

Communication, Language and Literacy Development

Materials for consultants: fourth instalment

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Joint cluster meeting 4R and 4PVI: Evaluating impact and reviewing progress

The transition of children from nursery and PVI settings to Reception

Points to consider

This session is a joint cluster meeting for teachers, practitioners and communication, language and literacy development (CLLD) strategic leaders in the targeted schools and key linked settings. It should take place early in the second half of the summer term led by the CLLD consultant and an early years (EY) colleague who works with settings. Like any effective CPD provision it requires dedicated time and will take approximately 2–3 hours or one half-day. Ensure that seating arrangements encourage participation and collaboration between colleagues.

This cluster meeting is an opportunity to share experiences and review jointly the impact of the CLLD programme. The meeting also provides an opportunity to determine how that impact will be sustained and developed in the future. The subsequent consultant visit to schools (the review meeting) is to support the school's strategic action planning for the further implementation of the programme.

This cluster meeting is a generic structure to be adapted according to the needs of teachers and practitioners. Participants will:

- meet to review their implementation of the CLLD programme;
- separate into phase groups to discuss the impact of the programme on children's learning and to reflect on their own subject knowledge (a separate room may be required for this depending on the venue for the cluster meeting);
- jointly consider arrangements for the transition of children to Reception and action required.

Consultants should ensure that the following aspects are addressed for all participants:

- critical evaluation of the CLLD programme;
- review of children's progress in phases of phonic progression, personal, social and emotional development (PSED) and CLLD, and impact across the six areas of learning;
- the contribution of parents, carers and other agencies;
- the needs of vulnerable groups, for example new arrivals, children with special educational needs and those learning English as an additional language (EAL);
- arrangements for transition to Reception.

| Cluster 1R | | Cluster meeting 2R | Cluster meeting 3R | Joint cluster meeting 4R and 4PVI | |
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| | | 2PVI | 3PVI | | |
| | | Programme of support: modelling, co-planning and teaching, observing, reviewing progress | | | |
| Initial visit 1a | Initial visit 1b | Planned visits to schools and linked settings Visit 2PVI, Visit 2R; Visit 3PVI, Visit 3R; Visit 4PVI, Visit 4R | | | |

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| Aims and overview | <ul style="list-style-type: none"> • To evaluate the CLLD programme – identifying successes and challenges • To review the effective teaching of speaking and listening, reading and writing in the Foundation Stage • To ensure that arrangements are in place for children's transition to Reception • To promote professional dialogue, the sharing of effective practice and a joint problem-solving approach to challenges and issues • To identify next steps for development and action back in school and setting |
| Before the session | <p>Check arrangements for the attendance of practitioners from key linked settings.</p> <p>Send out key questions to schools and linked settings with pre-meeting information to focus the feedback discussion: use Appendix A: The CLLD Programme end of year evaluation 2006–07 (for Reception teachers); Appendix B: Evaluating the CLLD programme and reviewing progress (for nursery and PVI practitioners). Advise practitioners that these forms need to be completed ahead of time and brought to the meeting.</p> <p>Remind schools to bring phonics tracking documents to this meeting.</p> <p>Additionally, at the venue you may wish to display photographs, children's work or materials demonstrating the CLLD programme implementation in the LA.</p> |

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| Introduction Agenda Intended outcomes Audience: teachers and practitioners 5 min | <p>When welcoming colleagues, acknowledge the range of experience and variety of provision represented in the meeting.</p> <p>Share the agenda for this cluster meeting.</p> <p>The intended outcomes from this joint meeting are:</p> <ul style="list-style-type: none"> • to encourage professional dialogue across settings and schools; • to identify and celebrate the impact of the programme; • to identify best practice in transition from nursery and PVI settings to Reception and agree a set of actions to be implemented. <p>Recap on the CLLD programme aims and intended impact, including the promotion of greater alignment across the phases, which is a key focus of this meeting.</p> |
| Review and feedback Audience: teachers and practitioners 5 min | <p>Give the group no more than two minutes to identify two successes in their implementation of the CLLD programme (giving a short phrase or key word only) that they would want to headline with their governors/management committees, their cluster of schools, parents and carers, link inspectors and LA Foundation Stage advisory teams.</p> <p>Take brisk feedback – ask a colleague to scribe responses.</p> <p>Give the group no more than 2 minutes to identify what they have learned from their participation in the CLLD programme (giving a short phrase or key word only).</p> <p>Take brisk feedback – ask a colleague to scribe responses.</p> |

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| <p>Evaluate and review</p> <p>(i) Successes and challenges</p> <p>Audience: Reception teachers 30 min</p> | <p>Schools and settings should now separate into two groups.</p> <p>Successes and challenges – for Reception teachers</p> <p>Refer to Appendix A: The CLLD programme – end of year evaluation 2006–07</p> <p>Participants should have completed this form prior to the meeting. Use some or all of the prompts to support evaluation of the CLLD programme in participants' schools.</p> <p>It may be useful to elect a scribe for each group to record the main bullet points from the discussion onto a large sheet of paper with key headings. Consider how best to disseminate these points to inform the strategic development of the CLLD programme in your LA.</p> <p>Refer to the following Appendix A headings.</p> <ul style="list-style-type: none"> • Teaching of speaking and listening <p>How have you changed your planning and provision to promote speaking and listening skills?</p> <ul style="list-style-type: none"> • Teaching of phonics <p>How has the programme promoted an increase in pace of teaching and expectations for children?</p> <p>Have the phases of phonic progression:</p> <ul style="list-style-type: none"> o clarified what children need to be taught? o supported the identification of next steps in learning? <p>How helpful were the teaching sessions and the 'revisit and review – teach – practise – apply' sequence, and why?</p> <p>How have you changed your planning and provision to promote application across all six areas of learning?</p> <ul style="list-style-type: none"> • Developing early reading <p>Has the change in the teaching of phonics had an impact on children's reading, and if so, how?</p> <p>How has the 'simple view of reading' informed your practice in the teaching of early reading?</p> <p>How would you now change your use of shared and guided reading?</p> <p>How have you changed your planning and provision to promote application of independent reading across all six areas of learning?</p> <ul style="list-style-type: none"> • Developing early writing <p>Has the change in the teaching of phonics had an impact on children's writing and if so, how?</p> |
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| <p>(ii) Children's progress</p> <p>Audience: Reception teachers 20 min</p> <p>Evaluate and review</p> <p>(i) Successes and challenges</p> <p>Audience: nursery and PVI practitioners 30 min</p> <p>(ii) Children's progress</p> <p>Audience: nursery and PVI practitioners 20 min</p> | <p>How would you now change your use of shared and guided writing?</p> <p>How have you changed your planning and provision to promote application of independent reading across all six areas of learning?</p> <p>Children's progress – for Reception teachers</p> <p>Consultants should start this session by sharing some headlines from LA CLLD data, for example:</p> <ul style="list-style-type: none"> o number of children in the whole LA cohort this year; o percentage and number of children in vulnerable groups; o percentage and number of children in Reception working within Letters and Sounds Phase Three+ as at March 2007; o percentage and number of children in Year 1 working within Phase Five as at March 2007 (CLLD18 LAs) <p>In small groups (of three to four people) using the phonic progress tracking sheet, decide what the school data tells you. Does it tell you, for example:</p> <ul style="list-style-type: none"> o percentage and number of children in Reception working within Phase Three+? o percentage and number of children in Year 1 working within Phase Five as at March 2007 (CLLD18 LAs)? o impact on PSED and early reading and writing? o progress of identified groups and individuals? o which children have made accelerated progress? o which children have not made sufficient progress? What interventions could be put in place in order that these children catch up? <p>What plans are there for this progress data to be shared and used back in your school?</p> <p>What needs to be put in place?</p> <p>(You may wish to remind colleagues of your LA arrangements for transition to Year 1, for example a separate cluster meeting for Reception and Year 1 teachers together or school-based meeting with senior leaders.)</p> <p>Successes and challenges – for nursery and PVI practitioners</p> <p>Remind nursery and PVI practitioners that the development of good communication skills is probably the most valuable gift they can give their children. As we begin to think about the move from nursery or pre-school setting to Reception, effective speaking and listening skills will be vital as children strive to build new social relationships and friendships and to communicate their thoughts, ideas and feelings about this new experience.</p> <p>Remind practitioners of the crucial role they play in developing children's phonological awareness and how their input 'paves the way' for future success in a structured phonic programme.</p> <p>Refer to Appendix B: Evaluating the CLLD programme and reviewing progress.</p> <p>Ask practitioners to discuss, in small groups, the impact of the CLLD programme on practice in their settings. Encourage practitioners to talk about challenges as well as successes.</p> |
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| | <p>Ensure that the following aspects are addressed.</p> <ul style="list-style-type: none">• How has practice in the setting changed to ensure that children enjoy a range of exciting and challenging activities linked to Letters and Sounds Phase One?• How has the CLLD programme impacted on children's speaking and listening skills and PSED?• How have parents and carers been involved in the new programme? What have practitioners done to inform and support parents and carers?• What has been the contribution of other agencies, for example speech and language therapists? <p>What training and support has the setting given to the other agencies such as health visitors, speech and language therapists, family support workers who work with the children and parents and carers? How involved are they with the new programme and how are they contributing to children's assessments? How is information being shared?</p> <ul style="list-style-type: none">• How have you used your funding to improve practice?• What have you and your colleagues learned from your participation in the CLLD programme?• How have you benefited from the advice and support provided by your LA CLLD consultant?• What further training is necessary for staff?• What do you need to do next to build on this year's CLLD programme? <p>Children's progress – for nursery and PVI practitioners</p> <p>Give practitioners opportunities to discuss examples of activities that have proved particularly successful in their settings. Encourage them to consider how each of the suggestions could work both indoors and outdoors. Encourage them to discuss how each activity could be adapted to meet the needs of children with special educational needs or children learning EAL. Link each activity to one of the aspects in Letters and Sounds Phase One. Take feedback – one activity per table.</p> <p>Collect in notes on each activity and compile a bank of Phase One ideas for distribution at a later date.</p> <p>Refer to Appendix C: Phase One activities – things that worked well.</p> <ul style="list-style-type: none">• Activity• What did children do?• How could the activity be adapted or extended? (For example, how could it be adapted or extended to take place outdoors, for the more able or for vulnerable groups.) <p>Schools and settings come back to form one group</p> |
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| <p>Transition to Reception – good practice and next steps</p> <p>Audience: teachers and practitioners 20–30 min</p> | <p>Arrangements for transition of children from nursery and PVI settings to Reception</p> <p>It would be beneficial if teachers from the schools worked alongside their practitioner colleagues from the relevant linked setting(s).</p> <p>The Study of the Transition from Foundation Stage to Key Stage 1 undertaken by NFER and published in March 2005 (ref: SSU/2005/FR/013) found that ‘the process of transition may be viewed as one of adaptation’ and that ‘the best adaptation takes place where conditions are similar, communication is encouraged and the process of change takes place gradually over time.’</p> <p>The NFER study goes on:</p> <p>‘Transition involves moving from one environment and set of relationships to another. In most European countries, transition to school (commonly at age six) is aligned with a transition from a play-based, exploratory curriculum to a more formal one. In England, children tend to make the transition to school at a younger age (usually before their fifth birthday). The transition to a more formal curriculum takes place a year later, when children begin Year 1...’</p> <p>The fact that the transition to more formal learning does not coincide with the transition to school in England offers both opportunities and challenges. Potentially, it could make transition to school less difficult for children, as the curriculum requirements are similar even though children are moving to a new setting. However, there is a danger that the move to Year 1 may not be sufficiently recognised by school staff as a time of anxiety for children and their parents.’</p> <p>So, clearly, we need to be thinking about both the opportunities and the challenges that our education system provides.</p> <p>There are two elements to effective transition:</p> <ul style="list-style-type: none"> • the transition experience for children in terms of their preparation for the new situation, the opportunities we provide for them to get to know the new environment and the people they will meet there and the new learning environment; • the effective transfer of information about children’s prior experiences and achievements. <p>Is there an LA guidance document or policy that promotes good practice in transition between setting and school? If so are all participants aware of it?</p> <p>What is the current practice of schools and settings? What information do they share? Who do they share it with? How do they share it? When do they share it?</p> <p>Refer to Appendix D: Transition from nursery and PVI settings to Reception.</p> |
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| | <p>Element 1: The children's experience</p> <p>Ask practitioners to talk in small groups about their current practice and procedures around transition into school.</p> <ul style="list-style-type: none"> • What opportunities do they provide for children to visit their new school or the school's Reception class? • Do Reception teachers visit children in their nursery or pre-school settings? How do you build on these opportunities (for example using display work completed, books read, photographs)? • What do children take from the nursery and PVI settings to their new classroom? <p>Element 2: Effective transfer of information</p> <p>Ask practitioners to talk about how information about children's nursery or pre-school experiences and achievements are communicated to Reception teachers.</p> <ul style="list-style-type: none"> • How are teachers made aware of the needs of vulnerable groups, including children with special educational needs and children learning EAL? • How are Reception teachers made aware of the Phase One activities that have been particularly enjoyed by children? What information is passed on about children's favourite books, songs and rhymes? • Do practitioners share information about routines and expectations? <p>Give participants 20–30 minutes to discuss, then take feedback. Encourage practitioners to make brief notes in the 'Action to develop practice further' column on Appendix D.</p> <p>Agree two or three activities that will be actioned by all schools and linked settings in their transition work this term. (Note this in preparation for further discussion with colleagues in schools and settings). This will then be followed up by the CLLD consultant in the review meeting in school and where possible in the setting by the CLLD consultant or EY colleague.</p> |
| <p>Plenary</p> <p>Audience: teachers and practitioners</p> <p>15 min</p> | <p>Remind teachers and practitioners that they have now had a chance to review their practice and consider next steps, including ways to improve transition into Reception.</p> <p>Recap on the importance of considering both the transition experience for children and effective transfer of information. Invite practitioners to share key points for development, using the questions on Appendix D as prompts. Emphasise the importance of shared professional dialogue and alignment across the phases which has been the key focus of this meeting.</p> |

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| Resources | <ul style="list-style-type: none">• Appendix A: The CLLD programme end of year evaluation 2006–07 (for Reception teachers)• Appendix B: Evaluation of the CLLD programme and reviewing progress (for nursery and PVI practitioners)• Appendix C: Phase One activities – things that went well (for nursery and PVI practitioners)• Appendix D: Transition from nursery and PVI settings to Reception (for Reception teachers and practitioners)• Large sheets of paper with Appendix A and Appendix B headings• Copy of any relevant LA or school policy documents on transition from nursery and PVI settings to Reception• Flipchart and pens, sticky notes |
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Appendix A:

The CLLD programme end of year evaluation 2006–07

(for Reception teachers and practitioners)

| School: | | |
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| Aspect | Successes | Challenges |
| <ul style="list-style-type: none"> Teaching of speaking and listening <p>How have you changed your planning and provision to promote speaking and listening skills?</p> <p>How has ‘Communicating Matters’ training improved practitioners’ skills? What changes have been observed?</p> <p>What improvements have been observed with children’s speaking and listening?</p> | | |
| <ul style="list-style-type: none"> Teaching of phonics <p>How has the programme promoted an increase in pace of teaching and expectations for children?</p> <p>Have the phases of phonic progression:</p> <ul style="list-style-type: none"> clarified what children need to be taught? supported the identification of next steps in learning? <p>Is your phonic programme set within a broad and rich language curriculum that takes account of the four interdependent strands of language?</p> <p>How helpful were the teaching sessions and the ‘revisit and review – teach – practise – apply’ sequence, and why?</p> <p>How have you changed your planning and provision to promote application across all six areas of learning?</p> | | |

| Aspect | Successes | Challenges |
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| <ul style="list-style-type: none"> • Developing early reading <p>Has the change in the teaching of phonics had an impact on children's reading, and if so, how?</p> <p>How has the 'simple view of reading' informed your practice in the teaching of early reading?</p> <p>How would you now change your use of shared and guided reading?</p> <p>How have you changed your planning and provision to promote application of independent reading across all six areas of learning?</p> | | |

- Developing early writing

Has the change in the teaching of phonics had an impact on children's writing and if so, how?

How would you now change your use of shared and guided writing?

How have you changed your planning and provision to promote application of independent reading across all six areas of learning?

Appendix B:

Evaluating the CLLD programme and reviewing progress

(for nursery and PVI practitioners)

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| How has the CLLD programme affected practice in your setting? | |
| What have you learned from your participation in the CLLD programme? | |
| What have been the main successes of the CLLD programme in terms of children's speaking and listening skills, phonological awareness and PSED? | |
| What barriers have you encountered and how have you overcome them? | |
| How have you benefited from the advice and support provided by the LA CLLD consultant? | |
| What do you need to do next to build on this year's CLLD programme? | |

Appendix C:

Phase One activities – things that worked well

(for nursery and PVI practitioners)

| Phase One activity | What did the children do? | How could the activity be adapted or extended (e.g. outdoors or for vulnerable groups)? |
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Appendix D:

Transition from nursery and PVI settings to Reception

(for Reception teachers and practitioners)

| | What we do now | Action to develop practice further |
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| The transition experience for children | | |
| What opportunities does the school provide for children to visit or be involved with the Reception class over the year? | | |
| How have settings ensured good transitions when groups of children feed into more than one link school? | | |
| How is information shared when children attend more than one pre-school setting, including child minders? | | |
| How do we build on children's experiences during their visits to the Reception class? | | |
| What opportunities are there for Reception teachers to visit children in their nursery or pre-school settings over the course of the year? | | |
| How do we build on teachers' visits to the nursery or pre-school settings? | | |
| How do we ensure that some things will be the same in the Reception as they were in nursery or pre-school? | | |
| How are parents and carers encouraged to help prepare their children for transition? | | |
| Effective transfer of information from setting to school | | |
| How frequently do setting and school staff meet over the year to discuss and moderate judgements on children's progress? | | |
| How is information about children's nursery or pre-school experiences and achievements communicated to Reception teachers? | | |

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| Does the nursery or pre-school have an effective assessment system which is based on observation of children in a range of contexts, indoors and outdoors, in both adult-led and child-initiated activities? | | |
| Does the nursery or pre-school assessment system provide Reception teachers with information about children's speaking and listening skills, phonological awareness, dispositions and attitudes to learning, social development and emotional development? | | |
| How are parents' and carers' observations and knowledge of the child incorporated into the assessment process? | | |
| How are the assessments from health visitors, speech and language staff, child minders and family support workers incorporated into the overall assessment of the child? | | |
| How are Reception teachers made aware of the Phase One activities that have been particularly enjoyed by the children? | | |
| What information is passed on about children's favourite books, songs and rhymes? | | |
| Do nursery or pre-school practitioners share information about daily routines and expectations, for example the hand signals they use to get children's attention, circle time expectations? | | |
| How are Reception teachers made aware of the needs of vulnerable groups such as children with special educational needs and children learning EAL? | | |

Any other comments

Visit 4R: Final review meeting: Evaluating impact, supporting sustainability and effective transitions

| Cluster 1 | | Cluster meeting 2R | Cluster Meeting 3R | Joint Cluster Meeting 4R and 4PVI | |
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| | | 2PVI | 3PVI | | |
| | | Programme of support: modelling, co-planning and teaching, observing, reviewing progress | | | |
| Initial visit 1a | Initial visit 1b | Planned visits to schools and linked settings Visit 2PVI, Visit 2R; Visit 3PVI, Visit 3R; Visit 4PVI, Visit 4R | | | |

Points to consider

This is the final school visit of the programme, and therefore focuses on evaluating the impact of the support and the success of the programme in achieving the intended aims. It should be an opportunity to return to the school CLLD action plan and the audit documents. Important elements of the meeting will be to review continuing priorities, to discuss how the impact will be sustained and developed in the future and to consider effective transitions. By the end of the meeting key actions for the further implementation of the programme should have been agreed.

This session should take approximately two hours. It is for headteachers, the CLLD strategic leader, teachers and practitioners. If the setting manager attended the initial audit discussion, it would be useful to invite him or her to this review. If the practitioner is not invited to attend this discussion, the school should have gained feedback from him or her to inform this review.

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| Aims and overview | <ul style="list-style-type: none"> To evaluate the impact of the support and identify the key outcomes To evaluate the overall impact of the CLLD programme against the intended outcomes To review continuing priorities and further actions against the action plan To agree next steps to ensure sustainability in Foundation Stage and effective transitions from Foundation Stage 1 into Foundation Stage 2 and from Reception into Year 1 |
| Before the session | <p>Agree arrangements for the review discussion and who will attend.</p> <p>Discuss the agenda for the meeting with the school, the key documents that will be needed and the end of year evaluation, which will need to be completed before the meeting.</p> <p>Prepare headline feedback on successes and continuing priorities.</p> |

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| Evaluate and review | <p>Meeting with the headteacher, the CLLD strategic leader, teachers and the setting manager.</p> <p>Evaluate the success and challenges of the programme against the identified aims. Use the end of year evaluation provided at joint cluster meeting 4R and 4PVI (Appendix A: The CLLD programme end of year evaluation 2006–07) and the CLLD action plan to support discussion.</p> <p>Key aims to be evaluated are as follows.</p> <p>Children's progress</p> <ul style="list-style-type: none"> • Has the support increased the pace of phonics teaching in line with the expectation that children will have learned all 43 phonemes, including the long vowel sounds? • Are 80% of children working securely and independently at Phase Three? • Has support impacted on the teaching of early reading and how has the 'simple view of reading' affected planning and teaching of reading? • Has there been a positive impact on speaking and listening, early reading and writing, as evidenced in Foundation Stage Profile CLL scores? • Has the programme impacted on children's attitudes to learning, evidenced through Foundation Stage Profile PSED scores? • Has the programme impacted on the application of reading and writing skills across all areas of learning? <p>Evaluation of the CLLD programme</p> <p>Evaluate the model of support provided including materials, consultant support in schools and settings and local cluster meetings.</p> <ul style="list-style-type: none"> • What has been most useful and why? • What are the changes or developments that have taken place as a result of this work? • Are there any inhibiting factors that have impacted on outcomes? <p>Vulnerable groups</p> <p>Discuss any children who have not made the expected progress and identify actions the school will take to support them to make progress in phonics as they move into Key Stage 1. Make use of tracking grids to inform discussion.</p> <p>What interventions can the school put in place to enable these children to catch up as they move into Key Stage 1?</p> |
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| | <p>Sustainability</p> <p>Return to the audit document or action plan completed during the early stages of the programme and review:</p> <ul style="list-style-type: none"> • whether priorities for development have been addressed or need continued attention; • whether required actions have been completed by the school through parallel work alongside CLLD; • whether there is a need for further CPD for new or existing staff; • how CLLD will be linked to implementation of the renewed Literacy Framework; • whether there are any whole-school issues that need addressing. <p>Agree focuses to be included in the school improvement plan for phonics and early reading and writing to ensure sustainability of improvements and attention to continuing areas for development.</p> |
| Planning and next steps | <p>Next steps – transitions</p> <p>Discuss any arrangements that have been made between PVI settings and maintained settings for children moving from Foundation Stage 1 to Foundation Stage 2. Review the five key actions that were agreed at joint cluster meeting 4R and 4PVI.</p> <ul style="list-style-type: none"> • What information is shared about children's prior experiences and achievements and how is this shared? • How are parents and carers involved in this process? • How do you plan for continuity of provision? • What aspects of Phase One have children experienced? <p>Discuss what has been put in place to date and further plans to ensure effective transition and progression for children moving from Foundation Stage 2 into Year 1. Does the school have a guidance document or policy on transition or an action plan?</p> <ul style="list-style-type: none"> • Have Year 1 teachers observed the discrete phonics session? • Have Year 1 teachers received CPD on phonics and early reading, do they have sound subject knowledge, or are there implications for support or further CPD? • How will the phonics tracking sheets and Foundation Stage Profile data be used to inform planning and teaching in Year 1? • Will children continue to have opportunities to apply reading and writing skills across the curriculum through teacher-directed and child-initiated activities? <p>Thank the school for their participation in the CLLD programme.</p> <p>Outline the support the LA will be able to offer the school next year, drawing together key points from the review meeting. These may feed into an initial meeting with the school early in the autumn term.</p> |

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| Resources | <ul style="list-style-type: none">• CLLD action plan• CLLD audit• Appendix A: The CLLD programme end of year evaluation 2006–07 (for Reception teachers)• Appendix B: Evaluation of the CLLD programme and reviewing progress (for nursery and PVI practitioners) and Appendix D: Transition from nursery and PVI settings to Reception (for Reception teachers and practitioners) if a key person from the setting is attending the meeting• Phonics progress sheet, CLL and PSED Foundation Stage Profile returns from autumn, December, March and June. |
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Visit 4PVI: Evaluation of programme, review of children's progress and preparation for transition

| Cluster 1R | | Cluster meeting 2R | Cluster meeting 3R | Cluster meeting 4R/PVI | |
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| | | 2PVI | 3PVI | | |
| | | Programme of support: modelling, co-planning and teaching, observing, reviewing progress | | | |
| Initial visit 1a | Initial visit 1b | Planned visits to schools and linked settings Visit 2PVI, Visit 2R; Visit 3PVI, Visit 3R; Visit 4PVI , Visit 4R | | | |

Points to consider

Visit 4PVI provides an opportunity for a focused coaching and support activity with the practitioner and follows on from joint cluster meeting 4R and 4PVI. The session is likely to take approximately one half-day.

It is important to remember the diversity of the settings involved and the make-up of the staff team. Dissemination of the information may prove to be a challenge in some settings and it is vital that the leader or manager of the setting is able to support this.

Every PVI setting will have some support from a qualified teacher, the level of support varies between LAs. It is important that the CLLD consultant makes contact with the teacher support team as the consultant may already be working with the setting on improving the quality and a consistency of approach to support is vital. The consultant may prove very useful in improving practice and should know very well the structure within the setting and any barriers that may hinder progress.

(Note: This is a generic structure to be adapted according to content.)

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| Aims and overview | <ul style="list-style-type: none"> To support the setting in evaluating the CLLD programme, reviewing progress and identifying areas for further development To discuss ways in which the CLLD programme could be delivered even more effectively next year To support the setting in preparing for children's transition to Reception and drawing up an action plan |
| Before the session | <p>Agree the focus of the visit and advise that staff will be expected to have completed the evaluation sheet from joint cluster meeting 4R and 4PVI (Appendix B: Evaluating the CLLD programme and reviewing progress) and reviewed their current transition practice.</p> <p>Agree a time for the visit when the setting manager, supervisor or leader will be able to talk through the CLLD evaluation, discuss how funding has been used effectively and discuss current transition practice.</p> |

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| Evaluate and review | <p>Spend some time observing practice in the setting, noting examples of effective interaction between staff and children in child-initiated activities across the six areas of learning.</p> <p>Discuss staff evaluation of the CLLD Programme (as noted on Appendix B) and the involvement of parents and carers in the review of the programme.</p> <p>Review arrangements for transition in respect of both the experience for children and the transfer of information.</p> <p>It would be useful to review how information from other settings (i.e. childminders and other agencies such as health workers, speech and language therapists, family support workers, educational psychologists) contribute to the overall assessments and planning for transition. If in a children's centre, for example, how frequently do the multi-agency teams carry out joint CLLD training and how frequently do they meet to discuss children's development and the outcomes of their assessments? How are these points recorded? Does this impact on the planning for CLLD?</p> <p>Review assessment systems and transfer documentation.</p> |
| Planning and next steps | <p>The CLLD programme</p> <p>Review notes from joint cluster meeting 4R and 4PVI made on Appendix B in the section 'What do you need to do next to build on this year's CLLD programme?' Draft a simple action plan.</p> <p>Transition arrangements</p> <p>Review notes from joint cluster meeting 4R and 4PVI made on Appendix D under the heading 'Action to develop practice further' and include these on the action plan to ensure timely consideration of transition issues in future years.</p> |
| Resources | <ul style="list-style-type: none"> • Completed Appendix B: Evaluating the CLLD programme and reviewing progress • Completed Appendix D: Transition from nursery and PVI settings to Reception • CLLD action plan |

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| | <p>Skip to slide 24. Read and elaborate.</p> <p>How is being a storyteller different from reading stories?</p> <p>Show slide 25 and elaborate.</p> <p>Remind the group that the most powerful way to motivate children to tell stories is to tell stories themselves.</p> <p>Mention at this point children learning EAL. Practitioners need to consider how they ensure that all children can access this activity. Ask for or give examples of how needs can be met, including the use of a child's home language, if appropriate.</p> <p>The inclusion of children with SEN should also be mentioned here. What are the needs of individual children and do practitioners ensure that they meet those needs when planning activities? Ask for or give examples of how this can be done.</p> <p>Involving parents can be included here too.</p> <p>Using props to aid story-building</p> <p>Move on to supporting children as storytellers. Slide 26 gives some examples of how this can be done.</p> <p>Show slide 26 and elaborate. Share props to aid story-building with the group and give examples of how they can be used.</p> <p>Providing space and time</p> <p>Introduce slide 27 (video) as an example of a technique that could be used – a storytelling chair. A practitioner was with the group but did not intervene. Remember that this is something that would take a while to develop in a setting. Children will need to feel comfortable and confident with the activity.</p> <p>Show slide 27.</p> <p>Ask the group for observations. They should note:</p> <ul style="list-style-type: none">• the children organised themselves very successfully;• the boy who sat for a long time was asked, 'Have you finished?' His answer was, 'I'm thinking!'• the children listened attentively to each other's stories;• at one point children started to ask questions of the storyteller. <p>What helps this to work?</p> <p>Show slide 28 and read.</p> <p>Could also do this type of activity in different ways, e.g. storyteller's hat or coat. Also think about the children who may not feel comfortable in this situation – could set up private storytelling situations, e.g. an area open at a certain time, a practitioner listens to stories individually and could even record stories and share again either in writing or using a tape. Children can also be given puppets to help them to tell their stories 'through' the puppet.</p> <p>Remind the group again about children learning EAL or those with SEN and ensuring that they can participate fully.</p> |
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| | <p>Consider also how parents can be involved in the activities.</p> <p>Ask the group to share their ideas about using these activities in their settings and take feedback.</p> <p>Monitoring</p> <p>Stories told by children give you a lot of evidence about children's communication and language skills. Recording the stories gives you the opportunity to reflect on their level of development and their ability to construct a story and use their language to indicate pace, tension or humour. It also allows you to assess the children's vocabulary development and any difficulties they may be having with articulation or expressive language.</p> <p>Parents could be encouraged to share with practitioners the stories that their children hear or tell at home.</p> <p>Audit</p> <p>Practitioners can be asked to revisit the Story Audit and review and implement opportunities for telling stories in their setting.</p> <p>Additional activity</p> <p>Developing reflective discussion, language for thinking</p> <p>Use Module 2 of <i>Communicating Matters</i> Focus 3.</p> <p>This focus of this Module is 'Using Language to Think'. With some groups of practitioners it may be useful to go through the whole module, but with many you may wish just to look at and discuss the strategies that Ros Bailey uses with children when telling a story to a group of four- and five-year-olds. She then asks them to think about possible solutions to a dilemma. (Slides 13, 14 and 15 and handout 3.1.) She skilfully engages the children's interest by the use of puppets and then encourages the children to use their language for thinking.</p> <p>Part 3</p> <p>Using rhymes, songs and musical activities</p> <p>Ask the group about what else often happens in a story session ... rhymes and songs are shared with the children. Ask the group to consider why this happens; what do children learn from rhymes, songs and musical activities? Why is it so important to later literacy development?</p> <p>Take feedback and include the following.</p> <ul style="list-style-type: none"> • Rhymes and songs are particularly important and enjoyable for babies and young children. At first, all learning arises from physical action and the gathering of experience through the senses. Children learn best when activities engage many senses. • Initially their attempts to communicate will be non-verbal. As language develops and young children learn about conversation, thought becomes less dependent on action, although non-verbal messages remain an important form of communication throughout life. |
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| Rhymes, songs and musical activities | <ul style="list-style-type: none"> • Babies are soon able to distinguish fine differences in sounds. They learn to cry, laugh, gurgle, etc., and they pay attention to sounds and distinguish between patterns, tones and rhythms of the voices all around them. They begin to imitate and repeat what they hear. Adults help to cue children into the rhythm and stress patterns of speech. When we (adults) speak to babies and very young children, our speech is delivered in a higher pitch and uses more marked stress. (Listen to young children copying that when speaking to a baby themselves!) • If we provide children with many opportunities to develop an awareness of sound discrimination and an awareness of rhythm and rhyme, they will begin to become familiar with words starting with the same sound. They can then be encouraged to play with words and sounds, to distinguish between sounds and to talk about sounds. This will help them to develop their articulation of sounds (for example, many children talk about 'm' for Matthew and notice other instances where 'm' is used). (Give an explanation of 'phonemes' and introduce here the concept of phonemic development.) • Children listen to, enjoy and physically move to music from an early age. They enjoy experimenting and making sounds using instruments, first of all perhaps banging a spoon on their highchair table and later experimenting with and using musical instruments. Children often have favourite tunes or songs that they sing or move their bodies to. • We are all helping children to work towards the Early Learning Goal 'Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.' (Language For Communication). <p>Move on to consider how this can be achieved; what activities should we be providing?</p> <p>Working in small groups and using the criteria from the Early Communication, Language and Literacy Development Audit as a guide, ask the practitioners to give examples of the sorts of activities already in place in their settings and identify the areas that need to be developed. A chart is provided (Annex 1) to record ideas.</p> <ul style="list-style-type: none"> • Encourage young children to explore and imitate sounds. • Encourage repetition, rhythm and rhyme by reciting poems and rhymes and singing. • Use rhymes from a variety of cultures and ask parents to share their favourites. • Provide opportunities for children to move rhythmically to music, such as skipping, rocking and dancing. • Make up alliterative jingles and play with words in everyday activities. • Make up alternative endings and encourage the children to supply the last word of a nursery rhyme. |
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| | <ul style="list-style-type: none"> • Draw attention to the similarities in sounds at the beginning of words, emphasising initial sounds. • Play games with children to encourage them to listen for the sound at the beginning of a word. • Set up a listening area where children can enjoy music, rhymes and stories. <p>Take some feedback from the group and go through suggestions for suitable activities.</p> <p>Also ask practitioners to consider these points.</p> <ul style="list-style-type: none"> • What support/training is given to trainees, newly qualified practitioners or volunteers? Do they know rhymes and songs that can be used? Do they have opportunities to observe a more experienced member of staff and build up their confidence in this area? Some practitioners have not had much experience of singing or acting out rhymes in public and will need encouragement, support and help to build up a repertoire. • Are all the staff team confident in musical activities? If not, what training can be provided? • Do you have appropriate resources for this area of work? • What advice, support, or information is given to parents about doing rhymes, songs and musical activities with their children? Is there anything in the setting's prospectus? Do you share the words of familiar rhymes and songs with parents, so that they can join in with their children? Do you sing different words to familiar tunes? Do you ask parents to share with you the rhymes and songs that their children enjoy? How do you value the songs and rhymes children bring from home? • How do you ensure that children with SEN are able to access activities? • How do you ensure that children learning EAL benefit fully from the activities? <p>Inform practitioners that the focus of the next visit will be rhymes, songs and musical activities.</p> |
| Planning, teaching and assessment | <p>Practitioners to review their practice. Remind them to think about how they can disseminate this information to others in the setting and plan for improvements as a whole team.</p> <p>Practitioners to complete relevant sections of the audit, or if easier work as a staff team on Annex 1, preferably before the visit.</p> |
| Next steps | Implement ideas in setting, share with colleagues, do audit/checklist together as a team and plan for improvements in this area in cooperation with consultant. |