



New English Hubs Programme Offer

Supporting Early Language Development

A school improvement course, focused on ensuring the very best outcomes in early language development

Funded by



Department
for Education

English Hubs

What's the big deal about early language?



- Language at age 5 is the single most important factor in influencing **literacy** levels at age 11.
- Early language skills at five are linked with **employment outcomes at age 34**.
- Spoken language skills are important in building and maintaining relationships, understanding and expressing feelings and emotions – and problem solving.
- Early language ability at two years predicts later emotional and behavioural ability
- Good language at seven predicts better quality friendships at 16 years.

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Key Aims

For the purposes of this programme, we will concentrate on the classroom/school environment, with a focus on providing:

- An understanding of **a working model of language** through which to observe children's language development through the primary years, and beyond.
- An understanding of **the stages of 'typical' language development** concentrating on the expected milestones that occur during primary years (ages 4 to 11)
- **Practical classroom skills and techniques** for quality first teaching in YR and KS1 that will create skilled and confident classroom practitioners and improve outcomes for all children.
- Ways and tools to **identify children who may not be developing language skills** as expected and ways to support those children in class.



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Sessions

1. What is language and how it is developed? (DATE)
2. Supporting Talk in Schools (DATE)
3. Teaching words and making them stick (DATE)
4. Identifying and Supporting SLCN (DATE)
5. Making Change: Sustaining Change (DATE)
6. Sharing the School Improvement Journey (DATE, SIX MONTHS ON)



Sessions are connected by gap tasks, which support schools in understanding their own context.

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Who is invited?

- 2-3 people to attend from each school, taking responsibility for appropriate cascading of training through their school.
- Primary target is Early Years leadership including Head Teacher, EY Phase Lead – plus one other depending on size of school.
- SENDCo is also suggested for some sessions.
- Focus will primarily be on Reception but refer to all Early Years teachers.





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