ECAT Club Meetings
November 2017
AGENDA

- Gap Task feedback
- Audit Stuff
- BLAST!!
- Supporting Parents to better support their children using the 4 key strands of early literacy
- Signed Nursery Rhyme
- Information share
Encourage your colleagues to practice some Tongue Twisters {!!}

Supporting generalisation worksheet: as a team, identify different sounds to model across a range of activities & actively encourage everyone to model these sounds at the appropriate times; include as part of your planning as the activities etc change ... monitor over several weeks

Discuss in your teams how you can promote muscle-toning activities etc at snack & meal times

Begin to actively plan oromotor/speech sound activities for key person small groups ... monitor over several weeks
<table>
<thead>
<tr>
<th><strong>Area of Language Development</strong></th>
<th><strong>Percentage At Risk of Delay</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening &amp; Attention</td>
<td>23% [1067]</td>
</tr>
<tr>
<td>Social Communication</td>
<td>28% [1323]</td>
</tr>
<tr>
<td>Understanding</td>
<td>25% [1207]</td>
</tr>
<tr>
<td>Talking</td>
<td>34% [1572]</td>
</tr>
</tbody>
</table>
## Data Collection June 2017

<table>
<thead>
<tr>
<th>Eligible Children</th>
<th>2 Year Olds</th>
<th>Funded 2 Year Olds</th>
<th>EAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>17%</strong> [28%]</td>
<td><strong>12%</strong> [18%]</td>
<td><strong>27%</strong> [27%]</td>
</tr>
</tbody>
</table>
### EYFSP Results 16-17

<table>
<thead>
<tr>
<th>ECAT Categories</th>
<th>Good Level of Development at end of Year R</th>
</tr>
</thead>
<tbody>
<tr>
<td>No known ECAT information/input</td>
<td>70%</td>
</tr>
<tr>
<td>At Risk of Delay [1 area minimum]</td>
<td>54%</td>
</tr>
<tr>
<td>As Expected</td>
<td>80%</td>
</tr>
<tr>
<td>Ahead</td>
<td>87%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>70% overall</strong></td>
</tr>
</tbody>
</table>
As a result of ECAT 24% of children in the last audit [June 17] increased their ECAT outcome, meaning they were more likely to achieve a Good Level of Development at EYFSP.
BLAST Update

• Number of Settings ‘doing’ BLAST = 33
• Number of Practitioners who are now trained BLAST Users = 102
• Number of Year R teams ‘doing’ BLAST 2 = 19 [65 YrR staff]
Social class, income, living conditions, parents’ own education levels are all factors that are directly related to child development outcomes …

BUT research indicates that there are ways to prevent these factors impacting negatively on children in these families:

- Children from disadvantaged backgrounds who had been read to on a daily basis by 5 AND whose parents had been very interested in their child’s education at 10, were less likely to be living in poverty at 30

- The effect of PARENT INTEREST was independent of how highly parents had been educated themselves

- For boys, having a father who has little or no interest in their education reduced their chances of moving out of poverty as an adult by 25%

- For girls, the impact of having a mother with little or no interest in their education reduced their chances by a similar amount [BLANDEN 2006]
High quality Early Home Learning Environment [EHLE] can also mitigate much of the impact of these factors; parents can enhance their child’s progress if they engage regularly in activities that encourage positive social development & thinking.

Children from a high quality EHLE will be ahead in both social & cognitive development at 3; they show advanced language ability, higher levels of confidence, co-operation & sociability.

The advantage continues as these children progress through school: at 7 they achieve higher on standardised reading & maths tests; this benefit continues to 11 in literacy & numeracy.
Activities that promote a high quality EHLE:

- Reading & sharing books
- Going to the library
- Going on visits
- Singing songs & rhymes
- Playing with friends
- Drawing & painting
**Literacy Floats on a Sea of Talk**

<table>
<thead>
<tr>
<th>The Words Children Hear ...</th>
<th>The Words Children Store, then Say ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differences between children in HIGH talking families &amp; children in LOW talking families</td>
<td>Differences between children in HIGH talking families &amp; children in LOW talking families</td>
</tr>
<tr>
<td>By 3 HIGH talk children have heard words up to 34 million times</td>
<td>By 3 HIGH talk children have heard words up to 34 million times</td>
</tr>
<tr>
<td>By 3 LOW talk children have heard words up to 10 million times</td>
<td>By 3 LOW talk children have stored 1100 words ready to use</td>
</tr>
<tr>
<td></td>
<td>By 3 LOW talk children have stored 500 words ready to use</td>
</tr>
</tbody>
</table>

[Hart & Risley 1995]
• Cathy Nutbrown
• Raising Early Achievement in Literacy [Making it REAL programme]

1. Books
2. Early Writing
3. Environmental Print
4. Oral Language
Group activity:

• *Looking at a book from a child’s perspective*

In your groups, explore the book on your table & complete the sheet with your ideas.

Remember children enjoy sharing books with an adult as much as they enjoy & learn from being told stories by adults!!
Group activity:

• Can you come up with 10 tasks/activities to encourage parents to support early writing at home ...

In your groups jot your ideas down on the flip chart paper on your table
Group Activity:

• Inter-table competition: identify as many types of environmental print as you can in 2 minutes [timed!]
• Write them on the flip chart paper ...
Group activity:

In your groups, rewrite the nursery rhyme with a one-word change [if not more ...]

Row Row Row Your Boat ...
How to work with parents?

EPPE study [2004]: “What parents do is more important than who parents are”

- What do you already do/offer for your families?
- Competencies questionnaire
- Do’s & Don’ts quiz
- Supporting relationships with your parents
How will you make it work back in your setting??

In your groups can you identify 3 strategies you will try to support your work with your parents around the 4 Key Strands of Early Literacy when you go into work?
RESOURCES TO SHARE

- Communication Friendly Spaces Bags [based on EJ]
- Signed Nursery Rhymes [available via SID]
- Books for Breakfast [RedRoofs]
- BLAST books
- Take 10 [tips]
- Parents encouraged to reinforce new ENGLISH vocab in Home Language
- YOU & YOUR TEAM!!
Signed Nursery Rhyme

- Dr Foster Went to Gloucester
• Good news from ECAT ?!