingual classroom
- Supporting language and key vocabulary
- How to evaluate achievements in communication and language

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Any questions?
Thank you!