

Unit 17: Support Literacy Development

Unit code: M/601/7714

QCF Level 3: Specialist

Credit value: 3

Guided learning hours: 18

Unit aim

This unit provides the knowledge, understanding and skills to support literacy development. This includes understanding national and organisational frameworks for literacy development and using skills and techniques to support learners in developing reading, writing, speaking/talking and listening skills.

Unit introduction

The unit focuses on supporting pupils, individually and in groups, to improve their standards of literacy and, as a consequence, increase their access to the curriculum within the classroom. The unit aims to raise learner awareness of the importance of competent literacy skills for all pupils. Learners will explore current national initiatives for developing pupils' literacy. Learners will then investigate a range of different approaches for supporting pupils' literacy development and identify appropriate strategies and use them to develop the reading and writing needs of pupils.

Learners will use a range of strategies to support the development of speaking and listening skills that will enable them to introduce attentive listening and taking turns to contribute to conversations into their practice. By developing their ability to respond appropriately to pupils' contributions and participate in discussions learners will develop their confidence to cultivate these skills in others.

At the end of this unit learners will understand the policies relevant to the development of literacy at both a national and school level and have an understanding of how they are age related and have developed over time. Learners will be able to use and apply a number of strategies to develop pupils' reading and writing skills. Learners will develop or create a range of opportunities where pupils can practise their speaking/talking and listening skills.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand current national and organisational policies and practices for literacy development	1.1 Explain the aims and importance of learning provision for literacy development 1.2 Summarise the relevant policy and age-related expectations of learners relevant to literacy development in the setting 1.3 Summarise the teacher's programme and plans for literacy development
2 Be able to support learners in developing reading and writing skills	2.1 Use a range of strategies for supporting learners to develop reading and writing skills 2.2 Select and use support strategies to meet the individual needs and learning targets of learners
3 Be able to support learners in developing speaking/talking and listening skills	3.1 Use a range of strategies for supporting learners to develop speaking/talking and listening skills 3.2 Create opportunities to help learners' understand the importance of attentive listening and taking turns to speak 3.3 Encourage learners to contribute to conversations and discussions in a manner likely to enhance their self confidence and self-esteem 3.4 Encourage learners to respond constructively to other learners' contributions to conversations and discussions 3.5 Respond to learners' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images

Unit content

1 **Understand current national and organisational policies and practices for literacy development**

Learning provision: aims eg age-related expectations, sequences and stages of speaking and listening, reading and writing, fine motor development for writing, age-appropriate genre, culture, language and literacy in the home, sensory impairment; specific learning difficulty eg dyslexia, dyspraxia, learning disability

Policy and age-related expectations: policies eg National Literacy Strategy, Primary National Strategy and Primary Framework for Literacy, the Framework for Secondary English; policies and practices applicable to the learner's home country eg Synthetic Phonics, Every Child a Reader, Reading Recovery; awareness of predominant strategies at time of pupils' early years

Teacher's programme and plans: policies eg support for literacy, curriculum plans, boundaries of the support role(s), practices for assessment of pupil achievement and progress in literacy

2 **Be able to support learners in developing reading and writing skills**

Supporting learners: strategies eg developing literacy skills through appropriate resources for age and abilities, contextual, phonic, cues and conventions, organisation and structure of text, awareness of writing process, composition, characteristics of different forms/genres

Support strategies: eg adapting support strategies as appropriate to individual pupil needs and/or learning styles, recognising problems or obstacles that might occur, quality of learning resources or learning activities, adapting inadequate learning resources

3 **Be able to support learners in developing speaking/talking and listening skills**

Supporting pupils to develop skills: strategies eg reading, role play, drama, music, dance, story telling, poetry/rhyme; appropriate resources for age and abilities, specialist communication aids, delivering instructions

Create opportunities: opportunities eg planning for listening activities, language development, conversation structure, discussion work, group work, resources, policies

Conversations and discussion: techniques eg praise and constructive feedback, accurately communicating language and literacy concepts, enabling and encouraging pupil self-expression

Learners responses: ways eg interactions, promote discussion, promote group work, positive communication skills, participation, developing confidence in language

Respond to pupils' use of home language: awareness of pupil's first language/dialect eg language structure, pupil's ability in first language, role of support for pupil's development in use of the target language; other relevant factors eg aspects of culture and multiculturalism, ethnicity, religion, upbringing, home and family circumstances, fostering self-esteem

Essential guidance for tutors

Delivery

It is essential that learners have an accurate grasp of the language and literacy concepts needed to support pupils. A useful way of establishing learners' levels of competence in using literacy skills could be to introduce the unit through a series of activities which learners complete collaboratively. The activities could address a range of literacy concepts and skills, and be similar to those that might be used in their work with pupils. The issues encountered across the class could lead to a discussion on listening, speaking, reading and writing skills. Discussion of learner experiences of their use of language, and of their own schooling, could raise awareness of how strategies and approaches change over time and of the range of factors that can influence the development of literacy skills and confidence in using them.

Learners should be aware of relevant strategies and policies applicable to teaching and learning in their home country, for example (in England) Every Child Matters and its goals for improving literacy standards and age-related strategies for example the Early Years, Foundation Stage, The Foundation Phase and Secondary National Strategy for School Improvement. Learners would also benefit from exploring approaches used to supporting the development of pupils' literacy in a multicultural setting where bilingual and/or multilingual pupils are being supported.

Understanding how pupils develop language skills will require some input from the tutor. Building a resource inventory through learners sharing information on the resources they have encountered in their own work experience could be a useful means of extending learner awareness of the different resources available for developing literacy concepts, as appropriate for different age ranges and abilities. This could be supplemented by researching resources available for supporting literacy development, for example via the internet. This would be useful particularly for those learners who do not have permanent access to a setting or who have limited access to a setting.

Short presentations to their peers about literacy activities that were carried out successfully with pupils in school could be a good way for learners to develop their speaking skills, extend the range of resources they can use themselves and explain literacy concepts to others. The information about roles and practices in the assessment of pupil achievement in literacy could be included in this. Feedback from the tutor may enable misconceptions and inaccuracies to be addressed. Role play and reading and writing exercises can help raise learners' confidence in, and awareness of, their own skills so they can use these to good effect when working with pupils.

Assessment

As part of this unit learners will need to engage in some form of professional discussion or performance review with a class teacher or line manager in the workplace. The learner will need to think about their practice and set targets for personal development.

Assessment criteria 2.1, 2.2, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.

Suggested assessment activities

To satisfy learning outcome 1 learners should describe national policies or practices for supporting literacy development in pupils. They should also describe the organisational policies or practices used in an educational setting to support pupils' literacy development. It is important that the learner demonstrates an understanding of the different age-related approaches and this could be demonstrated through a verbal briefing to or discussion with other learners.

Learning outcomes 2 and 3 can be linked and relate to the methods of supporting literacy development in pupils. Learning outcome 2 requires learners to demonstrate supporting reading and writing specifically, and learning outcome 3, speaking and listening, the methods used in one educational setting to support pupils in developing their skills in each of these areas could be presented in a portfolio of evidence. To reinforce the strategies learners should be using to develop pupil literacy skills assessment activities they could present their portfolio using a variety of presentational forms, such as a diary, a story, a report (verbal or written) or a presentation.

The portfolio should show how the learner has used a wide variety of targeted prompts, shared reading and writing activities, phonics, writing frames and possibly alternative specific support programmes to create opportunities for independent reading and writing. They will also need to demonstrate how they gave pupils opportunities to engage in conversation and discussion using prompts and questioning techniques. All learners, therefore, will need an opportunity to have their competence assessed in the workplace setting.

Essential resources

As this is a work-based programme, all learners will either be directly involved in pupil support or have access to situations or schools/organisations running teaching and learning activities. All learners will need an opportunity to observe others supporting the development of literacy in different teaching and learning environments.

It is essential that learners have access to an appropriately qualified person to deliver the unit.

Indicative resource materials

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.edexcel.co.uk	Edexcel
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.teachernet.gov.uk	Teachernet
www.tda.gov.uk	The Training and Development Agency for Schools