

SWiS 2.32 Support literacy and numeracy activities (schools)

UNIT SUMMARY

Who is this unit for?

This unit is for those who provide support for literacy and numeracy activities. It covers the support given to pupils to make sure they are able to contribute to, and benefit from, learning activities designed to promote literacy or numeracy development.

What is this unit about?

This unit is about working under the direction of the teacher to help pupils to participate in whole class, group and individual learning activities for literacy/numeracy development. It involves discussing with the teacher how the learning activities are to be organised, and what your particular role will be, providing the agreed support and giving feedback to the teacher about how well the activities went and how the pupil(s) responded to them.

Unit outcomes

Outcome 2.32.1 Support pupils with activities to develop literacy skills

Outcome 2.32.2 Support pupils with activities to develop numeracy skills

Origin of this unit

This unit appears as STL6 in the national occupational standards in supporting teaching and learning in schools.

Place in qualifications

- This unit is a mandatory unit in the level 2 NVQ/SVQ in supporting teaching and learning in schools
- This is an optional unit in the level 2 award and/or certificate in support work in schools

Evidence requirements

An holistic approach to assessment is recommended where possible. A single statement from an expert witness may, therefore, cover more than one of the mandatory and optional units. In some instances, however, it may be necessary to seek statements from more than one expert witness in order to cover the requirements.

The following evidence is required for each unit as a whole:

- At least one expert witness statement describing your performance
- Evidence of your understanding and skills. This could be in any suitable format and may be supported by translation where necessary, such as:
 - records from an expert witness or training mentor of discussions they have had with you about your understanding
 - any other evidence that was produced during the activities or tasks assessed, such as notes, e-mails or records
- A personal log reflecting on your own role, responsibilities and skills

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Glossary of terms used in this unit

Literacy	literacy unites the important skills of reading, writing, speaking /talking and listening
Numeracy	a proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered, by counting and measuring, and is presented in graphs, diagrams and tables
Pupils	the pupils you work with when working: <ul style="list-style-type: none">• on their own• in small groups• as part of a class group
Support	using strategies and techniques for promoting pupils' learning, for example: <ul style="list-style-type: none">• prompting shy or reticent pupils• translating or explaining words and phrases• reminding pupils of teaching points made by the teacher• modelling correct use of language and vocabulary• ensuring that pupils understand and follow the teacher's instructions• helping pupils to use resources relevant to the learning activity

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2.32.1 Support pupils with activities to develop literacy skills

Performance criteria

You will need to:

- P1 obtain information from the teacher about:
 - a the teaching and learning objectives of the activity
 - b the literacy needs of the pupils you will be working with
 - c individual learning targets for the pupils
 - d your role in supporting the learning activity

- P2 support pupils in activities to develop their:
 - a reading skills
 - b writing skills
 - c speaking/talking and listening skills

- P3 offer the required types of support as and when needed by the pupils

- P4 give encouragement and feedback using language and vocabulary which the pupils are likely to understand

- P5 seek assistance if you experience difficulties in supporting the learning activity as planned

- P6 provide the teacher with relevant feedback on:
 - a the progress of the activity
 - b the pupils' response to the activity
 - c progress in meeting learning targets

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2.32.2 Support pupils with activities to develop numeracy skills

Performance criteria

You will need to:

- P1 obtain information from the teacher about:
 - a the teaching and learning objectives of the activity
 - b the numeracy needs of the pupils you will be working with
 - c individual learning targets for the pupils
 - d your role in supporting the learning activity

- P2 support pupils in a range of activities to develop different numeracy skills as defined by the relevant curriculum or framework for your country

- P3 offer the required types of support as and when needed by the pupils

- P4 give encouragement and feedback using language and vocabulary which the pupils are likely to understand

- P5 use, and encourage pupils to use, the appropriate mathematical vocabulary

- P6 seek assistance if you experience difficulties in supporting the learning activity as planned

- P7 provide the teacher with relevant feedback on:
 - a the progress of the activity
 - b the pupils' response to the activity
 - c progress in meeting learning targets

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Knowledge and understanding

You need to know and understand:

- K1 the school policies for mathematics and English, Welsh or language as appropriate to the setting
- K2 the literacy and numeracy skills expected of the pupils with whom you work
- K3 how pupils develop reading, writing, speaking/talking and listening skills, and the factors that promote and hinder effective learning
- K4 the interactive use of speaking/talking, listening, reading and writing to promote literacy development in pupils
- K5 how pupils develop mathematical skills and the factors that promote and hinder effective learning
- K6 the nature of any special educational needs or additional support needs of pupils with whom you work and the implications of these for helping them to develop:
 - a language and literacy skills
 - b mathematical knowledge, understanding and skills
- K7 how to encourage and support bilingual pupils to participate in learning activities to develop literacy and numeracy skills
- K8 the strategies and resources used at your school for developing pupils':
 - a reading skills
 - b writing skills
 - c speaking/talking and listening skills
 - d mathematical knowledge, understanding and skills
- K9 how to use praise and assistance to maintain the pupils' interest in and enthusiasm for understanding and using the full range of literacy and numeracy skills
- K10 the sort of problems that might occur when supporting literacy and numeracy activities with individuals and groups
- K11 the importance of working within the boundaries of your role and competence and when you should refer to others