

## National Unit Specification: general information

**UNIT** Language and Literacy In Early Years: An Introduction  
(Intermediate 2)

**NUMBER** D75F 11

### COURSE

### SUMMARY

This unit enables the candidate to develop an awareness of the significance of language and literacy in relation to children's development and learning. It also explores how adults can support language and literacy for children from birth to 7 years.

### OUTCOMES

- 1 Explain the importance of language and communication in children's development and learning.
- 2 Describe the progression of language development.
- 3 Explain the importance of early literacy in children's development and learning.
- 4 Describe the role of the adult in ensuring effective provision for language and literacy.

### RECOMMENDED ENTRY

While, entry is at the discretion of the centre, candidates would normally benefit from having attained one of the following:

- Standard Grade at General level in any relevant subject
- A course or units in Care at Intermediate 1
- A course or units in any relevant subject at Intermediate 1

---

### Administrative Information

**Superclass:** PQ

**Publication date:** August 2001

**Source:** Scottish Qualifications Authority 2001

**Version:** 01

© Scottish Qualifications Authority 2001

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50 (minimum order £5.00).

It is acknowledged that there are a variety of prior learning experiences which are relevant to candidates wishing to undertake this unit.

Candidates may have completed or are working towards completion of units within SGA Early Years Care and Education. Units within the mandatory section of the award would contribute to understanding.

### **CREDIT VALUE**

1 credit at Intermediate 2.

### **CORE SKILLS**

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## National Unit Specification: statement of standards

**UNIT** Language and Literacy In Early Years: An Introduction (Intermediate 2)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

### OUTCOME 1

Explain the importance of language and communication in children's development and learning.

#### Performance criteria

- a) Define the terms "language" and "communication".
- b) Identify the uses of language.
- c) Explain how language relates to all aspects of children's development and learning.

#### Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

### OUTCOME 2

Describe the progression of language development

#### Performance criteria

- a) Identify the different stages of progression in language development.
- b) Identify factors which might indicate lack of progression in language development.
- c) Describe contrasting theories in relation to the progression of language development.

#### Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

### OUTCOME 3

Explain the importance of early literacy in children's development and learning.

#### Performance criteria

- a) Explain the term "early literacy".
- b) Identify reasons why the development of early literacy skills are important.
- c) Explain how children's awareness of the purposes of print could be heightened.

#### Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

## **National Unit Specification: statement of standards (cont)**

**UNIT** Language and Literacy In Early Years: An Introduction (Intermediate 2)

### **OUTCOME 4**

Describe the role of the adult in ensuring effective provision for language and literacy

#### **Performance criteria**

- a) Describe ways in which children can be presented with opportunities for talking and listening.
- b) Investigate the role of the adult in presenting books, stories and poetry to children.
- c) Describe ways in which children can be presented with opportunities for using symbols.
- d) Describe ways in which the adult acts as a role model in language and literacy.

#### **Evidence requirements**

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards

### **EVIDENCE REQUIREMENTS FOR THE UNIT**

#### **Outcomes 1 2, 3 and 4**

Written and/or oral evidence to ensure coverage of all performance criteria.

## National Unit Specification: support notes

**UNIT** Language and Literacy In Early Years: An Introduction (Intermediate 2)

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**

Candidates will gain an understanding of:

- the variety and forms of language and communication
- the relationship between language and different aspects of development
- the stages and influences on language development
- language development linked to the views of theorists
- the importance of developing early literacy skills
- the role of the adult in effective language and literacy progression.

#### **Outcome 1**

In defining the terms ‘language’ and ‘communication’, candidates should be encouraged to view the terms in their widest sense to include e.g. body language, dialects, accent, standard English. The uses of languages should identify the many varied purposes. This will obviously culminate in a particularly extensive list.

Whilst emphasising the interdependence of language use, candidates should consider how language relates to, support and/or impedes the different aspects of development.

It is envisaged that candidates will be encouraged to make meaningful connections between these theoretical concepts and any practical work with children.

#### **Outcome 2**

Although the individuality of the child’s rate of progress must be stressed, the recognised stages of language development should be investigated.

Candidates should be aware of milestones including, babbling, making double-barrelled sounds, first words, simple and more complex sentences.

Candidates attention should be drawn to the issues surrounding bi-lingualism. A wide range of factors which may highlight lack of progression in children’s language development could be identified and discussed. Factors such as, lack of responsiveness, hearing loss, dysfunctional speech should be considered. In working with children, adults may either notice signs which indicate some kind of lack of progression or they may receive information which alerts them to an existing or potential difficulty.

PC (c)

Candidates could simply explore the nature/nurture debate in relation to language development. Candidates should not be expected to study theories in any depth at this level. However, they could refer to 2 theorists who propose contrasting views for purpose of illustration of the nature/nurture debate (eg Skinner and Chomsky).

## National Unit Specification: support notes (cont)

**UNIT** Language and Literacy In Early Years: An Introduction (Intermediate 2)

### Outcome 3

Literacy is very complex to define – it is more than “the ability to engage with written language”. Early literacy related to all those skills which equip us to engage meaningfully with reading and writing. Literacy is a sophisticated extension of spoken language. It has its roots in symbols, representations, and mark making.

Candidates should consider the wide ranging reasons why the development of early literacy skills are important. This extensive list should include factors such as confidence building and reading readiness.

Candidates should be encouraged to understand that learning to read and write is a continuous process which begins at a very early stage. Before being able to heighten the children’s levels of awareness of the purposes of print, they must themselves explore this area.

### Outcome 4

Candidates may consider the vast array of opportunities which adults should provide for children to help their talking and listening skills. The importance of creating opportunities to listen to children should be stressed.

Candidates themselves should be aware of the importance of presenting book etc in a positive fashion to children. They should recognise that motivating children to want to learn to read is an invaluable gift. The role of the adult in presenting books, stories and poetry should include careful consideration of the following:

- Criteria for selection
- Building a story area
- Using a story area
- Storytelling techniques
- Related activities
- Caring for, using and displaying resources
- Use of drama and puppets
- Purpose of books
- Computer software
- Stories in languages other than English.

The use of symbols has to be looked at in a very fundamental but extensive way. Candidates should be encouraged to appreciate that the idea of symbols and representation encompasses toys, pictures, role play etc as well as print itself. They should identify the many uses and opportunities within the world of representation. Candidates should examine and describe ways in which they could present children with opportunities for meaningful use of symbols.

Candidates should be aware of themselves as a role model in all of the outlined areas which have been discussed above.

## National Unit Specification: support notes (cont)

**UNIT** Language and Literacy In Early Years: An Introduction (Intermediate 2)

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

In delivering this unit there should be a balance between teacher/lecturer exposition and candidate centred learning. Outcomes 1, 2, 3 and 4 can be explored using a variety of methods:

- Brainstorming
- Small group exercises
- Case studies
- Worksheets
- Individual research
- Video/audio material

Outcome 3 PC(c) could be explored by means of an outdoor trip where candidates are asked to compile a list of “purpose of print”, by surveying their own learning environment they can then identify potential ways of illustrating the purposes of print. Having identified such things as road names, shop names, receipts, ladies and gents toilets, café menus etc candidates could then relate these to similar experiences for children.

For outcome 4 the use of video material would be useful to highlight talking and listening opportunities to the candidate.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT** **Outcomes 1, 2, 3 and 4.**

A variety of approaches to assessment could be used, these would include:

- case studies with associated questions
- stimulus materials and related questions
- written or oral reports which could be based on investigative/project work
- extended and/or restricted response questions.

Integration of assessments across outcomes may be used this is considered appropriate.

### **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 and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).