Unit Title:	**Support literacy development**	
OCR Unit No:	13	
Sector Unit No:	TDA 3.11	
Level:	3	
Credit value:	3	
Guided learning hours:	18	
Unit accreditation number:	M/601/7714	

Unit purpose and aim

This unit provides the knowledge, understanding and skills to support literacy development. This includes understanding national and organisational frameworks for literacy development and using skills and techniques to support learners in developing reading, writing, speaking/talking and listening skills.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Knowledge, understanding and skills
1. Understand current national and organisational policies and practices for literacy development	1.1 Explain the aims and importance of learning provision for **literacy development** 1.2 Summarise the relevant **policy** and age-related expectations of learners relevant to literacy development in the setting 1.3 Summarise the teacher's programme and plans for literacy development	**Literacy development** covers the interrelated skills of: • reading • writing • speaking/talking and listening **Policy** relevant to literacy development is the policy for English, Welsh and/or language as appropriate to the setting.
2. Be able to support learners in developing reading and writing skills	2.1 Use a range of **strategies for supporting learners to develop reading and writing skills** 2.2 Select and use support	**Strategies for supporting learners to develop reading and writing skills**, eg: • use of targeted prompts and feedback

	strategies to meet the individual needs and learning targets of learners	to develop use of independent reading and writing strategies • facilitating the participation of individuals or small groups in shared reading and writing activities • using phonics to help learners understand the sound and spelling system and use this to read and spell accurately • use of specific support strategies, eg. paired reading, writing frames • use of specific support programmes, eg. graded reading books, differentiated computer-based learning programmes, Additional literacy support programmes
3. Be able to support learners in developing speaking/talking and listening skills	3.1 Use a range of **strategies for supporting learners to develop speaking/talking and listening skills** 3.2 Create opportunities to help learners' understand the importance of attentive listening and taking turns to speak 3.3 Encourage learners to contribute to conversations and discussions in a manner likely to enhance their self-confidence and self-esteem 3.4 Encourage learners to	**Strategies for supporting learners to develop speaking/talking and listening skills,** eg: • providing opportunities for learners to engage in conversation, discussion and questioning • using open-ended questions to encourage learners to contribute to conversations and discussions • prompting shy or reticent learners to contribute to conversations and discussions and to respond to questions

	respond constructively to other learners' contributions to conversations and discussions	• using language and vocabulary which is appropriate to the learners' level of understanding and development
	3.5 Respond to learners' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images	• introducing learners to new words and language structures to help extend their vocabulary and structural command of language

Assessment

This unit needs to be assessed in line with the Training and Development Agency (TDA) QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Assessment criteria 2.1, 2.2, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.

Details of relationship between the unit and national occupational standards

STL25 Support literacy development

Introductory training materials for teaching assistants:

* Literacy

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk .