

**Introduction****What is this unit about?**

Working under the direction of the teacher to support pupils during whole class, group and individual learning activities for literacy development. It involves discussing with the teacher how the learning activities are to be organised, and what your particular role will be, providing the agreed support and giving feedback to the teacher about pupil's progress in developing literacy and language skills.

**Who is this unit for?**

Teaching/Classroom Assistants who provide support for literacy development. It covers the support given to pupils to help them develop speaking, listening, reading and writing skills.

**Principles and values**

You must work within the principles and values of the sector in order to achieve this unit.

**Origin of unit**

This unit originates from the National Occupational Standards for Teaching/ Classroom Assistants (Employers' Organisation for Local Government standards, unit 3–18).

**Content of unit**

The elements are:

1. Help pupils to develop their reading skills
2. Help pupils to develop their writing skills
3. Help pupils to develop their speaking and listening skills

**Place in the NVQ/SVQ framework**

This is an optional unit in the level 3 Children's Care, Learning and Development NVQ/SVQ.

**Links to Key and Core Skills**

This unit may provide evidence for the following:

<b>Key Skills</b>	<b>Core Skills</b>
Communication: 3.1a, 3.2, 3.3	Communication: Intermediate 2
Working with Others: 3.1, 3.2, 3.3	Working with Others: Intermediate 2

**This is what you need to show:**

When helping pupils to develop their reading and their writing skills, you will need to show that you find out from the teacher how the learning activities are to be organised and your particular role in supporting different activities. You will need to make sure that you understand not only what the pupils are to do, but what they are expected to learn and the support they will need. Whilst supporting pupils during learning activities, you will be monitoring their responses to them and feeding back to the pupil and the teacher about progress made. You will also need to know when and how to report problems with providing the agreed support to the teacher.

When helping pupils to develop their speaking and listening skills, you will need to show that you use strategies agreed with the teacher to encourage and support pupils in contributing to group and class oral activities. You will help pupils to learn new words and language structures to extend their vocabulary and structural command of the language. You will respond to pupil's use of home language and dialects in a manner which values cultural diversity and reinforces positive self-images.

What we mean by some of the words used in this unit	
<b>Literacy</b>	Literacy unites the important skills of reading, writing, speaking and listening.
<b>National policies and frameworks</b>	<p>The relevant national regulatory frameworks and guidelines for the teaching and learning of English and, where applicable, Welsh.</p> <p>The relevant policies and frameworks for England include:</p> <ul style="list-style-type: none"> <li>• National Curriculum for England</li> <li>• National Literacy Strategy</li> <li>• KS3 Strategy and scheme of work for English</li> </ul> <p>In Wales the curriculum framework is defined by the National Curriculum for Wales, particularly the National Curricula for English and Welsh in Wales.</p> <p>Schools in Scotland will be working to the 5-14 National Guidelines.</p> <p>The Northern Ireland Curriculum is relevant to those working in schools in Northern Ireland</p>
<b>Problems</b>	<p>The barriers and hindrances to providing support for pupils during learning activities. Problems may relate to:</p> <ul style="list-style-type: none"> <li>• Learning resources e.g. quantity, quality, suitability or availability</li> <li>• The learning environment e.g. space, comfort, noise level, disruptions</li> <li>• The pupil's ability to learn e.g. home or educational background, cultural and language heritage, attitude to learning, poor behaviour, low self-esteem, lack of concentration</li> </ul>
<b>Support strategies</b>	<p>The methods and techniques used to support pupils in developing literacy skills, for example:</p> <ul style="list-style-type: none"> <li>• Use of targeted prompts and feedback to develop use of independent reading and writing strategies</li> <li>• Facilitating the participation of individuals or small groups in shared reading and writing activities</li> <li>• Using phonics to help pupils understand the sound and spelling system and use this to read and spell accurately</li> <li>• Use of specific support strategies e.g. paired reading, writing frames</li> <li>• Use of specific support programmes e.g. graded reading books, differentiated computer-based learning programmes, Additional Literacy Support programmes</li> <li>• Prompting shy or reticent pupils to contribute to conversations and discussions and to respond to questions</li> <li>• Explaining words and phrases used by the teacher</li> </ul>

The National Standard**Element CCLD 345.1**      Help pupils to develop their reading skills**Performance indicators**

This is the national standard which you must meet:

1. Confirm with the teacher which pupils you will be working with and how this will be organised in relation to what the teacher and other pupils will be doing
2. Clarify and confirm your understanding of the pupil's learning needs with the teacher
3. Agree the support strategies to be used with individual and groups of pupils
4. Obtain the resources needed to implement the agreed support strategies
5. Implement the agreed strategies correctly to support the pupil's reading development
6. Monitor the pupil's progress towards the intended learning outcomes and provide feedback to the pupils in a manner appropriate to their age and achievements
7. Provide the teacher with the information needed to maintain pupil records and reports
8. Promptly report any problems in providing appropriate support to the teacher

**Knowledge base*****You must know and understand:***

- i. The school policy for English and how this relates to national and local frameworks and policies for English (and Welsh where applicable)
- ii. The school's policy and procedures for developing pupil's reading skills
- iii. The basic principles of how children learn to read and the stages of development expected of, and achieved by, the pupils with whom you work
- iv. The nature of any special educational needs of pupils with whom you work and the implications of these for helping them to develop reading skills
- v. The strategies suitable for supporting reading development and how these relate to different learning needs
- vi. The interactive use of listening, speaking, reading and writing to promote literacy development in pupils
- vii. The resources for supporting reading development that are available within the school
- viii. How to use praise and constructive feedback to promote further learning
- ix. How to encourage and support pupils with English as an additional language or, where relevant, Welsh as a second language, to participate in learning activities to develop reading skills in English/Welsh
- x. The sorts of problems that might occur in supporting reading development and how to deal with these

**Scope of learning needs to which this standard applies**

1. To read with confidence, fluency and understanding, using graphic, phonic, grammatical and contextual reading strategies
2. To identify and explain the key points and ideas in written materials
3. To read and understand a range of different types of written materials

**Scope of support strategies to which this standard applies**

1. For individual reading
2. For guided reading
3. For developing phonic knowledge and skills

**CCLD 345****Help pupils to develop their literacy skills**

4. Specific reading support strategies
5. Specific reading support programmes

**Scope of problems to which this standard applies**

1. Related to resources
2. Related to the learning environment
3. Related to the pupil's ability to learn

**The National Standard****Element CCLD 345.2****Help pupils to develop their writing skills****Performance indicators**

This is the national standard which you must meet:

1. Confirm with the teacher which pupils you will be working with and how this will be organised in relation to what the teacher and other pupils will be doing
2. Clarify and confirm your understanding of the pupil's learning needs with the teacher
3. Agree the support strategies to be used with individual and groups of pupils
4. Obtain the resources needed to implement the agreed support strategies
5. Implement the agreed strategies correctly to support development of the pupil's writing skills
6. Monitor the pupil's progress towards the intended learning outcomes and provide feedback to the pupils in a manner appropriate to their age and achievements
7. Provide the teacher with the information needed to maintain pupil records and reports
8. Promptly report any problems in providing effective reading support to the teacher

**Knowledge base**

You must know and understand:

- i. The school policy for English and how this relates to national and local frameworks and policies for English (and Welsh where applicable)
- ii. The school's policy and procedures for developing pupil's writing skills
- iii. The basic principles of how children learn to write and the stages of development expected of, and achieved by, the pupils with whom you work
- iv. The nature of any special educational needs of pupils with whom you work and the implications of these for helping them to develop writing skills
- v. How to spell and form grammatically accurate sentences
- vi. The strategies suitable for developing writing skills and how these relate to specific learning needs
- vii. The interactive use of listening, speaking, reading and writing to promote literacy development in pupils
- viii. The resources for supporting writing development that are available within the school
- ix. How to use praise and constructive feedback to promote further learning
- x. How to encourage and support pupils with English as an additional language or, where relevant, Welsh as a second language, to participate in learning activities to develop writing skills in English/Welsh
- xi. The sorts of problems that might occur in supporting writing development and how to deal with these.

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## Help pupils to develop their literacy skills

### Scope of learning needs to which this standard applies

1. Letter formation
2. Structure and organisation of written work
3. Writing for different purposes and audiences
4. Punctuation, grammar and spelling

### Scope of support strategies to which this standard applies

1. For guided writing
2. For shared writing
3. For individual support
4. For developing phonic knowledge and skills
5. For sentence-level activities
6. Specific writing support programmes

### Scope of problems to which this standard applies

1. Related to resources
2. Related to the learning environment
3. Related to the pupil's ability to learn

<u>The National Standard</u>	
Element CCLD 345.3 <u>Help pupils to develop their speaking and listening skills</u>	
Performance indicators	Knowledge base
<p>This is the national standard which you must meet:</p> <ol style="list-style-type: none"> <li>1. Provide opportunities for pupils to engage in conversation, discussion and questioning</li> <li>2. Use open-ended questions to encourage pupils to contribute to conversations and discussions</li> <li>3. Support shy and reticent pupils in responding to questions</li> <li>4. Use language and vocabulary which is appropriate to the pupil's level of understanding and development</li> <li>5. Use appropriate strategies for introducing pupils to new words and language structures to help extend their vocabulary and structural command of language</li> <li>6. Create opportunities to extend pupil's understanding about the importance of attentive listening and taking turns to speak</li> <li>7. Encourage pupils to contribute to</li> </ol>	<p>You must know and understand:</p> <ol style="list-style-type: none"> <li>i. The school policy for English and how this relates to national and local frameworks and policies for English (and Welsh where applicable)</li> <li>ii. The school's policy and procedures for developing pupil's speaking and listening skills</li> <li>iii. Strategies suitable for encouraging pupils to speak and listen to others</li> <li>iv. The interactive use of listening, speaking, reading and writing to promote literacy development in pupils</li> <li>v. How to use praise and constructive feedback to promote oral communication which is appropriate to the situation</li> <li>vi. Physical and emotional factors which impact on a pupil's ability to engage in oral communication and ways of overcoming or minimising the effects of these</li> <li>vii. The nature of any special educational needs of pupils with whom you work and</li> </ol>

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## Help pupils to develop their literacy skills

<p>conversations and discussions in a manner likely to enhance their self-confidence and self-esteem</p> <p>8. Encourage pupils to respond constructively to other pupil's contributions to conversations and discussions</p> <p>9. Respond to pupil's use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self images</p>	<p>the implications of these for helping them to develop speaking and listening skills</p> <p>viii. How to encourage pupils with English as an additional language, or, where relevant, Welsh as a second language, to contribute to group and class oral activities in English/Welsh</p> <p>ix. The role of communication and self expression in developing a pupil's self-esteem.</p>
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### Scope of pupils to which this standard applies

- a. Working in small groups
- b. Working within a class group