



# Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC Nationals  
In Children's Play, Learning and Development

Unit 2: Development of Children's  
Communication, Literacy and  
Numeracy Skills (31598H)

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## Introduction

- This is the Lead Examiner Report for Unit 2, Development of Children's Communication, Literacy and Numeracy Skills, January 2021
- The unit is mandatory and is assessed externally using a seen case study. There are three unseen tasks on the paper which learners are asked to complete within the given time period.
- The first external assessment of Unit 2 took place in June 2017 and assessment of the unit now well established, with no changes having been made to the mode of assessment since June 2017.

## Introduction to the Overall Performance of the Unit

- Overall examiners were pleased to find evidence of centres encouraging their learners to use the pre-release materials (case study) to help them develop their ideas and notes with which to complete the assessment.
- Examiners noted an increasing number of learners continue to thoroughly read the case study and research specific aspects which in turn assists them in providing appropriate responses to the three tasks, for which they are credited.
- Examiners saw some very good examples of how learners had provided justification by using theory to support their recommendations and rewarded them accordingly.

## Individual Questions

### Activity 1

The learner has addressed all three aspects of the activity.

**Work effectively with parents and carers of multilingual children aged three years old who have recently started at Woodways nursery to support their language development.**

The learner has made several relevant points which directly respond to the task. Sending multi language reports home is appropriate as are face to face meetings and the use of a translator, plus giving to the parents. Involving parents through homework sheets has been credited as has developing a trusting relationship. The learner has not included any theory or justification within this section, however the actions all address working with parents. Many learners provided guidance on working with the children as opposed to the parents and unfortunately could not be credited for this part of the activity.

**Provide new staff with an explanation of Roger Brown's Stages of Language Development in their induction to help them understand the sequence by which the children in the nursery learn to use grammar in their speech**

The learner has provided a clear explanation of Brown's theory. Most learners gained marks here and it is pleasing to note centres are making good use of the case study as an indication as to what may be required within the activities.

**Provide ways to work effectively with children aged between twelve months and two years old to support verbal interactions**

Most importantly the learner's account is accurate in that it relates to the relevant age group. There are appropriate links to Piaget and appropriate resources are noted.

Overall this is a good piece of work. Appropriate and realistic recommendations have been made throughout in response to the case study. The learner was awarded 7 marks and placed at the bottom of mark band 4 on the assessment grid, Further recommendations would have been needed to gain full marks within this section. There is some good justification made through the supporting theory and the work has been placed at the top of Mark Band 3 and awarded 9 marks.

**Activity 1: Ofsted report response**

Mrs Al Shamsi has just received the latest Ofsted report for Woodways Nursery. The quality of provision is good but some areas require improvement. The report states that to meet the requirements of the Early Years Foundation Stage (EYFS) the provider must:

- provide ways to work effectively with children aged between 12 months to two years to support their verbal interactions
- provide new staff with an explanation of Roger Brown's stages of language development in their induction to help them understand the sequence by which the children in the nursery learn to use grammar in their speech
- work effectively with parents and carers of multilingual children aged three-years-old who have recently started at Woodways Nursery to support their language development.

Produce a report responding to Woodways Nursery's latest Ofsted report, making recommendations to address issues raised. Justify these with reference to early years theory.

(20)

How can Woodways Nursery work effectively with parents and carers of the multilingual children?

The nursery can provide reports for the parents to keep them updated with the child's progress in each area of development. The reports can be sent in English and the home language spoken so that the parents really understand what the nursery are trying to tell them. If face to face meetings are preferred then the nursery could have a staff member who speaks the home language who can help or find a translator.

The nursery can give parents and carers advice that can benefit their

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twins such as controlled use of the home language at home so that the children don't ~~lose~~ lose sense of their home culture. They could send home worksheets for the twins to do with their caregivers so everyone feels involved with the twins learning.

The carers and nursery must develop a positive, trusting relationship so the the twins development is the main priority. To do this concerns must be discussed when found, any changes in learning can be supported and feedback must be taken into consideration by both parties.

### Rodger Brown's Stages of language development

Rodger Brown's theory includes 5 stages that correspond with the age of the child.

Stage one is when a child's mean length utterance<sup>(mlu)</sup> (length of sentence) is at 1.75 seconds. This stage is for children aged from 15 to 30 months.



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At this stage the child will speak using two word sentences to communicate. For example a child may ask to their mother to 'pick up' instead of ask 'can you pick me up please?'

Stage 2 is when the child has a mlv of 2.25 seconds at the age of 28 to 36 months. During this stage the child will begin to use regular plurals such as 'ducks there' when passing a duck pond. ~~there~~ their is starting to improve ~~at~~ as they may begin to use the words ~~at~~ and ~~in~~ in their sentences.

Stage 3 is when the child has a mlv of 2.75 seconds at the age of 36 to 42 months. ~~A~~ the children now begin to use irregular past tenses which involve sentences such 'oops, me fell' instead of saying 'I fell'. They can also begin to use possessives such as 'babes hat'.

Stage 4 is when the child has a mlv of 3.5 seconds at the age of 40 to 46 months. Using third present tense is a regular occurrence as they will



Say things like 'mummy likes cake', 'daddy likes car'. They may begin to use the ~~and~~ in sentences and add 'ed' to the end of words.

Stage 3 is when a child has a mlc of 4.0 seconds and this age range is from 42 months to 52 onwards. The child will make grammatical mistakes by using irregular ~~past~~ third person such as 'she have' instead of the correct term 'she has'. Browns theory states that children will make grammatical errors and use telegraphic speech but over time it will develop and language with correct grammar is formed.

How can Wooddays Nursery work effectively with children aged 12 months to 2 years to support verbal interaction:

The nursery can support verbal interaction for one year olds by asking them their name as they should be able to tell you. The two year olds at the nursery could ask them their names also and vice versa to see how well they interact. A





Buddy System can be create so that the 2 year olds can use their knowledge of imagination to improve the 1 year olds speech. They can ~~the~~ interact listening to each other whether it's babbling or speaking to understand each other.

Children aged 1 to 2 years of age are in what Piaget called the Sensorimotor ~~pe~~ phase and that's where children learn language through actions. So the nursery can use puppets activities to get them to talk using them. Physically moving and playing with puppets such as finger puppets can support verbal interaction as they will try and say what the puppets are thinking which is what their imagination has created. Story sacks may also be beneficial because ~~the~~ visual props such as books are harder to understand so the use of actually play with props would help them memorise what the adult imitating the story sacks is saying. They may begin to link things such as hugging to



getting 2 teddies to hug.

(Total for Activity 1 = 20 marks)



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**Activity 2**

The second activity is a scenario based upon the needs of an individual child. Learners are required to produce a set of actions which are required to support the child. The child in this example is four years old and has a long term hearing impairment. Frequently learners do not access the full marks available on this

question as they do not always reinforce their recommendations with justifications which provide sixty per cent of the total marks. Recommendations should be realistic and age related.

This learner has produced some lovely work, having written a short introductory paragraph to demonstrate understanding of the situation whilst also demonstrating a realisation there was no need to provide a medical diagnosis of the child. The learner takes evidence from the seen case study that 'Vanessa' has experience in this area and should provide one to one support. Realistic recommendations are made throughout and are always justified and supported with appropriate theory which is explained. The work was given Band 4 for recommendations with the learner having made sustained references and Band 3 for Justification of Recommendations providing a total of 16 marks.

vanessa, 12 members of staff

**Activity 2: Child case study**

Conor is **four years old** and has been attending Woodways Nursery for six months.

Conor has been diagnosed with a long-term hearing impairment for which he is receiving medical treatment. - hearing aid.

Produce a set of actions the Early Years Educators can take to support Conor within the nursery. Justify the actions with reference to early years theory and best practice.

(20)

As conor has a hearing impairment he will struggle to understand and sounds and how words are spoken. Because of this conor will have to concentrate all day trying to find different ways to make sense of his environment so he will be very tired at the end of the day.

vanessa is a member of woodways nursery who has alot of experience working with children who have a hearing impairment. The nursery could ask vanessa to work one to one with conor offering support with his speech, language and communication. There are many ways she can help support conor. vanessa could teach him makaton, a new way he can communicate. in order for conor to



communicate with other staff and children vanessa could teach other staff makaton aswell. Piaget said that children who are in the pre-operational stage learn by the use of symbols which makaton is communicating by hand symbols that represent words.

Most nursery's assign a key person to each child. The key person is responsible for the child. The nursery could assign conor a key person who can help him during his day at nursery. conor's key person will observe his development and see what he needs to improve on. This will allow the nursery to plan activities that are going to develop conor. vygotsky said children learn by the support from adults but also by their own independent learning. conor's key person could allow conor to explore activities that they set out for him by himself but offer support when he needs it.





Conor is being medically treated for his hearing impairment and is most likely to have an hearing aid or other forms of technology that will help him hear. Staff don't want to exclude Conor from group activities as vygotsky said children learn from social interactions. Staff want to encourage conor to interact with other children so he can learn new skills. When doing a group activity like reading staff need to ensure that conor's personal equipment is working and that he is sat at the front. Staff also need to ensure that background noise is kept to a minimum so conor can hear clearly. When staff are talking they should face conor so he can read their facial expressions and read lip patterns so he can understand whats happening in the story. And they should point at what they are talking about.





As Conor has a hearing impairment it's very important that the nursery work closely with his parents to ensure he is getting support at home. The nursery should send books home that they are reading there. This will ensure Conor is getting use to seeing the same words over and over again. This will help Conor learn language as he is seeing it and the same words a variety of times. The nursery could also use and send picture books home to ensure Conor is learning to put a word to a picture. Bruner said the children in the iconic stage which Conor would be in as he is 4 years old, can learn by imagery which means they learn by an image representing a word. For example; a picture of a pen with the word pen underneath. Conor will be able to see the word and associated with the



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picture of the pen. The teacher could also use puppets within the book as Bruner said with his symbolic stage that children learn better if they have an object to represent a word. This will help them associate a word to a character in a book.



## Activity 3

In general, learners are still not accessing the full range of marks (28 in total) for Activity 3. There are a culmination of issues with regard to this, the main one being the activities devised by learners do not satisfy the criteria. For example, activities relating to shapes do not satisfy the requirement to produce activities relating to counting, likewise activities are on occasions, not age related, hence requirements for the children to read numbers were not appropriate in this activity. Some learners are still using resources which are a safety hazard to the children, in this instance a number of activities included the use of counters which could be a choking hazard to three year olds. Examiners cannot credit any activity above Mark Band 1 where there is risk to the health and safety of the child and learners must be made aware of this. Some learners are providing details of how their activity will enhance other areas of development for example, gross motor skills and whilst this is to be commended, it cannot be credited in this section as the Activity does not request this information. Learners are advised to adhere to the requirements of the case study.

Centres should continue to encourage their learners to devise activity plans whilst ensuring they are familiar with the specifications for Unit 2 in relation to numeracy as well as literacy. It may be useful to guide learners towards using the EYE to identify the milestones which the child is expected to reach within the given age range as this tends to provide guidance towards suitable activities.

Below is an example of a good response, the learner has provided two activities which meet the criteria and has justified them throughout using appropriate theory.

For their first activity, the learner has provided a full plan with resources and the role of the EYE. The activity is age appropriate and a risk assessment has been planned to cover Health and Safety, additional activities for the twins has also been provided.

The second activity is also age appropriate and whilst the activity is being done at home, it has been instigated by the EYE with justification provided. The plan is once again detailed and includes a risk assessment and additions for English as a second language.

Both activities are fully justified using the theories of Vygotsky and Piaget in addition to the Early Years Educator

**Activity 3: Designing activities**

Design **two** age appropriate activities to **support counting skills** for children aged **three**. These activities must be accessible to the **three-year-old twins** who **do not have English** as their first language.

The activities should use the setting's resources and include the role of the adults.

Justify your actions by linking best practice to early years theory.

(28)

Title: using numbered blocks to support childrens counting skills

Ratio: ~~1:1~~ 1:4

Area of learning: mathematics

learning outcomes: children participating will be able to develop counting skills

Description: using building blocks with numbers printed on to count, allows children to make links between symbols whilst also learning how to count

language input: 'how many', 'number', 'more', 'less'.

Individual needs: it is important that each child's individual needs are met. There are ~~two~~ twins participating in this activity that may need extra support as English is not their first language. This could include ~~the~~ using simple words that the children will be able to pick up and use themselves whilst also exposing them to language. ~~The EYFS &~~



(2017:9) states that there should be ~~app~~ 'opportunities to ~~pres~~ have good standard English' which can be provided through any activity. health and safety. before the activity can take place, it is important that a risk assessment takes place. This allows the EYP to identify where changes may need to take place and what rules/~~boundaries~~ boundaries need to be set. for example, there may only be enough room or space for four children, so it would have to be explained why no more children can participate in the activity. In addition to this, it is important that the 1:4 ratio is ~~struck~~ obliged in order to ensure each child's safety.

Role of the adult: Before the activity takes place, the EYP should observe each child that is taking <sup>part</sup> place in the activity. This allows the adult to identify the child's stage of development and their likes/dislikes in order to plan an effective activity. furthermore, the EYP should reinforce the child's actions, such as praising them. They should





be able to support the children with sensitive questioning in order to help the child process the information that they are hearing and seeing.

Demonstrating what they are doing can help the child understand. It is vital that EYFs are flexible with their activity and are able to facilitate for the children when need be. They should also observe children after the activity and discuss the outcomes with the child's parents.

Justification: According to Vygotsky, the quality of interaction received is important for a child's mathematical development. EYFs can support this by observing the child to identify their Zone of Actual Development (ZAD) to help find how to support them to the Zone of Proximal Development (ZPD). This can be done through scaffolding the child and building on what they already know. According to EYFs can support this through the use of questioning. According to the EYFS (2017:12), by the end of the





reception year, children should be able to 'count reliably from 1 to 20'. This activity can support this by increasing the amount of blocks used and creating different scenarios used with the blocks.

bibliography - The Early Years Foundation stage (2017)

department for education.

Next steps: the next steps would ~~title: using a washing~~ include reading stories about counting and singing songs.

Title: ~~using a washing~~ <sup>home role play</sup> ~~line 1~~ <sup>in role play</sup> to support children's counting skills.

Ratio: 1:4

Area of learning: mathematics

Learning outcomes: improved counting skills.

Description: using a role play theme such as a home to use every-day activities and experiences to support counting skills.

Language input: 'more', 'less', 'how many', 'count'.



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Individual needs: The EYFS (2017:6) states that 'every child is a unique child', meaning not every child is the same and some may need extra support. Due to the twins having English as a second language, they may have different activities at home that could help support their counting skills. EYFs could research this and help support the children to do it in English, helping them to count.

~~Expos~~ Role of the adult: The children should be observed by the ~~ad~~ EYFs prior to the activity to identify their counting skills and how they need to be supported. Using positive reinforcers on the children can also help support the child and encourage them to carry on. According to § Skinner's ~~of~~ Operant conditioning theory, children are more likely to repeat behaviour that has been positively reinforced. This is because they enjoy the pride of being praised and want to feel it more often. The adult should discuss



the outcomes of the activity & with the child's parents/carers and how they can support their child further at home. They should also, provide according to the EYFS ~~2017~~ (2017:9) to provide a 'mixture of adult-led and child initiated play'.

Justification: Children learn numeracy skills best through every-day experiences such as helping to set the table and hanging out the washing on the washing line. Providing children with the resources to do this out during their sessions at the nursery. According to Piaget's universal stages, children taking part in this activity are in the preoperational stage of numeracy development. In this stage, children are able to use symbolic functioning and symbolic play to learn, which can be done in role play as they see the objects presented differently. They are also able to bring in schemas from



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previous activities to help create new conclusions.

health and safety: before the activity takes place, a risk assessment should be done to help ensure the activity is safe and that there is enough space for the activity to take place.

Bibliography: The early Years Foundation stage (2017)  
department for education

(Total for Activity 3 = 28 marks)

TOTAL FOR TASK = 68 MARKS



## Summary

Based on their performance on this paper, learners should:

- Continue to develop activities in class based upon a given scenario
- Ensure their work is age related
- Ensure any activities are safe for the children
- Have a full understanding of the specification relating to numeracy
- Continue to develop their understanding and application of theory to scenarios within Early Years Settings

The Sample Assessment Material and the Marking Grid for this Unit can be found [here](#).



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

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