

Higher National Unit Specification

General information for centres

Unit title: Promoting Language, Literacy and Numeracy in Early Education and Childcare

Unit code: DF58 34

Unit purpose: This Unit is designed to provide candidates with the skills and strategies necessary to facilitate children's development in language, literacy and numeracy in an early education and childcare setting.

On completion of the Unit the candidate should be able to:

- ◆ Demonstrate an understanding of the processes involved in becoming literate and numerate
- ◆ Describe the role of the adult in terms of the development of language, literacy and numeracy
- ◆ Evaluate materials and practice that foster literacy and numeracy

Credit value: 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: It is recommended that candidates should have, or be able to demonstrate, a thorough understanding of the development and behaviour of young children aged 3-5 years. This may be evidenced by significant experience working with children in this age group. Evidence could also be through achievement of current NQ Units or equivalent, which assess knowledge and understanding of young children and/or babies, or SVQ level 2 Early Years Care and Education.

Core skills: There is no automatic certification of Core Skills or a Core Skill component in this Unit. However there may be opportunities to develop the Core Skills of Problem Solving, Working with Others, Information Technology, Numeracy and Communication to levels required by occupations in early education and childcare or progression pathways supported by the HNC Early Education and Childcare.

Context for delivery: If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. This Unit is included in the framework for the HNC Early Education and Childcare. It forms one of the optional Units. It could also be undertaken as continuing professional development for practitioners wishing to update or develop their skills.

General information for centres (cont)

Assessment: There is potential for integration across other HNC Units, in particular Working in an Early Education and Childcare Setting. There is some flexibility possible, which will enable different delivery centres to reflect the needs of their candidates. This can also offer choice for candidates where appropriate. The nature of the assessments takes account of the suggested integrative nature of the teaching and learning. Details of each assessment follow each outcome.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Demonstrate an understanding of the processes involved in becoming literate and numerate.

Knowledge and/or skills

- ◆ Demonstrate understanding of the term ‘emergent’ in relation to literacy and numeracy
- ◆ Describe the developmental stages of becoming literate and numerate
- ◆ Analyse and evaluate recognised literature and research on the development of language, literacy and numeracy
- ◆ Explain the importance of the cumulative manner in which children acquire the skills of literacy and numeracy

Evidence requirements

See evidence requirements for the Unit following Outcome 3.

Assessment guidelines

The candidate should submit a report based on placement observation of evidence gathered to indicate:

- ◆ The different stages of emergent literacy and/or numeracy within the setting
- ◆ The quality of the learning environment that supports the development of these skills
- ◆ The potential for further learning opportunities. (Covering aspects of outcomes 1 and 3)

Outcome 2

Describe the role of the adult in terms of the development of language, literacy and numeracy.

Knowledge and/or skills

- ◆ Justify the importance of the role of the home and family
- ◆ Explain ways in which adults act as models for reading, writing and numeracy

Higher National Unit specification: statement of standards (cont)

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- ◆ Demonstrate an understanding of the importance of working as a team, in the workplace and with families
- ◆ Investigate ways in which we can assess the stage of a child's development in language, literacy and numeracy
- ◆ Evaluate the role of the adult as facilitator
- ◆ Demonstrate practitioner skills leading to children's engagement in the promotion of language, literacy and numeracy

Evidence requirements

See evidence requirements for the Unit following Outcome 3.

Assessment guidelines

Assessment should include one of the following:

- ◆ Bookmaking with children. (Carried out on placement and presented in the form of a short report evidenced by the work produced)
- ◆ Group storytelling presentation in college, supported by short individual accounts of the constituents of good storytelling techniques
- ◆ A short investigation into the adult's role in supporting the language of children who are (or are becoming) bi-lingual (for example children for whom English is an additional language or children learning Gaelic or another language)
- ◆ Any other open book assessment which examines a particular facet of the role of the adult, e.g. this could be based on a case study

Outcome 3

Evaluate materials and practice that foster literacy and numeracy.

Knowledge and/or skills

- ◆ Analyse how the child benefits through exploring language, literacy and numeracy within a self-directed play context
- ◆ Investigate and evaluate a range of materials, experiences and activities used to promote language, literacy and numeracy
- ◆ Demonstrate an understanding of the holistic nature in which a child experiences the learning environment

Assessment guidelines

Assessment should include one of the following:

- ◆ Participation in a book workshop and production of an evaluative account which will demonstrate understanding of the important features of different types of children's literary material

Higher National Unit specification: statement of standards (cont)

Unit title: Promoting Language, Literacy and Numeracy in Early Education and Childcare

- ◆ An evaluative account of 2 examples of ICT experiences in the areas of literacy and numeracy (one from each area)

Evidence Requirements for the Unit

To achieve this Unit, each candidate will need to provide evidence that demonstrates knowledge and/or skills for Outcomes 1, 2, 3.

Each candidate must provide evidence that he/she can:

- ◆ Demonstrate understanding of the term ‘emergent’ in relation to literacy and numeracy
- ◆ Describe (supported by examples) developmental stages of becoming literate and numerate
- ◆ Demonstrate an understanding of the importance of aspects of the adult role in the facilitation of the child’s language, literacy and numeracy development
- ◆ Analyse how the child benefits through exploring language, literacy and numeracy within a self-directed play context
- ◆ Appropriately use and evaluate materials, experiences and activities used to promote language, literacy and numeracy
- ◆ Demonstrate an understanding of the holistic nature in which a child experiences the learning environment

Administrative Information

Unit code:	DF58 34
Unit title:	Promoting Language, Literacy and Numeracy in Early Education and Childcare
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Higher National Unit specification: support notes

Unit title: Promoting Language, Literacy and Numeracy in Early Education and Childcare

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

Due to the fact that there are significant areas of overlap among outcomes 1, 2 and 3, and that the acquisition of skills in language, literacy and numeracy depend on all of the above, it would be very appropriate to teach all 3 outcomes in an integrated fashion.

Important note: candidates should become aware of the importance of literacy and numeracy experiences taking place in a meaningful context.

Processes involved in the child's acquisition of literacy and numeracy:

Reading Development:

- ◆ Recognition of photographs
- ◆ Pictorial recognition
- ◆ Recognition of line-drawings
- ◆ Visual skills, pattern recognition and memory
- ◆ Understanding the link between the spoken and written word – concept of print
- ◆ Literacy play
- ◆ Understanding of narrative
- ◆ Awareness of environmental print. (Asda sign, McDonald's sign etc)
- ◆ Conventions of reading – directionality (left to right, front to back, top to bottom)
- ◆ Listening skills
- ◆ Phonemic awareness
- ◆ Onset and rhyme
- ◆ Word recognition
- ◆ Phonic word attack skills

Development of Drawing and Writing:

- ◆ development of fine motor skills – types of grip ranging through palmar, dagger to a tripod grip
- ◆ development of laterality
- ◆ scribbling, drawing circular shapes (pre-communicative mark-making)
- ◆ representational drawing
- ◆ pretend writing – pre-phonetic (i.e. the child knows that symbols can create a message. At this stage it does not bear much resemblance to letters)
- ◆ integration into drawings of letter shapes familiar to the child

Higher National Unit specification: support notes (cont)

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- ◆ Alphabet awareness – names and sounds of letters
- ◆ Semi-phonetic representation (i.e. the child begins to recognise that letters have individual sounds. May use initial letters, or initial and final letters; vowels are usually missing)
- ◆ Phonetic awareness (the child is able to use some appropriate vowels and consonants to build words – invented spelling)
- ◆ Letter formation (* important that candidates recognise that the teaching of letter formation should not be attempted until the child has acquired the requisite level of fine-motor control*)

An awareness that reading and writing develop together and are closely interlinked, is important.

Development of Numeracy:

- ◆ Spatial awareness
- ◆ Recognition of pattern, shape and colour
- ◆ Symbol recognition
- ◆ Discovery learning: importance of practical play experiences in becoming numerate; understanding properties of materials
- ◆ Concept development – schema e.g. connecting, enclosing, trajectory etc
- ◆ Mathematical language – big, small, long, short, more, less, up, down etc
- ◆ Matching, sorting, grouping, comparing
- ◆ Weight, capacity and measurement through play activities and experiences
- ◆ Counting in sequence; number line
- ◆ 1-1 correspondence
- ◆ Concept of number
- ◆ Simple addition and subtraction using concrete materials (number rhymes and activities where children act out addition and subtraction processes)
- ◆ Early number bonds

*** It is essential that candidates are made aware of the importance of the practical and meaningful context within which these experiences should take place***

Adult Role:

- ◆ Early language and maths: the importance of recognising the unique role of parents and families in promoting early experiences: ranging through early infant interaction, nursery rhymes, storytelling, trips to the supermarket, environmental print etc
- ◆ Modelling: e.g. writing shopping list, reading the newspaper or magazine, looking up the telephone directory, reading a story aloud, following a recipe, dividing a bar of chocolate among three, using particular vocabulary, using the computer etc

Higher National Unit specification: support notes (cont)

Unit title: Promoting Language, Literacy and Numeracy in Early Education and Childcare

- ◆ Awareness of the importance of the stage of development a child is at and how this can be assessed in order to plan for next steps in learning
- ◆ Providing resources and experiences to promote the desired skills and to stimulate mathematical or linguistic curiosity e.g. the addition of a travel magazine to the home corner, or a magnet on to the woodwork bench
- ◆ Good use of questioning techniques i.e. those which will encourage the children's thinking and reasoning processes, rather than just simply answering questions
- ◆ Developing and extending conversational skills
- ◆ Contrasting adult styles and responsiveness in adult/child interaction
- ◆ Assessment of children's levels of literacy and numeracy – formal and informal
- ◆ Sharing knowledge about the processes of becoming literate and numerate with families to enable them to provide their children with the best possible support. (e.g. ORIM framework, Pilton Project etc, Family Learning Project)

Rhyme, Rhythm and Movement:

- ◆ The importance of a whole body approach
- ◆ Parentese – the sing song, rhythmic nature of early interaction necessary for the development of the language centres in the brain. (Trevorthen)
- ◆ Jolly Phonics (phonemic awareness involving body movement)
- ◆ Nursery rhymes, nonsense rhymes, songs, finger rhymes, action rhymes, rhyming stories
- ◆ Number rhymes and songs – whole body involvement e.g. 5 Current Buns in the Baker Shop. (Children become actively involved in acting out the mathematical process)

Provision and Resources to be Explored:

- ◆ 'Big' books, picture books, variety of story books, reference books, books of poetry and rhyme, books in different languages
- ◆ Other reading materials e.g. newspapers, magazines, recipe books, music books, catalogues and directories in English and other languages
- ◆ Bookmaking e.g. All About Me books, instruction books, books recording a group experience etc
- ◆ Use of computer and development of computer skills e.g. control of mouse, clicking and dragging, navigating through programmes, keyboard skills
- ◆ Appropriate computer programmes and websites
- ◆ Songs and music
- ◆ Mathematical and literacy games and activities, both commercial and homemade
- ◆ Sand, water, malleable materials, outdoor play
- ◆ Interactive displays / interest areas
- ◆ Construction materials

Higher National Unit specification: support notes (cont)

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- ◆ Skills of storytelling/poetry reading
- ◆ Specific reading, phonic and number schemes
- ◆ Baseline testing

Useful resources:

Marion Whitehead (1997) *Language and literacy in the early years* (Paul Chapman Publishing Ltd)

Listening to children think: Exploring talk in the early years (2000) Edited by Nigel Hall and Julie Martello (Hodder and Stoughton)

Talking Pictures (1999) Edited by Victor Watson and Morag Styles (Hodder and Stoughton)

A. Browne (1996) *Developing language and literacy 3-8* (Paul Chapman Publishing Ltd)

J. Weinberger (1996) *Literacy goes to school. The parents' role in young children's literacy learning*

R.W. and J. Mills (1993) *Bi-lingualism in the primary school. A handbook for teachers* (Routledge, London)

C. Nutbrown (1994) *Threads of thinking. Young Children learning and the role of early education* (Paul Chapman Publishing Ltd)

E. Colwell (1991) *Storytelling*

B. Tizard and M. Hughes (1984) *Young Children Learning: Talking and Thinking at Home and at School* (Fontana, London)

C. Trevarthen (1993) *Playing into Reality: Conversations with the infant communicator*, *Winnicott Studies*, 7, Spring, pp. 67-84

Rhyme, Reading and Writing (1995) Edited by R. Beard (Hodder and Stoughton)

Guidance on the delivery and assessment of this Unit

This information is contained within evidence requirements and support notes.

It is envisaged that there will be significant integration with the Working in an Early Education and Childcare Setting. There is also potential for integration with the Unit Team Working in Childcare.

Open learning

This Unit may be suitable for open learning but candidates would need to be aware of the need to have placement experience in undertaking the Unit

For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning (SQA, 2000)*

Higher National Unit specification: support notes (cont)

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Special needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

General information for candidates

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This Unit is designed to provide you with the skills and strategies necessary to facilitate children's development in language, literacy and numeracy in an early education and childcare setting. On completion of this Unit, you should be able to demonstrate an understanding of the processes involved in becoming literate and numerate, describe the role of the adult in terms of the development of language, literacy and numeracy and evaluate materials and practice that foster literacy and numeracy.

This Unit has been designed to be assessed using a variety of assessment methods covering the 3 Outcomes.