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Examiners' Report/  
Lead Examiner Feedback  
Summer 2017

BTEC Level 3 Nationals in CPLD  
Unit 2: Development of Children's  
Communication, Literacy and Numeracy  
Skills (31598H)



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### What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, Distinction, Merit, Pass and Near Pass.

### Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark should be for a particular grade.

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## Unit 2 – Development of Children’s Communication, Literacy and Numeracy (31598H)

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	15	27	39	52

## Introduction to the Overall Performance of the Unit

This is the first in the series of external assessment for Unit 2: Development of Children's Communication, Literacy and Numeracy Skills with regards to the new specification. The method of assessment is in the form of three activities which learners are to complete as an externally set task during a supervised assessment window set by Pearson. The January 2018 task will be assessed under a time set by Pearson.

The task paper followed the format identified in the sample assessment material. There was a pre-released answerbook where learners could use a 2 hour preparatory period during which they could make four sides of A4 notes to use in the supervised assessment.

The paper was divided into 3 activities. Activity 1 had a maximum mark of 20. Activity 2 had a maximum mark of 20. Activity 3 had a maximum mark of 28. The overall paper had a maximum mark 68.

The Activities were marked using a level based mark scheme.

## Introduction to the Overall Performance of the Unit

Centers and learners should be acknowledged for their preparation for the substantial change to the assessment format.

Overall examiners were pleased with the work learners produced for this first series and commended centres for their hard work in preparing their learners appropriately. The responses produced were of a high standard.

However, very often learners produced too much writing in which there were only a few relevant points. Centres should encourage learners to make succinct points in response to the tasks otherwise learners tend to penalise themselves by running out of time. On occasion, some centres mistakenly submitted the learner notes with the exam paper.

# Individual Questions

The following section considers each question of the paper, providing examples of learner responses and a brief commentary on the rationale behind the marks given.

## ACTIVITY 1

All questions relate to the task brief which was sent to centres as a pre-releas. This provided the information for learners to apply when responding to the activity. This section is based upon an Ofsted Report which the early years setting has received. Learners are asked to produce a report in response to the Ofsted report. They are required to make recommendations, describe the resources required, describe the role of the early years educator and justify improvements that link best practice. In this instance the setting was to provide more opportunities to develop early writing skills through play, ensure staff encourage communication skills and finally ensure that staff have a thorough knowledge of how speech and language links to other areas of development.

Learners tended to respond to the first two aspects of the activity by producing resources and activities for children to develop early skills of writing, with many learners appropriately relating this to play and also providing responses of how staff can encourage communication skills. However, they did not respond to the third aspect of the activity which was to ensure how all staff have a thorough knowledge of how speech and language link to other areas of development. Some learners provided responses related to areas of development as opposed to how the setting can ensure that staff have a thorough knowledge of how development relates to language. Centres are therefore advised to ensure their learners take time to read the question paper thoroughly prior to responding to the tasks.

The response below is an example of how the learner addressed two aspects of the activity only. This learner did not include theory. The work was placed in Recommendations Band 2 and Justification Band 1. Centres should note that to access Band 3 learners are required to address all issues within the scenario.

## Activity 1

My recommendations to Newgrange ~~#~~ Nursery to make get one above good on their report are; ~~as~~  
To have younger children learn easier are to let them have fun and to make them interested in what they're learning about. There ~~are~~ are two activities that would cover all the things they need to improve on. The first activity revolves around 'messy play', messy play allows them to be involved with <sup>the</sup> activity. The activity they can be doing is the Nursery teacher can make a sound of a letter e.g SSS then ask them to write it with their fingers in the sand, this allows them to feel the sand moving as they write out the letter. The reason this would be a good activity is because the theorist Piaget believed that at this age they learn through their senses, and Piaget called this the sensorimotor stage. The other reason this is a good activity is that you don't need a lot of resources, all you need are plates or dishes to hold the sand in and you will also need sand. The role of the staff whether it be early years educators or specialist staff would be to lead the activity at the ~~beginning~~ start then let it be child lead as they start to draw the letters. As the adult you would want lead the activity with emotive language, you do this to have the children engaged with you whilst speaking as this engages their hearing senses.

of improvements would be to have the Nursery teacher say ~~a~~ what was their favourite animal and to have them draw it in foam, the reason to do this is to get them to feel them drawing it even if it not a good drawing of the animal, it is still encouraging them to think about how to do the drawing, also if they didn't want to draw the animal you could ask them to spell their favourite animal which would further encourage them to use their communication skills. This activity would be child lead as we are asking them the question and having them draw it and spell it, The resources you would need would be a dish to have the foam in and the foam itself, The reason this is a good activity is because they're using their senses to do this activity, which is good as child at this age learn best by using their senses ~~and it will also be playing~~. This is backed up by the theorist Piaget, he said at this age they're in the sensorimotor stage. Another reason is that it covers all aspects of areas that help them learn and develop better and these areas are; physical, intellectual, emotional and social. I will explain how these areas have

been used in the activities. Physically, they have to move their arms to be able to draw. Intellectually, they have to think about the letters that they're about to draw. Emotionally, they will be emotionally involved because you're asking what they want to draw so it will mean something to them. Socially, they will be talking to their friends or teachers explaining what they have drawn.

In contrast the following response was given a total of 15 marks composed of 6 marks for recommendations (Band 3) and 9 marks for Justification of recommendations (Band 3) the learner has addressed all three aspects of the question and supported the responses with justification and theory.

A report to address the issues from an OFSTED inspection for ~~Happy Stars Early years Centre~~ Newgrange Nursery.

In this report, I will talk about how <sup>Newgrange</sup> ~~Happy Stars~~ can enable children to have ~~a~~ more opportunities to develop early skills of writing as part of



learning through play, ensure all staff encourage children's communication skills through play and are given appropriate support and guidance, and how you can ensure all staff have a thorough knowledge of how speech and language link to and affect other areas of development.

First of all, you need to take into account of the age and stage of the children. For this you could use Development Matters (2016) to see age related expectations. For a child of 30-50 months of age, you should see that in the section labelled 'Literacy: Writing [30-50 months]', a child should "sometimes give meaning to marks as they draw and paint" and "describe meaning to marks that they see in different places". Also in Development Matters, under section 'Literacy: Best practice of aiding a child's ability to do so, would be to carry out regular mark making activities so they can gain control of their fine motor skills, including how to hold and control a pen. This would include activities such as drawing and painting. Best practice could also include as much having writing around them as often as possible

This could include having their names on their pegs so that they have an opportunity to see what their name looks like written.

You could also put colourful displays at eye level with the children and include key words they may be encouraged to copy.

~~Thus~~ You need to make mark making experiences as fun as possible so that they ~~can~~ will be motivated to do it again.

Bruner suggested that children go through a process of Enactive representation, meaning they will learn best through physical experiences, which could suggest that mark making activities using the children's interests would be a good idea as they will learn to enjoy mark making which will help them when they learn about writing letters and think back to enjoyable activities. He also thought of iconic representation, meaning that children go through a process of image based learning, which explains that children want to copy their names and other words they see in their environment, which is useful to know that if you have words around the classroom, they will be encouraged to learn about them and to write them. He also thought

a running commentary of what they are doing, surrounding children in a language rich environment (first thought of by Chomsky), which is scaffolding their learning into a great experience (first thought of by Bruner).

Second of all, all staff should be made aware of how important communication and language is in early years and know how to aid development and keep it at the expected stage of development for their age. An efficient way of doing so would include referring to Development Matters (2016), section communication and language: speaking - [30-50 months], which states that children should "build up vocabulary and reflects on the breadth of experiences", which could link to Piaget who suggested that children learn best through active experiences. This section also states that children should "question why things happen and give explanations", which could lead to Bruner and Vygotsky's theory of sustained shared thinking, which says that children should be paired and share ideas with more knowledgeable people to expand their knowledge successfully. Best practice of the points from development matters could be that adults use correct grammar at all times around children, ensure that an extended and plentiful

range of experiences are available to all children, and that play experiences are stimulating. This means that the adult role could be to show interest in what the children say and encourage them to describe experiences and help them to expand on what they say by asking as many open ended questions you can, and introducing new words in the context of the activities which they can use. This method is called scaffolding, which means building on a child's experience to further their education as much as possible, which was thought of by Bruner. It also suggests a how a language rich environment can benefit a child's learning, first thought of by Chomsky.

The third and final thing your setting could do to ~~all~~ is to ensure staff have a thorough knowledge of how speech and language link to all other areas of development. This can be helped by making them aware of what a child should be able to do ~~it~~ and what is expected of their age/stage as well. This can be found in Development Matters (2016), sections labelled Communication and Language: Listening and attention, which states that a child of 30-50 months should be able to "listen to others, one to one or in small groups" and show "focusing attention - still listen or do, but can shift own attention". Using these

expectations, practitioners can ensure small groups are used to keep interest and to ensure understanding from practitioners that if negative behaviour is shown, it may be because they don't want to do the activity, don't understand/is too easy for them, or they are showing jealousy that another child is doing well and they are not. To eliminate negative behaviours, praise children for what they have done and encourage with a sticker if they continue to persevere with said activity. This idea can be described using Skinner's Operant Conditioning. However, this idea can only work with consistency as children may become confused about or ~~children~~ what is positive and negative behaviour.

### Summary:

- Mark making activities, in and outdoors
- Sustained shared thinking between adults and children/ small groups, but do not encourage frustration in these mixed ability groups.
- Practitioners use questions for expansion.
- Consistency of a reward system so children are motivated to stay interested.
- Quiet environment with minimal distractions so children don't become too unfocused.

• Don't overcomplicate activities - remember age and stage of the children.

### Bibliography

① EYFS Profile, 2016.

## Activity 2

Activity 2 was an individual case study concerning a 4 year old child who has hearing loss. Learners were asked to produce a set of actions to support Teddy including the provision of specialist staff and resources.

The responses that achieved high marks made reference to whether the hearing loss was temporary or permanent and to provide a set of actions to support both. Many learners provided reasonable actions for the Early Years Professional to take to support Teddy. However, others made recommendations which were unrealistic within the setting and hence could not access the higher marks for justification of recommendations.

Teddy is not meeting his milestone for both his speech and language development. Therefore, <sup>he</sup> needs extra observation and help. There are many things which can be done to ensure he gets back on track of development in which we will talk about in this action plan.

The early years educators and specialise have a major impact on Teddy which is why they need to help the most. The early years educators should ensure they have installed T-loop systems for Teddy and in particular he should have a key worker that he has a close, positive relationship with that should ensure daily he has his hearing aid on (and switched on), cleaned and that it works. Also not only should they have one to one meetings with the parents but they should also have regular interactions with the child and make sure the child is fitting in and

Looking to the <sup>other</sup> children as "interactions are key" (Vygotsky). If however, they are not communicating with others encourage them or you play with them and call children over when and if they feel comfortable. The staff should also ensure that print outs are available to help them and they may want to use PECS where they communicate with cards. When teaching the class sit in a circle line ensure they are sat close and directly in front of the practitioner as they can lip read but also use a slow, clear, precise voice when communicating with them.

An example which we can use to back up our actions is <sup>it has been claimed that</sup> that deaf or partially impaired children are good at lip reading therefore, sit them close to you so they can have some understanding of what you saying.

A key theory we can use is Chomsky and his belief that they learn language without instructions so let them do whatever they wish to.

If practicing my actions and in particular him having a key worker they will be a change and he will soon be <sup>meeting</sup> milestones and joining in with others. ~~Admission~~

Some learners did not mention the importance of a key worker or observations.

Further links to the role of observations, key workers and realistic boundaries can be found in :

Role of Observation Links with:

Unit 9 Observation, assessment and planning,

A1 The importance of observation and assessment,

A2 Planning for children's development

B1 Observation recording methods



B2 Carry out and record observations of children  
B3 Make accurate assessments of children .

Also links with:

Unit 5 Keeping children safe A2, C2

Unit 6 Children's physical development care and health needs A2

Unit 7 Children's personal social and emotional development A1, C1

Unit 8 Working with parents and others in early years C1

The Key Person Role is identified in:

Unit 7 Children's Personal Social and Emotional Development

A2 The Key Person approach.

Also links with:

Unit 5 Keeping children safe C1

Unit 6 Children's physical development care and health needs A2

Unit 8 Working with parents and others in early years A2, B1

Unit 9 Observation, assessment and planning, A2, C3

Justification of recommendations within this section tended to be limited, with learners not always introducing theory or ensuring that their recommendations are good examples of best practice. This is especially the case where ethical considerations were not adhered to. An example of this is where learners suggested that the Early Years Professional should refer Teddy for medical treatment as opposed to understanding that this was the responsibility of the parents. Likewise theory tended not to be developed with learners including one or two sentences relating to a particular theory.

## Activity 3

For activity three learners are required to plan two activities which are appropriate for a three year old. The choice of activities should be related to literacy and be age related as in the following example.

The purpose of these two activities is to help develop childrens literacy skills and to support children with communication delays.

Activity one: Mark making with a variety of resources. This activity is effective as it allows children to practice physical skills needed for writing. Using a variety of media will allow children to explore and use different resources <sup>and by</sup>. Having a mixture of colours will help children who have a delay in communication, as they can express their thoughts and feelings through colour and drawings.

Resources needed → A mixture of colour paint (having a variety will allow children to learn about different colours, <sup>and explore</sup> and mix ~~the~~ by mixing them together. By having a range of tools for example a paint brush will allow children to practice a digital and tripod grip essential for writing, and children can also ~~start to develop~~ <sup>work on their</sup> hand preference. By introducing <sup>unique</sup> ~~new and~~ ~~existing~~ resources such as shaving foam to make marks in will help engage the children in which they can practice early writing patterns like waves and crocodile teeth.

Health and safety → During this activity children will require adult supervision throughout. If the resources like the paint are spilt they immediately need taking into consideration child to adult ratios

to be cleaned up in order to prevent a child slipping over. Aprons must be worn at all times to prevent clothes being ruined. After the activity children should make sure hands are washed thoroughly to remove any paint of other media used. Practitioners should be aware of any allergies in setting and should differentiate the activity if the child is allergic to resources.

Role of Adult → In this activity practitioners will be required to demonstrate and role model how to hold resources correctly. If the child is holding the resource wrong adults should correct them as they may be <sup>hold resources</sup> ~~unable~~ <sup>incapable</sup> to break them in the future. Adults can question the children about the marks they are making as children at the age of 3 can talk about and ascribe meanings to the shapes and symbols made. Practitioners could observe children throughout <sup>the</sup> activity to identify what the child can do confidently and see areas that need improvement. In order to help children with a communication delay practitioners could work to spend some of that time <sup>in order</sup> to watch what they draw and talk to them in a quiet environment <sup>using non verbal methods if need</sup>. Practitioners can work closely <sup>or alongside</sup> with specialist staff and differentiate <sup>and plan</sup> the activity so that the child can participate and it suits their needs.

Individual needs → In order to meet children's individual needs practitioners need to carry out observations <sup>or work in partnership with parents / specialist staff</sup> in order to identify this. If a child is left handed in setting <sup>for example</sup> triangular pencils need to be provided <sup>and</sup> <sup>for example</sup> practitioners can place paper rotating at  $45^\circ$  <sup>angle</sup>. The setting needs to take into consideration the seating plan seating a child so that they are to the left or a right handed child this prevents them from bumping into one another. It is important that practitioners incorporate the needs of individuals as it allows all children to participate which <sup>is a requirement of the EYF's (2017)</sup> <sup>→ Early years foundation stage</sup>.

This activity is effective for the development of literacy as it allows children to practise and strengthen early writing skills. This activity links to Bruner's theory of Enactive representation as by creating marks with a mixture of resources children are learning through physical actions. By carrying out observations, <sup>and role modelling</sup> is allowing us to identify what the child is <sup>and help them</sup> enable and able to do, this links with Vygotsky's theory of the Zone of proximal development as we are helping the children with areas they struggle with.

### Activity 2: story sacks

This activity is effective as it allows children to listen and pick up language. By looking at the book will allow children to recognise and understand shapes of words and look at how the writing is presented on the page.

Resources needed → Large <sup>story</sup> book, this will allow all the children to see the pictures and words clearly. Having suitable props will allow children to link objects with spoken and written words. By having a audio book will allow the practitioner to rewind or pause parts of the story allowing the children to predict what will happen next or talk about what has just happened.

Health and safety → The props in the story sack are age and stage appropriate for the children for example the props are <sup>so</sup> small so the child could swallow, Adult to child ratios need to be correct as whilst a adult is reading the story a child could wander off.

Role of Adult → In this activity practitioners can read and chose

the resources appropriate for the story. For the children with a communication delay, practitioners can slow down speech in order to allow the children to pick up and understand words correctly. Practitioners could talk to a specialist before the activity to receive their opinion on how to support the children with communication delays. Practitioners can use questioning throughout the activity to get the children to retell or predict what will happen next in the story. This will help to improve the children's memory skills and allows them to be creative when predicting what will happen next.

Individual needs → In order to allow all children to benefit from the activity, practitioners need to provide (especially with communication delay) enough time to respond to questions asked. The activity could be separated into small groups with a range of different story sacks. Not only will this allow children to listen to a range of stories, but it will help to reduce the amount of noise in the class, allowing children to pick up language and tune in better. Other forms of communication can be used to tell the story, such as makaton, so that children with a delay can participate too.

This activity is effective as it supports children's reading and language skills. Story sacks allow speech and language to be stimulated, which will help the children with a communication delay. It allows children to start link objects shown (props in story sacks) to written and spoken words. Information processing theories are supported by this activity as story sacks aid memory as it allows children to place things in order and retell the

Story through pictures and words. Piaget believed that children are active learners and this activity allows children to re-create the story using real life objects. <sup>It is</sup> <sup>in addition</sup> <sup>to</sup> <sup>allowing them to</sup> <sup>be active</sup> Bruner believes in Iconic representation which is image based learning. By allowing children to re-create the story and look at it closely this is supporting and incorporating this theory. Bruner also believes in the Zangaya support system (Lass) this means that by reading the stories and letting the children discuss what happens language is being developed as <sup>the</sup> children are being exposed to language.

These activities both help to support the literacy development as they both help to aid and support a element of literacy. The mark making activity helps support writing as children are practicing <sup>writing skills</sup> and developing muscles needed for writing through mark making. Story sacks help with children's reading ability as it allows them to understand and recognise important

Some activities were not age-related and the learner could not be given marks as it is expected that learners at Level 3 are aware of the milestones for three year olds.

Further links for developmental milestones and working with three year olds can be found in the following units:

Unit 1 Childrens development  
B1 Physical development  
C1 Theoretical Approaches  
D1 The self, others and place in the world

Also links with  
Unit 9 Observation, assessment and planning A1, B3

For three year olds also consider:

Unit 18 Working with Children Under 3 Years  
A1 Nutritional Requirements  
B3 Support for the Developmental needs of children two years up to three years  
C1 Skills for working with children under three years

## C2 Qualities for working with children under 3 years

Links with

Unit 14 Montessori Approached in early Years A2, B1

Unit 19 Digital Technologies In early years Practice A1, B1, C1

Some learners gave appropriate age related activities including resources, health and safety, differentiation and extension activities within their planning in addition to best practice and links to appropriate theories.

Writing activity for 3 year olds

Learning outcomes -

- make marks using finger isolation
- explain what their marks mean
- try to explain what other children's marks may be

Rationale -

This activity is good for this age group because it will help them learn through a sensory and physical activity. This is because it is something that the children love doing and it will contribute to their early learning goals by teaching through muscle memory. It will also help them move up to the next level stage of

their development and keep them on target for their current age/stage. This can be backed up by the point of Piaget's theories of Learning through play experiences which is said to help them learn as it is a fun and unique experience. It can also link to Piaget's theory of Schemas, which states that children learn in a definite order: assimilation (child develops schema), equilibrium (all experiences to date link to schema), disequilibrium (something happens to that does not fit to schema), and accommodation (child makes new schema/alters old one to fit this experience). For a child to learn, they need to be put into a state of disequilibrium quite regularly and to do this, they need to constantly have opportunity to experience new things. You also must remember that these children, from the age of 2-7, will remain in the pre-operational stage (Piaget), which means they will learn best through active play opportunities. ✓



Literacy - writing - 30-50 months →

- gives sometimes gives meaning to marks as they draw and paint.
- Ascribes meaning to marks that they see in different places.

The above quotes may be found in the EYF5 Profile, 2016, and may be used as evidence and rationale towards the given learning outcomes.

### Activity ✓

Children get a choice of whether they would like to make marks in damp sand indoors or soil/mud outdoors in small groups, where they will be encouraged by an adult to use one finger at a time drawing circles, dots, lines, etc. Practitioner will communicate with them in their small groups about what they are doing and what they think their friends may be drawing.

## Role of Adult -

Bandura's Social Learning theory suggests that children learn their behaviours from others around them. With this in mind, I would suggest that practitioners model mark making techniques for the children to follow and copy. This would help the children because they will be given opportunity to see how mark making can be done.

Sustained Shared Thinking was first theorised by Bruner and Vygotsky. This theory means that children get most of their ideas and knowledge from older children and more knowledgeable adults, or by encouraging the children to expand their language and thinking, you can help them expand their knowledge and ideas. This will help the children in their communication delay and they will have a wider range of vocabulary to use.

Also by giving a wider range of variety to choose from, you as a practitioner are following best practice by giving more choice in things like environment and resources they would prefer to use.

### Resources -

- damp sand and soil/mud outdoors,
- access to outdoor and indoor areas.
- washing facilities for outdoor children to wash mud off after activity
- adequate and appropriate adult supervision (staff:child ratio for 2-3 year olds is 1:4).
- list of questions and commentary ideas for the practitioners to use if they get stuck.

Activity 3 part 1 continued...

### Extension activity-

If children are up for a challenge, why not give them a copy of their name so they can try and copy it (ZPD, vygotsky. This means getting them to the edge of their comfort zone with a more difficult activity and offer more help).

### Differentiation

To support these children with a communication delay, I would ensure these children were in adult to child ratio of 1:2 so the practitioners could be more interactive with them and encourage them to expand their vocabulary. I would also make sure that they were scaffolded with open questions a little more so that they can communicate their ideas as best they can (Bruner).

### Bibliography-

• EYF's Profile 2016.

## Activity 3 part 2

Reading activity for 3 year olds.

Learning outcomes -

retelling the 3 little pigs in small groups.

explaining what might happen next.

Using pictures to prompt ideas - reading without words.

small world play with suggested themes.

Rationale -

I think this is a great activity because it gives the children opportunity to be creative and imaginative with resources around a specific topic. This activity may play an important role in ensuring children enjoy reading from a young age because these fun activities based and stories are their first memories they'll have of books. This may cause them to continue enjoyment into older ages and encourage them to try harder in reading activities.

Literacy - Reading - 30 - 50 months -

- suggests how stories might end.

- describes main story settings, events and principle characters.

- listens to, and enjoys joins in with stories and poems, one-to-one or

in small groups.

The above quotes and information can be found in the EYFS Profile 2016 and may be used as evidence to base this activity plan on

### Activity -

Children listen to the 3 little pigs story and receive a pack of pictures. They then need to try and find duplicates of the pictures in the garden and around classroom. They are then given blocks (megablocks may be more appropriate), straw and sticks as well as a fox and 3 little pigs so they can reproduce the story in small groups.

### Role of Adult - ✓

The adult should ensure all risks are assessed and managed as well as possible. These risks may include getting poked in the eye by the sticks or falling over something in the outdoor environment. These things may be avoided by a mini talk about managing risks before the activity starts so the children know the risks.

## Activity 3 part 2 continued...

Another thing adults need to do is encourage their children to take part in the activity as it is very beneficial to all areas of development. You could do so by modelling the aspects of the activity clearly so the children are encouraged to copy. This can be supported by Bandura's Social Learning theory, which suggests children learn their behaviours from people they aspire to, such as key practitioners.

As some of the children partaking in this activity have a ~~low~~ delay in communication, it is the adult's role to ensure children ~~have~~ are in a language rich environment, which Chomsky theorised as being very important to children as they have an innate ability to learn language but need to be exposed ~~greatly~~ to it to learn it best.

## Resources-

- books and puppets for telling of the story.
- quiet and comfortable environment so children's ~~focus~~ concentration is higher.
- pictures from book - 3 little pigs. 2 copies so you can hide one and they can find matching pictures in

an outdoor environment.

- access to an outdoor environment.
- blocks, sticks, straws and little figurines in which children can use for acting out story.
- adequate and appropriate adult supervision (staff:child ratio for 2-3 year olds is 1:4).
- list of questions, running commentary ideas and prompts to use if adults need help or how to expand vocabulary.

### Extension activity -

If children have finished these tasks and are looking for a challenge, you could have some props in the role-play area in which children can play and talk about the story and which part they think the props are from. This would help a communication delay by building confidence in their language and by expanding vocabulary.

### Differentiation -

To support children with a communication delay, I would try to make them expand their thinking as much as I could and include them in group conversations as well as retelling the story using questions such as "[child's name], what do you think will happen next?"



I would also ensure that they have more interaction during the class storytelling and in their small groups by counting them in a smaller adult:child ratio, like one of 1:2 or 1:3 instead of the quality of adult interactions is heightened. I can then also make sure the adults are properly scaffolding the children & ~~to~~ so they receive as much help as they need (Bruner).

Best practice would be to have groups of 4 so there can be at least one practitioner per group and that groups are mixed so children with communication delay can be around and interact with children with typical development in this field. I would also ensure that the children can take equal parts in all areas of this activity by having groups do one aspect at a time ~~while~~ and rotate them so they all get the same time on each activity. I might also ensure that parents are communicating to children at home so the children can learn in a whole language approach.

### Bibliography

EYFIS Profile, 2016. ✓

## Further Support for planning activities can be found in:

Unit 11 The Early Years Foundation Stage

B1 Learning and Development Requirements

B2 Assessment Requirements

D1 Support Children's Learning and Development Towards the Early Learning Goals

Also links with

Unit 3 Play and Learning B3

Unit 6 Children's Physical Development Care and Health Needs B1

Unit 9 Observation, Assessment and Planning A2, C1, C2, C3

Unit 12 Children's Development Outdoors A2, B1, B2, C1, C2

## Summary

The range of theories referred to can be varied however they must be relevant and age-appropriate.

Please ensure all case studies are read carefully to ensure the learner fully understands what is being asked.

Understand terminology which is used in the specification.

A range of theorists can be used but they must be relevant.

Ensure learners use age appropriate activities.

Please click [here](#) for the specification and SAMS

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