

Include min 7 references Harvard referencing
4000 words full assignment

Module Name	Support the development of reading, literacy and mathematical skills in early years settings
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Credit Value: 3	
Unit Title: Support the development of reading, literacy and mathematical skills in early years settings	

RULES AND REGULATIONS

Plagiarism is presenting somebody else's work as your own. It includes: copying information directly from the Web or books without referencing the material; submitting joint coursework as an individual effort; copying another student's coursework; stealing coursework from another student and submitting it as your own work. Suspected plagiarism will be investigated and if found to have occurred will be dealt with according to the procedures set down by National Academy.

Students are advised to review the module content before attempting to address any of the tasks

ASSIGNMENT REGULATIONS

1. Learners are required to submit their work using the Academy Assessment cover sheet.
2. You are required to submit your assignment by the date shown in your VLE Calendar
3. If you have any special requirements these must be communicated to your tutor prior to the commencement of the assignment

Title:		Support the development of reading, literacy and mathematical skills in early years settings	
Level:		3	
Credit value:		3	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand systematic synthetic phonics in the teaching of reading	1.1	Explain what is meant by 'systematic synthetic phonics'
		1.2	Identify the benefits of using systematic synthetic phonics in the teaching of reading for young children
		1.3	Explain the phases of systematic synthetic phonics
2	Be able to plan and deliver activities using systematic synthetic phonics to develop reading skills	2.1	Plan a range of learning activities using systematic synthetic phonics to develop emergent literacy skills
3	Understand strategies for developing early literacy and mathematics	3.1	Explain a range of strategies for developing early literacy
		3.2	Analyse the strengths and weaknesses of using these strategies for developing early literacy
		3.3	Explain a range of strategies for developing early mathematics
		3.4	Analyse the strengths and weaknesses of using these strategies for developing early mathematics
4	Be able to plan and deliver activities to develop early literacy and mathematics	4.1	Plan learning activities using a range of strategies to develop early literacy

	4.3	Plan learning activities using a range of strategies to develop early mathematics
	5.2	Reflect on own role in relation to the development of children's skills in: • Reading • Literacy • Mathematics

Assessment task: Support the development of reading, literacy and mathematical skills in early years settings

Task 1

Complete an assignment showing your understanding of systematic synthetic phonics in the teaching of reading and strategies for developing early literacy and mathematics in the early years setting. In your assignment you must cover the following:

- Explain what is meant by ‘systematic synthetic phonics’
- Identify the benefits of using systematic synthetic phonics in the teaching of reading for young children
- Explain the phases of systematic synthetic phonics
- Explain a range of strategies for developing early literacy (reading aloud, circle time, picture flash cards)
- Analyze the strengths and weaknesses of using these strategies for developing early literacy
- Explain a range of strategies for developing early mathematics
- Analyze the strengths and weaknesses of using these strategies for developing early mathematics

Task 2 (Activity plan)

Plan 2 activities using the provided activity planning sheet. One plan should be based on literacy and you must incorporate phonics in your activity and the second activity should be based on mathematics.

- Plan a learning activity using systematic synthetic phonics to develop emergent literacy skills
- Plan a learning activity to using a range of strategies to develop early mathematics

Task 3 (Evaluation and reflection)

On the provided activity sheet please complete an evaluation and reflection of the two activities. For this task you must:

- Evaluate the effectiveness of the planned and implemented activities to develop reading, literacy and mathematical skills in young children
- Reflect on own role in relation to the development of children's skills in:
 - Reading
 - Literacy
 - Mathematics

Activity Plan

Early literacy activity

- Plan learning activities using a range of strategies to develop early literacy
- Implement learning activities using a range of strategies to develop early literacy

Activity 1:
The learning intentions for this activity:
What strategies will you use to develop early literacy?
How the activity reflects the children's stage of development, stage of learning, individual needs and circumstances:
What resources do you need?
What new vocabulary will you introduce?
What key questions can you ask to involve them in Shared Sustained Thinking?
Evaluation of activity (How did the activity support children's early literacy skills, did it meet the learning

intention, what would you do differently if you did the activity again, did it support their individual needs, did it meet their age and stage of development effectively)

Reflection on own practice

(Think about your use of language, how you adapted your practice to meet their needs, was your practice effective in meeting their development needs, what improvements can you make on your practice)

Early Mathematics activity

- Plan learning activities using a range of strategies to develop early mathematics
- Implement learning activities using a range of strategies to develop early mathematics

Activity 1:

The learning intentions for this activity:

What strategies will you use to develop early mathematics?

How the activity reflects the children's stage of development, stage of learning, individual needs and circumstances:

What resources do you need?

What new vocabulary will you introduce?

What key questions can you ask to involve them in Shared Sustained Thinking?

Evaluation of activity

(How did the activity support children's early literacy skills, did it meet the learning intention, what would you do differently if you did the activity again, did it support their individual needs, did it meet their age and stage of development effectively)

Reflection on own practice

(Think about your use of language, how you adapted your practice to meet their needs, was your practice effective in meeting their development needs, what improvements can you make on your practice)