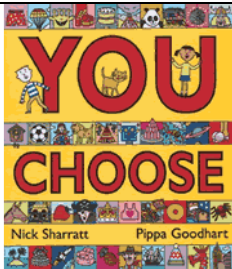



Strategy name	Key areas of development	Description, timescales and operational considerations
<p>Nurture Groups (The Nurture Group Network) <a href="http://www.nurturegroups.org">www.nurturegroups.org</a></p>	<p>Attachments (to adults and other children) Language (Functional, receptive, expressive) Developmental milestones Play and social interaction skills Behaviour and attendance Patience and turn taking Self help and management skills</p>	<p>Groups usually run for approximately half the weekly timetable (4-5 half day sessions) Pupils normally attend for between 2 and 4 school terms before resettling gradually back into class situation. Group usually contains 6-10 pupils at any one time Staffed by 2 people Requires a range of pupil needs from across the BESD and learning continuum</p>
<p>Nurturing Talk (The Nurture Group Network and Education Bradford) <a href="http://www.nurturegroups.org">www.nurturegroups.org</a> <a href="http://www.educationbradford.com">www.educationbradford.com</a></p>	<p>Language (Functional, receptive, expressive) Interaction skills Patience and turn taking Social interaction</p>	<p>Designed as a "Pick up and go" language and behaviour strategy guidance and lesson planning tool Designed to be embedded in the curriculum and SEAL to enhance opportunities for the development of language and interactional skills Can be delivered 1:1 as required (planned or emergency) Can be delivered to small groups Can be delivered within whole class</p>
<p>Talking Partners <a href="http://www.educationbradford.com">www.educationbradford.com</a></p>	<p>Language (Functional, receptive, expressive) English as additional Language Social interaction</p>	<p>Short term Wave three intervention programme to improve pupil's skills of speaking and listening. The programme is for three pupils; runs for ten weeks and consists of three 20 min sessions per week. The programme has a highly structured, activity based timetable. "Talking Partners, is an oral language intervention programme, which was developed in 1999 by Bradford consultants. It is primarily for primary aged children; however it can be easily adapted for secondary aged pupils. It is a ten-week programme which helps pupils to develop their speaking and listening skills. On average, at the end of the ten week intervention, children show a gain of 18 months in their development."</p>
<p>Building Language Skills (SRB4) Wigan Speech &amp; Language Therapy Service</p>		<p>An eight week language stimulation programme for Reception class children.</p>

Strategy name	Key areas of development	Description, timescales and operational considerations
<p>“Narrative Therapy”                      Blacksheep Press  <a href="http://www.blacksheeppress.co.uk">www.blacksheeppress.co.uk</a>                      e.g. “KS1 Narrative, Speaking &amp; Listening through Narrative”</p>	<p>To improve understanding of language; to improve expressive language; to improve attention and listening skills.</p>	<p>A complete set of lesson plans to introduce and develop Narrative skills in young children.                      The varied and highly visual resources teach the concepts of ‘Who’ ‘Where’ ‘When’ ‘What Happened Next’ and ‘The End’.                      The Narrative framework can be applied to many classroom activities e.g. story planning, story comprehension, retelling events, explanations in verbal and written form.                      Suggestions for carry over ideas for use in the classroom are provided.                      Suitable for small group or whole class teaching. Can be used by therapists and teachers.</p>
<p>ELKLAN  <a href="http://www.elklan.co.uk">www.elklan.co.uk</a></p>	<p>Speech and Language Support for Under 5’s                      Speech and Language Support in the Classroom                      Speech and Language Support for 11-16’s                      Communication Support for Children with Complex Needs                      Speech and Language Support for Verbal children with ASD</p>	<p>Elklan has written a range of courses to enable those working with children aged between 2-16 years to be more effective in developing the children’s speech, language and communication skills. We train local Specialist Teachers to become Elklan co-tutors working with Speech and Language Therapists to deliver the programmes in their locality.                      Speech and Language therapists take the lead in running the programme but the teacher is a full partner and works collaboratively at all times</p>

<p>Derbyshire Language Scheme</p> <p><a href="http://www.derbyshire-language-scheme.co.uk">www.derbyshire-language-scheme.co.uk</a></p>	<p>The Derbyshire Language Scheme is an intervention programme which targets early language skills. It is highly structured, with carefully graded objectives starting from single words and moving to long complex sentences.</p> <p>It includes assessment materials, allowing the user to establish the current levels of skill. The assessment links directly with teaching activities.</p>	<p>A system of language intervention intended for children who have difficulties in developing language skills. It consists of two Teaching Manuals, a collection of language tests and forms to record a child's progress.</p> <p>The Teaching Manuals contain descriptions of individual and group activities aimed at improving a child's use and understanding of language.</p> <p>The scheme is made up of teaching activities linked to approximately two hundred language objectives. The format allows a teacher to make up an individual education plan consisting of any combination of objectives, based on an assessment of the child's language skills.</p> <p>It is usual to monitor the progress of children through the Scheme.</p> <p>Each objective shown is cross referenced to the Teaching Manuals. The teacher can therefore immediately locate activities for intervention.</p>
Strategy name	Key areas of development	Description, timescales and operational considerations
<p>Time to Talk Alison Schroeder LDA <a href="http://www.ldalearning.com">www.ldalearning.com</a></p>	<p>Develop group discussion and interaction skills Improve language, communication and social skills</p>	<p>A programme to develop oral and social interaction skills at Reception and Key Stage One "Help children aged 4-7 gain access to the curriculum and develop friendships. Time to Talk has been designed to teach and develop oral language and social interaction skills to younger children. Designed to take place two or three times a week, Time to Talk will help you teach and develop the 'rules' of interaction with the help of Ginger Bear, who features in all the activities. The skills taught include eye contact, sharing, greetings, awareness of feelings, giving/following instructions, listening, attention and play skills."</p>
<p>"You Choose" : Speaking and Listening Book. Pippa Goodhart (Illustrated by Nick Sharratt) isbn 9780552560351 <a href="http://www.pippagoodhart.co.uk">www.pippagoodhart.co.uk</a></p>	 <p>Visual resource bank which is useful in a variety of settings.</p>	<p>A big catalogue full of pictures to browse through and choose the things we'd all like to be able to choose in real life, if only we could - where to live, who to live with, what pets to have, what to wear, what to eat, where to sleep, and more. Hundreds of different choices, some sensible, some daft. This book was chosen as the picture book to be given to all three year olds by Bookstart charity, but the book works well with a wide age range (including adults), as something to be looked at alone or as a focus for discussion or even as a starting point for story ideas.</p>

<p>The Communication Cookbook</p> <p><a href="http://www.communicationcookbook.org.uk">www.communicationcookbook.org.uk</a></p> <p>Available from: <a href="http://www.ican.org.uk/">www.ican.org.uk/</a> (I CAN is the children's communication charity. Also has many useful resources and information)</p>	 <p>The five essential ingredients are:</p> <ul style="list-style-type: none"><li>• <a href="#">Attention and Listening</a></li><li>• <a href="#">Vocabulary</a></li><li>• <a href="#">Building Sentences</a></li><li>• <a href="#">Story Telling</a></li><li>• <a href="#">Conversations</a></li></ul>	<p>Essential Ingredients for Communication</p> <p>The Communication Cookbook is a resource book of activities to support children's language and communication. It focuses on five essential ingredients that support children's communication skills, and contains simple <i>recipes</i> to help parents and teachers to develop these in skills in children aged four to six.</p>
---	---	---

Strategy name	Key areas of development	Description, timescales and operational considerations
Talking Tables	<ul style="list-style-type: none"> <li>• To improve speaking and listening by modelling conversational principles with small groups of children</li> <li>• To tackle low levels of language use in nurseries as a response to OFSTED reports noting poor based-line language assessment results with the knock-n effect on literacy results</li> <li>• The starting point of the project was the assumption that oral competence provides a sure foundation for literacy skills.</li> <li>• To be a truly inclusive intervention, not singling out those with particular difficulties but open to all children and parents who wish to participate.</li> </ul>	<p>Talking Tables is a programme originally devised by Fleur Griffiths, an Educational Psychologist who was asked by Gateshead Council to devise strategies to improve play and conversation in Early Years settings. Practitioners were concerned that children were making little imaginative use of play opportunities and that adult time was being absorbed in peace keeping and minding the setting rather than in sustaining playful thinking.</p> <p>The Talking Table gives adults a more imaginative role. Rather than deliver a static language curriculum, they can listen to the concerns of children and help transform them into shared stories. They can pay attention to their gestures and glances as well as their words, mark making and drama. This approach is based on the premise that children reach greater excellence if they are in their comfort zone but with careful challenge from a sensitive adult.</p> <p>Children choose to play with an adult around a table with four places. The adult wears an identifying tunic/ apron from which peek enticing objects, including toys and small objects . These are passed around to open conversation. Gradually, shared narratives develop, with the children gaining confidence as storytellers. Some children will say what they are doing, others will need a commentary provided by the adult. They learn to listen as well as to talk. In future sessions children can bring in treasures from home. Mark making tools are offered to each child in turn and they can draw on the paper to help tell the story. The session ends with the adult telling or writing the story with the children joining in. The paper is then rolled up to show that the session has ended.</p>