Providing a role model Introduction to Module 5

Those working in Early years provision have a responsibility to provide role models for the children they work with. It is only through witnessing excellence in the adults who guide the children that the children themselves will achieve excellence. In order to project a positive image to each child and ensure that the information they impart is correct, practitioners need to be secure in their own basic skills. Through the process of selecting activities to support the development of the literacy and numeracy skills of the child, learners are asked to assess their own skills and seek help in areas where they feel they lack expertise.

They are also asked to explore the frameworks; not just those that relate to the age group with which they work but also, in less detail, those frameworks relating to stages before and after that point. In this way they can gain some knowledge of the development that is expected of the child and can measure their own expertise against it.

The areas of literacy that learners are asked to consider are:

- awareness of how books can be used, and which features need to be demonstrated in order for children to become competent readers themselves
- reading aloud and an awareness of punctuation
- open questioning
- phonics
- an awareness of grammar.

The areas of numeracy that learners are asked to consider are:

- mathematical language
- understanding measure
- understanding time.

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.

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.

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*.

Early years – Module 5: Providing a role model					
Theme	**Page reference**	**NOS/NVQ**	**Literacy**	**Numeracy**	**Key Skills**
Choosing a book to share	Ey 5:1–5:3	CCLD 203 CCLD 206	Rt/L1.4; Rt/L1.5		C1.2
How a book works	Ey 5:4–5:6	CCLD 203 CCLD 206	Rt/L1.2; Rt/L1.4; Rt/L1.5		C1.1
Text features and punctuation	Ey 5:7–5:8	CCLD 204 CCLD 206	Rs/L2.2		C1.2
Asking questions	Ey 5:9–5:10	CCLD 203 CCLD 206	SLlr/L1.6; SLlr/L1.4; SLc/L1.2		C1.2
Phonics	Ey 5:11–5:13	CCLD 203 CCLD 204 CCLD 206	Rw/L1.3; Rw/L2.1; Ww/E3.1; Ww/E3.2; Ww/L2.1		C1.2
Playing with language	Ey 5:14–5:15	CCLD 203 CCLD 206	Rt/L1.2; Wt/L1.4		C1.3
Putting the words together	Ey 5:16–5:17	CCLD 203	Rs/L1.1; Rs/L1.2; Ws/L2.1		C1.3
Identifying learning opportunities in books	Ey 5:18–5:19	CCLD 203 CCLD 206	Rt/L1.2		C1.3
Choosing activities to develop numeracy skills	Ey 5:20–5:21		Rt/L1.1; Rw/E3.1	MSS1/E3.5; MSS1/E3.6; MSS1/E3.7	
Developing mathematical language	Ey 5:22–5:23	CCLD 203 CCLD 206		MSS2/E3.1; MSS2/E2.1; MSS2/E2.2	
Developing understanding of measure	Ey 5:24–5:25	CCLD 203 CCLD 206		MSS1/E2.7; MSS1/E3.7; MSS1/E3.8	
Talking time	Ey 5:26–5:27	CCLD 203 CCLD 206		MSS1/E2.4	
The role of the frameworks	Ey 5:28–5:29	CCLD 203 CCLD 206 CCLD 208	Rt/L2.1; Rt/L2.2; Rt/L2.3; Rt/L2.5; Rt/L2.6; Rt/L2.7; Rt/L2.8; Wt/L2.4		C2.2
What is my role?	Ey 5:30–5:31	CCLD 204 CCLD 207	Wt/L1.5		C1.3

Skills checklist

Understanding the frameworks and guidelines for different age groups will give you an idea about where each child is heading. When you come to plan activities, you will be aware of what you want the child to gain from the activity.

This module looks at the ways in which you can provide quality learning opportunities in literacy and numeracy through a range of activities in Early years settings.

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 providing a role model	Now	Later
Your own reading skills		
Your own knowledge of how books work		
Your own knowledge of punctuation		
Your own knowledge of grammar		
Your own knowledge of phonics		
Your own knowledge of mathematical language		
Your own knowledge of metric measurement		
Your own knowledge of time		
Your knowledge of frameworks and guidance		
Your knowledge of the part you play in the development of the child		

PAGES 5:1–5:3

Choosing a book to share

Occupational setting

Exploring books and sharing and listening to stories are important aspects of a child's development. Many aspects of learning can arise from story telling. It is important that the Early years practitioner recognises the key stages in the development of literacy skills in order to facilitate this development. In order to do this, practitioners need to be secure in their own literacy skills. This theme introduces learners to the possibilities for learning that arise from sharing a book with a child, investigates the development of these skills using a range of curricula and challenges learners to discover whether they have the skills to make the most of the learning opportunities that arise from sharing a book. In order to do this, learners must themselves have an understanding of reading skills and how we apply them to different tasks. They must understand how a book works, how we select books and the possibilities for learning that books present to children.

Materials

Spidergram from the Source material (0:41)

A selection of children's books suitable for children from birth to age 8 – fiction and non-fiction, poetry, etc.

Video of children of different ages choosing a book (available with *Birth to Three Matters*)

Flipchart/whiteboard

Large sheets of paper

Pens

Copies of curricula frameworks:
- *Birth to Three Matters*
- *Curriculum Guidance for the Foundation Stage*
- *National Numeracy Strategy*
- *National Literacy Strategy*

Learning outcomes

1 To recognise the importance of sharing books with children (focus page)

2 To understand the key stages in selecting a book to read (focus page, Tasks 1–3)

3 To recognise the importance of developing these skills as an adult in order to be able to pass them on to children (focus page)

Suggested teaching activities

Introduction

- Discuss the value of books to children. Why are they good for children? What might make a child choose a book? Learners may wish to share thoughts on their own introduction to books and reading.
- Conduct an information race with learners working in pairs or small groups. For example, ask learners to find a book aimed at a specific age range; one to illustrate colours; a fantasy; to find a fact about something in particular; to find the meanings of particular words; to practise counting, etc. At the end of the race, ask learners to discuss the skills they had to use to find each book. Ask prompting questions: *How did you find them? What was the first thing you thought about? Did you read the blurb? Did you read it all the way through?* List the skills used on the board/flipchart.
- Introduce vocabulary such as 'text', 'illustration', 'fiction', 'non-fiction', 'reference', and make sure it is understood.
- Ask learners to consider a child that they know well and select a book that is suitable for that child, bearing in mind the previous discussion.
- Once the books have been chosen, ask the learners to say why they chose the particular book and how they went about it.

Focus page

- Model choosing a book and thinking aloud.
- Compare the suggestions on the flipchart with the items in thought-bubbles on the page, discussing each one and the way in which adults use it when reading.
- Go through the items in the book outlines. At which stage in the choosing of a book and preparing to share it with a child does each of these types of skill come into play? (Often

more than one is in use at any one time.) Ensure learners understand the terms used – refer them to the glossary – and write the words on the board/flipchart.

- Organise learners so they work in pairs, small groups or as a whole group (whichever is appropriate). Ask learners to make a mind map or spidergram of the literacy skills that they use when choosing a book, using the information on the page and the board/flipchart. It might be useful to use sticky notes that can be added to and moved around when asking learners to construct a spidergram of their own. Use the example of the Spidergram from the Source material but point out that this is not exhaustive. Some learners will need support in interpreting the spidergram. To focus attention, cover the parts of the spidergram that are not being used.
- Ask learners to report back their findings.
- Ask learners to consider whether their own skills need updating by engaging in a discussion about their own experiences of learning to read, how children learn to appreciate books and to read, the developmental stages that build towards a competent communicator, etc.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.5	CCLD 203	C1.2
Rt/L1.4	CCLD 206	

Task 1

Choose a suitable book using information about age and interests

- This activity relies on a choice of books being available to learners. If possible, have a selection of books available. However, the task may need to be completed at work or away from the learning environment. Learners may discuss the needs of each child in pairs or as a group before searching for a suitable book.
- Remind learners of the many things that they considered in the focus page activities and all the skills they might use when choosing a book to share with children.
- Introduce the scenario of choosing a book with one particular child in mind. *What will you consider?* Age and interest area will be key criteria. *Once you have decided what you are looking for, which reading skills will you use?*

If the learner has difficulty

- Check learners' understanding of the task by together identifying the features of a children's book that will help with selection. Handle the book together, pointing out important features.
- Reduce the size of the task by focusing on one child only. Use a question-and-answer technique to identify the key criteria that will inform choice and confirm this with the learner: *So you are looking for a book that ….* Ask the learner to make a note of these points.

Extension

Share choices as a group. Discuss the books chosen and the reasons for the choice. Discuss the skills used to choose the book.

Task 2

Think about the criteria used to choose a book for a group and make a selection

Part 1

- Point out to learners that in order to select a book that will be appropriate, they must first consider the target audience and the purpose for the book-sharing activity. Ask for some thoughts about what to consider.
- Discuss with learners the difference between choosing a book for a group and choosing a book for an individual child. Why is this more difficult? Ask a group, revisit the sort of considerations using information from the focus page.
- In pairs from similar settings, ask learners to consider the choice of a book for a particular group of children. Use the table on the task page as a focus for this discussion but emphasise that more points can be added. Learners may prefer to complete the task off the page. They may make a spidergram or mindmap as an alternative way to present their criteria.
- Ensure that learners take the ethnic diversity of the audience into consideration when selecting a book.

Part 2

- Having considered the criteria for selection, ask learners to browse a selection of books and make a choice.
- They can then complete the table to briefly describe the book and explain how they will use it.

If the learner has difficulty

- Ask learners to describe their target group of children. Ask direct questions to establish the type of group and their specific needs. List key points as they arise. Also ask about the setting and the current activities planned. This will help learners to decide on the contents of the book.
- Confirm what you have discovered so that learners are clear about what they are looking for.
- Support learners to browse the available books and direct them towards key features, such as the blurb on the cover, recommended age range, etc. Pick out features of interest, such as the style of illustration, the organisation of the book and the language used.
- Having explored some of the features of books, it may be useful to give a specific task: *Can you find a book with …? Can you find a book about …?*
- Identify with the learner the skills they are using, such as skimming or scanning.
- Some learners may prefer to dictate their ideas to a scribe.

Extension

- Again, discuss the skills used to make choices. Are these different or the same?
- Consider the additional needs of children who may have some developmental delay or other special needs. How will this impact on the choice of books?

Task 3

Observe a child choosing a book

- If possible, introduce the task by showing a video of children of different ages choosing a book. Explore learners' own observations about how children choose books.
- Refer learners back to the reading skills they are using, as identified in the focus page activities. Explain that it is important to recognise these same skills developing in children. Look at the table and add any other ideas from the group.
- Ask learners to identify an opportunity when they can observe children choosing books in their own setting. Discuss with them what they are looking for and how they will record the information. The table will help them to structure their observations, or sticky notes or a notepad could be used. Observations should be in note form.

If the learner has difficulty

- Observing and writing is a demanding task. Chunk the task down by asking the learner to look for one thing at a time.
- Start by asking learners to use the chart to note down what they do when choosing a book. Then move on to observing a child.
- If learners have difficulty with this, provide support to learners by observing together and pointing out things of interest.
- Emphasise to learners that their notes will only be interpreted by themselves; demonstrate how they can be shortened. There is further work on observing and taking notes in Module 4.

Extension

- Ask learners to complete further observations on children of different ages or stages of development. Bring the information together as a group and compare with the foundation framework or curriculum. *Birth to Three Matters* includes a video clip of children choosing books. This will provide excellent additional material for learners and could be a focus for further discussion.
- Ask learners to discuss why they chose a particular book and what they look for when choosing a book.

Theme assessment

Ask learners to keep a log of the reading skills used during a day at work. How do these compare with the skills identified in the focus page activities?

Choosing a book to share

Focus

What skills do you use when choosing a book to share with a child?

When are you using your knowledge of genre?

When are you using your knowledge of the way books work?

When are you using grammar?

What will the children get out of it?

How can I help the children get the most out of it?

Does it link with our current activity planning?

When are you using punctuation?

When are you using comprehension?

What's the cover like?

Who's it for?

When are you reading in detail?

When are you using format?

What's the whole story?

What does it say in the blurb?

When are you using phonemes?

What kind of thing is it about?

When are you scanning?

When are you skimming?

What difference does purpose and audience make?

Choosing a book to share

Task

Task 1

Use the information to choose a book to use with each child.
Write the title in the space under the picture.

Laura is 8 months old. She can sit without support, and is beginning to shuffle on her bottom. She makes repeated sounds such as 'da da da'.

_____

_____

Mark is three. He lives in the country. He enjoys spotting cars when he is out with his mum. He is just starting to count.

_____

_____

Kayley is five. She has been an only child, but her mum has re-married and is going to have a baby soon.

_____

_____

Tariq is seven. He has been reluctant to read to himself. He is developing a keen interest in playing and watching football.

_____

_____

Task 2

1 You need to choose a children's book to read aloud to a group. Use the table below to think about the target audience and the purpose of the reading activity.

Who is the book for?	
Age group	
Specific needs	
What is the book for?	
To develop reading skills/engage interest/extend knowledge?	
To support existing planned activities?	
Other requirements	

Think about the skills that you use when choosing books.

Choosing a book to share

Task

2 When you have chosen a book, complete the table below to explain what it is about and how you will use it.

Title of book	
Author	
What sort of book is it?	
Is it fact or fiction?	
What is it about?	
What are the illustrations like?	
Why might the children enjoy it?	
What might the children get out of it?	
How could you extend the story line or topic?	
What could you use to bring the story to life?	
What will the children learn from sharing the book with you?	
Are you confident about reading it aloud?	

Task 3

Observe a child choosing a book. Make a note of the skills they use. A list has been started for you. Add your own observations to it.

Looks at the cover?	
Looks at the blurb?	
Looks at the illustrations randomly throughout the book?	
Starts at the beginning and turns the pages methodically?	
Treats the book with respect?	
Spends time looking at the text?	
Is confident about reading aloud to themselves or their friends?	
Copies what you do?	

PAGES 5:4–5:6

How a book works

Occupational setting

One element of helping a child to become a successful reader is to ensure that they have plenty of contact with books of all types and that they learn how they work and the vocabulary associated with them. This theme ensures that Early years practitioners themselves have the vocabulary to talk about books, can see the progression of developing confidence on the part of the child when handling books and are able to assist the growth of this confidence.

Note: the tasks in this theme are very similar but cover two distinct age groups. Teachers may decide to present both tasks to learners or just one, depending on the needs and age focus of the learner group.

Materials

Selection of books covering age range birth to 8

Books written in other languages, particularly those with conventions different from English (e.g. Arabic, Chinese)

Dual-language books

Learning outcomes

1 To consider how children acquire knowledge about the way books work (focus page)

2 To consider the vocabulary associated with books (focus page, Tasks 1 and 2)

3 To consider personal knowledge about the way books work and the vocabulary associated with books (focus page, Tasks 1 and 2)

Suggested teaching activities

Introduction

Put the learners in the position of the child facing a book for the first time by giving them a book written in a language not familiar to them. If possible, select a book that uses a completely different system to display information (e.g. Arabic, Chinese). Allow learners to discover how the book works. You may need to prompt learners to explore the text, e.g. *Does it start at the front and go through to the back, or the other way round? Do you read from left to right, top to bottom or right to left, bottom to top?* Relate the activity to how a book written in English works. Initiate a discussion about how children learn about books. Question them about how they got on. What was difficult?

Focus page

- Ask, *How would you go about reading a book in a language that you don't recognise?* Consider the questions posed in the previous activity. What information do learners need in order to open the book in the right place?
- Ask learners to put themselves in the position of a child seeing any book for the first time. What do they need to know? Relate answers to learners' experience in the previous activity.
- Talk about how children learn how books work. Discuss the development of knowledge of how books work from sharing a board book with a baby to independent reading. Ask learners for their observations of children using books in different ways. What is the role of the Early years practitioner in helping a child to become a successful reader? Discuss their part as a role model and point out how children copy behaviour.
- Look at the list of words we use to talk about books. Discuss how the Early years practitioner can encourage the use of the language of books.
- Discuss how we find our way around books using the format. Discuss the purpose of the items listed. Mention the different types of reading required to use each one – skimming, scanning, etc.
- Talk about the words we use to talk about types of book. Look at the picture and ask learners to list as many different genres of book as possible – include fiction, non-fiction, play, poem, report, as well as those from the experience of the learners (romance, short story, science fiction, dictionary, novel, etc.).

- Sum up by challenging learners to find their way around a book. Ask them to find a particular fiction book (of your choice) and then locate a particular letter in it (e.g. by turning to page 5 and looking on the sixth row, ninth word along and then the second letter).
- Repeat the exercise with a non-fiction book (of your choice) by challenging learners to use the index to locate a particular page and then headings, subheadings, line, word, letter.
- Get learners to challenge each other in the same way.
- If any learners are having difficulty, they may need to be referred for extra help.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.5	CCLD 203	C1.1
Rt/L1.4	CCLD 206	
Rt/L1.2		

Task 1

Choose a storybook and role-play reading it in small groups
Rt/L1.5
Rt/L1.4

- Learners can work in threes or small groups. Do not give the learners the task page until they have chosen a book and discussed the activity.
- Ask each group to choose a storybook to read to a pre-school child.
- Ask them to think about how to present the book to a child in order to demonstrate how the book works.
- Ask them to work through the process logically for themselves, only making notes if necessary.
- Show learners the checklist on the task page and ask them to compare this with their own thoughts. Add additional rows if they want to include other points, but be clear that the focus of this task is to demonstrate how a book works within a book-sharing activity.
- Explain that the purpose of the role-play is to observe how books can be presented to children and to gain experience of sharing books themselves.
- Make sure learners understand that this is about sharing good practice and getting ideas, not about making judgements on the reading skills of others. Feedback should be constructive.

If the learner has difficulty

- Check that learners understand what is meant by 'how a book works'. Use the checklist and some books to demonstrate the features of books and how to teach by modelling.
- Ensure learners are in supportive mixed-ability groups. Learners who lack confidence may not feel able to read the book initially but should be encouraged to participate after they have seen the activity demonstrated once or twice.
- Reading aloud is an area of difficulty for many, particularly dyslexic or ESOL learners. Encourage learners to prepare texts when reading aloud. At the lower end of the spectrum, the text will be simple and well supported by graphics but as the reading demands increase, dyslexic learners will need to establish strategies to deal with a potentially stressful situation. Ask learners to think about the verbal skills involved in reading aloud to children (e.g. stress, phrasing, intonation, speed, rhythm). Encourage learners to practise reading aloud.

Extension

Ask learners to use a big book to read to the whole group.

Task 2

Choose a non-fiction book and role-play finding information with a seven-year old child
Rt/L1.4
Rt/L1.5

- Learners can work in threes or small groups. Do not give the learners the task page until they have chosen a book and discussed the activity.
- Ask each group to choose a non-fiction book to explore with a seven-year-old child.
- Ask learners to think about how they would go about finding some specific information from the book and how this can be demonstrated to the child. Suggest that they make notes on a separate piece of paper if they want to.
- Show learners the checklist on the task page and ask them to compare this with their own thoughts. Add additional rows if they want to include other points, but be clear that the focus of this task is to demonstrate how a book works within a book-sharing activity.

- Explain that the purpose of the role-play is to observe how non-fiction books can be presented to children and to gain experience of sharing books themselves.
- Emphasise that there are no right and wrong answers; emphasise that feedback should be constructive.

If the learner has difficulty

- Check that learners are themselves familiar with the process of finding information in books by using contents, headings, scanning, etc. Learners who are unable to cope with this will need additional specialised support for reading.
- Ensure learners are in supportive mixed ability groups. Learners who lack confidence may not feel able to read the book initially but should be encouraged to participate after they have seen the activity demonstrated once or twice.
- If possible, include audio versions of books for learners to listen to before attempting to read aloud themselves.
- Dyslexic learners will find activities that involve dealing with denser text more challenging, but in this one-to-one situation they may bring some special strengths and strategies to the task.

Extension

In groups, devise an information race based on a range of non-fiction books.

Theme assessment

Ask learners to read a story or a factual book to a child, keeping good practice in mind.

How a book works

Focus

How would you tackle a book like this?

How do children learn how books work?

Words used to talk about books
What's the **title**?
What's on the **cover**?
Who's the **author**?
Who did the **illustrations**?
Where's the **beginning**?
Where's the first **page**?
Where's the first **line**?

Words to describe the format of books
Is there a list of **contents**?
Is there an **index**?
Is there a **glossary**?
Are there any **headings** or **sub-headings**?
Where are the pages **numbered**?
Are there any **diagrams**?
What's the **layout** like?

Words used to talk about types of book
- genre
- adventure
- poetry
- biography, etc.

How a book works

Task

Task 1

In groups of three, choose a story book suitable for pre-school-aged children. Discuss how to present the book to children in a way that demonstrates how the book works.

Role-play reading the story: one person acts as the reader and one as the child. The third person fills in the checklist below and gives feedback. Change roles until everyone has had a turn in each role.

Signs of good practice	✔ or ✘
Did the reader make sure the child could see the book the right way up?	
Did the reader ensure that the child was sitting comfortably?	
Did the reader discuss the cover of the book with the child?	
Did the reader encourage left-to-right eye movement by moving a finger along under the words?	
Did the reader make sure the child understood that there were two pages of information by either covering the one not being read or directing the child's attention to the illustration on each page?	
Did the reader encourage the child to turn the pages?	
Did the reader talk about the illustrations?	
Did the reader talk about the words?	
Did the reader encourage questions about the story?	
Did they review the story together?	
Other comments	

How a book works

Task

Task 2

In groups of three, choose a non-fiction book to explore with a seven-year-old child. Think about how you would find some specific information from the book and demonstrate to the child how this is done.

Role-play finding some specific information from the book, as in Task 1.

Signs of good practice	✔ or ✘
Did the reader discuss with the child what they were hoping to find in the book?	
Did the reader point the child towards the contents or index?	
Did the reader encourage the child to scan the contents or index for a key word?	
Did the reader encourage the child to locate the correct page by using page numbers?	
Did the reader encourage the child to skim read the information on the page to ensure that it was what was wanted?	
Did the reader discuss any diagrams or illustrations with the child?	
Did the reader encourage the child to read the located information in detail?	
Did the reader encourage the child to ask questions about the text?	
Comments	

PAGES 5:7–5:8

Text features and punctuation

Occupational setting

Practitioners often have to read aloud to/with individuals and groups. In order to do this successfully, they will need to have a good understanding of punctuation and use it to enhance their reading. This theme exemplifies how punctuation and text features are used to ensure that meaning is conveyed and to check practitioners' knowledge of punctuation.

Materials

Audio equipment

Examples of how changing the punctuation can change meaning (e.g. *Eats, Shoots & Leaves* by Lynn Truss has many adult examples and there are some websites that demonstrate, in a fun way, how to use punctuation)

Coloured/highlighter pens

Overhead transparencies (OHTs) of a short piece of text with no punctuation or spaces, the same text with spaces but no punctuation and the same text punctuated correctly

Words and punctuation marks written on cards or sticky notes

Learning outcome

To understand how punctuation can aid understanding of a text (focus page, Tasks 1 and 2)

Suggested teaching activities

Introduction 23

- To demonstrate how punctuation can affect meaning, write on the board the sentence, 'Private. No members of the public allowed.' and ask learners to read it aloud. Ask what it means. Alter the punctuation to: 'Private? No. Members of the public allowed.' and again ask learners to read it aloud. Discuss how the meaning has changed. Use further examples if possible.
- Listen to the extract from the story. Discuss how a mental picture is created, even though there are unfamiliar words and an unfamiliar context. *What is Dicken like? Who is in charge? What has happened to Mia?*
- What helped the listener to create a picture? Elicit different character voices, tone, intonation, pace, etc.
- What told the reader how to read the extract? Elicit punctuation and layout.

Focus page 23

- Replay the audio clip, but this time let learners read the text.
- Go through the different points on the page. Ask learners to mark all the examples of different types of punctuation in different colours or highlighter pens.
- Use the three OHTs listed in the Materials to demonstrate how punctuation adds meaning. Ask learners to read each text aloud to demonstrate the need for punctuation.
- Discuss other examples of punctuation: question mark, apostrophe, brackets, colon, semicolon, comma for lists. Can learners provide examples of where they are used? Write some sentences on the board and ask learners to insert the correct punctuation to make sense.
- Have a number of words and punctuation marks written on cards or sticky notes for learners to invent sentences and punctuate them.
- Refer learners to sources of extra help if necessary.

Curric. refs	NOS/NVQ	Key Skills
Rs/L2.2	CCLD 204 CCLD 206	C1.2

Task 1 24

Insert punctuation into a written story
Rs/L2.2

- Explain the task and prepare learners to listen; make sure they understand that they are listening for punctuation in the text.
- Give learners the opportunity to scan the text and pencil in punctuation if they wish to.
- Play the audio clip and allow learners to listen through once for gist. Point out the first example of where punctuation is missing.
- Play the audio clip again, pausing regularly to allow learners time to add punctuation to the text.
- Give learners time to read through the text again and check the number of punctuation marks they have added.
- Listen once more for learners to confirm their answers.
- Listen a final time for learners to 'hear' the punctuation without reading or writing at the same time.

If the learner has difficulty

- Check that learners understand the use of punctuation in text. Use the cards from the focus page activities to confirm their understanding. Make these cards available to learners as a prompt throughout this activity. Learners who are experiencing a lot of difficulty with punctuation should be given additional support. *Skills for Life* literacy materials can be used for additional practice.
- Break down the task, sentence by sentence. Identify where punctuation is needed and use the cards to select the appropriate marks.
- Give learners a copy of the correctly punctuated text to compare with the unpunctuated text and fill in the missing punctuation. Discuss reasons for additional punctuation with learners.
- For a kinaesthetic approach, give each learner a word or an item of punctuation written on a card. Make sure that at least one of the words begins with a capital letter. Ask learners to arrange themselves into a sentence, complete with its punctuation. This could also be done in teams.

Extension

Ask learners to practise reading the passage using the punctuation effectively.

Task 2

Insert punctuation into a written story
Rs/L2.2

- Explain the task to learners – they need to use their knowledge to insert the missing punctuation.
- Encourage learners to read the text aloud first to familiarise themselves with it and to see where punctuation may be missing. This can be done in pairs.

If the learner has difficulty

- Check that learners understand the use of punctuation in text. Use the cards from the focus page activities to confirm their understanding. Make these available to learners as a prompt throughout this activity. Learners who are experiencing a lot of difficulty with punctuation should be given additional support. *Skills for Life* literacy materials (Level 2, Units 2 and 4) can be used for additional practice. Show examples from other books.
- Read the text to the learner, emphasising the punctuation.
- Give learners a copy of the correctly punctuated text to compare with the unpunctuated text and fill in the missing punctuation. Discuss reasons for additional punctuation with learners.
- Break the task down into chunks. Focus on one aspect of the punctuation and work through a sentence at a time.

Extension

Give learners a completely unpunctuated text to punctuate correctly.

Theme assessment

Ask learners to continue the story on the task page or write a short story using correct punctuation.

Text features and punctuation

Focus

When you read aloud, how do you know what the author wanted his or her book to sound like? What tells you when to change your voice?

23

, Commas separate parts of the text and let you know that there might be a pause. A comma might be replaced by a dash –.

Words in different types of print such as CAPITAL LETTERS or *italics* let you know they should be emphasised in some way.

! Exclamation marks at the end of a sentence let you know that a strong emotion, such as surprise, is being expressed. You will probably make the emotion show in your voice.

. Full stops mark the end of a sentence or a thought.

Even though he was still worried about Mia, Javed thought it best to make sure the others were kept busy. He tried to sound cheerful.

"Come on you lot," he called. "Time to make a shelter. It'll be dark soon."

"I'm not doing anything until we find Mia!" Dicken answered stubbornly.

When they heard this, the cry was taken up by everyone. Through the uproar all Javed could hear was Mia's name repeated over and over again.

"WAIT!" he shouted.

There was silence; an expectant silence. What was he to say now?

"You're right Dicken, we need to find Mia. But what's the good of all of us racing around trying to find her and getting exhausted? We need to make a shelter, find something to eat and then make a plan to find Mia. Do you all agree?"

The silence continued, broken only by the distant call of a lone parrot. (Javed was later to say that he silently thanked that parrot for breaking the awful silence of his friends.)

At last Dicken mumbled, "OK. But we've got to find her. She'll be scared by herself."

? A question mark at the end of a sentence lets you know a question is being asked. Your voice will make the sentence sound like a question.

"....." Speech marks let you know when one of the characters starts speaking and when they finish. You might put on a different voice for each character.

(...) extra information is usually written between a pair of brackets.

New paragraphs tell you that somebody new is speaking or that a new topic is being written about.

' apostrophes stand in place of missing letters
or
show that something belongs to something or somebody.

What are colons (:) and semicolons (;) used for?

Text features and punctuation

Task

Task 1

24

Listen to this part of a story being read aloud. Add some punctuation to make it make sense. There are 8 things missing.

Tip

Read the story out loud to check it makes sense.

The big blue rabbit hated it when the other rabbits stared at him

He asked his mum, "Why do the other rabbits stare at me?"

Because you're handsome! she said.

He asked his dad, "Why do the other rabbits stare at me?

"Because you're strong" he said.

He asked his sister, "Why do the other rabbits stare at me"

"Because you are big and blue!" she said.

The big blue rabbit thought for a while. "My mum thinks Im handsome, my dad thinks I'm strong and my sister thinks I am big and blue. Who is right?"

At last he said "I know, I'll go and ask wise old owl what he thinks."

Tip

An apostrophe in a word is in the place of one or more letters that are missing.

I am	→	I'm	cannot	→	can't
he will	→	he'll	they are	→	they're

Task 2

Add some punctuation to the next part of the story. There are 18 things missing. Read it aloud to see if it makes sense.

He asked the wise old owl Why do the other rabbits stare at me

The wise old owl thought for a moment Then he said Perhaps they are looking at something that you have got

What've I got What've I got What've I got shouted the big blue rabbit very loudly

And all the other rabbits shouted back YOU VE GOT A BIG FLUFFY TAIL AND WE ALL WANT ONE TOO

PAGES 5:9–5:10
Asking questions

Occupational setting

Early years practitioners will have the opportunity to question children whilst sharing a book with them. Questions can maximise the children's comprehension of the story, as well as encouraging reading skills such as prediction and extending thinking and language skills. This theme increases awareness of how questioning can be used to extend children's abilities in these areas. *Birth to Three Matters* includes some video material about communicating with and listening to children, which can be used to enhance this theme. There is also additional work on open and closed questions in 'Asking for information' in Module 3.

Materials

Several copies of *Farmer Duck* by Martin Waddell and Helen Oxenbury (Walker Books)

Several copies of *Elmer* by David Mckee (Random House)

Birth to Three Matters

Foundation Stage Curriculum

Learning outcomes

1 To raise awareness of the importance of questioning (focus page)

2 To raise awareness of open and closed questioning techniques (focus page)

3 To provide practice in forming questions (focus page, Task 1)

4 To provide practice in modelling language (focus page, Task 2)

5 To provide practice in extending answers (focus page, Task 2)

Suggested teaching activities

Introduction

- Share the story of *Farmer Duck* with the group.
- Model the use of open questioning by asking questions before, during and after the reading: *What do you think this story is going to be about? What do you think is going to happen next? How does Farmer Duck feel at the end of every day? What did the farmer always say to the duck? Why did they chase the farmer away? Which animals chased the farmer? Where does the farmer stay all day?*, etc.
- Demonstrate the use of closed questions: *Did you like the story? Is the farmer lazy? Does Farmer Duck work hard?*
- In response to some of the answers, extend the conversation by modelling a full answer, asking a supplementary question, etc. Always remember to thank the child (or adult) for their response and add comments such as 'Well done' or 'That's right'. Children who are lacking confidence often benefit from encouragement and positive affirmations to help them engage with the activity.

Focus page

- Discuss the pictures in relation to the above.
- Point out the difference between open and closed questions and ask learners for examples.
- Point out how simple answers to either type of question can be extended by modelling a complete answer.
- Discuss ways in which questions can be framed. 'Who', 'what', 'where', 'why', 'when', 'how', and 'which' are often, but not always, used at the beginning of question sentences.
- Questions can be extended by adding phrases such as, 'Can you tell me (how, when, why, etc) …?' 'Do you remember …?' 'Will you show me …?', 'What if …?'.
- Discuss the reasons that questions might be used – to prompt an explanation, or to ask the listener to explain, re-think, remember, predict, consider, evaluate or plan, and to check if the child has understood the story.
- Ask learners to reflect on questions that children have asked them. *Why do children like to question? How does this help them to develop?*

- Discuss the role of the listener (i.e. the child) in relation to questions. How do they benefit at different stages? Would you ask the same questions of children of different ages and abilities?
- Ask learners in small groups to plan the questions that they would ask if they were reading *Farmer Duck* to a group. It might be useful to ask each group to consider a different age/ability group or to concentrate on children with whom learners are familiar. What answers would they expect? What would the children get out of it? How did they select the appropriate language to use?
- Sum up the session by asking learners to feed back the results from the previous exercise.

Curric. refs	NOS/NVQ	Key Skills
SLc/L1.2 SLlr/L1.6 SLlr/L1.4	CCLD 203 CCLD 206	C1.2

Task 1

Match questions to answers
SLc/L1.2

- Learners need copies of *Elmer* (or need to be familiar with this story).
- Explain that they will be deciding on possible questions for the answers shown on the page. Look through the answers and ask learners to identify the sort of questions that may have been asked. Were these open or closed?
- Make sure learners are aware that there are no right or wrong answers to this.
- When completed, share answers and make sure learners appreciate that some questions elicit more interesting responses than others.

If the learner has difficulty

- Make sure learners understand the task.
- Provide possible questions and answers on cards for learners to match. Discuss what type of questions will generate certain sorts of answers.

Extension

Ask learners to practise asking each other questions about *Elmer* or another book that learners are familiar with.

Task 2

Confirm and extend answers to children's responses
SLlr/L1.6
SLlr/L1.4

- Ask learners a question and respond to their answers by confirming what they have said and extending it into an explanation. Direct learners to the example on the page. Ask learners if it is enough to get a single response from a child in answer to a question. Respond by confirming their answers and extend it to explain that it can also be an opportunity to confirm answers and to give more information.
- Ask learners to look at the example on the page and work in pairs to think of their own response to the child's answer. Ensure that they both confirm and extend answers.

If the learner has difficulty

- Check that the learner understands what is meant by confirming answers. Model this.
- Ask further questions to find out more about the scenario in the task. *Why were the other elephants so quiet? Had they missed Elmer?* Show learners how this can be incorporated into the response so that children are given more information.
- Practice with another scenario from the same book. Continue to model confirming and extending answers. Get learners to do the same.

Extension

Ask learners to think about how to deal with an incorrect response to this question.

Theme assessment

Ask learners to think of different ways to ask a child how the story of *Elmer* ended.

Asking questions

Focus

Asking children questions can help to extend their thinking and language skills. Some questions will only get one-word answers.

Others encourage children to extend what they say.

Your response to a child's answer to a question is important.

Asking questions

Task

Task 1

Write down questions that might elicit these answers from children reading *Elmer*.

1 _____

A herd.

2 _____

Grey.

3 _____

Because he is a patchwork elephant.

4 _____

Because he was funny.

5 _____

He rolled in elephant-coloured berries.

Task 2

What could you say next?

What happened when Elmer got back to the herd?

They were all serious.

_____

Think about the questions you ask children.

SLlr/L1.4; SLlr/L1.6; SLc/L1.2

PAGES 5:11–5:13
Phonics

Occupational setting

Classroom assistants and practitioners in homework clubs will encounter phonics as a method for teaching reading and spelling that involves hearing the sounds. Those working in other settings will be involved in activities designed to prepare children for this method of teaching.

This theme provides an opportunity for Early years practitioners to raise awareness of what phonics is and its role in the teaching of reading and spelling skills, and to improve their own literary skills. This is a brief overview of what is a large and complex subject area. It cannot be used for the purpose of teaching practitioners how to teach children using phonics.

In this theme, the specialist terminology associated with phonics and the use made of it is explored. In particular, it focuses on an understanding of phonemes and graphemes as a fundamental aspect of developing reading and writing skills. Learners should be aware that phonemes made up of more than one letter *must* be pronounced as a single sound and not as individual letters (e.g. 'sh' is one sound not 's-h').

The themes in this module are designed to encourage learners to think about their own skills as well as the skills they will be developing with young people. Learners who identify gaps in their own knowledge should be encouraged and supported to seek opportunities for personal skills development.

Materials

Audio equipment

Source material pages:
- Phonemes (0:42)
- Short story (0:43)

Copies of:
- *Progression in Phonics* published by the DfES
- *Playing with Sounds* published by the DfES/Surestart
- *Birth to Three Matters*
- *Curriculum Guidance for the Foundation Stage*
- *National Literacy Strategy*

Practitioners should always check for the availability of new resources from the DfES on this topic.

Learning outcomes

1 To become familiar with the terminology associated with the teaching of phonics (focus page, Task 2)

2 To recognise a selection of phonemes (focus page, Tasks 1 and 3)

Suggested teaching activities

Introduction

- Do learners have experience of teaching/learning phonics from their own childhood or with their own children? Ensure learners realise that phonics is just one part of learning to read and spell and, while it is not suitable for all learners, it is a great help to many. Understanding the basics of phonics is vital in order to teach/support children correctly. Learners may be familiar with different ways in which phonics are used in Reception classes as a way of teaching reading and spelling (e.g. *Jolly Phonics*, *Letterland*).
- Go through the explanations of phonics on the focus page and discuss them with learners. These are based on information from the DfES website www.standards.dfes.gov.uk/primary

Focus page

- Go through the boxes on the focus page, starting with the alphabet. Ask which letter represents the 'ee' sound in 'baby'; which letter represents the 'j' sound in 'giant'. Explain that whilst each letter of the alphabet has a sound associated with it, these do not represent all the sounds we hear. Introduce the idea of phonemes. Ask learners what they know about phonemes. Pronounce some phonemes and ask learners to listen for and identify them. Use the Phonemes page from the Source material for support. Explain to learners that the sound units they hear are represented by graphemes.

- Ensure learners have copies of the Phonemes list from the Source material. Ask learners to work in pairs to practise listening for and identifying these sounds and writing down the correct graphemes, if this is new to learners. Emphasise with learners that they must pronounce just the pure sound and not to add additional sounds that are not there. For example, the phoneme 'b' often sounds as if it has 'uh' next to it, because speakers emphasise it by saying 'buh', so in the word 'boat', a child could hear it pronounced phonically as buh - oa - tuh.
- Demonstrate initial, medial and final sounds. Again, give examples and ask learners to identify the initial, medial and final phonemes. Practise listening to words and identifying the initial phoneme.
- Go through the other notes about phonemes and graphemes. Can learners give examples of each of these? (e.g. a phoneme that is represented by more than one letter; a phoneme that is represented in different ways, etc.) It is important that learners practise and can give examples of words for each of the points.
- For further practice, write the phonemes onto cards. Say a single-syllable word and ask learners to pick out the correct cards. Other activities can be devised by learners, using cards or sticky notes.
- Go through the terminology already explored on this page. List these words on the board.
- Give pairs of learners a limited amount of time to find out about and define/exemplify two or three words from the table. Report these back to the group and agree a definition. Write these on the board and encourage learners to keep a personal glossary. All words are in the glossary for these materials. Refer learners who wish to learn more to the publications listed above under Materials. If they require help to improve their own spelling and reading skills, refer them to local sources of help. There are some websites that may be of help (e.g. Teach Yourself Phonics at www.abcread.com).
- Note: Some learners may find the amount of information in this theme overwhelming. Teachers should assess the level of their learners and split up these activities appropriately.

Curric. refs	NOS/NVQ	Key Skills
Rw/L2.1	CCLD 203	C1.2
Rw/L1.3	CCLD 204	
Ww/E3.1	CCLD 206	
Ww/E3.2		

Task 1 25–27

Listen to some sounds and tick them off on a list and spell them
Ww/E3.2

- **Part 1:** Learners need to be prepared for this activity. Point out the Phoneme list in the Source material and explain that all the vowel phonemes are listed on the task page. Recap on phonemes if needed. Explain to learners that they are going to listen to some vowel phonemes. They need to tick off the phonemes they hear and then spell the word next to the correct phoneme.
- Play audio clip 25 once through for learners to get the idea. Some may want to tick off phonemes they hear in pencil.
- Play the audio clip again, pausing as necessary for learners to complete the task.
- Check that learners have identified the correct phonemes and that spellings are correct. Refer again to the Phoneme list if required.
- Play the audio clip again for learners to confirm answers.
- **Part 2:** Prepare learners for the activity. Recap on consonant phonemes and refer learners to the Phonemes list from the Source material.
- Recap on what is meant by initial sounds/phonemes and check that learners understand what they are listening for.
- Play audio clip 26 through three times as above, so learners have the opportunity to listen for the gist of the activity, listen and complete tasks then listen to confirm answers.
- Check answers and spelling.
- **Part 3:** As above, prepare learners to listen and recap on phonemes as necessary. Check understanding of final sounds.
- Play audio clip 27 through three times and check answers.

If the learner has difficulty

- Some learners will have difficulty listening and responding in writing on the page. Chunk down the activity for these learners. Pause the audio clip and be prepared to replay or to articulate the sounds or words for them. Go through the alternatives in the table systematically.
- For learners who are having difficulty because of the additional pressure imposed by listening to the audio, it may be better to provide the list of words and ask them to read it aloud to themselves or read it to them. Add emphasis to the sounds if needed. Begin with the easiest.
- Some learners may have difficulty with auditory discrimination. If identified, learners should be offered additional support to deal with this.

Extension

Ask learners to identify the other phonemes in the words.

Task 2

Complete a crossword

Ww/L2.1

- Remind learners of the definitions and explanations of the words they used on the focus page and during the introductory activities.
- Check that learners understand how to complete a crossword. Go through some clues as an example if they are unfamiliar with this.

If the learner has difficulty

- If learners are unfamiliar with crosswords, spend time showing them this model.
- If learners are unable to link clues with words, provide the words on cards or on a list to match up with the clues. Support them to complete this activity before showing them how to put the words into the grid.

Extension

Ask learners to create other clues for a quiz (e.g. *There are 44 of these. What are they? 'There', 'their' and 'there' are examples of what?*).

Task 3

Find all the graphemes that make the 'ee' sound in a short story

Rw/L1.3

- Ask learners to find the 'ee' phoneme on the Source material list. Check that they are familiar with the sound, can give examples and are aware of the different graphemes that represent this sound.
- Make sure each learner has a copy of the Short story from the Source material. Ask them to underline or highlight all the 'ee' phonemes.

If the learner has difficulty

Learners who have difficulty with this task will do better if they read text aloud to themselves. Alternatively read the text with them, adding emphasis if necessary.

Extension

Ask learners to identify other phonemes using phoneme spotter sheets from the *Primary National Strategy*.

Theme assessment

Ask learners to investigate an area of phonics that is of current interest (e.g. onset and rime). They should think about practical applications with a child they are familiar with.

Phonics

Focus

Phonics is a method of teaching reading and spelling that involves learning the sounds of letters and associating them with their written symbols.

- Phonics teaching should be systematic, daily and, above all, fun.
- Children need to connect the sounds they hear (phonemes) with the written representations (graphemes).

Alphabet

There are 26 letters in the English alphabet.

A few words contain only one phoneme. Most words contain several phonemes:

- at the beginning of words – **initial**
- in the middle of words – **medial**
- at the end of words – **final**.

Phonemes. These are the smallest unit of sound in a word. There are 44 **phonemes** (units of sound) in the English language. Each of these sounds is represented by a single letter or a combination of letters from the alphabet, called **graphemes**, e.g.

ie	tried	light	my	shine	mind
oi	coin	boy			
j	judge	giant	barge		

- Some phonemes are represented by one or more grapheme, e.g. 'll' in 'bell' or 'sh' in 'ship'; 'ir', 'tch', 'ough'.
- The same phoneme can be represented in different ways, e.g. 'e' in 'bread', 'bed'.
- Some graphemes represent more than one phoneme, e.g. 'ea'; 'speak', 'head'.

There are 20 **vowel** phonemes.

There are 24 **consonant** phonemes.

Phonics involves two skills:

- blending sounds in order to read
- segmentation of sounds in order to spell.

Speak s-p-ea-k

There is a lot of terminology associated with teaching phonics. How many of these words/phrases do you know and understand?

correspondence decode discriminate auditory discrimination homophone initial sounds homonym syllable pattern rhyme rhythm segmentation blending visual discrimination phonological awareness onset and rime

Phonics

Task

Task 1

25

1 Listen to the vowel phonemes. You will hear the phoneme followed by a word that contains the phoneme. Tick off the phoneme you hear in the table below and write in the word.

a	ie	au
e	oe	er
i	ue	ow
o	oo	oi
u	ar	ai
ae	ur	ea
ee	or	

26

2 Listen to the words. Pick out the consonant phonemes at the beginning of each word (initial sound). Tick off the sounds on the list as you hear them and write down the word.

Initial consonant phoneme	
m	
ch	
r	
h	
g	
sh	
f	

27

3 Listen to the words. Pick out the consonant phonemes at the end of each word (final sound). Tick off the sounds as you hear them and write down the word.

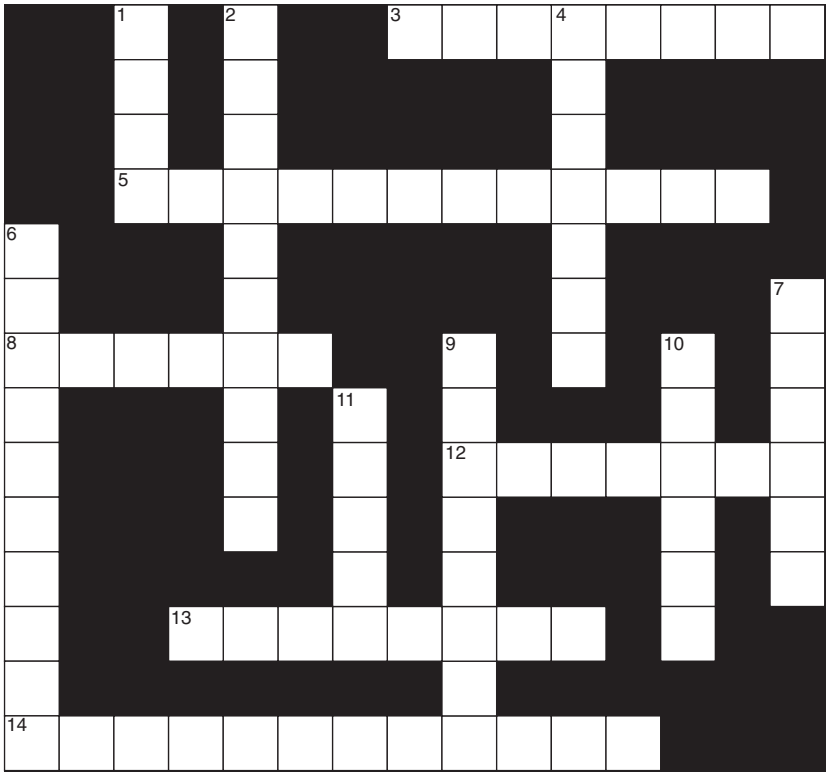
Final consonant phoneme	
ng	
j	
sh	
f	
ch	
z	
k	

Phonics

Task

Task 2

Complete the crossword. Many of the words are on the Focus page.



Across

3 A letter or group of letters that represent a phoneme (8)

5 Tell the difference between two things (12)

8 In the middle (6)

12 The smallest unit of sound in a word (7)

13 A part of a word (8)

14 Breaking down words into sounds for spelling (12)

Down

1 To translate the letters you see into the words you hear (4)

2 Letters that are not vowels (10)

4 Method of teaching reading and writing by identifying the sounds of spoken words and matching these to their written symbols (7)

6 Words that sound the same but have different spellings or meanings (10)

7 a, e, i, o, u and sometimes y (6)

9 There are 26 letters in this (8)

10 How many vowel phonemes are there? (6)

11 At the end (5)

Task 3

Read the Short story 'A Real Treat!' from the Source material.

Underline all the graphemes that represent the 'ee' sound.

PAGES 5:14–5:15

Playing with language

Occupational setting

Children love to play with words. As they develop, children become more sophisticated in using language to express their thoughts and feelings and to communicate facts and opinions. Adults can support this development and help children to become more confident with language. Books can extend children's knowledge of language and their ability to use it effectively. This theme demonstrates how practitioners can assist this development by helping children to play with language.

Materials

Examples of greetings cards, advertisements, newspaper headlines, etc. in which language is used to give different meanings

Audio equipment

Learning outcomes

1 To explore the role of language as a tool for communication (focus page, Task 1)

2 To introduce/revise some vocabulary associated with language (focus page, Task 1)

3 To use language creatively (focus page, Task 1)

Suggested teaching activities

Introduction

- Look at examples from greeting cards, advertisements, etc. of the creative use of language. Consider expressions such as: 'You're driving me up the wall'; 'It's raining cats and dogs'; 'Sorry, I must fly'. How do we get to know what the non-literal meaning is?
- Discuss how we talk about feelings and emotions.

Focus page

- Consider the examples from children's books on the focus page. What type of language is being used in each? Can learners think of books that use these different kinds of language?
- Introduce the vocabulary associated with each 'picture' (e.g. metaphor, simile, onomatopoeia, rhyme, alliteration). Point out that awareness of these terms and their use will enable the learner to extend the use of their own vocabulary and thus that of the children.
- For each example, ask learners to provide further examples of the use of language.
  - Choose a feeling (e.g. jealousy, anger, loneliness, fear) to explore in terms of simile and metaphor (e.g. 'When I'm angry, I feel like a balloon about to burst.' 'Jealousy is a green-eyed monster.').
  - Make a list of onomatopoeic words.
  - Tell some jokes or riddles.
  - Make up some alliterative poems.
  - Use rhythm in a rap or nursery rhyme.
  - List words on a theme, such as movements that begin with the same phoneme.
- Record suggestions for learners to use when revisiting the page in more depth later.
- If there is time, learners can experiment with the layout of their text to see how this can support the type of language used. There is some further work on this in 'Text features and punctuation' in this module.
- ESOL learners will need support to understand some of the forms of speech used in this focus page.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.2	CCLD 203	C1.3
Wt/L1.4	CCLD 206	

Task 1

Make up a story using language in different ways
Rt/L1.2
Wt/L1.4

- Explain to learners that they are going to make up a piece of writing that could be used with the children they work with. This might be a story to tell, a stimulus for some artwork, an opportunity to act out a story – whatever is most suitable for the age group.
- The story could be recorded, written or both.

- The learners may prefer to work in pairs or small groups.
- Start by asking learners to imagine a creature – a sketch might be useful when picturing it and its characteristics.
- **Part 1** Learners think of five similes to describe their creature.
- **Part 2** Learners think of five metaphors to describe the behaviour of their creature.
- **Part 3** Learners think of five onomatopoeic words to describe the movement of their creature.
- **Part 4** Learners think of five alliterative words to describe the home of their creature.
- **Part 5** Learners link parts 1–4 together to form a story, poem or other piece of writing suitable for the children they know. Other media such as ICT could also be used here. Some learners may decide to extend the story. Some may make up riddles, jokes, tongue twisters, raps, etc.

If the learner has difficulty

- If the learner's difficulty is with writing, pair the learner with a competent scribe.
- Emphasise that the main point of the exercise is to extend spoken language.
- Use word cards to extend the language of learners who have limited experience of using language in this way.
- Learners who need help with specific problems or who lack confidence in using language in this way should be encouraged to seek support. Word games such as similes will help learners to play with language and acquire confidence.
- ESOL learners may be unfamiliar with these aspects of language. Use examples from their own culture of rhymes, songs and word games to help them relate to the activities in this theme. Other learners will also benefit from hearing these.

Extension

Ask learners to read out their stories if they feel confident. Ask the group how they might expect the children to respond.

Theme assessment

Ask learners to produce the finished version of their work for use in their own work setting. Ask learners to evaluate it and think of further extension work with the children.

Playing with language

Focus

Books can expose children to new ways of using language.

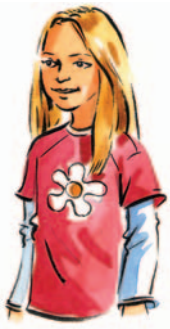
Big bear was feeling under the weather.

Bill was wearing his big blue boots.

SPLASH!

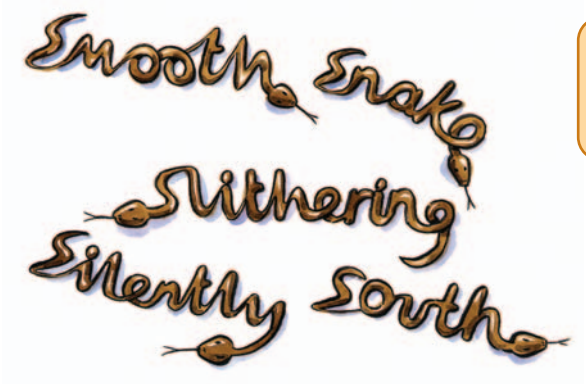
Ring a ring o' roses,
A pocketful of posies,
Atishoo! Atishoo!
We all fall down!

This is a word which rhymes with cat,
It goes on your head because it's a HAT.



James gave his sister a look like thunder.

"Your bedroom is a tip," said Meena's mum.



Playing with language

Task

Task 1

Think of an imaginary creature. Draw a picture of it if it helps you to think about it.

1 What is it like?

What does it look like? It looks as _____ as _____ .

What does it smell like? It smells as _____ as _____ .

What does it sound like? It sounds as _____ as _____ .

What does it feel like? It feels as _____ as _____ .

If you could taste it, what would it taste like? If you could taste it, it would taste as _____ as _____ .

2 What about its feelings?

When it is happy it is …

When it is sad it is …

When it is angry it is …

When it is afraid it is …

When it is lonely it is …

3 How does it move?
Think of five words to describe how your creature moves. Use words that sound like the actions they describe.

_____ _____ _____ _____ _____

4 Where does it live?
To describe where the creature lives, choose five words that begin with the same phoneme.

_____ _____ _____ _____ _____

5 Put parts **1**–**4** together to create a story about your imaginary creature that would be suitable for a child that you know. Think about their current use of language and vocabulary and how this story could extend it.

PAGES 5:16–5:17

Putting the words together

Occupational setting

Talking about the illustrations in a book provides opportunities to model correct speech for a child and to increase their vocabulary. This theme draws learners' attention to sentence structure and parts of speech. It also emphasises the importance of 'modelling' as a way to develop children's skills. As with other themes in this module, it can be used as an opportunity for adults to evaluate their own skills and to improve them if they need to.

Materials

Copies of *Window* by Jeannie Baker (Walker Books)

A variety of other picture books

Window, page 3 from the Source material (0:44)

Window, page 8 from the Source material (0:45)

Learning outcomes

1 To recognise the importance of modelling speech patterns for children (focus page)

2 To be aware of different parts of speech (focus page, Tasks 1 and 2)

3 To be aware of basic sentence structure (focus page, Tasks 1–3)

Suggested teaching activities

Introduction

- Use one page from the book *Window* or another suitable picture book to read to the learners as a group of children. Demonstrate bad practice by using monosyllabic responses, single-word descriptions or repeating exactly what the 'children' say, ignoring any attempt to give a full answer to a question, etc. Do not explore the full potential of the book. Discuss with learners why this was an unsatisfactory experience for them and how the session could be improved.
- Use the next page of the book to model good practice.
- Repeat the 'good practice' page. Discuss which aspects were successful and why.

Focus page

- Explore some of the descriptions and sentences used to demonstrate good practice. Write these on the board/flipchart. Ask learners if they see why the words have been grouped as they have. Can they name the parts of speech that the lists represent? (nouns, adjectives, verbs (include tenses), adverbs, prepositions) Do learners have ways of remembering these? For example, prepositions tell you the position of something; adverbs add more information to a verb. Share strategies as a group or make up some original ways.
- Make sure learners can identify and give examples of these parts of speech or word types. Give practice activities in pairs or groups. Some learners may benefit from highlighting words with different functions in different colours (e.g. verbs in blue, nouns in red, adjectives in green, adverbs in orange). Use activities or games that learners can also use with children to extend their knowledge of materials that are available and practise using these.
- Stress that children from Reception onwards are expected to use these words as a means of talking about language. Refer any learners who require it to sources of extra help.
- Play a game of 'Consequences': each learner writes an adjective on a piece of paper, folds it over and passes it on. The next learner writes a noun, folds it over and passes it on. When a verb and an adverb have been added, the papers are unfolded and the words read out as if they are in sentences.
- Discuss the importance of extending the vocabulary of a child.
- Emphasise the role of the Early years practitioner in doing this.

Curric. refs	NOS/NVQ	Key Skills
Rs/L1.1 Ws/L2.1	CCLD 203	C1.3

Task 1

Use different parts of speech (word groups) to complete some sentences about a picture Ws/L2.1

- Make sure learners each have a copy of *Window* page 8 from the Source material. Acknowledge the source of this page.
- Explain the scenario to learners. They need to imagine that they have asked a question relating to the page and that the child has given them the short response shown. Ask learners to think about adding words to the sentences shown to make it more interesting and to help extend children's vocabularies.
- This activity has been structured on the page for learners but they may want to extend the sentences beyond this. Ask learners to use the structure initially but allow for those learners who want to be more creative.

If the learner has difficulty

- Ask the learner direct questions about the relevant scenes in the picture. Jot down the key words they use to describe what is happening. Ask learners to add the key words into the sentences. Encourage them to read the completed sentences aloud to check that they make sense.
- Write the words for the sentences onto cards or sticky notes and model sentence building, as might be done with a child.

Extension

Ask learners to make a list of the words used and group them into different word types: verbs, adverbs, etc. Highlight them in the same colours as used on the focus page.

Task 2

Make up an interesting sentence about a picture Ws/L2.1

- Explain the task. Ask learners to use as many of the words as they can to create a sentence.
- Suggest to learners that they start with a simple sentence and then build the additional words into it.

If the learner has difficulty

- Learners may appreciate a clue that the sentence can focus on a description of the lady looking out of her window.
- Write the words onto cards or notes that learners can move around to form a sentence.
- Begin with a simple sentence – some learners may need to be given a base sentence to start them off, e.g. The lady is peering out of her window.
- Use colour coding, as on the focus page, to assist learners in selecting words to form a sentence.

Extension

Ask learners to make up another sentence about the picture using their own words.

Task 3

Identify different parts of speech (word types) Rs/L1.2

- Recap on the different parts of speech identified and practised on the focus page.
- Ask learners to read the passage first to get the gist of the text.
- Encourage learners to work their way through each word type systematically, marking with different colours as indicated. Alternatively, learners can make a table to show the different word types.

If the learner has difficulty

- Check that learners understand the word types; give them examples of each.
- Take one word type at a time. Start with nouns. Remind learners of what these are and give examples. Read through the text together and discuss each word in the context of nouns.
- Learners who are still having difficulty with this may need additional support. Activities in *Skills for life* Literacy materials (Level 2, Unit 4) provide additional practice.

Extension

- Ask learners to analyse another short piece of text from a children's book, identifying the different word types in the same way.
- Then ask them to compare this with a book designed or written for a younger age group and to consider the differences.

Theme assessment

Ask learners to choose one word type and to think of activities that will support learning about this word type within their own setting.

Putting the words together

Focus

When sharing a book with a child, you often talk about the pictures. What you say is a model for the child's own speech.

What do you see?
- rabbit
- hutch
- lady
- man
- horse

What is it doing?
- sleeping
- knitting
- driving
- grazing

What is it like?
- white
- old
- important
- kind

How is it doing it?
- lazily
- busily
- carefully
- hungrily

Where is it?
- by
- on
- under
- outside

When did it do it?
- yesterday
- today
- tomorrow

What can you say if a child points and says *Rabbit?*

Yes, it's a rabbit.
It's a white rabbit.
The white rabbit is sleeping.
The old white rabbit is sleeping.
The old white rabbit is peacefully sleeping.
The old white rabbit is peacefully sleeping in a hutch.
The old white rabbit is peacefully sleeping in a wooden hutch.
The old white rabbit is peacefully sleeping in a brown wooden hutch.

Why is he so tired?

Putting the words together

Task

Task 1

Use *Window*, page 8 from the Source material to make each sentence more interesting.

1

What's happened to the window?

Yes, the _____ is broken.
The _____ broke the window.
The _____ _____ broke the window.
The _____ _____ _____ broke the window.

It's broken.

2

What's on the roof?

Yes, there is a cat ____ the roof.
The cat is _____ ____ the roof.
The _____ cat is _____ ____ the roof.
The _____ cat is _____ ____ the roof looking _____.

A cat.

Task 2

Use as many of these words as you can to make an interesting sentence about the picture.

The be blue to herself anxiously
a out very lady the crash her
house in dress is peering of
opposite wearing window see for
what the loud could

Task 3

1 Underline three nouns in this passage in red.
2 Underline three verbs in blue.
3 Underline three adjectives in green.
4 Underline three adverbs in orange.

The gloomy castle on the top of the distant hill was haunted.
By a dog!
A grizzly, grey, ghoulish dog!
Nobody ever went to the gloomy castle.
Ever.
Except that one day a little bird flew daintily over the walls and into the castle garden.
He landed lightly – right on the dog's nose!
"Hello," growled the dog sadly, "You are my first visitor for two hundred years."

PAGES 5:18–5:19

Identifying learning opportunities in books

Occupational setting

Activities in Early years settings are often themed or topic based. This theme encourages learners to think about the activities that a particular book might offer and to relate these to opportunities for learning and consider how these relate to the curricula.

Materials

Story sack of *The Gingerbread Man* or the storybook of *The Gingerbread Man*

Selections of fiction and non-fiction books suitable for different ages

Paper/pens/highlighter pens

Gingerbread man activities from the Source material (0:46)

Birth to Three Matters

Foundation Stage Guidance

Learning outcome

To consider the learning opportunities which arise from a particular book (focus page, Task 1)

Suggested teaching activities

Introduction

- Model sharing a book with a child by sharing *The Gingerbread Man* with the group. Ensure best practice is observed (i.e. look first at the cover and title and ask learners to discuss what it might be about; turn the pages, pausing to allow learners to complete sentences or rhymes; ask learners to predict what is going to happen next, etc.). Model asking the questions and responding to the answers (e.g. *Who was this story about? Yes that's right, the old woman who made a gingerbread man.*).
- Note that many different versions of *The Gingerbread Man* are available, in both large and small formats. Any of these can be used.
- You may like to vary this activity by using a traditional tale from another culture.
- While reading the story, concentrate on one possible learning opportunity, such as counting (mathematical development).
- When the activity is completed, ask learners to pick out what a child might have gained from the experience. Highlight the aspect that you were emphasising and give examples of how this was done. List all suggestions of other learning opportunities on the board/flipchart.

Focus page

- It may be useful for learners to focus on an age group with which they are familiar before considering these areas of learning in general. It may also be easier for learners to relate just to the story told during the introductory activity before broadening the discussion to reading books generally.
- Refer learners to the list of possible activities connected with *The Gingerbread Man* from the Source material. Read the section that goes through the possible stages in telling the story. Discuss why each is important and any other things that could be done. Add further points if necessary.
- Focus on the counting (mathematical development) and ask learners to pick out any possible learning opportunities for mathematical development. Ask learners to add further suggestions on the page. How could this complement existing planning activities?
- Using the suggestions on the focus page and the Gingerbread man activities page from the Source material, discuss the benefits of sharing a story in each of the other areas of learning indicated. Ask learners to add further suggestions.
- Emphasise that while it is useful to adults to consider different areas of learning, the learning of children is not compartmentalised like this and areas of learning overlap.

- Work on the tasks from the next page in a similar way.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.2	CCLD 203 CCLD 206	C1.3

Task 1

Explore the opportunities for learning in a chosen book

Rt/L1.2

- Ask learners to select a book they are familiar with or one from a selection provided.
- Remind learners of work done on the focus page.
- Recap each area of learning.
- In pairs or small groups, ask learners to explore all the possible activities that the chosen book suggests and divide them into the different learning areas for the age group they are familiar with.
- Record ideas on sticky notes.
- Feed back findings to rest of group.
- Complete a group suggestion list using the sticky notes. Categorise the suggestions under different headings.
- Each learner can then fill in the task page using their own suggestions and those from the whole group.

If the learner has difficulty

- Make sure learners understand the headings on the boxes.
- Encourage learners who lack confidence to select a book that readily lends itself to a range of different uses. Learners who are at work could use a book that they are familiar with and that has been used for planned activities in their workplace.
- Go through each box in turn, asking how the book was used as a starting point for learning.
- After this is completed, ask the learner for further suggestions or ideas of their own.

Extension

Ask learners to consider the development of one particular skill for their own age group and to choose a selection of books that could be used effectively. They can then explain their choices to a partner or to the group.

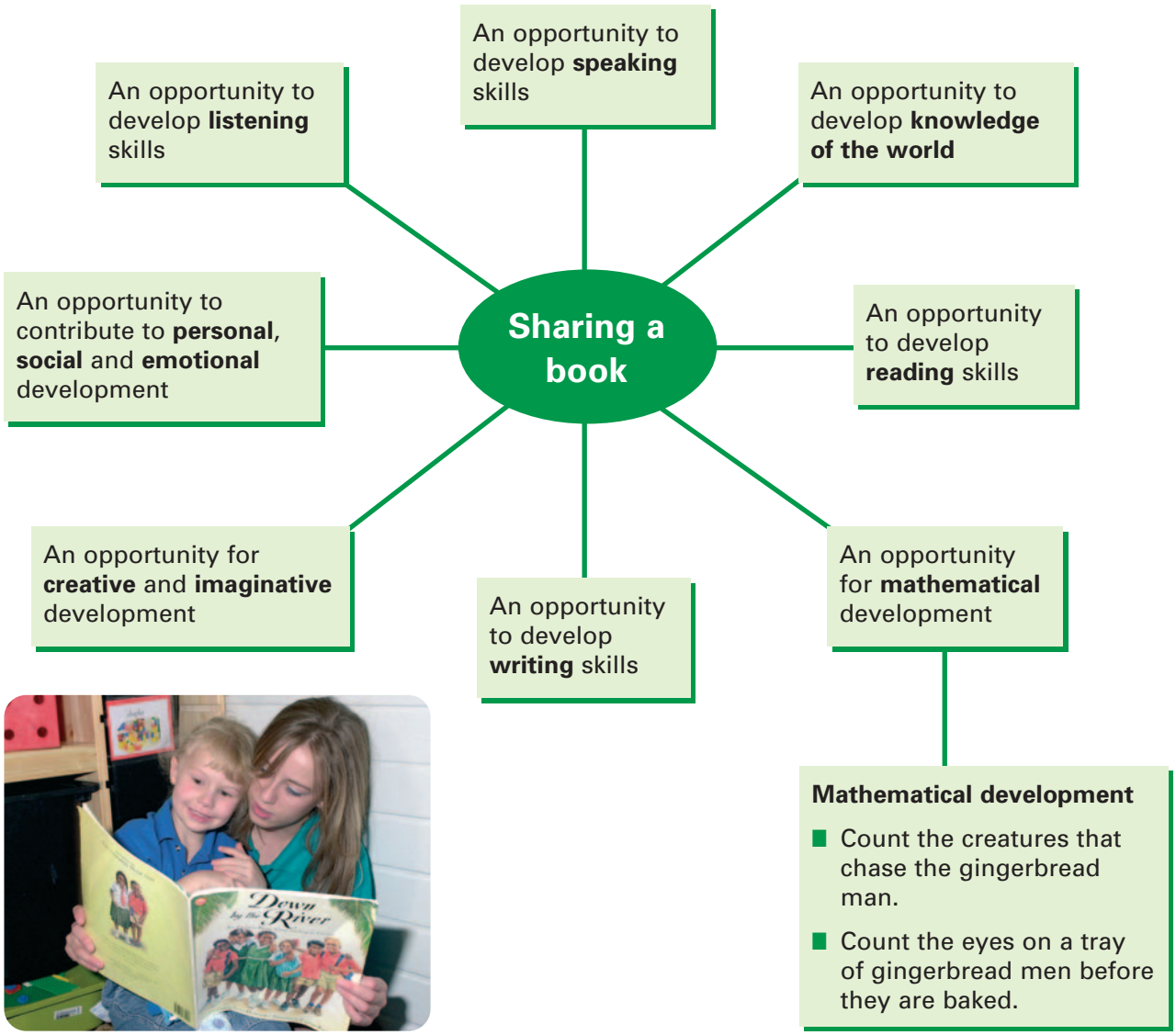
Theme assessment

Using the same book, ask learners to make a table to show how the book could be adapted or activities could be planned to extend its use.

Identifying learning opportunities in books

Focus

What can a child learn from sharing a book with you? Think about the learning opportunities that can come out of sharing a book.



Mathematical development

- Count the creatures that chase the gingerbread man.
- Count the eyes on a tray of gingerbread men before they are baked.

Identifying learning opportunities in books

Task

Task 1

Think about the learning opportunities that can come out of sharing a book.

Development of **listening**

•

Development of **knowledge of the world**

•

Development of **speaking**

•

Creative and **imaginative** development

•

Personal, social and **emotional** development

•

Mathematical development

•

Development of **writing**

•

Development of **reading**

•

PAGES 5:20–5:21

Choosing activities to develop numeracy skills

Occupational setting

Much of children's learning occurs through talk and play. It is important that Early years practitioners recognise opportunities for the development of numeracy skills in order to facilitate a high-quality learning environment that promotes the development of the child in this crucial area. In order to do this, the practitioner needs to be aware of the Early learning goals and key objectives within the framework of the National Numeracy Strategy (NNS). Practitioners also need to be secure in their own numeracy skills. This theme introduces learners to the opportunities for numeracy learning that arise from everyday structured play activities and provides an opportunity for learners to analyse whether their own numeracy skills are currently sufficient for supporting and making the most of the learning opportunities that arise.

Materials

NNS extract 1 from the Source material (0:47)

NNS extract 2 from the Source material (0:48)

Learning outcomes

1 To understand how the development of the child can be facilitated by adults (focus page, Tasks 1 and 2)

2 To recognise opportunities for developing children's numeracy skills (focus page, Tasks 1 and 2)

3 To use a selection of curricula (focus page, Tasks 1 and 2)

4 To plan structured play activities that provide opportunities for promoting children's numeracy learning (focus page, Tasks 1 and 2)

Suggested teaching activities

Introduction

- Discuss with learners that, as Early years practitioners, it is their responsibility to provide experiences and activities that promote children's learning. In order to do so, the practitioner must be able to recognise the child's current stage of development and identify opportunities for extending children's learning and understanding and exploration of new ideas.
- Ask: *How do young children learn?* Elicit from learners that much of children's learning occurs through *talk* and *play*. Ask learners to think of some play activities that are likely to give rise to numeracy learning, either by consolidating what they already know or by making discoveries.
- Choose one of the play activities suggested by the learners (e.g. construction toys). Write it on the board/flipchart and ask learners to think of ideas for numeracy learning that could be based around this activity. Present these on the board as a spidergram.
- Through discussion, ensure learners realise that many different opportunities for numeracy learning arise through structured play activities. Point out that the *Curriculum Guidance for the Foundation Stage* states that a curriculum should be carefully structured to: build on what children already know and can do; be relevant and appropriate to the children's level and needs; provide opportunities for teaching and learning. Ask what learners understand by each of these strands. Unpick them in terms of activities needing to be appropriate to the age and needs of individual learners.
- Take a look at the NNS extract 1 from the Source material – *An Overview of the Foundation Stage Activities*. This gives an overview of the early learning goals for nursery and Reception age children. Details of key objectives for different stages of development are similarly set

out in the NNS (see NNS extract 2 from the Source material – Key Objectives for Reception to Year 2).

- Look again at the spidergram that you developed. Ask learners to decide which of the suggested activities would be appropriate for nursery, Reception, Year 1 and Year 2, based on the early learning goals and key objectives.

Focus page

- Through discussion, lead learners to realise that many activities that have no obvious links with numeracy can prove to be a rich source of mathematical conversation and provide many opportunities for children to practise and extend concepts, ideas and vocabulary.
- Look at the focus page. Discuss the various opportunities that fall out of a sample activity, such as cooking together. Look in detail at the suggestions for promoting children's learning in different numeracy areas.
- Point out that the list is in no way exhaustive and that some suggestions will be more appropriate than others, depending on the age and needs of individual children. Give examples of how activities may be differentiated for the particular needs of a child.
- If possible, divide learners into pairs or small groups so that they can share ideas with others who work with children of the same age. Ask learners to supplement the ideas on the focus page (or draw a new spidergram) of learning opportunities that arise from cooking together that are appropriate to the children they work with. (Learners will find it useful to refer to NNS extracts 1 and 2 from the Source material, or those relating to the age of child they work with, to prompt ideas.)
- Ask learners to share their ideas with the rest of the class.

Curric. refs	NOS/NVQ	Key Skills
Rw/E3.1	CCLD 203	C2.2
Rt/L1.1	CCLD 206	
MSS1/E3.5		
MSS1/E3.6		
MSS1/E3.7		

Task 1

Choose numeracy activities
Rw/E3.1
Rt/L1.1

- Read through Task 1, ensuring that learners understand what they are required to do.
- Discuss the activities given as examples (a teddy bears' picnic, an outing to the park, gardening).
- Share ideas for some numeracy skills that learners might choose to develop during the activity.
- Ask learners to work in pairs or small groups to make a spidergram similar to the one on the focus page.

If the learner has difficulty

- Refer learners back to the focus page for ideas that may be useful. Talk through the chosen activity with the learner. Refer to their own experience as a learner themselves, as a parent or as an observer in the workplace. What activities have they seen? What numeracy skills were developed? Refer learners to other materials such as *What do we mean by maths?* (Pre-school Learning Alliance 1997) or *The ELGs in Practice (Practical Pre-school)*.
- If learners have difficulty constructing a mindmap or spidergram, support them to write their ideas on cards or sticky notes, which they can then sort into groups or categories.

Extension

Ask learners to think about the same activity for a different age or ability group. How could it be adapted to meet their particular needs?

Task 2

Choose activities to support key objectives from the NNS
MSS1/E3.5
MSS1/E3.6
MSS1/E3.7
Rt/L1.1

- Discuss each key objective in turn, ensuring learners understand the numeracy terms. Use the glossary to assist with understanding.
- Discuss the measuring skills that children will develop in each key objective and model (or ask learners to model to a partner) a scenario in which children are taught the skill. Take this opportunity to check learners' skills.

- Check that all learners have a clear understanding of a standard unit of measure for length, mass and capacity and are able to use a simple scale to measure these. Be prepared to spend some time on this to ensure that all learners are confident with their own skills. Use practical activities to practise these skills; these will help learners when they need to support children with this learning.

If the learner has difficulty

- Measures are a common area of difficulty amongst adults of all abilities. It is vital that learners have a thorough understanding of both the concepts and the language in order to help children develop these skills.
- If learners need support or assistance in securing these skills, offer additional support. *Skills for Life* Numeracy Entry 1 Unit 4, Entry 2 Unit 4 and Entry 3 Unit 4 can be used to address any weaknesses that arise.
- Complete the final stage of this activity as a collaborative exercise, recording the information on the board/flipchart.

Extension

Ask learners to plan and carry out an activity from their list with other members of the group. As a group, list all the numeracy language that is used during the session. Evaluate the session and the learning opportunities it presented.

Theme assessment

Ask learners to carry out the same activity with an appropriate group of children or an individual child. Again, identify the range of language used and evaluate the session.

Choosing activities to develop numeracy skills

Focus

Much of children's learning occurs through talk and play. As an Early years practitioner, it is up to you to provide experiences and activities that promote children's learning.

Cooking together

Making a shopping list

- *reading and writing numbers*
- *using vocabulary for weights and liquid measures*

At the shops

- *practising mental maths skills*
- *counting money*
- *selecting and counting produce*

Washing up

- *sorting items by shape and size*
- *measuring liquids*
- *estimating amounts*

Making the recipe

- *counting*
- *weighing*
- *comparing amounts*
- *comparing sizes*
- *discussing shapes*

Presenting the food

- *decorating using repeating patterns or symmetry*
- *cutting into halves and quarters (fractions)*
- *sharing into equal amounts (division)*
- *calculating how many will be left (subtraction)*
- *setting the table, counting out cutlery, placements, etc.*

Cooking the food

- *looking at clocks*
- *counting minutes forwards and backwards*
- *setting timers*
- *discussing temperature*

Discuss

There are many more numeracy skills that could be practised or learned in a structured cooking activity.

Discuss other numeracy skills you could teach or practise with the children you work with.

Choosing activities to develop numeracy skills

Task

Task 1

1 Think of an activity that you could do with the children you work with (for example, a teddy bears' picnic, an outing to the park, gardening).

2 Think of the opportunities that the activity provides for children to practise, learn or extend numeracy skills.

3 Make a spidergram (like the one on the focus page). Put your activity at the centre and arrange the opportunities for developing numeracy skills around it.

Task 2

Here are the key objectives in relation to **measure** for Reception, Year 1 and Year 2. Think of some practical activities that offer the chance to practise, learn or extend the numeracy skills. List your ideas below.

Tip

Look up any words you are not sure of in the glossary.

Reception Use language such as more or less, heavier or lighter, to compare two quantities.	**Year 1** Suggest suitable standard units and measuring equipment to measure a length, mass or capacity.	**Year 2** Read a simple scale to the nearest labelled division, including using a ruler to draw and measure lines to the nearest centimetre.
Activities	**Activities**	**Activities**

Plan activities that have opportunities for promoting children's numeracy learning.

Rt/L1.1; Rw/E3.1; MSS1/E3.5; MSS1/E3.6; MSS1/E3.7

PAGES 5:22–5:23

Developing mathematical language

Occupational setting

One element of helping a child to progress in numeracy is to develop their use of mathematical language. Providing children with opportunities to put their thoughts into words helps to make their ideas clearer to themselves. This theme ensures that Early years practitioners have the vocabulary to talk about mathematical concepts, as well as strategies to develop children's use of mathematical language.

Materials

Selection of 2D and 3D shapes

NNS mathematical vocabulary from the Source material (0:49)

Learning outcomes

1 To understand the practitioner's role in developing children's mathematical vocabulary (focus page)

2 To consider personal knowledge about how to describe patterns, shape and space (focus page, Tasks 1 and 2)

3 To know some strategies for helping children to use mathematical language (focus page, Tasks 1 and 2)

Suggested teaching activities

Introduction

- Through discussion, help learners to appreciate that when children put their thoughts into words, they can make their ideas clearer to themselves. Children's learning of mathematical language cannot be left to chance. Early years practitioners have a responsibility to ensure that children hear mathematical language being used correctly and have opportunities to use mathematical language.

Focus page

- Look at the focus page. First read through the three blue hexagons under the heading 'What maths words should I use with the children I work with?'.
- Discuss each point in turn.
- Draw attention to the yellow box and give learners copies of the NNS mathematical vocabulary extracts from the Source material. Point out that these *extracts* contain just the vocabulary relating to exploring patterns, shape and space. Discuss the vocabulary. Is it familiar to the learners?
- Point out that it is also important to develop children's language and ability to talk about numbers, calculations, solving problems and measuring. These are all listed in the full document.
- Explain that the words listed for each year include vocabulary from the previous year, with new words for the year printed in red. Give learners some time to look at the range of mathematical vocabulary listed in the extracts.
- Ask learners to look at the Year 2 list and to tick any of the words that they have used or would feel confident using with children.
- Ask for volunteers to give sentences with the words in context. Make available a selection of 2D and 3D shapes that learners can use as props whilst doing so.
- Ask learners to work in pairs to look up any words they are not sure of in the glossary. Suggest that learners add these words and meanings to their list using their own words. Repeat the exercise above for these words.
- Now look at the three green hexagons under the heading 'How can I help children to use mathematical language?'. Point out that these are just three strategies for encouraging children to use mathematical vocabulary.
- Give pairs of learners a selection of 2D and 3D shapes. Ask them to work together (one as the child and the other as the practitioner), with the aim of discussing and encouraging the

'child' to discuss the name and properties of each 2D shape (such as the number of sides and corners) and the name and properties of each 3D shape (such as the shape of faces and the number of edges and corners).

Curric. refs	NOS/NVQ	Key Skills
MSS2/E2.1 MSS2/E2.2	CCLD 203 CCLD 206	N/A

Task 1

MSS2/E2.2

- Discuss the fact that many practitioners find it useful to have a checklist of mathematical vocabulary and ideas to refer to, both before and during activities.
- Check that learners understand the difference between a 2D and a 3D shape.
- Get learners to examine a cube and to describe it. List the language used on the board/flipchart.
- Look at the first line of the checklist. Ensure learners understand the terms 'corners' and 'edges' by modelling these parts to them. Amend the language on the flipchart if necessary. Get learners to count the corners and edges on a cube. Point out how these are recorded on the checklist.
- Have 3D shapes available for the other items on the checklist. Point out that all the shapes are from the Year 2 vocabulary list and that learners can check the names of the shapes in the glossary if they need to.

If the learner has difficulty

- Give learners plenty of opportunity to explore a range of shapes and ask them to identify named properties (e.g. *How many corners are there? How many edges?*).
- Some learners may prefer to cover the parts of the table not being worked on.
- Learners may benefit from using *Skills for Life* Numeracy materials (Entry 2 Unit 4) for additional practice.

Extension

- Extend the checklist to record the number and shape of each face.
- Ask learners to make a poster for the Early years setting in which they work, to show the properties of a particular 3D shape.
- Ask learners to devise a quiz in which they give a number of clues about a 3D shape. Other learners must name the shape in as few clues as possible.

Task 2

MSS2/E3.1

- Check that understanding of language relating to 2D and 3D shapes is secure.
- Remind learners that spending time talking with children and listening to their ideas is crucial in developing children's knowledge. Modelling language to children is a good way to get them started.
- Read through the speech-bubble describing the properties of a hexagon. Ensure learners realise that they are going to model this language to describe the other two shapes.

If the learner has difficulty

- It may be helpful to explore the language links further when naming and describing shapes (e.g. 'tri', 'quad', 'oct').
- Provide paper hexagons, octagons and pentagons for learners to fold along lines of symmetry.
- Learners may benefit from using *Skills for Life* Numeracy materials (Entry 3 Unit 1) for additional practice.

Extension

Ask learners to describe the properties of other 2D shapes from the Year 2 vocabulary list using the same model.

Theme assessment

Give pairs of learners different aspects of number, such as time, measure, subtraction. Ask them to look in the frameworks and curricula documents for language that relates to these concepts. Compile a short glossary and share it with the group.

Developing mathematical language

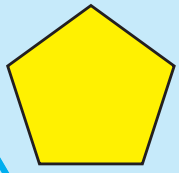
Focus

For children to develop a rich mathematical language, it is important that they hear mathematical language being used correctly and have opportunities to practise using it.

The ***National Numeracy Strategy*** lists words and phrases that children need to understand in order to make good progress in maths.

What maths words should I use with the children I work with?

Use the **correct mathematical language** to describe things.



*Here's a **pentagon**.*

Use a **wide range** of maths language.

What is the difference between 6 and 3?

Take 3 away from 6.

How many fewer is 3 than 6?

6 – 3

6 minus 3.

Subtract 3 from 6.

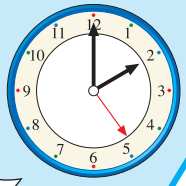
How many left over?

Leaves how many?

3 less than 6.

Avoid ambiguities that can lead to misunderstandings.

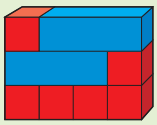
The first hand is pointing to 12. Which number is the second hand pointing to?



How can I help children to use mathematical language?

Encourage children to **talk** about what they are doing.

Why are these shapes good for building with?

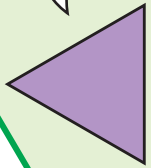


How are the red and blue shapes different?

How are they the same?

Value what children say and extend their vocabulary.

My shape has three pointy bits.



*Yes. It's got three **corners**.*

Model language by describing what children are doing.

Look, you've made a pattern with the cylinders and cubes. It repeats itself: red, yellow, blue, red, yellow, blue. What shall we put on next?

Tip

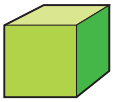
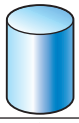
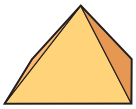
If there are any maths words or phrases you're not sure of, check the meaning in the **glossary** or a **maths dictionary**.

Developing mathematical language Task

Task 1

Many practitioners find it useful to have a checklist of maths vocabulary and ideas.

Fill in the missing parts on this checklist for encouraging children to talk about the properties of 3D shapes.

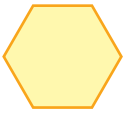
3D shape	Name of shape	Number of edges	Number of corners
	cube	12	8
			
			

Task 2

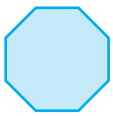
You can encourage children to use mathematical language by modelling it to them first.

- Describe these 2D shapes using the language modelled and Year 2 mathematical vocabulary from the National Numeracy Strategy.

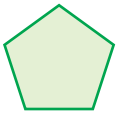
This regular hexagon has 6 straight sides and 6 corners. It has 6 lines of symmetry.



This _____ has ___ _____ _____ and ___ _____. It has ___ lines of _____.



This _____ has ___ _____ _____ and ___ _____. It has ___ lines of _____.



PAGES 5:24–5:25

Developing understanding of measure

Occupational setting

Children's early explorations, often through play, form the basis of their knowledge and understanding of measure. It is the role of Early years practitioners to help children, when they are ready, to extend their *early knowledge and understanding of measures* to *quantification using non-standard units*, and eventually to formal *quantification using standard metric units*. This theme raises learners' awareness of these broad stages of development and encourages learners to think about how these stages contribute to children's developing understanding of measure. It is also an opportunity for teachers and learners to evaluate their own skills and knowledge and identify areas for development.

Materials

Video material of children learning through water play

Copy of *The National Numeracy Strategy*

Copy of *Birth to Three Matters*

Learning outcomes

1 To understand the practitioner's role in developing children's knowledge and understanding of measure (focus page, Tasks 1 and 2)

2 To consider the child's progression from early knowledge and understanding of measures to quantification using non-standard units, and standard metric units (focus page, Task 1)

3 To understand that non-standard units are not agreed measures and can vary (focus page, Task 1)

4 To understand that standard measures are fixed (focus page, Task 1)

5 To choose appropriate measuring instruments (focus page, Task 1)

6 To know the standard metric units of measure (focus page, Task 1)

Suggested teaching activities

Introduction

- Ask learners to think about examples of water play that they have planned or observed through working with children. (Use video material if this is available.) Ask learners to describe what the children were doing during their play. Write down brief descriptions of this on the board. Highlight important language that occurs, such as comparing, capacity, measuring, language, liquids, properties, etc.
- Point out that the role of the practitioner is to recognise current learning and use it as a starting point for a programme of activities that will foster children's development. With this in mind, ask learners to consider the examples listed above and to suggest what the children were actually doing in terms of their developing understanding of measure. Again, highlight the importance of language and together come up with a list of words that may be used when describing and developing skills for measures – these may be comparative or positional words.

Focus page

- Ask what is meant by 'capacity'. Elicit from learners that it is about measuring amounts of liquid.
- Refer to the focus page. Point out that this is a model of children's developing understanding of capacity. The arrows down the page show progression. The arrows across the page show knowledge and language developing together through play and structured practical activities.
- Start with the first stage 'Exploring properties of water and containers'. Ask why this is important to children's developing understanding of capacity. Ask learners to work in pairs to note down some activities they could initiate to develop these skills. Ask them to look at the list of equipment in the third column. How would they use it with the children?

- Look at the second stage 'Measuring and comparing capacity using non-standard units'. Ask what is meant by 'non-standard units.' Elicit from the learners these are measures that do not have a fixed size (for example, a mug is a non-standard unit, because mugs vary in size). Ask learners (still in pairs) to note down ways in which a child might compare the capacity of two or more containers using non-standard measures and how they would use the equipment in the list to develop these skills.
- Look at the third stage 'Measuring and comparing using standard units'. Ask what is meant by 'standard units'. Elicit from learners that these are measures that are agreed throughout a community, for example, litres and millilitres are the standard metric units for measuring capacity. Ask learners (in pairs) to note down some meaningful 'real-life' contexts they could initiate to develop children's skills in this area, again thinking about how they would use the equipment with the children. Learners may wish to appoint a scribe to note down the ideas.
- Learners will benefit from practical activities involving measuring and comparing capacity. Each stage can be modelled through practical activities, with the learners role-playing children.
- If appropriate, refer learners to aspects of the frameworks or NNS that are relevant.

Curric. refs	NOS/NVQ	Key Skills
MSS1/E2.7 MSS1/E3.7 MSS1/E3.8	CCLD 203 CCLD 206	N/A

Task 1

Use a template to track aspects of a child's understanding of weight
MSS1/E2.7
MSS1/E3.7
MSS1/E3.8

- Discuss that children's developing understanding of weight can be modelled through the same progression route as capacity (i.e. exploring properties of weight; measuring and comparing weight using non-standard units; measuring and comparing weight using standard units).
- As a group, discuss:
  - activities that could be used to develop understanding at each stage
  - language development that can be incorporated into activities
  - equipment that could be made available to children to develop understanding at each stage.
- Explain that the task is to complete the template to model children's developing understanding of weight, in the same way as the focus page shows developing understanding of capacity.
- Learners may work in pairs or individually.

If the learner has difficulty

- Check that learners understand the progression shown on the focus page. Relate the activities on capacity to similar activities that may be used to develop an understanding of weight. If learners have difficulty with the concepts of standard and non-standard measures, it will be useful for them to complete practical activities that promote understanding, such as making 'play dough', which can be done using both standard and non-standard units.
- Additional practice for understanding measures can be found in *Skills for Life* Numeracy materials (Entry 2 Unit 4 and Entry 3 Unit 4).

Extension

Ask learners to investigate whether children's developing understanding of length can be modelled in the same way.

Theme assessment

Ask learners to
- select an activity to develop an understanding of measure at the appropriate level for their own work setting
- make a list of the words they expect to come out of the session
- carry out the activity and evaluate it
- check the language of measure that actually occurred.

Developing understanding of measure

Focus

Young children love to play with water as part of their continuing experience of making sense of their world. When the children are ready, you can structure these activities to help them develop their knowledge and understanding of **capacity**.

Play activities

1 litre = 1000 ml

Language development

Language for comparing capacity

full empty
same

enough not enough
more less
most least
too much too little
just over just under

nearly
half full half empty

litre (l)
half litre
millilitre (ml)

Structured activities

Exploring properties of water and containers

Equipment:

- water
- different sized containers
- different coloured waters

Measuring and comparing capacity using non-standard units

Equipment:

- water
- different sized containers
- plastic cups
- plastic bottles
- spoons

Measuring and comparing capacity using standard units

Equipment:

- water
- containers
- jugs with litre scales
- jugs with millilitre scales

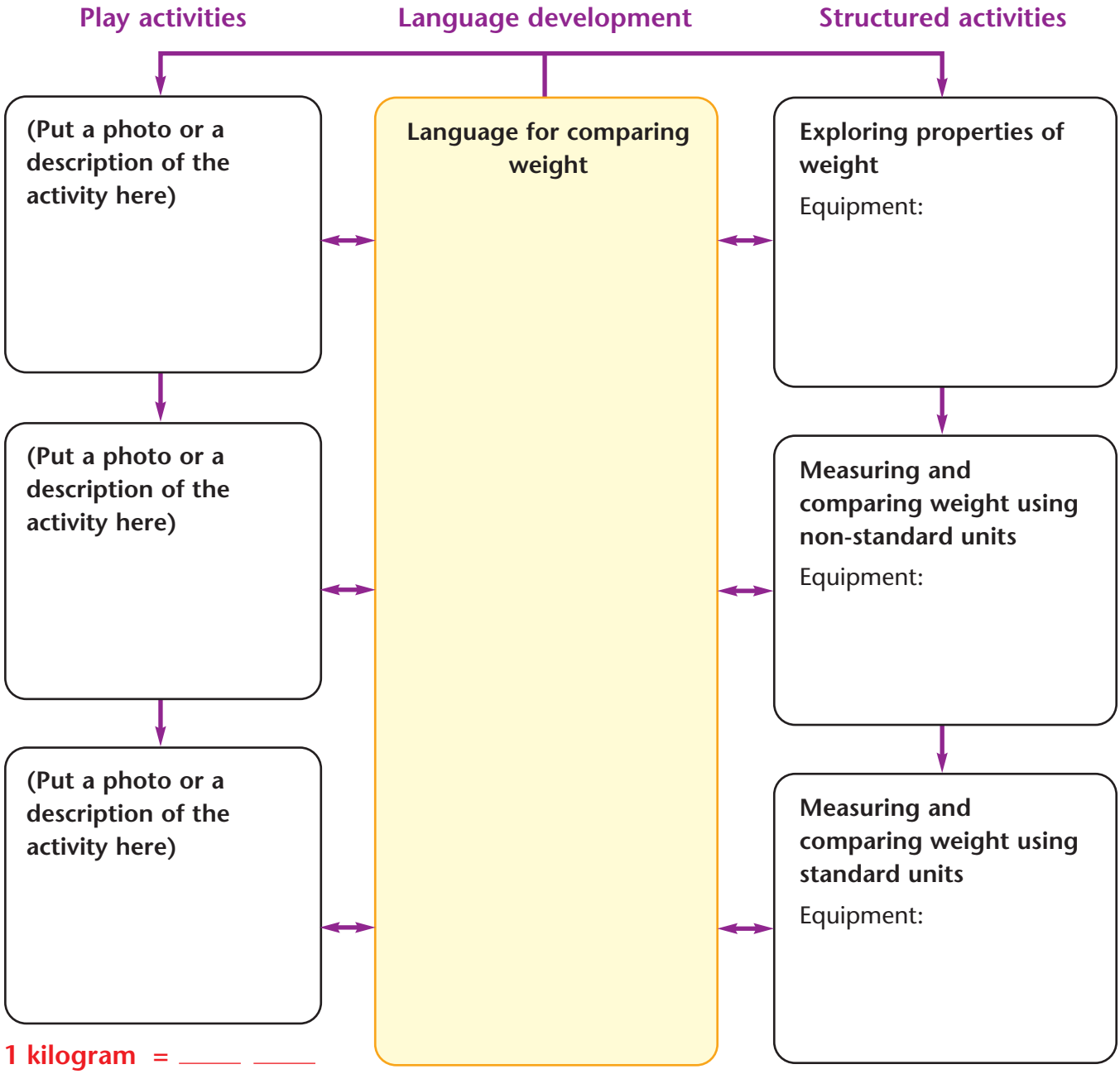
Developing understanding of measure

Task

Task 1

The focus page shows a model of children's developing understanding of capacity. The arrows down the page show progression. The arrows across the page show knowledge and language developing through play and structured activities.

Use this template to model children's developing understanding of weight in the same way.



Plan activities to progress children's knowledge of weight.

MSS1/E2.7; MSS1/E3.7; MSS1/E3.8

PAGES 5:26–5:27

Talking time

Occupational setting

Children and Early years practitioners talk casually about time (lunch time, bed time, going-home time, etc.) as a natural part of everyday life. However, the process of telling the time involves a complex set of operations, as well as considerable underpinning knowledge. In addition to this, the language used to describe time can be very confusing. This theme raises practitioners' awareness of things that children need to know and understand before they can use clocks to tell the time, and to challenge practitioners to call on their own underpinning knowledge of time in order to assist in children's progression.

Materials

Odd clocks from the Source material (0:50)

Backwards clock or watch, if available

Learning outcomes

1 To know the relationship between minutes and hours (60 minutes = 1 hour) and understand how this relationship is crucial to the concept of telling the time (Task 1)
2 To understand 'quarter past', 'half past' and 'quarter to' and know the corresponding position of the hands on the clock face (focus page, Task 1)
3 To understand that the digital clock shows hours and minutes and know that ':15' on a digital clock is quarter past, ':30' is half past and ':45' is quarter to (focus page, Task 1)

Suggested teaching activities

Introduction

- Describe a journey, referring to times in many different ways. Use both 24-hour and 12-hour times, quarter to, minutes past and am/pm to exemplify some of the variations in language and approaches to time. You can also bring in the scenario of British summer time or international time to further illustrate the complexity of time. An example narrative: *I had to get to the airport a couple of hours before take-off so I got up at 4 o'clock in the morning. I left home at 6.30 am and got to the airport at a quarter to 10. It usually takes about $2\frac{1}{2}$ hours to get to the airport but we were held up in traffic. We flew at midday and arrived in New York at ten past 2 in the afternoon, so I gained 5 hours, or lost it? I don't know, but it took me ages to catch up.* Ask learners to identify the different ways in which you described time.
- Show learners the Odd clocks page from the Source material. Ask learners to work out the time shown in the first two clocks (half past two and quarter to twelve). Ask learners how they worked out the times. Prompt with questions: *What was the first thing you thought about? Did you read the numbers? How did you know which was the hour hand and which was the minute hand? Which hand did you read first? How did you work out where the minute hand was pointing? Did you find the position of the minute hand on the melting clocks helpful or confusing? How did you work out where the hour hand was pointing? How did you know that it was half past two and not half past three?*
- Now ask learners to look at the second two clocks on the page. Point out that these are 'backwards' clocks, and that the hands move in an *anticlockwise* direction. If available, illustrate this using a backwards clock or watch. Again, ask learners to tell you the times shown (5 o'clock and 10:20) and to explain how they worked it out. These clocks are more challenging but test learners' understanding of the process of telling the time.
- Ask learners to share with each other how they mastered the skill of telling the time or how they taught their own children or children in their work setting to tell the time.

Focus page

- Explain that children need to develop a lot of underpinning knowledge in order to use the strategies discussed above.

- Ensure learners understand that the concept of time can be quite different to telling the time. A child may be able to tell the exact time, but not necessarily understand what 'tomorrow' means.
- Read the questions in the thought-bubbles around the analogue clock. Discuss why children need to know these things in order to read the time in hours, half hours and quarter hours. It might be possible to demonstrate the passage of time using an 'hour' clock and a 'minute' clock before showing how they work together.
- Ask learners to work in pairs (one as the child and the other as the practitioner), with the aim of answering the questions in the thought-bubbles.
- Pairs then share their responses with the rest of the group. Take this opportunity to check learners' own knowledge. If learners need support or assistance in securing these skills, refer to the *Skills for Life* Numeracy material (Entry 2 Unit 3).
- Now go through the items in the thought-bubbles around the digital clock. Discuss each question and why children need to know these things before they can read the time from a digital clock.
- Ask learners to work in pairs again (one as the child and the other as the practitioner), with the aim of answering the questions in the thought-bubbles.
- Again, learners share their responses with the rest of the group. Use this opportunity to check learners' own knowledge. Refer to *Skills for Life* Numeracy material (Entry 2 Unit 3) if learners need support or assistance in securing their own skills.

Curric. refs	NOS/NVQ	Key Skills
MSS1/E2.4	CCLD 203 CCLD 206	N/A

Task 1

Answer questions relating to time
MSS1/E2.4

- List the underpinning knowledge that children need in order to read analogue and digital clocks in hours, half hours and quarter hours, as follows.

Analogue clocks
- Recognising numbers.
- Knowing the relationship between minutes and hours (60 minutes = 1 hour).
- Understanding 'quarter past', 'half past' and 'quarter to'.
- knowing the corresponding positions of the hands on the clock face for 'quarter past', 'half past' and 'quarter to'.

Digital clocks
- Knowing that ':15' on a digital clock is 'quarter past', ':30' is 'half past' and ':45' is 'quarter to'.

- Demonstrate to learners how to model each of these facts to children, for example:
  - counting each set of 5 minutes up to 60 on an analogue clock
  - folding paper into halves and quarters
  - using coloured overlays on an analogue clock to show the corresponding positions
  - counting in 5s and noticing the number of minutes at the quarter-hour, half-hour and three-quarter hour points
  - providing a broad timetable of their day
  - reading a story or playing a game such as 'What's the time, Mr Wolf?'.

If the learner has difficulty

- Identify the main source of difficulty for the learner. This may relate to the language used to describe and tell the time or it may relate to the learner's own skills in understanding time.
- Give learners the opportunity to explore the language issues around time by using a range of cards, some displaying clocks in different formats, others with written descriptions of the times (e.g. ten to 3) for learners to match. Use this activity as a chance to talk about time and to identify any particular issues or skills deficits.
- Refer to *Skills for Life* Numeracy materials (Entry 2 Unit 3).

Extension

Ask small groups of learners to devise an activity or game to support children with telling the time.

Theme assessment

- Ask learners to think of an activity that they have devised in their own work setting and to evaluate the session.
- As a group identify how to deal with issues and problems that may have arisen.

Talking time

Focus

Talking about clocks and times is important for extending children's knowledge. There are lots of things that children need to understand before they can tell the time.

Could you explain these things to a child?

*Why do the numbers go from **1** to **12**?*

*Why are there **two hands**? Why are they called hands?*

*The hour hand is **between 10 and 11**. Why is it half past **10** and not half past **11**?*

*Which **direction** do the hands move?*

*Why is **9** a quarter to?*

*Why is **3** a quarter past?*

*Why is **6** half past?*

*Why hasn't this clock got **hands**?*

*Which are the **hours**? Which are the **minutes**?*

*Why is **:00** o'clock?*

*Why is **:15** quarter past?*

*Why is **10:45** quarter to 11?*

*Why is **:30** half past?*

Talking time

Task

Task 1

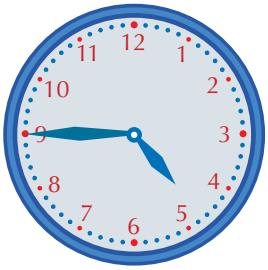
Answer the children's questions about time.

Useful words

half quarter past to
hour minute face hand

1 *How many minutes make **one hour**?*

2 *__What time__ does this clock say?*



3 *The hands are pointing to nine and twelve so why doesn't it say **nine o'clock**?*

4 *How will I know when it's **half past** twelve?*

5 *What time is it now?*

6 *How can **ten thirty** and **half past ten** be the same time?*

7 *How many minutes make **three quarters of an hour**?*

PAGES 5:28–5:29

The role of the frameworks

Occupational setting

Children grow and develop at different rates. The frameworks offer guidance about what to teach at each stage but it is important for practitioners to know about all the stages – so that they can access information for children who develop at a slower or faster rate than their peers and so that they can be aware of 'normal' progression and understand the value of teaching a particular skill at a particular time. This theme revises knowledge of the way the frameworks are organised and how to navigate them. It also offers learners an opportunity to plot the progression of a particular skill through various frameworks. These are valuable study skills that can be applied in other situations where several documents must be accessed to obtain information.

Materials

Copies of:
- *Birth to Three Matters*
- *Curriculum Guidance for the Foundation Stage*
- *National Numeracy Strategy*
- *National Literacy Strategy*

Other long documents regularly used by learners to plan activities etc.

Sources of information from the Source material (0:51)

Learning outcomes

1 To explore progression through the frameworks (focus page, Tasks 1 and 2)

2 To read critically to evaluate information from different sources (focus page, Tasks 1 and 2)

3 To summarise information from longer documents (focus page, Tasks 1 and 2)

Suggested teaching activities

Introduction

- Ask learners what they know about the frameworks. Some learners may have more experience than others, depending on their work setting.
- Introduce the frameworks. Discuss the purpose of each one, the continuous nature of child development and where the documents might overlap. This may be an opportunity to explore each document in greater detail. Give learners an opportunity to look through and compare the documents if they are new to them. Remind learners of the layout of each curriculum. There is further work on using format to navigate the framework in 'Frameworks and guidance' in Module 1.
- Check that learners are able to identify and use features such as contents, section coding, etc. To familiarise learners with the frameworks, support them to search through the documents to locate a particular sentence.

Focus page

- Discuss the extracts on the page, which relate to reading. *What kind of progression is expected of the child? What is the role of the practitioner?*
- Look at the frameworks (*Birth to Three Matters* card 'A Competent Learner – Making Connections'; *Curriculum Guidance for the Foundation Stage* pages 74 and 76; *National Numeracy Strategy* pages 2, 6 and 10). *How does counting progress throughout them?* Ask learners to find these pages/sections to practise using the skills described above. Ask learners to discuss their role in ensuring the development of counting skills. Ask them to talk about what comes before the stage they are used to dealing with and what comes next.
- Discuss with learners the skills that an adult must possess in order to maximise the learning opportunities for the children. List these skills on a board/flip chart for reference.
- If any learner feels that further help is required to improve their own skills, refer them to the Sources of information from the Source material or to extra support locally.

Curric. refs	NOS/NVQ	Key Skills
Rt/L2.1	CCLD 203	C2.2
Rt/L2.2	CCLD 206	
Rt/L2.3	CCLD 208	
Rt/L2.5		
Rt/L2.6		
Rt/L2.7		
Rt/L2.8		
Wt/L2.4		

Task 1

Plot the progression of rhyming throughout three different frameworks

Rt/L2.1
Rt/L2.2
Rt/L2.3
Rt/L2.5
Rt/L2.6
Rt/L2.7
Rt/L2.8
Wt/L2.4

- Assist learners to find the parts of the curriculum that refer to using rhyme. The illustrated sections from the framework guidance are a jumping off point for thinking about rhyming words.
- Discuss the stages that children go through in learning to rhyme, as exemplified in the framework.
- Discuss the value to children of developing the ability to rhyme, particularly with reference to language development and literacy.
- Introduce the task. Ask learners how they would get children to each stage. This activity is best completed in pairs or small groups. Explain that you do not require a lot of detail here but the activity ideas selected must show an understanding of the stages of development.
- Assist learners in selecting activities suitable for different aged children where there is an opportunity to use rhyme. Direct learners towards other sources of help for choosing activities from the National Literacy Strategy and elsewhere.
- Work on making notes is provided in 'Taking notes from training' in Module 2.
- Learners may prefer to organise their ideas differently using a spidergram, mindmap or table.

If the learner has difficulty

- This task can be conducted in pairs or small groups. Make sure the groups are supportive by putting learners with experience in different settings together so that they can share expertise and knowledge of the frameworks and the different age groups they represent.
- It is important to identify and support learners who are having difficulty navigating the documents so that they can access materials independently. Learners with this level of difficulty will be overwhelmed by having to access three documents. Break the task down by starting with the document that is most relevant and familiar and building from this point. Explore the layout and features in general terms before looking for specific information. Use sticky notes to flag pages for easy access.
- Ask learners to consider their own literacy skills and whether there is anything that they need to improve in order to improve their delivery to children. If necessary, suggest ways of addressing any problems. Any learner with literacy difficulties may prefer to discuss their problems in private.

Extension

Share ideas from different groups and produce an overview of the development of rhyming skills as a group with the activities shown. This could be presented as a timeline, with sample activities shown and exemplified.

Task 2

Plot the progression of counting throughout three different frameworks

Rt/L2.1
Rt/L2.2
Rt/L2.3
Rt/L2.5
Rt/L2.6
Rt/L2.7
Rt/L2.8
Wt/L2.4

- Follow the same format as for Task 1 but encourage the learners to find the relevant sections with as little help as possible.
- The information needed to complete this task can be found on:
  - *Birth to Three Matters:* green card, A Competent Learner – Making Connections

  - *Curriculum Guidance for the Foundation Stage:* page 76
  - *The National Numeracy Strategy – Framework for Teaching Mathematics:* Section 4, pages 2–8 and Section 5, pages 2–7.
- Work on making notes is provided in 'Taking notes from training' in Module 2.
- Learners may prefer to organise their ideas differently using a spidergram, mindmap or table.

If the learner has difficulty

- Identify difficulties with navigating and reading the documents. Give support with this as above.
- Some learners may have difficulty understanding the numeracy elements of this task. The language of maths can present barriers to learners and many people lack confidence with the concepts around numeracy development. Explore in pairs or supportive groups the numeracy issues that arise, to help demystify problems.
- Ask learners to consider their own numeracy skills and whether there is anything they need to improve on in order to improve their delivery of skills to the children. If necessary, suggest ways of addressing any problems. Any learner with numeracy difficulties may prefer to discuss their problems in private.

Extension

Share ideas from different groups and produce an overview of the development of counting skills as a group with the activities shown. This could be presented as a timeline, with sample activities shown and exemplified.

Theme assessment

Ask learners to deliver one of the activities they have planned to an individual or group of children they are familiar with.

The role of the frameworks

Focus

What does the official guidance say about sharing a story with a child? What is the progression for the child?

Birth to Three Matters

Planning and resourcing 3

- Create 'story sacks' which contain puppets, pictures, props to go with familiar stories, and which the children can take home.

Curriculum Guidance for the Foundation Stage

Stepping stones	Examples of what children do	What does the practitioner need to do?
Listen to favourite nursery rhymes, stories and songs. Join in with repeated refrains, anticipating key events and important phrases	While the practitioner was reading the story, children began to join in with a repeated refrain, 'You can't catch me I'm the Gingerbread Man.'	■ Take time to listen to children and take account of what they say in your response to them ■ Choose stories with repeated refrains, use story props that encourage looking and give focus

The National Literacy Strategy Framework for Teaching

RECEPTION YEAR

Range

Fiction and poetry: *a wide variety of traditional, nursery and modern rhymes, chants, action verses, poetry and stories with predictable structures and patterned language.*

Non-Fiction: *simple non-fiction texts, including recounts.*

Word level work:
Phonics, spelling and vocabulary

Pupils should be taught:

- **Phonological awareness, phonics and spelling**
- **Word recognition, graphic knowledge and spelling**
- **Vocabulary extension**
- **Handwriting**

Sentence level work:
Grammar and punctuation

Pupils should be taught:

- **Grammatical awareness**

Text level work:
Comprehension and composition

Pupils should be taught:

Reading

- **Understanding of print**
- **Reading comprehension**

Writing

- **Understanding of print**
- **Composition**

The role of the frameworks

Task

Task 1

How do the frameworks show progress with rhyming?

A Skilful Communicator

Listening and Responding

- Enjoying and sharing stories, songs, rhymes and games.

Stepping stones	Examples of what children do	What does the practitioner need to do?
Continue a rhyming string	Gail, who is beginning to learn Braille, is delighted to find the word rhymes with her name and then lists other words: whale, snail, hail, sale, tail, and rail.	■ Play games that help children create rhyming strings of real and imaginary words

YEAR 1 TERM 1

1 from YR to practise and secure the ability to rhyme and to relate this to spelling patterns through:

1 Look in *Birth to Three Matters*. Find the pink card called 'A Skilful Communicator – Listening and Responding'.

Look in *Curriculum Guidance for the Foundation Stage*. Find page 60 in the Communication, language and literacy section.

Look in *The National Literacy Strategy Framework for Teaching*. Find the section about Word level work for Year 1, Term 1 on page 20.

2 Using the information you have found, make some notes to show how, at each stage, you could encourage children to practise rhyming.

Task 2

How do the frameworks show progress with counting?

1 Find the sections that deal with counting in *Birth to Three Matters*, *Curriculum Guidance for the Foundation Stage* and *The National Numeracy Strategy Framework for Teaching Mathematics*.

2 Using the information you have found, make some notes to show how, at each stage, you could encourage children to practise counting.

Think about activities to meet the criteria of the framework.

Rt/L2.1; Rt/L2.2; Rt/L2.3; Rt/L2.5; Rt/L2.6; Rt/L2.7; Rt/L2.8; Wt/L2.4

PAGES 5:30–5:31

What is my role?

Occupational setting

The skills required for Early years work have been underestimated in the past. National Standards now outline a baseline of quality, below which no provider should fall. In order to achieve these standards, providers must ensure that all the practitioners they employ are suitable: this means carrying out both police and health checks, but it is also vital that the skills of Early years practitioners are adequate to support the development of the children in their care. This theme brings together the work done in the rest of the module and asks learners to reflect on their own learning and complete a personal action plan for self development.

Materials

Learners' work from rest of module

Learning outcomes

1 To reflect on the role of an Early years practitioner (focus page)

2 To produce an action plan for self improvement (Task 1)

Suggested teaching activities

Introduction

- Ask learners to list the activities/tasks that they complete during an average day working with children. Add a column alongside this list and ask them to identify any literacy or numeracy skills that are required in order to carry out the activity/task. Make sure they understand that literacy includes communication skills. Support learners by asking questions, such as: *How did you know how long to spend on this? Did you have to speak to anyone about this? Did you need to record anything at the end?*
- Initiate a group discussion, asking learners to reflect on the role that their own literacy and numeracy skills play in their job as an Early years educator. List suggestions on the board/flipchart. Include such things as: the ability to communicate verbally with children and adults such as parents and carers, colleagues and other professionals; an awareness of the differences that are necessary for successful communication for each one; the ability to read and complete forms; the ability to read about and understand the development of children and record their progress; their responsibility as a role model; the ability to assist parents and carers in identifying developmental stages of their children and suggesting activities to be enjoyed at home. Where learners are supporting learning or are developing children's literacy and numeracy skills, they need to be competent and confident in their own abilities and knowledgeable about current practices.
- This discussion will require sensitivity to the willingness of the learners to divulge any lack of skills.

Focus page

- Ask learners to write a word in each 'petal' that describes their current role. Ensure these are positive reflections and encourage learners to see themselves as a valuable part of the development of a child.
- Give examples using appropriate language and show how statements can be written in note form.
- Ask learners to reflect on their own abilities for each item. They may wish to discuss these with you in a one-to-one session.
- Ensure learners have access to possible sources of help.

Curric. refs	NOS/NVQ	Key Skills
Wt/L1.5	CCLD 204 CCLD 207	C1.3

Task 1

Make a personal action plan of areas to be improved

Wt/L1.5

- Ask learners to refer to the previous themes and to list any areas where they think they can improve, together with ways to do this. The skills they list may be related to any area of their professional development, including literacy and numeracy.
- Ask learners to think about the skills they will need for progression, as well as any they need to fulfil their current roles.
- Many learners will need help to make their targets specific. A general target such as 'I must improve my maths' will not be helpful. Refer to the SMART targets acronym explained in the tip box.
- Give examples of the style in which targets are written (e.g. 'To improve …').
- Make sure learners include a column to tick when the task is completed as a reward to themselves!

If the learner has difficulty

- Learners may have difficulty evaluating their own skills. Many will need to be supported through one-to-one interviews. Structure the interviews around the skills identified on the focus page or on job descriptions. Value skills already in place and be clear and specific when identifying areas of difficulty.
- Give examples of how targets can be worded.
- Use sticky notes or cards to help learners to sort existing skills and skills that need to be developed. Prioritise skill areas by moving cards around and matching to targets.

Extension

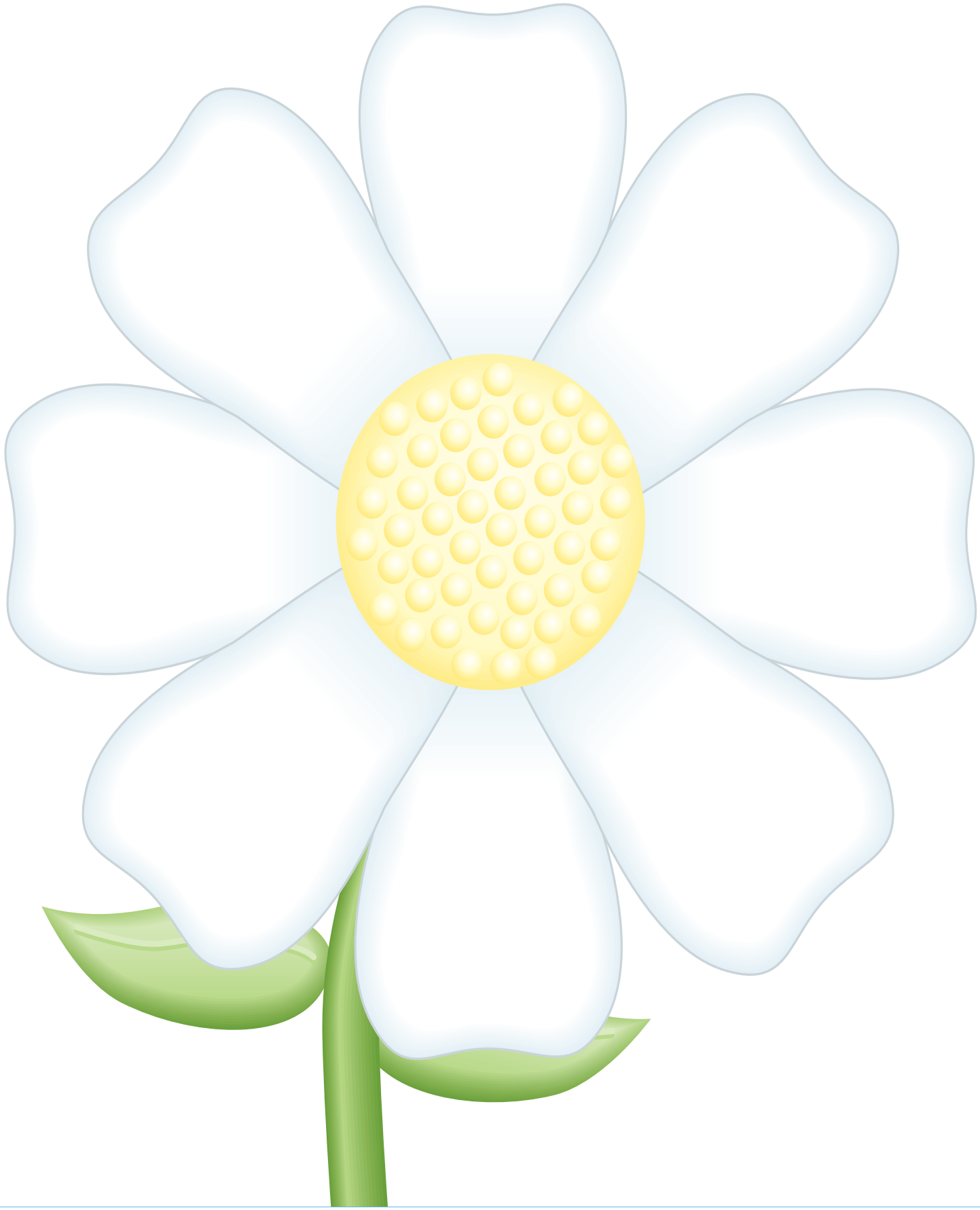
Ask learners to investigate opportunities for professional and personal development.

Theme assessment

Ask learners to use the information gathered to agree an action plan for personal and professional development with an assessor or employer at work.

What is my role?

Focus



What is my role?

Task

Task 1

How can you make sure your skills make the most of the learning opportunities that are on offer for the children?

One way is to make an action plan for yourself. This might form part of your appraisal process and can be kept with your training record or Continued Professional Development (CPD) file.

Action plan			
Skills I want to develop (Targets)	How can I achieve this? How can I find out about it?	When I plan to do it by	Done

Tips

Targets have to be **SMART.**

Small and **Specific** steps are best. That way you can tick things off as you do them.

Measurable – work out how you will know if you've made it.

Achievable – don't be too ambitious.

Realistic – take the risks into account. Can I really do this?

Timed – put a time limit on each target and make sure you (and others involved) stick to it.

Don't set targets that don't go anywhere. Make sure each step takes you a bit closer.

Audio

Text features and punctuation

PAGE 5:7

Focus page 23

Even though he was still worried about Mia, Javed thought it best to make sure the others were kept busy. He tried to sound cheerful.
"Come on you lot," he called. "Time to make a shelter. It'll be dark soon."
"I'm not doing anything until we find Mia!" Dicken answered stubbornly.
When they heard this, the cry was taken up by everyone. Through the uproar all Javed could hear was Mia's name repeated over and over again.
"WAIT!" he shouted.
There was silence; an expectant silence. What was he to say now?
"You're right Dicken, we need to find Mia. But what's the good of all of us racing around trying to find her and getting exhausted? We need to make a shelter, find something to eat and then make a plan to find Mia. Do you all agree?"
The silence continued, broken only by the distant call of a lone parrot. (Javed was later to say that he silently thanked that parrot for breaking the awful silence of his friends.)
At last Dicken mumbled, "OK. But we've got to find her. She'll be scared by herself."

PAGE 5:8

Task 1 24

The big blue rabbit hated it when the other rabbits stared at him.
He asked his mum, "Why do the other rabbits stare at me?"
"Because you're handsome!" she said.
He asked his dad, "Why do the other rabbits stare at me?"
"Because you're strong!" he said.
He asked his sister, "Why do the other rabbits stare at me?"
"Because you are big and blue!" she said.
The big blue rabbit thought for a while. *"My mum thinks I'm handsome, my dad thinks I'm strong and my sister thinks I am big and blue. Who is right?"*
At last he said, "I know, I'll go and ask wise old owl what he thinks."

Phonics

PAGE 5:12

Task 1 25

'ue' as in new
'a' as in fat
'ae' as in rain
'ow' as in cloud
'er' as in mother
'u' as in buzz
'ea' as in near
'or' as in poor
'o' as in what
'ie' as in mind

26

mouse
rat
fish
ship
help
give
change

27

watch
laugh
badge
quick
please
sing
wish

Answers

PAGES 5:7–5:8

Text features and punctuation

Task 1

The big blue rabbit hated it when the other rabbits stared at him.

He asked his mum, "Why do the other rabbits stare at me?"

"Because you're handsome!" she said.

He asked his dad, "Why do the other rabbits stare at me?"

"Because you're strong!" he said.

He asked his sister, "Why do the other rabbits stare at me?"

"Because you are big and blue!" she said.

The big blue rabbit thought for a while. "My mum thinks I'm handsome, my dad thinks I'm strong and my sister thinks I am big and blue. Who is right?"

At last he said, "I know, I'll go and ask wise old owl what he thinks."

Task 2

He asked the wise old owl, "Why do the other rabbits stare at me?"

The wise old owl thought for a moment. Then he said, "Perhaps they are looking at something that you have got."

"What've I got? What've I got? What've I got?" shouted the big blue rabbit very loudly.

And all the other rabbits shouted back, "YOU'VE GOT A BIG FLUFFY TAIL AND WE ALL WANT ONE TOO!"

PAGES 5:9–5:10

Asking questions

Task 1

You may have written something like this:

1 What do we call lots of elephants who all live together?
2 What colour were all the other elephants?
3 Why did Elmer think the other elephants laughed at him?
4 Why did the other elephants actually laugh at him?
5 How did Elmer make himself look like all the other elephants?

Task 2

You might have said something like this:
"That's right – they were all serious because Elmer wasn't there to make them laugh."

PAGES 5:11–5:12

Phonics

Task 1

1

a	✓ fat	ie	✓ mind	au	
e		oe		er	✓ mother
i		ue	✓ new	ow	✓ cloud
o	✓ what	oo		oi	
u	✓ buzz	ar		ai	
ae	✓ rain	ur		ea	✓ near
ee		or	✓ poor		

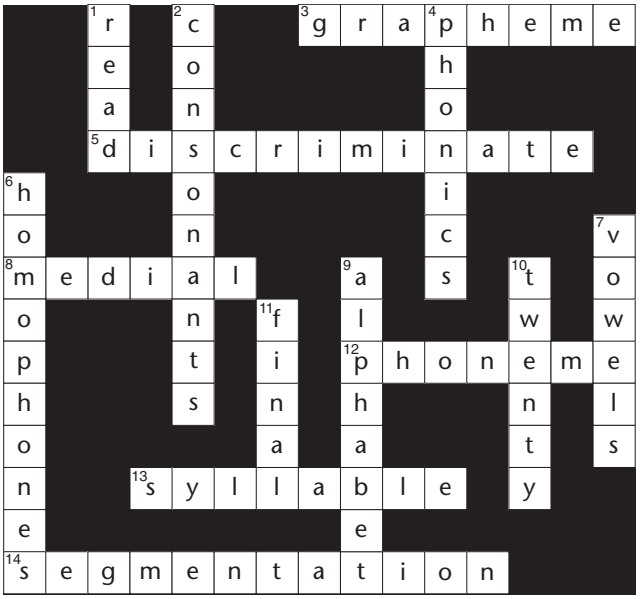
2

Initial consonant phoneme	
m	mouse
ch	change
r	rat
h	help
g	give
sh	ship
f	fish

3

Final consonant phoneme	
ng	sing
j	badge
sh	wish
f	(gh) laugh
ch	(tch) watch
z	(se) please
k	(ck) quick

Task 2



Task 3

A Real Treat!

Tom was very happy. It was the weekend and he was off to the beach with his mum and dad, his puppy and baby Pete.

'Help me pack the green bag,' said Mum. 'We need sun cream and lots to eat.'

Tom got into his seat in the back of the car and the puppy got on his knee. Pete held his toy sheep. Off they went. Beep! Beep!

At the end of the street there was a big truck. It had lost a wheel. 'Oh no,' said Tom. 'We'll be here for a week!'

Dad went to speak to the driver to see if he could help. They put the wheel back on. Then Dad said, 'I must hurry, we need to get to the beach.'

At last they got to the sea. Tom and Pete had an ice cream. Mum and Dad had a cup of tea. The puppy went to sleep under a tree.

PAGES 5:16–5:17

Putting the words together

Task 1

You may have written something like this:

1 Yes, the window is broken.
The boys broke the window.
The three boys broke the window.
The three careless boys broke the window.

2 Yes, there is a cat on the roof.
The cat is sitting on the roof.
The ginger cat is sitting on the roof.
The ginger cat is sitting on the roof looking surprised.

Task 2

Well done if you got this. The following sentence uses all the words.

The lady in the house opposite wearing a blue dress is peering anxiously out of her window to see for herself what the very loud crash could be.

Task 3

The gloomy castle on the top of the distant hill was haunted.
By a dog!
A grizzly, grey, ghoulish dog!
Nobody ever went to the gloomy castle.
Ever.
Except that one day a little bird flew daintily over the walls and into the castle garden.
He landed lightly – right on the dog's nose!
"Hello," growled the dog sadly, "You are my first visitor for two hundred years."

PAGES 5:18–5:19

Identifying learning opportunities in books

Task 1

Every list will be different, but may contain some of the following from different stages of development.

Development of listening
- react to the intonation in the story
- answer questions about what will happen next
- pay attention for several minutes

Development of speaking
- re-tell the story
- put the events in the story into the correct order
- join in the rhymes of the story

Development of reading
- understand how books work
- recognise individual words
- understand that books can have characters and a plot

Development of writing
- understand that symbols represent language
- understand sentence construction
- spell words correctly

Creative and imaginative development
- re-tell a story using role-play or small-world equipment
- use a story during play to explore areas outside their own experience
- draw a picture of part of a story

Development of knowledge of the world
- see ingredients mixed together and the difference before and after cooking
- taste flavours mentioned in a book
- recognise a familiar environment

Personal, social and emotional development
- share an experience
- explore the feelings of others through stories
- explore different reactions to a situation in safety

Mathematical development
- count
- concepts such as more/less
- relationships such as under/above

PAGES 5:22–5:23

Developing mathematical language

Task 1

3D Shape	Name of shape	Number of edges	Number of corners
	cube	12	8
	cuboid	12	8
	cylinder	2	0
	cone	1	1
	pyramid	8	5
	sphere	0	0

Task 2

This octagon has 8 straight sides and 8 corners.
It has 8 lines of symmetry.

This pentagon has 5 straight sides and 5 corners.
It has 5 lines of symmetry.

PAGES 5:26–5:27

Talking time

Task 1

1 Sixty minutes make 1 hour.
2 The clock says quarter to five.
3 The small hand points to the hours and the large hand points to the minutes. For the clock to say nine o'clock, the small hand must be pointing at 9, and the large hand must be pointing at 12.
4 It will be half past twelve when the small hand (hour hand) has just gone past the 12 and the large hand (minute hand) is pointing to the 6. It's half past the hour because the minute hand has gone half way around the clock to reach the number 6.
5 It is quarter past 6.
6 One hour is 60 minutes, so half an hour is 30 minutes. When the digital clock shows 10:30, it means that 10 hours and 30 minutes (or 10 and a half hours) have passed since midnight/midday. When the analogue clock shows half past 10, it also means that 10 and a half hours (or 10 hours and 30 minutes) have passed since midnight/midday.
7 45 minutes make three-quarters of an hour.