

The individual child

Introduction to Module 4

The individual profile is at the heart of the personal nature of the care that each child receives in an Early years setting. Practitioners need to be aware of the educational frameworks and development guidelines outlined by the government as well as the methods for recording achievements and concerns. They also need an awareness of the stages of child development.

This module looks at:

- reading and understanding an individual profile
- gathering information to contribute to a profile
- completing a profile
- working as part of a team.

This module is intended to reflect good practice in a variety of childcare settings such as pre-school playgroups, crèches, nurseries, child-minder provision and schools for a variety of age groups from birth to seven years.

Birth to Three Matters, Curriculum Guidance for the Foundation Stage, The National Literacy Strategy – Framework for Teaching and The National Numeracy Strategy – Framework for Teaching Mathematics have been used to inform the module, as has the Common Core of Skills and Knowledge for the Children's Workforce.

Every workplace will be different and learners will need to apply the skills in this module to their own settings. Where possible, learners should be encouraged to identify similar sources of information at work. The Word version of these materials for Embedded Learning provides opportunities to adapt and customise materials where appropriate.

Early years – Module 4: The individual child					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Profiles	Ey 4:1	CCLD 203 CCLD 207	Wt/L1.1; Wt/L1.2; Wt/L1.5		C1.3
Reading a profile	Ey 4:2–4:3	CCLD 203 CCLD 207	Rt/L1.1; Rw/L1.1; Rw/L1.2; Rw/L1.3		C1.2
Gathering information	Ey 4:4–4:6	CCLD 203 CCLD 207	SLc/L1.2; Rt/L2.5; SLc/L1.2; Wt/L1.1; Wt/L1.2		C1.2
Working together	Ey 4:7–4:8	CCLD 207	SLlr/L2.4; SLd/L2.1; SLd/L2.2; SLd/L2.5		C1.1
Keeping records 1	Ey 4:9–4:10	CCLD 203 CCLD 207	Wt/L1.1; Wt/L1.2; Wt/L1.4; Wt/L1.6		C1.3
Keeping records 2	Ey 4:11–4:13	CCLD 203 CCLD 207	Rt/L2.8; Wt/L2.2; Wt/L2.4; Wt/L2.6; Ws/L2.4		C2.2; C2.3

Skills checklist

Individual profiles are kept for each child to make sure that he or she receives the best possible care and achieves the best possible learning outcomes. They are intended to provide quality information to a wide range of people.

You will need to read and understand these profiles as well as gather information to contribute to them.

The table below will help you think about the skills you already have as well as those you need to develop. Tick the skills you feel confident about now. Complete the activities in this module to help you improve on the skills you have not ticked. Return to the list later to check any areas where you still need some practice.



Skills for the individual child	Now	Later
Understanding your role in contributing to a child’s profile		
Reading a profile		
Gathering information for a profile		
Writing an individual profile		
Taking part in team meetings		

PAGE 4:1

Profiles

Occupational setting

Early years practitioners are often involved in reading and entering information into a variety of different profiles or records for the children they encounter, whether formally or informally. Many inter-related skills are used to do this. They may routinely record observations about the child; they may assess the child by observation and questioning; talk to and report to colleagues, parents and other professionals; plan, carry out and evaluate activities, as well as reading and writing in the profiles themselves. This theme encourages learners to consider the different skills they require to use the profiles accurately and ensure that the child is treated as an individual. At the same time it looks at mind maps (graphical representations of information) as a way of thinking about different aspects of a subject or as a way of taking notes during training sessions or study. There are many books and websites that give further information about mind maps and how they can be used to think about a topic, make notes about a topic or remember information (e.g. www.mindtools.com).

The first focus page acts as an introduction to the rest of the module, which explores the different aspects of profiles mentioned on the page.

This theme relates to competencies outlined in the *Common Core of Skills and Knowledge for the Children's Workforce* published by HM Government (non-statutory guidance document), particularly area 2 – Child and young person development – where observing and recording information appropriately are identified. It also supports areas 4, 5 and 6 of the common core of expertise.

Materials

Flipchart, paper and coloured pens

Sticky notes

Headings from the focus page written on cards

Learning outcomes

- 1 To consider possible involvement in the profile of a child (focus page)
- 2 To consider mind maps as a tool for study (focus page)

Suggested teaching activities

Introduction

- The purpose of this part of the session is to lead the group through the process of making a mind map based on their collective ideas. The effectiveness of this activity will depend on the type of group and on the teacher's lead. If it is more appropriate to the group, the process of mind mapping can be introduced after looking at the focus page.
- Write the title of a topic/problem familiar to the learners in the centre of the flipchart (e.g. time management, car parking at nursery, healthy diet) and draw a circle around it.
- Discuss the topic with the group and encourage learners to record ideas on sticky notes or pieces of paper. Collect all the ideas together.
- Sort through the ideas together and put them into broad categories or idea sets. This physical activity enables learners to move ideas (notes) around until they are happy with the results. Give each category a heading.
- Create a map radiating from the main discussion topic, with each category represented by a branch. These should be clearly named and colour coded. Add pictures, symbols and diagrams if appropriate.
- All the ideas/words contributing to each branch should also be represented in words and pictures within the same colour code.
- The idea of the map is to represent all aspects of the topic in an ordered and graphical format so that it is easy to visualise and remember.

- Discuss with learners the value of a mind map for thinking around a subject, as well as for making notes. Point out how a mind map can be memorised using a mental picture. Point out that mind mapping should be personalised using colour and graphics or doodles to aid memory.

Focus page

- Explain that the focus page shows different aspects of gathering information for profiles, writing and updating them and accessing them for information. Make sure learners are clear about the purpose and value of profiles.
- Explore each section and discuss the issues that arise. Learners may be able to add information or prefer to present the information in a different way. Some of the issues discussed are also explored in other themes, such as active listening and asking open and closed questions.
- Discuss how the sections relate to each other.
- Using pre-prepared cards or sticky notes and large sheets of card, ask learners to work in pairs or small groups and arrange the cards in ways that answer the question on the page as well as show how the topics relate to each other. They can use different coloured pens to join topics and add their own graphics, notation, etc.
- As an extension activity, ask learners to compose an individual mind map, perhaps based on a topic that learners need to study. Ask learners to report back their findings, using their mind map as a guide and reminder. Emphasise that a mind map is a tool for the individual. Its appearance relates to whatever is of value and use to the learner.

Curric. refs	NOS/NVQ	Key Skills
Wt/L1.1	CCLD 203	C1.3
Wt/L1.2	CCLD 207	
Wt/L1.5		

Profiles

Focus

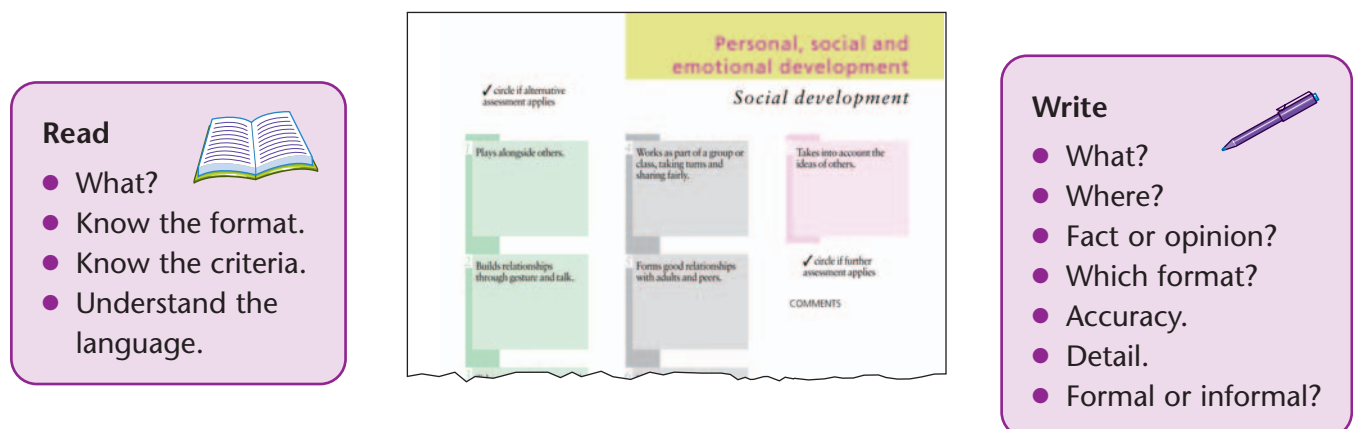
A profile is created for each individual child so that their needs and achievements can be read by all the people involved with them. This makes sure that the child is treated as an individual and gets all the support and encouragement she or he requires.

What might your involvement with a child's profile be?



Confidentiality

Profile



PAGES 4:2–4:3

Reading a profile

Occupational setting

All official documents contain technical and specialist language. This theme suggests ways of finding out what words mean and testing out the meanings so that the reader can make more sense of a document. The Foundation Stage Profile is used as an example; the techniques described should be applied to other profiles used by the learners in their own workplace environments. For learners who are working with children in another age group, you may choose to focus activities around different documentation; however, the strategies taught here are transferable across the whole Early years sector. This theme relates to competencies outlined in the *Common Core of Skills and Knowledge for the Children's Workforce* published by the Government (non-statutory guidance document), particularly area 2 – Child and young person development – where observing and recording information appropriately are identified, and area 6 – Sharing information.

Materials

Profiles familiar to the learners

Dictionaries

Glossaries

Whiteboard or overhead projector

Learning outcomes

- 1 To explore ways of discovering the meaning of new words (focus page)
- 2 To practise the skill of finding the meaning of words by analogy (focus page, Tasks 1 and 3)
- 3 To check for meaning using reference sources (focus page, Tasks 2 and 3)
- 4 To practise re-wording text to check for sense (focus page, Tasks 1 to 3)

Suggested teaching activities

Introduction

- Discuss with learners the profiles they are required to complete and, if possible, look at copies of them. Use this as an opportunity to highlight issues of confidentiality. Ensure learners know about the Foundation Stage Profile and are familiar with its contents. Explore with learners the way in which the Foundation Stage Profile links into other stages of working with children: Birth to 3 years and Key Stage 1.
- Ask learners to share any existing strategies for working out the meanings of words. Acknowledge sound methods.

Focus page

- Work through the techniques on the page, providing examples and demonstrating/practising the techniques.
- **Using a glossary.** Some documents will list the technical or specialist vocabulary used, with the meanings, in a glossary. Check learners' knowledge of alphabetical order using the first and subsequent letters. Ask learners to look up some words using the glossary for this set of materials.
- **Using a dictionary.** Only commonly used words are likely to be in a dictionary. Check learners' ability to use the guide words and to extract the correct meaning from a list of possible meanings. Ask learners to identify the difference between a glossary and a dictionary. Encourage ESOL learners to use a bilingual dictionary.
- Mention use of online dictionaries and glossaries for explanations of words and phrases. If possible, demonstrate how this is done.
- **Using context.** Other words in the sentence may suggest the correct meaning of a new word. Give some examples of this.
- **Using analogy.** Existing knowledge of the way words are made up can help suggest a meaning.

- **Asking.** Emphasise that it is always better to ask a colleague or friend to explain the meaning of a word than make a mistake.
- **Explaining what has been read to somebody else** is another way of checking that the correct meaning has been understood.
- Any new meaning, however it is obtained, should be tried out by putting it into the phrase or sentence to see if it makes sense.
- Acknowledge that not all words need be memorised, although some will be vital to the vocational area. This would be a useful point to talk about developing a personal glossary (e.g. using an alphabetically indexed notebook) to record important words and their meanings. It is useful to include examples of sentences in which the word is used correctly in context.
- Stress that knowing where and how to access information is an important skill.
- Demonstrate dividing words into parts in order to pronounce them, for example dis/pos/i/tion, mo/tiv/a/ted.
- **Use a profile document or other text.** This can be projected using a whiteboard or an overhead projector. Ask the group to pick out any unfamiliar words. Then, working in pairs, they should use a range of strategies to interpret words and explain their meaning to the rest of the group.
- Note: For learners who are familiar with other age groups or profile types (e.g. play plans for Birth to 3 years), the Word version of these materials provided on the CD-ROM can be used to adapt the focus pages so they are relevant to the learner group.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.1	CCLD 203	C1.2
Rw/L1.1	CCLD 207	
Rw/L1.2		
Rw/L1.3		

Task 1

Work out the meanings of words with 'phone' in them

Rw/L1.3

- Ask learners to look at the words in the list. Check that they can see that 'phone' is common to all the words. The meaning of this could be checked in a dictionary, but you could

explain that it has to do with using sound. Stress that if learners understand this, they can attempt to guess the meaning of other words (i.e. they can use their knowledge to think about other words).

- Ask for examples of words that include the word 'phone'.
- Ask learners to work out the meaning of each word, based on an understanding of 'phone'.
- You might want to extend this task to think about other words that include the word 'phone' to complete the picture.
- Once the task is completed, stress how important it is to make sure words are understood so that the correct assessment and comment is made for the child. The difference between phonetics and phonics may need further explanation.

If the learner has difficulty

- Encourage the learner to work out the easier examples (e.g. telephone) first and if necessary check the meanings in a glossary or dictionary. They may need help to do this.
- ESOL learners may find it difficult to work out meanings of words from root words, depending on whether their first language has a common source with English. More support may be needed.
- Encourage learners to keep a notebook of useful terminology or a personal glossary and support them to do so.

Extension

Repeat the task using vocabulary from other Early years documents within the age group that learners work with. This could be developed into a 'Call my Bluff' game, where three or four definitions of a highly technical word are given and players have to work out which is the correct definition. Suggested words might be: empathy, linguistic, tactile, permissive, consolidating, etc.

Task 2

Use a dictionary to check the meaning of words Rw/L1.1

- Explain that a dictionary will provide all the meanings of words and it is necessary to decide which meaning is appropriate for a particular situation.

- If appropriate, look up some words in a dictionary and decide on the appropriate definition in the context of Early years.
- To complete this task, use the definitions provided with the task.
- Ensure learners try out their chosen definition to check for sense.

If the learner has difficulty

- Some learners may need help with the alphabetic skills required to access and use reference materials such as a dictionary or glossary.
- Learners may also need support in extracting a meaning from a dictionary. You may need to work through the format of the particular dictionary used, explaining the format and range of information given for each word.
- Encourage learners to keep a notebook of useful terminology or a personal glossary.

Extension

- Repeat the task using words from other Early years material.
- Give learners some definitions. Ask them to find the correct word in a profile. This could be developed into a 'Call my Bluff' game, as described above.

Task 3

Use any necessary strategies to work out the meaning of words and reword a sentence to make it easier to understand

Rw/L1.1

Rw/L1.2

Rw/L1.3

- Check whether learners can work out what the words mean by using context clues (i.e. Does the sentence or paragraph in which the word occurs give a clue to the meaning?).
- Note the 'good guesses' at this stage. This could be done verbally.
- Learners should now look up the words in a dictionary and select the meaning that matches the context in the text.
- Finally ask learners to use the glossary for this set of materials, which will confirm the appropriate meaning. Confirm that it is a good idea to keep a personal glossary of technical words.

- When learners are sure of all the meanings, ask them to explain the whole sentence to a partner before writing it out in their own way.

If the learner has difficulty

- Provide a range of meanings to match the words. This could be done using cards and could be developed into a game.
- You could develop a 'gap-fill' activity, providing sentences with words omitted and a list of the missing words. Learners place the words in the correct places in the gapped sentences.
- Ensure words are entered into the learner's personal glossary.

Extension

Learners could develop word games using technical words from course texts (e.g. crosswords, snap, spelling games, quizzes).

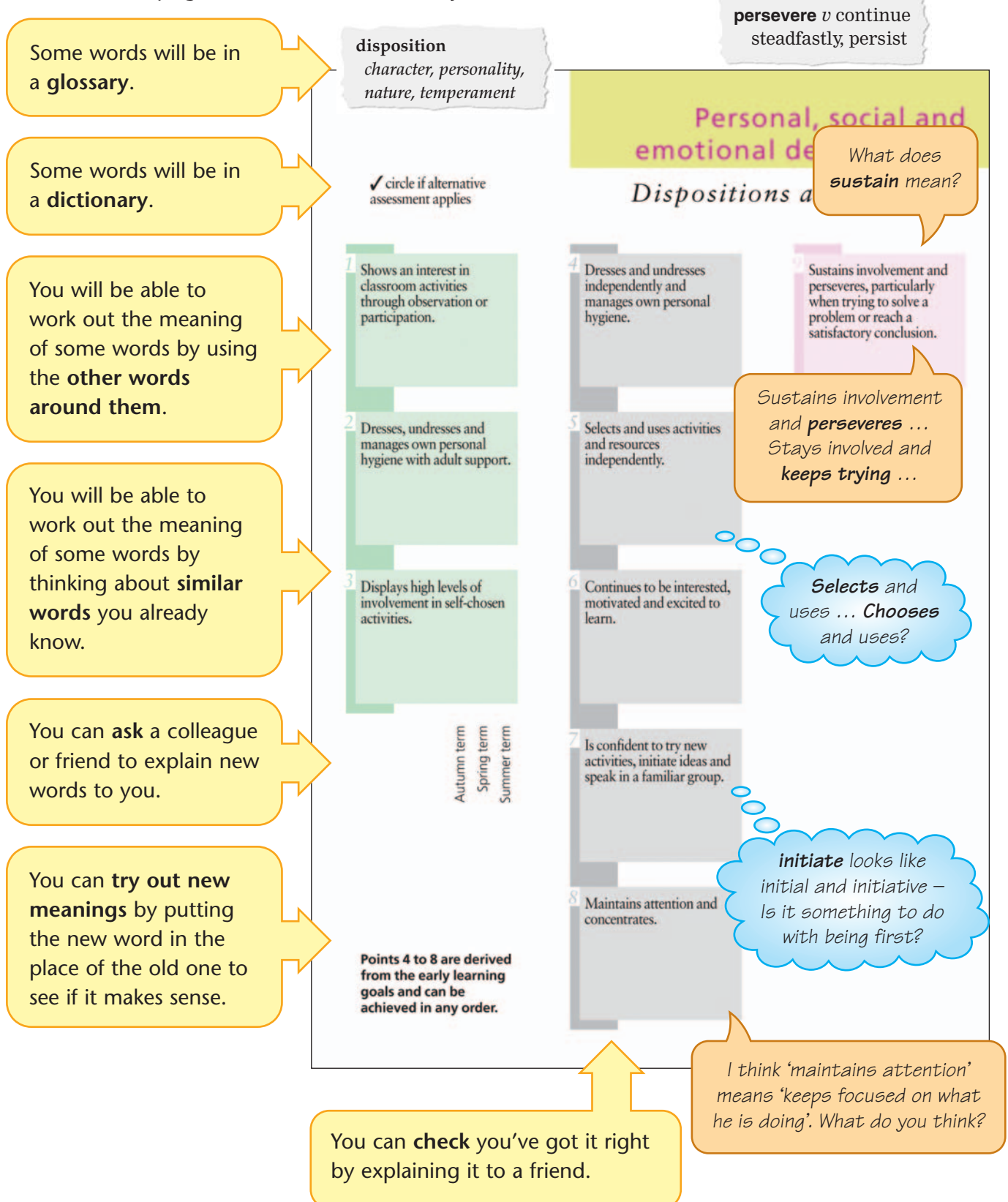
Theme assessment

Use the techniques covered in this theme to find out the meaning of a section of a profile.

Reading a profile

Focus

The profiles you use in your workplace are bound to include technical words or jargon. There are several ways to deal with these.



Reading a profile

Task

Task 1

Match the right meaning to each word.

Explain each one to a friend.

telephone

using symbols to represent sounds and using the symbols to help with reading and spelling

microphone

the smallest unit of sound in a word

phoneme

an apparatus for transmitting sound over a great distance

phonics

an instrument for making quiet sounds louder

phonetics

a way of using symbols to write down exactly what is heard (used in speech therapy or when listening to other languages)

Task 2

Look up each **bold** word. Select the meaning that is most appropriate. Check that you have the right meaning by seeing if it makes sense in the sentence.

1 7

Handles tools, objects, construction and **malleable** materials safely and with basic control.

a vulnerable

b soft and flexible

c building

2 7

Considers the **consequences** of words and actions for self and others.

a results

b values

c descriptions

3 9

Reads books of own choice with some **fluency** and accuracy.

a enthusiasm

b liquid

c smoothness and confidence

Task 3

Work out the meaning of this sentence. Explain it to a friend. Write it out in simpler language.

6

Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.

PAGES 4:4–4:6

Gathering information

Occupational setting

Early years practitioners are required to observe and assess children in their care, both formally and informally. This is an on-going process and important information about progress or concerns must be monitored, noted and recorded continuously. Initial informal observations are sometimes done on sticky notes or pads carried round by Early years practitioners and then stuck into a child's profile, ready to be written up formally later or by another person. This theme looks at different ways of gathering information relating to observations/assessments and making short, relevant notes. It supports the subsection 'Communication, recording and reporting' from section 3 of the *Common Core of Skills and Knowledge for the Children's Workforce* published by the Government (non-statutory guidance document). The Standards Unit has also developed materials with video footage to develop the observation skills of Early years practitioners.

Materials

Copies of workplace forms, profiles and other documentation relating to individual children

Foundation Stage criteria/stepping stones

Sticky notes for each learner

Learning outcomes

- 1 To learn about and practise gathering information from different sources (focus pages 4:4 and 4:5, Task 1)
- 2 To use strategies for making short relevant notes from research (focus pages 4:4 and 4:5, Task 1)

Suggested teaching activities

Introduction

- Discuss learners' involvement in gathering information about children and how they note down things they observe.

- Discuss any difficulties associated with getting accurate and useful information from different sources – spoken and written. (Use some of the ideas on the focus page as examples.)
- Look at some note-taking strategies and discuss any other strategies learners use themselves for making notes.
- Give learners practice of this by giving them a short sentence to rewrite in note form on a sticky note. Reassure learners that spelling does not matter on personal notes and can be checked using a personal glossary or a dictionary or by asking someone else before being added to formal records.
- Discuss all the places learners can think of where they might find information about individual children. What sort of information does it give you?
- Discuss any good practice for obtaining information from parents or professionals or ask the group to think about what is good practice (e.g. a list of 'dos and don'ts'). Refer to activities in Module 3 about communication skills for additional work.

Focus page 4:4

- Go through each of the informal ways of gathering information shown on the page. Ask learners to contribute and discuss examples from the workplace and ask direct questions about each one, for example: *What would you be watching and listening for? What would you do if you noticed ...?*
- Discuss the situation shown in the pictures. Ask learners what the child's difficulty might be. Write down their ideas (making sure there is more than one answer, in order to avoid assumptions). Emphasise that this is why further observation and information would be required.
- Look at the three pieces of information exchanged informally by the colleagues. Compare these with the points or ideas given by learners previously. Emphasise the fact that more investigation is required. Discuss whether this information should have been recorded formally and, if so, where.

- Read through the note at the bottom of the page and ask what strategies are being used. Is the note easy to read, if it had to be written up in the profile by another person?
- Discuss what information is recorded (including the name of the child observed, the date and the activity). Discuss whether there is enough information here, for example learners may feel that the description of the activity should be more specific so that, if the child has difficulty with activities, it will be possible to trace what kind of difficulty they have experienced (i.e. intellectual or physical).
- If relevant to the workplace, note down the key things that should be written on observation notes.
- Compile a list of where information can be found. This can be photocopied and used by learners in the workplace and in order to complete Task 1.

Focus page 4:5

- Explain that this page shows examples of notes made from information gathered in different places.
- Go through the notes, including where the information came from and what sort of information has been noted.
- Discuss how useful the information would be for general observations leading on from this, formal observations and assessment related to the Foundation Stage.
- Pick out some of the note-taking strategies used. (Refer to the strategies given in Module 2 'Taking notes from training'.)
- Discuss which notes learners might find difficult to understand if they had to write the information up in a profile.
- Go through the tips. Make sure learners understand the term 'relevant' in this context.
- Ask learners to think of any more ideas about where information can be found.

Curric. refs	NOS/NVQ	Key Skills
Wt/L1.1	CCLD 203	C1.2
Wt/L1.2	CCLD 207	
Rt/L2.5		
SLc/L1.2		

Task 1

Gather information about an area of a child's social development

Wt/L1.1

Wt/L1.2

Rt/L2.5

SLc/L1.2

- Make sure learners are clear about what they need to observe. If required, look through the Foundation Stage profile on the points relevant for social development.
- Discuss with learners where they might get information from. Refer as necessary to the focus pages and any other ideas that emerged from discussion.
- Remind learners to be careful about talking to parents – this should perhaps be checked with their supervisor first, as they do not want to worry parents unnecessarily.
- Go through the instructions and ask if there are any questions about what to do.
- Point out the tip and remind learners that there is not much space to write so they need to keep notes as short as possible. (This is part of the activity as it requires them to be brief and selective.)
- Remind them of note-taking strategies from Module 2, 'Taking notes from training'.

If the learner has difficulty

- Learners may need further support in locating and reading, interpreting or selecting information. Encourage under-confident learners to check with you at each stage of their research or allow learners to support each other by working in groups and sharing the information.
- Learners may have difficulty making short, succinct notes. They may require larger sticky notes to write on. If sticky notes are used in the workplace, let them use these instead of writing on the page.
- Learners may find it difficult to make short notes straight away. They may prefer to write in long-hand first, then cut the notes down, using their own strategies.
- Make sure learners can read their own notes by asking them to read the information back.
- Encourage learners to add words to their personal glossary and support them to do so.

- ESOL learners might prefer to write notes in their own language initially then translate them into English.

Extension

- Ask learners to compare notes with each other.
- Decide which would be relevant to write in a child's profile.
- Discuss what the next step would be if you thought there was a problem with a child's social development.

Theme assessment

Ask learners to research information about what can be done to encourage sharing. They can use information from publications, websites, training notes, talking to experienced colleagues, examples of planned activities used in the nursery, etc.

Gathering information

Focus

There are several ways to gather information about children in your care on a day-to-day basis.

Observation

Watch and listen during an activity.



Focus on **specific** things that stand out.



Matt looks like he's having trouble holding the scissors.

Question the child.



How are you getting on, Matt?

You do it for me.

Speak to colleagues.



Have you seen the way he grips his pencil? And I have noticed that he often swops hands when colouring in.

Matt was having trouble cutting out earlier. Have you noticed anything similar?

Keep a **note** as a reminder.

Matt - 15/03/05
probs holding scissors -
cutting-out activity.

Gathering information

Focus

Where else might you gather information about a child's development?

Recorded information such as registration forms, profiles and assessments

*Parents commented on possibility of Matt being left-handed.
Profile - noted he's not achieving milestone of fine motor skills.*

*Matt - 17/03/05
Colouring activity - took offered crayon in right hand.
Playtime - kicked ball with left foot.*

Further observation with notes made on a key development area

Information from training materials and notes made in training

fine motor skills acts:

- Cutting (use thick black line)
- Placing/pasting
- Tracing & colouring
- Self care (e.g. zips)

Talking to parents

*Matt - 18/03/05
now uses spoon in left hand at home. Parents not noticed preference otherwise.*

Tips

- Keep a pad of sticky notes with you so that you can quickly jot down information that might be useful.
- You can put them in the child's profile to write up later.
- Keep notes short and relevant.
- Make sure you can read them.

Sharing observations and suggestions in team meetings or with a supervisor

Keep notes on Matt's use of hands in activities. Check:

- which hand used (offer choice)
- fine motor skills.

Note any concerns.

Relevant child development information from publications or websites

Info from 'Sure Start' - develop fine motor skills: pouring water into cups, finger games, setting out cutlery.

Can you think of any more?

Gathering information

Task

Task 1

Choose one of your key children to observe how well he or she shares things with other children. Make notes from different sources and show where the information came from.

Instructions

- 1 Use sticky notes to jot down useful information.
- 2 Write up the information as notes in the coloured boxes.
- 3 Write where the information came from in the white boxes.

Tip
Keep notes short and relevant.

PAGES 4:7–4:8

Working together

Occupational setting

Good teamwork is essential in maintaining working relationships and ensuring that information about individual children is shared effectively. The focus page is about recognising particular qualities that an effective team worker has and reflecting on how good teamwork will contribute to the quality of care given to the individual child.

Materials

Material required for team games (see www.businessballs.com/teambuildinggames.htm)

Audio equipment

Learning outcomes

- 1 To understand the qualities of an effective team member (focus page)
- 2 To understand the difference between good and bad practice when working as part of a team (focus page, Task 1)
- 3 To recognise positive and helpful contributions in team meetings (focus page, Task 2)

Suggested teaching activities

Introduction

- Explain to learners that they are going to play some team-building games.
- Choose about three team-building games that require small teams of players to work closely together. These might be games used as part of staff training or games adapted from a website (suggested above), for example building a bridge out of newspaper, designing a flag that symbolises all the team members, and so on.
- At the end of the games, discuss and note down learners' ideas for what particularly helped the teams to work together. (This should concentrate on the positive aspects and general points – avoid personal criticism.) Use the focus page for prompts if learners find this difficult.

- To finish the 'game' section, give the whole group a problem-solving activity that they have to discuss or physically work out until they come up with a suitable solution, for example the scenario of getting a fox, chicken and bag of corn across the river on a raft. They can only be taken one at a time and the fox cannot be left with the chicken or the chicken with the corn. (Answer: Take the chicken across first, then take the fox across and bring the chicken back. Then take the corn across, leaving the chicken behind. Finally take the chicken across.)
- Ask learners to think of another time when they are or were part of a team. This might be at a different place of work, at school or doing a leisure activity. Ask what made it successful or unsuccessful.

Focus page

- Go through each point made on the page, discussing:
 - what is meant by each skill – give examples from the workplace or the team-building games where appropriate
 - why this is a good skill to have
 - what the consequences could be if someone did not have this skill.
- Ask learners to think of any more skills a good team member at work might have. Put ideas on the board and discuss as before.
- Learners can choose which ones to add in the spaces on the focus page.
- Ask learners to work in small groups. The groups look at the picture of a team meeting and discuss which people seem to be taking an active part and which are not. How can they tell?
- As a whole group, use learners' ideas to remind them of how body language can give signals to others about their attitude towards them.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L2.4	CCLD 207	C1.1
SLd/L2.1		
SLd/L2.2		
SLd/L2.5		

Task 1  **20**

Listen to a team member and assess what she is doing incorrectly

SLd/L2.2

SLd/L2.5

- Explain to learners that they will be listening to a short audio clip of a team leader giving a briefing.
- Give learners time to look again at the points on the focus page to remind them of good practice.
- Play the audio clip through once for gist.
- Look at the three questions to make sure learners understand them. Discuss this with the group if they want to share opinions. Discuss the concept of 'respect' for others.
- Play the audio clip again with these questions in mind.

If the learner has difficulty

- Ask learners direct questions about what they have heard, for example: *How would you feel if someone spoke to you like this? Do you think she shows respect for other team members?*
- Go through the focus page with learners, looking at the appropriate parts and 'ticking off' what they think Cara is not doing. Ask questions, such as *Do you think she shows respect for other team members?*
- If the problem is one of remembering what was said, read out the audio script again for the learner one sentence at a time, asking them about each response as you go along.

Extension

Ask learners to discuss examples of good teamwork they have come across in their own jobs.

Task 2  **21**

Listen to part of a team meeting and assess responses to a key question

SLlr/L2.4

SLd/L2.1

- Explain to learners that they will be listening to an extract from a team meeting. They will hear four people altogether. The first one (Cara) asks a question and the other three give their responses.

- Go through the three points on the checklists, making sure learners understand what they mean.
- Play the audio clip through once for learners to get the gist.
- Ask learners to listen again, thinking about the three checklist points in particular.
- Play the audio clip again, pausing after each person's contribution to give learners time to use each checklist.

If the learner has difficulty

- If you did not pause the audio clip after each speaker before, do this now so that learners can respond to just one speaker at a time.
- Write Cara's question on the board to help the learners concentrate on just the three responses.
- Ask questions after each person's contribution to check that learners have understood the gist of what was said, for example: *Did Moira suggest a way to help the situation? What was her idea?*
- This is a good opportunity for ESOL learners to practise speaking and listening skills based on their own experience in the workplace.

Extension

Ask learners to work with a partner to devise a list of 'good' and 'bad' practice for working as a team, relating directly to their own jobs or department.

Theme assessment

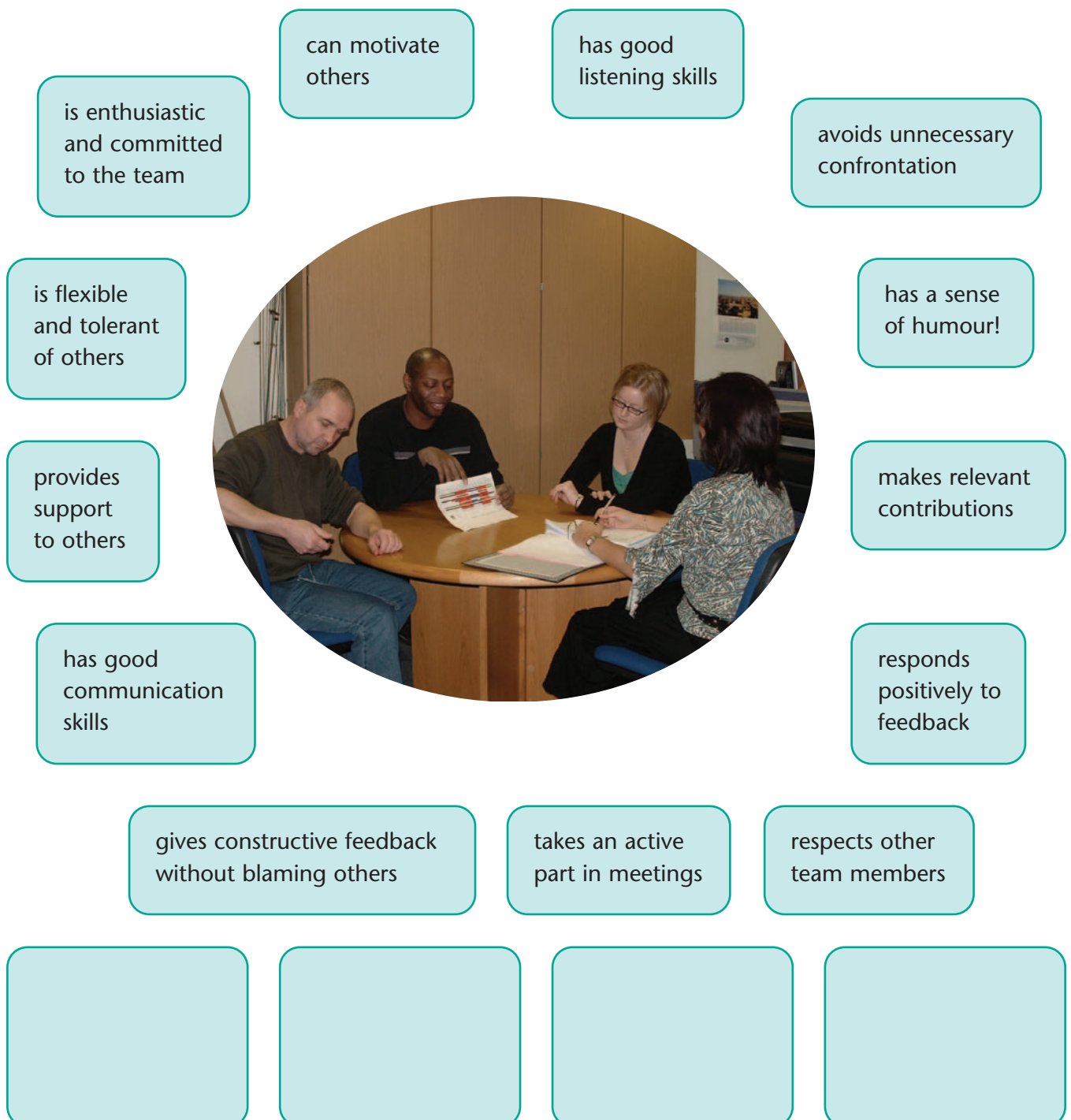
Ask learners to work as a group to produce some information that would be useful to new employees. They must agree on both the information and how it should be presented (i.e. leaflet, booklet, short talk).

Working together

Focus

In your job you will be working as part of a team that cares for each individual child. To be a really effective team member, you need to be able to appreciate and work well with your colleagues.

An effective team member:



Working together

Task

When taking part in team meetings, you need to be prepared to give constructive feedback and respond appropriately to feedback from others.



Task 1

20

Cara has the job of passing on negative information to her colleagues at the beginning of a team meeting. Listen to what she says, then discuss these points.

- 1 Why is she not being an effective member of the team?
- 2 What should she be aiming to do?
- 3 How could she have said it in a better way?



Cara



Task 2

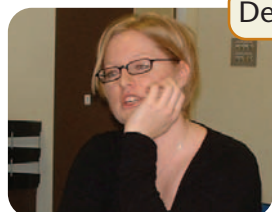
21

Listen to a question from Cara, followed by responses from three other team members. For each response, put a tick by the skills the person is showing and a cross by the things they are not doing.



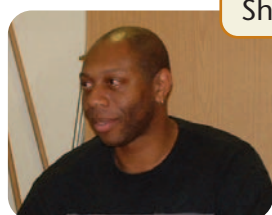
Moira

- | | |
|-----------------------------|--------------------------|
| Supports others | <input type="checkbox"/> |
| Makes a useful contribution | <input type="checkbox"/> |
| Responds positively | <input type="checkbox"/> |



Denise

- | | |
|-----------------------------|--------------------------|
| Supports others | <input type="checkbox"/> |
| Makes a useful contribution | <input type="checkbox"/> |
| Responds positively | <input type="checkbox"/> |



Sham

- | | |
|-----------------------------|--------------------------|
| Supports others | <input type="checkbox"/> |
| Makes a useful contribution | <input type="checkbox"/> |
| Responds positively | <input type="checkbox"/> |

Tip

Listen out for:

- whether they agree with each other
- whether they try to answer the question.

PAGES 4:9–4:10

Keeping records 1

Occupational setting

All schools are required by the Department for Education and Skills (DfES) to complete a Foundation Stage Profile (FSP) for each child moving on to the next stage of education. These profiles are started and built on throughout the foundation stage. One role of the Early years practitioner is to maintain the records on a regular basis. The FSPs are not only shared with future schools but also with parents and other professionals. It is therefore important that the records are kept accurately, and truly represent a profile of the individual child. This theme involves learners in planning and writing what they say in a factual and precise manner. It uses a whole form to demonstrate the points. Mention should be made of single comments added to profiles on a daily/weekly/monthly basis and any differences in approach needed to complete these. This theme relates to competencies outlined in the *Common Core of Skills and Knowledge for the Children's Workforce* published by the Government (non-statutory guidance document), particularly area 2 – Child and young person development – where observing and recording information appropriately are identified. It also supports areas 4, 5 and 6.

Materials

Completed FSPs

Examples of comments written out on cards – some irrelevant; some full of opinion; some factual; some relevant and acceptable

An example of a rambling text that needs editing to fit into a smaller space

Learning outcomes

- 1 To recognise the importance of completing profiles accurately (focus page)
- 2 To follow a procedure for planning and checking writing (focus page)
- 3 To recognise fact and opinion when writing a comment about a child (focus page, Task 1)
- 4 To distinguish between relevant and irrelevant comments (focus page, Task 2)
- 5 To proofread comments for spelling errors, grammar errors and sense (focus page, Task 3)

Suggested teaching activities

Introduction

Ask learners about their experiences of filling in forms and/or profiles. List the difficulties on the flipchart. Ask learners for any tips/methods that they use to overcome any of these difficulties to share with the group.

Focus page

- Work through the points on the page:
 - Stress the importance of **reading through the form** before completing it, to get an idea of what is required. *How many sections are there in this form? How much space is there for each topic? About how many sentences are needed to fill each space?*
 - **Think** about the target audience. **a) Style:** sentences? Bullet points? Discuss what is appropriate for the audience and acceptable in the workplace. **b) What to include:** talk about relevance, fact and opinion. Demonstrate, using pre-prepared cards, the types of comment that would be considered either irrelevant or just opinion. Ask learners to sort the cards under headings.
 - **Planning:** **a) Gather together all the information** – know what information is available and where it can be found. Is it a record of achievement that needs to be summarised? Are there examples of the child's work? Photographs? All these things need to be read and considered. **b) Use the information** to make a rough copy of what you want to say. Suggest writing on sticky notes that can be moved around; writing in pencil so that writing that can be erased. Consider editing writing so that it fits into the space provided and ensuring the relevant parts are retained. Use examples.

- **Checking:** Emphasise the importance of accuracy in these documents. Parents and other professionals will look at what you have written and must have confidence in your ability. Talk about proofreading several times to check different aspects (i.e. once for spelling, once for grammar, once for sense). Consider ways of checking spelling and grammar – e.g. by use of dictionaries and glossaries, asking someone else to read it through – and sense – e.g. by reading aloud.
- **Writing a final version.** Is the handwriting legible?
- **Final check.** Remind learners that what they write is a reflection of themselves and their abilities and that they should always do their best to ensure what they write is as good as it can be.

Curric. refs	NOS/NVQ	Key Skills
Wt/L1.1	CCLD 203	C1.3
Wt/L1.2	CCLD 207	
Wt/L1.4		
Wt/L1.6		

Task 1

Check a comment for fact and opinion

Wt/L1.6

- Ensure that learners know they have to read the comment, cross out the opinions and rewrite just the facts.
- Remind them about fact and opinion.

If the learner has difficulty

- Photocopy the comment and cut it into sentences. Assist learners to sort the sentences into facts and opinions.
- Use pre-prepared cards for further practice.
- Refer to work on Fact and opinion in Module 3 to support learners if necessary.

Extension

Ask learners to compose some facts and opinions and try them out on other learners to see if they can spot the opinions.

Task 2

Check a comment for relevance

Wt/L1.6

- Check that learners understand the terms 'relevant' and 'irrelevant'.
- Ensure learners understand how to complete the task.

- ESOL learners may need support to access some of the phrases used here such as 'like a wet rag'.

If the learner has difficulty

- Photocopy the comment and cut it into sentences. Assist learners to sort the sentences into those that are relevant and those that are irrelevant.
- Use pre-prepared cards for further practice.

Extension

Ask learners to compose some comments that contain irrelevancies and try them out on other learners to see if they can spot them.

Task 3

Check a comment for spelling and grammar mistakes

Wt/L1.6

- Ensure learners know how to complete the task.
- The grammatical errors relate to verb tense. Remind learners that if they are writing about something that happened in the past, they should not change to writing about the present or future when describing the same incident.

If the learner has difficulty

- Learners who have difficulty with spelling or grammar should be given additional support and can also be referred to *Skills for Life* materials for extra work on reading.
- If learners have difficulty with checking for sense, remind learners of strategies such as reading aloud and checking with a colleague.
- ESOL learners will benefit from additional support with subject-verb agreement. Offer alternatives for them to decide which is correct. Use gap-fill exercises for practice.

Extension

- Ask learners to proofread some of their own comments for spelling and grammar errors.
- Changing statements into the past tense will be a useful exercise for learners who need to write witness statements for their NVQ portfolio.

Theme assessment

Ask learners to write a brief description of a particular child's reaction to a particular activity. Ask learners to work in pairs to check each other's reports for content, grammar and punctuation.

Keeping records 1

Focus

When you add information to any records, make sure that what you write is accurate, clear and easy to read.

FOUNDATION STAGE PROFILE

Name:

Date of Birth:

Admission date to class:

Personal, Social and Emotional Development:

Read through the form so that you know:

- what to write about
- how much you have to write in the space.

Think about who will read the form, so that you know:

- what style to write in
- the information you need to include.

Communication, Language and Literacy Development:

Mathematical Development:

Plan what you are going to write by:

- gathering all the information you need
- making a rough copy.

Knowledge and Understanding of the World:

Physical Development:

Check what you have written. Make sure it:

- is easy to read
- makes sense
- has no spelling or grammatical mistakes.

Creative Development:

Additional Comments:

Write

When you are satisfied, copy your final version onto the form.

Attendance and Punctuality:

Check it through for a final time and correct any errors.

Keeping records 1

Task

Task 1

Read this comment from a profile. Decide what is fact and what is opinion. Cross out the opinions. Write out the facts on a piece of paper.

Tip

Make sure your handwriting is easy to read.

Carlton was doing a jigsaw. Amy asked if she could help him finish it. I thought how nice it would be if he said she could help. Carlton said he wanted to finish it himself, which was selfish. She went away. When he had finished the puzzle he called Amy over to have a look. He asked her if she wanted to do it now. So it all worked out well in the end.

Task 2

Read this comment from a profile. Decide what is relevant and what is irrelevant. Write the relevant points.

During movement sessions, Molly always skips, hops and jumps around the room confidently – just like a prima ballerina. Even when it's very hot she is always active and moving about while everyone else is like a wet rag. I wish I had her energy.

Task 3

Read this extract from a profile. Check for:

- three spelling errors
- three grammatical errors
- sense.

Write it out correctly.

Tip

Read the extract several times.

Last Wenesday, Matthew dressed up as a poliseman saying he is going to direct the traffic in the outdoor area. He is very particular about what he looked like and said that, "The hat is the wrong shape for a walking policeman and should be on a policeman driving a car." When he was outside, the activity changes to a chasing game where Matthew played the policeman and Daniel played the robber who had taken something from a shop.

PAGES 4:11–4:13

Keeping records 2

Occupational setting

There is limited space on many records. Learners must decide how to make best use of the space available to them. Some settings may prefer practitioners to use whole sentences. Other practitioners may be able to abbreviate what they write, as long as the sense is kept. This theme covers ways of abbreviating text, while at the same time modelling the use of complete sentences. This theme relates to competencies outlined in the *Common Core of Skills and Knowledge for the Children's Workforce* published by the Government (non-statutory guidance document), particularly area 2 – Child and young person development – where observing and recording information appropriately are identified. It also supports areas 4, 5 and 6.

Materials

Flipchart, coloured pens

Comment written in full sentences on OHT

Same comment written in note form on OHT

Examples of comments from profiles for learners to adapt at different levels of complexity

Speech-bubble shapes

Sticky notes

Audio equipment

Initial observations form from the Source material (0:40)

Learning outcomes

- 1 To practise ways of abbreviating text whilst maintaining sense (focus page, Tasks 1 and 3)
- 2 To extract meaning from abbreviated text (focus page)
- 3 To practise using inverted commas for direct speech (focus page, Task 2)

Suggested teaching activities

Introduction

- Remind learners of work done on previous themes to do with collecting information about a child. This theme is about summarising the information into a comment. What are the expectations for comment writing in the workplace? Are learners to use sentences or notes? Are abbreviations acceptable?
- Show learners an OHT of comments written in full sentences. Point out the punctuation and that each sentence makes complete sense when taken on its own. Discuss the use of quotation marks and, if necessary, demonstrate how they are placed at the beginning and end of the actual words spoken by somebody. Ask a learner to say something and then write the actual words spoken onto a speech-bubble shape. Transfer this onto the board/flipchart (e.g. *The learner said, "The actual words spoken by the learner."*) Repeat as often as necessary. If appropriate, ask learners to demonstrate this skill in the same way.
- Ask learners to suggest ways in which the comment could be shortened: omit words, use abbreviations, use brackets and dashes instead of commas and full stops, use quotation marks around the actual words spoken.

Focus pages

- Show how all the comments about a child on 4:11 – personal observations and observations from colleagues, parents and the child – inform the comment that is written on the form on 4:12. Link the comments on the notepad on 4:12 with the comments around the page.
- Discuss which parts of the information are essential and must be maintained; highlight these words or phrases. Show how the words on the notepad can be deleted or reduced and the result copied onto the page. Point out that some words need to be reordered to maintain the sense. Also identify any details that must be included. These might be particular words, names, books or equipment that are relevant.

- A checklist may help learners to summarise the information:
 - abbreviate where appropriate (e.g. using initials instead of the person's name, 'v' for 'very', etc.)
 - take out pronouns such as she/he where possible (e.g. 'She rarely contributes ...' to 'rarely contributes ...')
 - take out conjunctions such as 'and' and 'but'
 - details that must be included can be put in brackets.
- Assure learners that going through these stages will enable them to reduce text substantially.
- Give learners some examples and ask them to go through the text in pairs to reduce it appropriately.

Curric. refs	NOS/NVQ	Key Skills
Wt/L2.2	CCLD 203	C2.2
Wt/L2.4	CCLD 207	C2.3
Wt/L2.6		
Ws/L2.4		
Rt/L2.8		

Task 1

Write a shortened version of a comment on a profile

Rt/L2.8

Wt/L2.2

Wt/L2.4

Wt/L2.6

- Remind learners that they are drawing on a lot of different skills to complete the task and need to be aware of the stages talked about in the last theme.
- Remind learners that they can use abbreviations (e.g. using initial for the child's name, 'v' for 'very', digits instead of words – 1 instead of one, etc.).
- Remind learners that they may need to put capital letters in different places.
- Remind learners to draft and proofread.
- Ask learners to write their final version on the Initial observations form from the Source material.

If the learner has difficulty

- This is a complex process that some learners will find difficult to handle. Read the text together and make sure the information is understood. Make sure learners are clear about the information that must be retained. Highlight these words and phrases. Work through the rest of the text to see where words and phrases can be abbreviated or deleted.
- Dyslexic learners may have difficulty reducing text, as they often give all words equal weight. First, highlight the essential information. Use the checklist in the teacher notes for the focus page to support the process, going through the text making one type of reduction at a time.
- ESOL learners may have particular difficulty with this task as they are being asked to write in a non-conventional format. They will need additional support to simplify longer sentences.

Extension

- Ask learners to write a comment in whole sentences for another learner to abbreviate.
- Ask learners to write an abbreviated comment for another learner to transcribe into whole sentences.

Task 2 22

Use speech marks to show the actual words spoken by somebody

Ws/L2.4

Remind learners that speech marks are written before and after the actual words spoken by somebody.

If the learner has difficulty

- Write the actual words spoken in a speech-bubble and then transfer to speech marks.
- ESOL learners may benefit from additional support to identify direct speech and to record it correctly.

Extension

Ask learners to listen to a child's answer to a direct question and transcribe the reply using speech marks.

Task 3

Write a comment for a profile

Wt/L2.2

Wt/L2.4

Wt/L2.6

- Remind learners that they are drawing on a lot of different skills to complete the task and need to be aware of the stages talked about in the last theme.
- Ensure learners understand the various pieces of information and where they come from.
- Remind learners to use the strategies outlined previously to retain essential information and to systematically reduce the other text.
- Ask learners to write their final version on the Initial observations form from the Source material.

If the learner has difficulty

Support learners to pull the information together. Take one piece of information at a time, read this with the learner and ask questions to elicit the key message. Write the key information onto a card or sticky note. Go through the information sources again and extract the vital details that should be included. Add these to the appropriate cards. Put the cards in a logical order and read through the whole text to make sure it makes sense. Use the strategies outlined previously to see where further reductions can be made, before copying the text out.

Extension

Ask learners to gather information in the workplace and use it to prepare a comment about one aspect of a child's development.

Theme assessment

Ask learners to put what they have learned into practice in the workplace and to show you examples of contributions to profiles they have made.

Keeping records 2

Focus

You will probably collect a lot of information about a child from lots of different sources.

15 minutes is a long time to concentrate.

J concentrated for about 15 minutes on trying to build a car from 'Lego'

James spent 20 minutes on the big red tricycle.

I've seen him on that tricycle nearly every day this week during outdoor time.

You can see from his face that he really enjoys being outside.

What's the best thing about nursery, James?



When we go out.

Have you noticed whether James has got any special interests?



He's always busy during child-initiated sessions! He seems to like playing outside best though. He has made friends with Raj and they play on the tricycles together.

Keeping records 2

Focus

You may have a lot of information to fit into a small space.
Think about ways to keep your notes brief but accurate.

Nursery/Reception Class

Initial Observations

Setting staff should carry out initial observations during the first month a child attends nursery/reception class

Parting from carer/Independence within nursery/reception class

Social skills a) with other children

b) with staff

Special interests/use of time

Can concentrate on one activity → to 15 mins.
Always finds something to do (child-initiated sessions).
Enjoys being outside. Spends as much time as poss on trike with Raj (friend). Likes best – “When we go out”.

Large (gross) motor skills

Small (fine) motor skills

Story/book skills

Language/communication

Additional comments

If you quote actual words, put them between speech marks.
“.....”

Make sure you use abbreviations that everybody else can understand.

You can use the first letter of each word:

- M&D for mum and dad
- ELG for Early Learning Goal.

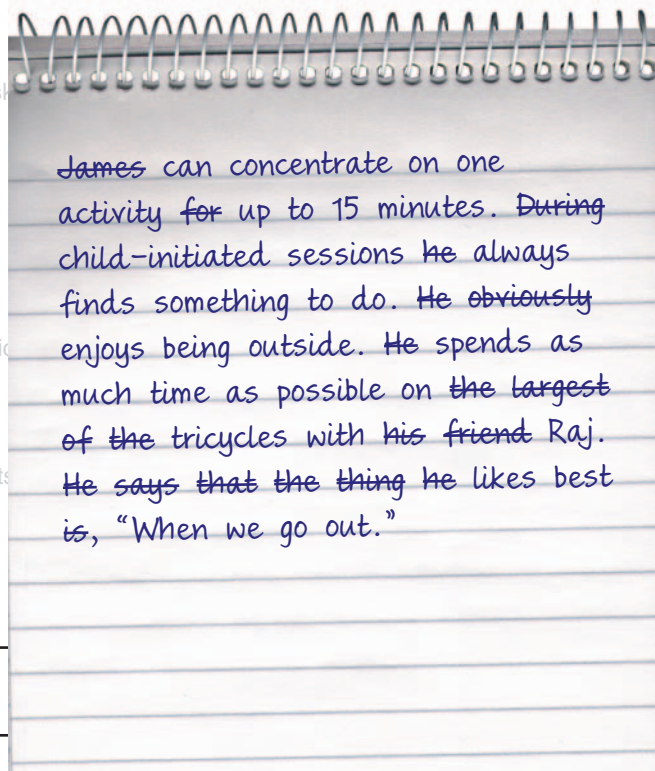
You ~~may be able to~~ can use short words or cut out ~~some~~ words, as long as it still makes sense.

You may be able to shorten some words. For example:

- mins for minutes
- poss for possible
- trike for tricycle.

You may be able to use punctuation such as brackets and dashes to link ideas.

→ (...)



Keeping records 2

Task

Task 1

Read this comment from Kellie's profile. Cross out the words that are not needed. Abbreviate words where you can. Write out a shortened version.

Language/communication skills

Kellie is a very quiet child. She rarely contributes to group discussions with her peers but she happily exchanges information with practitioners. Chats one to one with her friend Brett. She said that she doesn't like outdoor play because it is "too noisy". She listens carefully and is able to carry out verbal instructions.



Task 2

22

Listen to these children speaking. Complete their words and put speech marks around the actual words that they say.

1



Sana said I mixed in the flour when we made a cake.

2



Sam said I like it when we

3



Sophie said

Task 3

Use all the information to write a comment about Rashid's story/book skills. Write it in the Initial observations form from the Source material.

Holds book
right way up.
Turns pages.



Points at
words with
finger. Tracks
left to right.

I've seen him make up a story for the others from the pictures in 'Elmer'.

I like story time best. I like to join in the stories.

Check it

1 What is the meaning of the word **gesture** in this sentence?

- A actions
- B guessing
- C smiling
- D bribery

Builds relationships through **gesture** and talk.

Rw/L1.2

2 What is the meaning of this sentence?

- A Makes links with the aristocracy.
- B Makes good contacts with both grown-ups and people of his own age.
- C Looks carefully at grown-ups.
- D Is good at making contact with aunties and uncles.

Forms good relationships with adults and peers.

Rs/L1.1

3 Four people are taking part in a team meeting. Which one supports others, makes a useful contribution and responds positively?

A

Is this meeting going to last much longer? I don't want to miss my bus.

B

I like the idea of having 'Growing' as a theme, but I'm not getting my hands dirty.

C

Pat's idea of having 'Growing' as a theme is a good one. It will give us the opportunity to include some of the components from 'A Healthy Child'.

D

'Growing'? I suppose that means planting seeds again?

Rt/L1.2; SLlr/L2.2

4 Which of these is an opinion?

- A Luis played in the home corner from 2 o'clock until a quarter past.
- B Luis cried when his mother left him.
- C Luis ate all his lunch.
- D Luis should play outdoors more.

Rt/L1.2

5 Which of these is a fact?

- A Renata's mother always gets her to nursery by 7:45.
- B Half past 7 is too early for a child to be in nursery.
- C The nursery should be open earlier so that parents who need to get to work can drop off their children.
- D The people who work the early shift should get paid more.

Rt/L1.2

Don't forget that the Summer Fair is on Saturday August 6th.
This is our main fund-raising event of the year and we need
all the support we can get.
Contributions of cakes, books and toys will be most welcom.
Come along and have fun.

6 How many spelling errors are there in this notice?

- A 1
- B 2
- C 3
- D 4

Wt/E3.4

7 Which word should replace the highlighted one in this sentence?

- A were
- B where
- C wear
- D is

Yesterday they **was** all in the role-play area acting out the story of Goldilocks.

Wt/E3.4

8 How should this be written if you want to report the actual words Anna says?

- A I gave the hamster his food today.
- B Anna fed the hamster today.
- C Anna wanted to give the hamster his food today.
- D Anna said, "I gave the hamster his food today."



Ws/L2.4

9 Which is the most likely explanation of these notes about 2-year-old Leroy?

- A In hot and cold Leroy had crayon and paper to make a shopping list.
- B When he was playing in the home corner, Leroy picked up a crayon and a piece of paper to make a 'shopping list'.
- C When he was playing in the home corner, Leroy was colouring in.
- D Leroy wrote a shopping list in the home corner.

In h/c L crayon
& paper -
'shopping list'.

Wt/L2.2

It was a lovely day so we all went outside to play. We made sure that each child had a sun hat and we put sunscreen on everybody. You know what a performance that can be! It's so hard to keep them still! Anyway we tried to keep them in the shade as much as possible.

- 10** What is the important message in this extract from a report?
- A** It was too nice for the children to be inside.
 - B** The children played outside but in the shade.
 - C** The children wore sunhats and sunscreen and were encouraged to play in the shade.
 - D** Every child wore a hat and sunscreen for the performance.

Rt/E3.4

Audio

Working together

PAGE 4:8

Task 1 20

Right, you lot. The number of times you've all been late for work this month is dreadful! You'd all better stop skiving and get here on time or we'll all be losing our jobs. It's really bad for the people who are here. They have to look after all the children when they're being delivered and the day gets off to a terrible start.

Task 2 21

Cara: Lateness figures for this month are worse than usual. Does anyone know why this might be?

Moir: There were a lot of public transport problems last month because of the road works. Perhaps we could think of ways to help each other out by having people who live near each other on the same shift and sharing lifts?

Denise: It's not my fault. I'm always here on time. Doing everyone else's work as usual.

Sham: I think Moira is right about the lifts even when there are no road works. It makes sense for us to share the expense of getting here.

Keeping records 2

PAGE 4:13

Task 2 22

Sana: I mixed in the flour when we made a cake.

Sam: I like it when we have bubbles in the water.

Sophie: I'm all sweaty. It's hot today.

Answers

PAGES 4:2–4:3

Reading a profile

Task 1

telephone – an apparatus for transmitting sound over a great distance

microphone – an instrument for making quiet sounds louder

phoneme – the smallest unit of sound in a word

phonics – using symbols to represent sounds and using the symbols to help with reading and spelling

phonetics – a way of using symbols to write down exactly what is heard (used in speech therapy or when listening to other languages)

Task 2

1 b

2 a

3 c

Task 3

You may have written something like this:
Cooperates with other people in a number of different of situations, discussing plans and activities and taking turns to talk.

PAGES 4:7–4:8

Working together

Focus page

Here are a few examples of other qualities:

- is firm but fair if left in charge of things
- is diplomatic and sensitive
- has confidence in putting forward own ideas
- allows others to have their say during team meetings
- encourages others to join in during team meetings

Task 1

Here are some ideas.

- 1 She does not speak to her colleagues in a respectful way. She criticises in a way that is not constructive. She blames the staff, rather than finding out what might be wrong. She is not tolerant or supportive of her colleagues.

- 2 She should be aiming to motivate her colleagues by making the point in a more constructive way.
- 3 She could have said something like: 'Lateness figures for this month are not as good as they have been in the past and they're affecting the running of the nursery. Can anyone think of why this might be?' This would help to get others involved, which is more motivating. It would also avoid sounding like she is blaming them.

Task 2

Moira

Supports others	✓
Makes a useful contribution	✓
Responds positively	✓

Denise

Supports others	✗
Makes a useful contribution	✗
Responds positively	✗

Sham

Supports others	✓
Makes a useful contribution	✓
Responds positively	✓

PAGES 4:9–4:10

Keeping records 1

Task 1

Carlton was doing a jigsaw. Amy asked if she could help him finish it. ~~I thought how nice it would be if he said she could help.~~ Carlton said he wanted to finish it himself, ~~which was selfish.~~ She went away. When he had finished the puzzle he called Amy over to have a look. He asked her if she wanted to do it now. ~~So it all worked out well in the end.~~

Carlton was doing a jigsaw. Amy asked if she could help him finish it. Carlton said he wanted to finish it himself. She went away. When he had finished the puzzle he called Amy over to have a look. He asked her if she wanted to do it now.

Task 2

During movement sessions, Molly always skips, hops and jumps around the room confidently ~~—just like a prima ballerina.~~
~~Even when it is very hot~~ she is always active and moving about ~~while everyone else is like a wet rag. I wish I had her energy.~~

During movement sessions, Molly always skips, hops and jumps around the room confidently. She is always active and moving about.

Task 3

Last **Wednesday**, Matthew dressed up as a **policeman** saying he **was** going to direct the **traffic** in the outdoor area. He **was** very particular about what he looked like and said that, "The hat is the wrong shape for a walking policeman and should be on a policeman driving a car." When he was outside, the activity **changed** to a chasing game where Matthew played the policeman and Daniel played the robber who had taken something from a shop.

Task 2

- 1 Sana said, "I mixed in the flour when we made a cake."
- 2 Sam said, "I like it when we have bubbles in the water."
- 3 Sophie said, "I'm all sweaty. It's hot today."

Task 3

You may have written something like this:

Story/book skills

R holds book right way up, turns pages and points at words with finger (tracks left → right). Makes up stories from pictures in books. Says he "likes story time best" and "likes to join in the stories".

Check it

- 1 A
- 2 B
- 3 C
- 4 D
- 5 A
- 6 B
- 7 A
- 8 D
- 9 B
- 10 C

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Keeping records 2

Task 1

Language/communication skills

~~Kettie~~ is a ~~very~~ quiet child. ~~She~~ rarely contributes to group discussions with ~~her~~ peers ~~but she~~ happily exchanges information with practitioners. Chats one to one with ~~her~~ friend Brett. ~~She said that she~~ doesn't like outdoor play because it is "too noisy". ~~She~~ listens carefully ~~and is~~ able to carry out verbal instructions.

You may have written something like this:

Language/communication skills

K is a v. quiet child. Rarely contributes to group discussions with peers. Happily exchanges information with practitioners. Chats 1 to 1 with friend (Brett). Doesn't like outdoor play because it is "too noisy". Listens carefully. Able to carry out verbal instructions.