TDASTL6
Support literacy and numeracy activities

Overview

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.

This unit contains two elements:

1. Support pupils with activities to develop literacy skills
2. Support pupils with activities to develop numeracy skills

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Performance criteria

Support pupils with activities to develop literacy skills

You must be able to:

P1　obtain information from the teacher about:
　　P1.1　the teaching and learning objectives of the activity
　　P1.2　the literacy needs of the pupils you will be working with
　　P1.3　individual learning targets for the pupils
　　P1.4　your role in supporting the learning activity

P2　support pupils in activities to develop their:
　　P2.1　reading skills
　　P2.2　writing skills
　　P2.3　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:
　　P6.1　the progress of the activity
　　P6.2　the pupils' response to the activity
　　P6.3　progress in meeting learning targets

Support pupils with activities to develop numeracy skills

You must be able to:

P7　obtain information from the teacher about:
　　P7.1　the teaching and learning objectives of the activity
　　P7.2　the numeracy needs of the pupils you will be working with
　　P7.3　individual learning targets for the pupils
　　P7.4　your role in supporting the learning activity

P8　support pupils in a range of activities to develop different numeracy skills as defined by the relevant curriculum or framework for your country

P9　offer the required types of support as and when needed by the pupils

P10　give encouragement and feedback using language and vocabulary which the pupils are likely to understand

P11　use, and encourage pupils to use, the appropriate mathematical vocabulary

P12　seek assistance if you experience difficulties in supporting the learning activity as planned

P13　provide the teacher with relevant feedback on:
　　P13.1　the progress of the activity
　　P13.2　the pupils' response to the activity
　　P13.3　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:
     K6.1   language and literacy skills
     K6.2   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':
     K8.1   reading skills
     K8.2   writing skills
     K8.3   speaking/talking and listening skills
     K8.4   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 sorts 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

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Additional Information

Glossary

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

Support
using strategies and techniques for promoting pupils' learning, for example:
1. prompting shy or reticent pupils
2. translating or explaining words and phrases
3. reminding pupils of teaching points made by the teacher
4. modelling correct use of language and vocabulary
5. ensuring that pupils understand and follow the teacher's instructions
6. helping pupils to use resources relevant to the learning activity

Pupils
the pupils you work with when working:
1. on their own
2. in small groups
3. as part of a class group

Links to other NOS

TDASTL1	Provide support for learning activities
TDASTL2	Support children's development
TDASTL10	Support children's play and learning
TDASTL11	Contribute to supporting bilingual/multilingual pupils
TDASTL25	Support literacy development
TDASTL26	Support numeracy development
TDASTL33	Provide literacy and numeracy support to enable pupils to access the wider curriculum

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