

FERN FEDERATION

Cefn Primary School, Craig Yr Hesg Primary School.



In order to be able to monitor our children's progression within Literacy, Language and Communication, we can use the following tools across the school twice a year:

Progression Step 1 (Nursery, Reception)	Progression Step 2 (Y1, 2, 3)	Progression Step 3 (Y4,5,6)
Wellcomm Speech Link (Reception only) Language Link (Reception only) Phonics Assessment Baseline Assessment	Speech Link (if required) Language Link (if required) Phonics Assessment Salford Reading (y2+) Schonell Spelling (y2+) National Reading Tests (y2+)	Salford Reading Schonell Spelling National Reading Tests Speech Link (if required) Language Link (if required) Phonics Assessment (if required)

WELLCOMM

WellComm is a speech and language toolkit used by our staff to identify any speech and language difficulties quickly and easily, so that appropriate support can be provided.

WellComm Early Years is suitable for use with children from the age of 6 months to 6 years and can be used to identify any speech or language delays early, as this is key to the progressive development of a young child's overall development.

WellComm Primary is used with pupils aged 6 years to 11 years with the aim of enabling staff to identify pupils who may have speech, language and social communication needs and minimise any identified difficulties through implementing appropriate interventions.

The first part of WellComm is the Screening Tool, which involves the diagnostic assessments used to evaluate the child's language skills, allowing our staff to draw up a detailed profile. From this, informed judgments can be made about the children who require close attention and support from within their own setting, and children who might benefit from referral to an outside agency for additional support.

Children are screened using a combination of techniques – observation, discussion with the parent/s and screening by asking the child to complete a variety of tasks. This ensures that the results obtained, and the conclusions drawn are more accurate than using one approach alone. It is also fun and motivating for the children.

Once children are screened, they are given a colour-code according to their overall score:

Red	those most likely to need intervention from a specialist service
Amber	those for whom extra support and the highlighted activities may be enough to help them develop age-appropriate language skills
Green	those not considered in need of any extra input or assessment <i>at the moment</i>

The second part of WellComm is the Intervention Tool, which consists of online resources and the Big Book of Ideas, which provides focused teaching and intervention activities to meet the individual needs of each child. Through The Big Book of Ideas, WellComm provides a large number of bespoke, fun and practical intervention activities for use with children across the entire age range, which are designed to stimulate and improve the speech and language skills of all children at all levels.

HOW CAN I HELP MY CHILD AT HOME?

AREA FOR DEVELOPMENT	SUGGESTIONS ON HOW TO HELP YOUR CHILD AT HOME	RESOURCES YOU COULD USE
CAN YOUR CHILD FOLLOW SIMPLE EVERYDAY INSTRUCTIONS?	<p>Following instructions in everyday routines.</p> <p>Getting dressed – as your child is getting dressed talk about what you are doing. "Putting socks on" "Brushing Tom's Hair" "Pulling pants up".</p> <p>Make the activity as fun as possible. Pretend to put the socks on teddy's foot.</p> <p>When helping to put your child's jumper on play 'peek a boo' or pretend you can't find him/her.</p> <p>Asking simple questions - Ask your child for help by asking "find your socks" or "where's your nappy? Try not to look or point to the object, as this gives visual clues.</p> <p>USE OTHER EVERYDAY ROUTINES - GETTING WASHED, MEALTIMES, BATH TIME.</p>	EVERYDAY CLOTHES – SHOES, SOCKS, JUMPER, DRESS, PANTS,
Can your child use 10 everyday English words?	<p>Emphasise and use a range of everyday helpful words that support young children's communications e.g. "More, waiting, finished, come, toilet, eat, play, stop, go, hello, bye, gone, help".</p> <p>Use these words clearly and regularly within familiar contexts.</p> <p>Extend children's vocabulary by introducing new words such as "coat, shoes, bag, boots, dog, cat, chair, table, run, jump, sit" etc.</p> <p>Encourage children to make choices i.e. between "milk or water", "apple or pear", "banana or raisins" etc. This will help your children to use the words that you have taught them.</p>	EVERYDAY FAMILIAR OBJECTS
Can your child remember two items correctly?	<p>Play a simple remembering game - Lay out 4 everyday objects in front of the child and ask the children to give you two of the items, i.e. "Give me the pencil and the teddy".</p> <p>Play a request game – i.e., ask your child to place two items into your shopping bag (when playing pretend shops) for example "Please can I have one apple and one pear", ask your child to place two items into the washing machine i.e. 'put in a sock and a jumper'</p> <p>Play a simple Kim's Remembering Game – Place 4 items onto a tray and cover with a tea towel. Reveal the toys / items on the tray, asking your child to look carefully and remember what they can see. Cover the tray again and ask your child to recall the items that they saw.</p>	Everyday objects Shopping bag Washing machine Tray TEA TOWEL
Can your understand 'why' questions?	<p>Cut out some pictures from magazines such as; a man with an umbrella, a lady running for the bus, a man wearing a hat, a girl with her arm in a plaster etc. Ask simple why questions – "I wonder why the man has an umbrella?" etc.</p> <p>Share simple picture books and ask why questions - i.e. (Goldilocks and the Three Bears) why did the bears go for a walk in the forest? Why did Goldilocks run away?</p> <p>Ask simple questions about your child's daily routine – i.e. Why do we have to have a bath? Why do need to wear a coat? Etc.</p>	Magazines / story books
Links	https://www.youtube.com/watch?v=UXHNEUqXvfk&t=2s	