

Let's Chat™

Northern Peninsula Oral Language Project



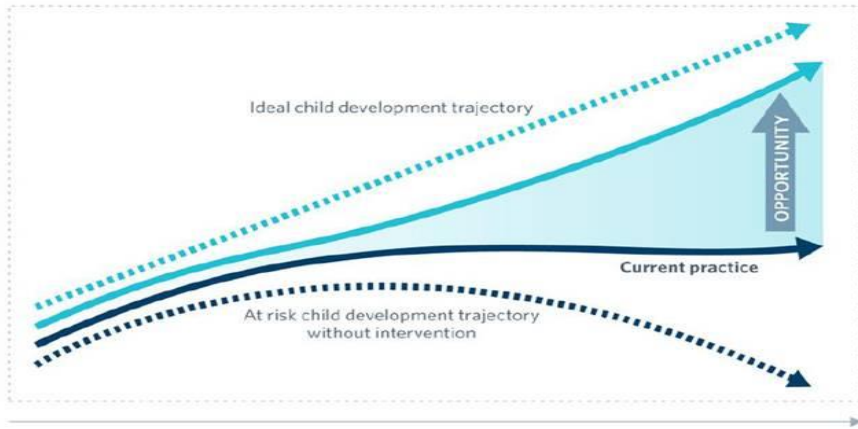
Education
and Training



What's
this
project all
about?

National Data indicates that there is a high number of children in the Northern Peninsula area who are entering school two years behind the average oral literacy of the country, and they are leaving school at a similar level

Developmental health opportunity

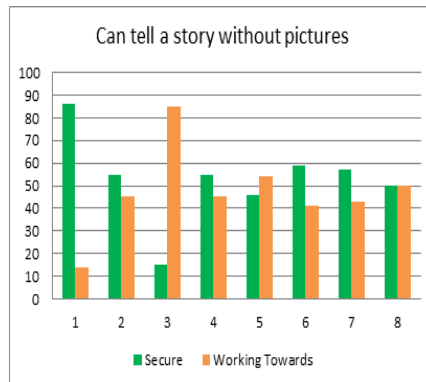
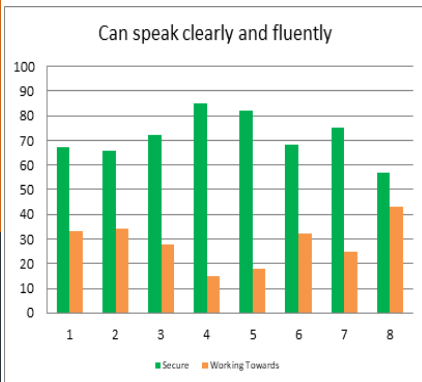


The Driving Force

Children with poor literacy skills almost always have poor oral language skills

(Murdoch Children's Research Institute)

Reading failure disproportionately affects children from socially disadvantaged homes



Disadvantage

- 13.8% of families with dependent children are unemployed or not in the labour force (ABS, 2016: Table Builder)

Family violence

- Frankston continues to have the highest rate of police call-outs in metropolitan Melbourne – there is one police call-out every 3.25 hours (Frankston City Health and Wellbeing Plan Crime and Statistics Data)

- Increasing number of call-outs where children are present (VCAMS, indicator 21.2)

Housing

- 1 in 3 rental households are living in housing stress – 33% (ID Community Profile, June 2017)
- 10.5% of rental properties were affordable for people on low incomes (ID Community Profile, June 2017)

Literacy

- 21% of children are developmentally vulnerable upon school entry (AEDC, 2016)
- 14% of parents report one or more concerns with their child's speech or language upon school entry (VCAMS, indicator 8.1)

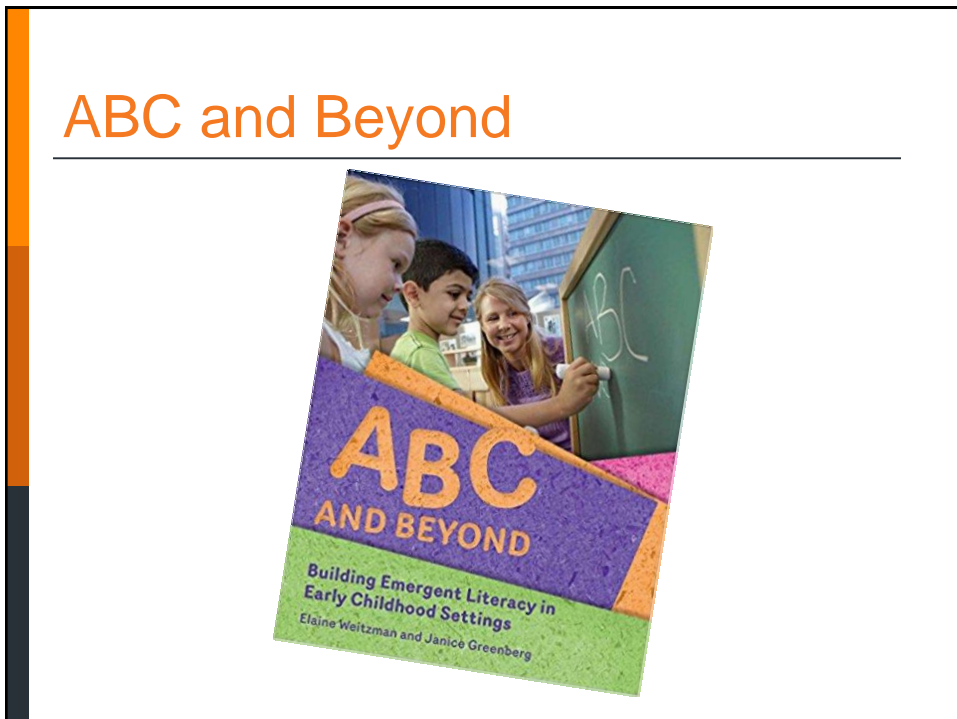
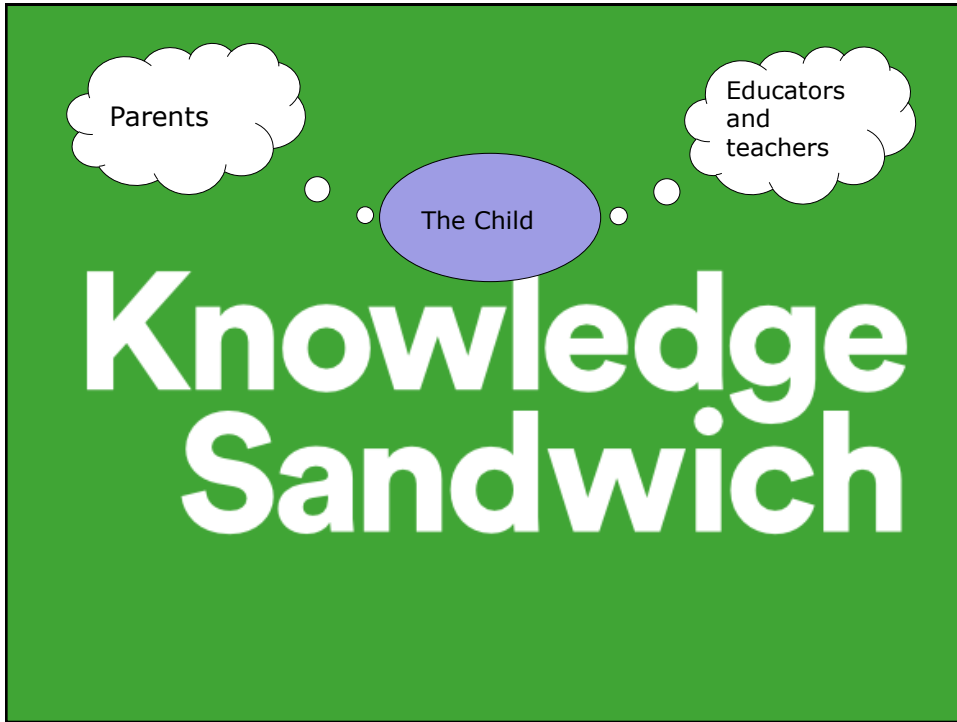
The Partnership

- Steering group was formed that created a management community of practice
- DET regional office representatives
- 19 primary schools and specialist setting schools
- CKP kindergartens
- Noah's Ark Training
- DET Early Childhood Team
- Northern Peninsula SSS teams from schools (team leader & speech pathologists)
- Frankston City Council
- 4 Community Kindergartens
- 5 Goodstart Early Learning Centres in Frankston & Carrum Downs
- Frankston Rotary Club



How do we influence children's early oral literacy levels prior to school entry?





Shared Reading

- Shared reading has a significant and positive impact on vocabulary development, listening, comprehension and understanding of the conventions of print.

(Let's Read, Research Snapshot)



ABC and Beyond

- Turn Book Reading into a Conversation**
- Make New Words Sparkle to Build Vocabulary**
- Expand Children's Understanding of Stories
- Help Children Use Language to Think and Learn
- Foster Development of Print Knowledge
- Build Phonological Awareness

Video Feedback



Family Centred Practice



- ▣ Supported the teachers with tools around partnering with families
- ▣ Strengths based practice and collaboration with families

Parents are not to blame for their
children's problems, but they are
part of the solution



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Let's Chat™

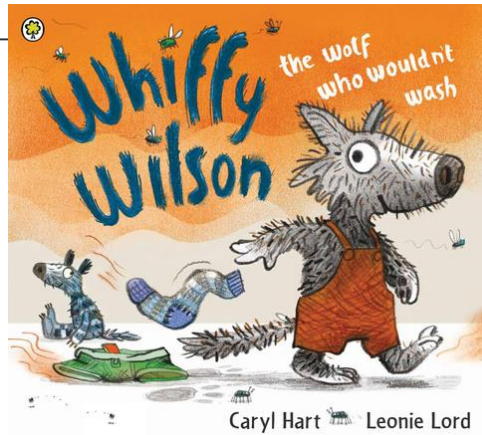
Building Early Oral Literacy Program

- Chatting
- Learning new words
- Building understanding
- Print and sound awareness



Grab a pen and paper

As the story is read, write down as many new words as you can. New words, ones that you would think may be new to a child of four.



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The 30 million word gap

The “30 million word gap” refers to a research study conducted by psychologists Betty Hart and Todd Risley. Their study showed that children from lower-income families hear a staggering **30 million fewer words** than children from higher-income families by the time they are **4 years old**.





“Interaction and reading to your child does so much, helps with language, communication etc”

“Interacting with children while reading, not just reading a story.”
 (Parents from 2017 Pilot)

Let's Chat™ parent feedback

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- *“The importance of comprehension and not just reading.”*

- *“(use) comprehension questions when reading.”*

Let's Chat™ parent feedback

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Why is this working?



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