

You will be completing the following assessments which will contribute to your Teacher Assessed Grade. Children's Play, Learning and Development: unit 2.

<b>Week commencing 19th April</b>	<b>Open Book Controlled Conditions in class - 45 minutes</b>	<b>Pearson BTEC Nations – in class assessment</b>
<p>Topics to Revise</p> <ul style="list-style-type: none"> <li>• Piaget</li> <li>• Vygotsky</li> <li>• Chomsky</li> <li>• Supporting children with English as an additional language</li> <li>• How verbal and non-verbal communication is used to support children, to include eye contact, gesture, body language, active listening.</li> <li>• How children acquire the capacity to understand language through the stages of acquisition, to include pre-linguistic and linguistic phases.</li> <li>• How higher order language skills are developed through components of speech, to include phonology, syntax and semantics, expressive and receptive.</li> </ul>		
<b>Week commencing 17<sup>th</sup> May</b>	<b>Invigilated exam conditions - 1 hour 45 mins</b>	<b>Pearson BTEC Nations unit 2 formal assessment</b>
<p>Topics to Revise</p> <ul style="list-style-type: none"> <li>• The impact of theories on developing children's speech, communication and language development, to include: <ul style="list-style-type: none"> <li>o Bruner's theory of development, to include three modes of representation</li> <li>o Chomsky's concept of the Language Acquisition Device (LAD)</li> <li>o Vygotsky's constructivist learning theory, e.g the importance of social interactions</li> <li>o Roger Brown's five stages of language development and mean length of utterance (MLU)</li> <li>o Piaget's stages of learning and the importance of observing children's language development.</li> </ul> </li> <li>• Factors that may affect speech, communication and language development, to include background noise, television and radio, conductive hearing loss, learning difficulties, the quality of adult interaction.</li> <li>• The importance of observation and assessment of speech, communication and language to address the early detection of problems and make suitable recommendations and referrals.</li> </ul> <p>A2 Developing children's speech, communication and language</p> <ul style="list-style-type: none"> <li>• How children's language develops in a sequence, to include babbling, single words, two words, multi-sentence words.</li> <li>• How adults can support early verbal interactions with babies, to include drawing babies' attention, facial expression, gesture and eye contact.</li> <li>• The importance of appropriate adult support, to include: <ul style="list-style-type: none"> <li>o giving children time to respond</li> <li>o acknowledging children's attempts to communicate</li> <li>o reflecting back the correct word/pronunciation</li> <li>o sensitively expanding children's statements.</li> </ul> </li> </ul>		

- How to use the concept of parentese in child directed speech.
- How adults can create a language promoting environment, to include small spaces, low-level background noise, activities and objects that excite children's interest, keeping group size to a minimum.

#### B1 Development of literacy skills

- How children develop reading skills, to include:
  - o reading page from left to right and top to bottom
  - o handling books and written materials
  - o interactive computer programs.
- How adults support children's skills in reading and writing, to include links between spoken sounds, letters and written symbols, recognising simple words, understanding simple sentence structures.
- How adults build a language-rich environment to support children, to include labelled displays and word banks at children's eye level, labelling activities, dedicated areas for reading and writing activities.
- Ways in which phonemic awareness in learning to read can be used to include:
  - o recognition of individual speech sounds
  - o ability to segment words into component sounds (phonemes)
  - o association of written symbols (graphemes) with sounds

#### Revision Resources - all on google classroom

- Core Notes
- Class PPTs
- DIRT from past assignments including exemplar answers
- Past papers & exam questions
- A3 revision maps
- PEEL exam technique booklet

#### Revision Tips

- Review A3 revision maps for key theories
- QUE cards summarising key theories
- Activity planning and reflection on practice
- Ofsted reports for nurseries within the locality
- Quizlet
- Answering past questions, planning responses using the PEEL technique