

# OCR Teaching in the Lifelong Learning Sector – Qualification Units

## Unit 42 - Level 5 Literacy Learning and Teaching

Level 5

QCA Accreditation Number T/500/9958

### Unit description

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#### Unit aims

The aim of this unit is to demonstrate an understanding of language theories and practices in own pedagogy.

**Credit value** 15

#### Unit synopsis

This unit is about:

- Application of language theories and practices, the literacy core curriculum and literacy resources for planning teaching and learning
- Experience in using initial assessment, diagnostic assessment and individual learning plans in planning and delivering differentiated literacy learning
- Implementation of effective teaching and learning strategies for the development of language, reading, speaking and listening and writing
- Experience in collaboration in designing and planning inclusive approached to literacy an language
- Understanding of and experience in using quality specialist literacy and language assessment tools.

#### Examples of teaching and learning strategies

The following teaching methods and learning strategies are appropriate to the delivery and development of the knowledge, understanding and skills covered in this unit. A variety of these should be used to provide a model of good practice to the candidate. This list is not exhaustive:

- Small group discussion
- Directed study and research
- Lecture
- Resource based learning
- Question and answer
- Micro teaching session
- Role play
- Discussion
- Lecture and exposition
- Games
- Debate
- Workshop activities
- Tutorials

### **Guidance on delivery for centres**

For many candidates this may be the first opportunity to explore in depth language and literacy acquisition, the relationship between language and society, and the impact of social, cultural and historical factors on both standard and non-standard forms of English.

Appropriate methods of delivery:

- Provision of individual learning plans
- Provision of guidance on the qualification and progression routes to further development
- Provision of opportunities for learning e.g. discussion fora, tutorials, workshop activities etc
- Provision of ongoing mentoring to the candidate, including review and feedback on learning experiences and development of competence
- Observation of peer-to-peer discussions of groups of candidates or of discussions with colleagues
- Observation of candidates working within a partnership

It is advised that centres consider a combination of taught theory relating to literacy teaching and learning and teaching practice. There needs to be sufficient planning of the delivery to enable candidates to implement and reflect on literacy learning and teaching knowledge and principles.

### **Guidance on assessment for centres**

The assessment can include:

- Written assignments
- Case studies/student profiles
- Reports/written/video/digital recording
- Reflective log/self evaluation
- Professional discussion – witness statement
- Presentation to peer group – follow on discussion
- Portfolios of CPD collaboration with other professionals

This is a level 5 unit and thus the candidate must demonstrate complex skills and knowledge in this particular area of curriculum development. The ability to recognise and develop thinking across these criteria is to be encouraged but it does mean that written evidence whilst aiming at succinctness and clarity of thought will need to be of sufficient depth and breadth to meet the level 5 standard. There is an expectation that the written work will be presented at the appropriate level.

### **Suggested reading**

The following list is not intended to be exhaustive, but provides suggested texts which candidates may find helpful. It is not compulsory for students to read all publications in the list; they are identified for reference only. Candidates may also find the texts from Theories and Principles for Planning and Enabling Learning (Literacy) useful for underpinning knowledge. Materials from the DFES Standards Unit and the Readwriteplus publications website are also recommended.

*Adult Literacy Core Curriculum* (2001) DFES

*Adult Pre-entry Curriculum* (2002) DFES

*Access for All – Guidance on making the adult literacy and numeracy core curricula accessible* London: DFES

*Access for All and ESOL* London: DFES

Carter, R. and Nunan, D. (2004) *The Cambridge Guide to Teaching Speakers of Other Languages* Cambridge: Cambridge University Press

Fairclough, N. (2000) *Language and Power*, Second Edition, London: Longman

Klein, C. and Millar (1990) *Unscrambling Spelling* London: Hodder and Stoughton

Kress, G. (2003) *Literacy in the New Media Age* London: Routledge

Hancock, M. (1995) *Pronunciation Games* Cambridge: CUP

Ivanic, R. (1997) *Writing and Identity*, London: John Benjamin

Larsen-Freeman, D. (2004) *Techniques and Principles in Language Teaching* Oxford, Oxford University Press

Marsia, K. and Klein, C. (1998) *Demystifying Dyslexia* London South Bank University

Scrivener, J. (2004) *Learning Teaching* London: Macmillan

Spiegel, M. and Sunderland, H. (1999) *Writing Works: Using a Genre Approach for Teaching Writing to Adults and Young People in Literacy and Basic Education Classes* London Language and Literacy Unit

Wallace, C. (1998) *Learning to Read in a Multicultural Society: The Social Context of Second Language Literacy*: London: Prentice Hall

Yule, G. (1997) *Pragmatics* OUP

## Websites

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.qca.org.uk](http://www.qca.org.uk)

[www.dfes.gov.uk/readwriteplus](http://www.dfes.gov.uk/readwriteplus)

[www.lluk.org.uk](http://www.lluk.org.uk)

Lifelong Learning UK

[www.niace.org.uk](http://www.niace.org.uk)

National Institute of Adult Continuing Education

[www.nrdc.org.uk](http://www.nrdc.org.uk)

National Research and Development Centre

[www.move-on.org.uk](http://www.move-on.org.uk)

[www.skillsforlifefnetwork.com](http://www.skillsforlifefnetwork.com)

[www.sfl.org.uk](http://www.sfl.org.uk)

Skills for Life

[www.sflip.org.uk](http://www.sflip.org.uk)

Skills for Life Improvement Programme

[www.basic-skills.org.uk](http://www.basic-skills.org.uk)

## Assessment Criteria, Knowledge and Evidence Linked to Practice

1.

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
1.1	Use own specialist knowledge of language to plan teaching and learning for Literacy learners.	Understanding and application of language acquisition and teaching and learning methods.	Produce a literacy teaching portfolio referenced to the core curricula as appropriate including: <ul style="list-style-type: none"> <li>• a profile of learners' initial assessment,</li> <li>• diagnostic assessment,</li> <li>• individual learning plans,</li> <li>• scheme(s) of work and corresponding session plans.</li> <li>• minimum of 75 hours teaching practice within the specialist area of literacy.</li> <li>• four observations totalling a minimum of four hours at entry level and above.</li> </ul>
1.2	Use specialist curricula and appropriate resources to plan teaching and learning for Literacy learners.	Selection of appropriate core curricula skills (e.g. Pre-entry, literacy or ESOL) and reference in Individual Learning Plans, Scheme Of Work and session plans. Identification and usage of relevant language and literacy resources.	
1.3	Use understanding of the aims and needs of individual learners to plan Literacy teaching and learning.	Demonstration of understanding of the relationship between initial assessment, diagnostic assessment and individual learning plans in planning and delivering differentiated literacy learning.	

2.

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
2.1	Select, adapt and develop effective literacy and language approaches, activities and resources to meet individual literacy learners' needs.	Knowledge about current literacy and language teaching and learning methods. Skills in selecting and evaluating learner-centred literacy and language activities and resources.	Produce a written rationale of application of appropriate literacy and language teaching and learning methods, selection of activities and resources to meet a group of learners' needs.

**3.**

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
3.1	Use appropriate approaches with Literacy learners to develop their awareness of how language works.	Understanding of and experience in teaching underpinning theoretical language frameworks e.g. word class, grammar application, sentence construction and pragmatics appropriate to the learner group.	Portfolio evidence - Reflective log analysing effectiveness of application of theoretical language frameworks in the teaching of speaking and listening, writing and reading skills.
3.2	Use appropriate approaches to learning and teaching listening and speaking skills for Literacy learners.	Understanding of and experience in teaching skills elements within characteristics of a range of oral genres (e.g. discussion, narrative, recount, interview) and corresponding teaching and learning methods e.g. communicative approach, role play and task-based learning.	
3.3	Use appropriate approaches to learning and teaching reading skills for Literacy learners.	Understanding of the theoretical development of reading skills and experience in using the corresponding teaching and learning methods e.g. synthetic phonics, analytical phonics, whole word recognition, DARTS and SPQ3R.	
3.4	Use appropriate approaches to learning and teaching writing skills for Literacy learners.	Understanding of the theoretical development of writing skills and experience in using the corresponding teaching and learning methods e.g. sentence construction, genres, application of grammar, vocabulary building, flashcards, games, and projects.	

**4.**

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
4.1	Use specialist knowledge to collaborate with other professionals in developing inclusive approaches to literacy and language	Understanding of advising and developing inclusive approaches to literacy development with Skills for Life colleagues and professionals in other areas within Post 16 education.	Portfolio evidence of collaborating with other professionals in advising and/or developing inclusive approaches to literacy development e.g. minutes of meetings, emails, collaborative documentation relating to curriculum design and development.

## 5.

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
5.1	Select and use specialist approaches and tools to conduct literacy and language assessments fairly and equitably.	Understanding of and experience in using a range of assessment tools used in initial literacy and diagnostic assessment including computer based software.	Portfolio evidence of i) using literacy assessment tools including an analysis of the strengths and limitations of a) an initial and b) a diagnostic assessment tool ii) an understanding of and familiarity with the advantages and disadvantages of a range of approaches used in identifying, planning and recording literacy learning goals.
5.2	Involve Literacy learners in the processes of assessment.	Demonstration and understanding of the significance of the learner's role in the assessment process.	
5.3	Record relevant specialist assessment information effectively to inform teaching and learning.	Experience in recording assessment results (initial, diagnostic, formative and summative) accurately and of using the results to inform Individual Learning Plans, Schemes of Work, session plans and differentiation within session plans.	

6.

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
6.1	Use critical reflection and feedback from others to evaluate and improve own literacy and language practice.	Understanding and application of i) reflecting on own professional practice in planning, delivering and recording teaching and learning ii) feedback from others to improve own literacy and language practice.	Reflective journal analysing own practice and feedback from others which is reviewed by course tutors/peers on a regular basis.
6.2	Plan and take up opportunities to improve own knowledge and understanding about integrating theory into practice.	Identification of skills development areas and implementation of development into an action plan and a review of action plan.	Ongoing skills audit of own skills linked to evaluation and reflection and development of action plan to address development needs.