CATAPULT

CHCEDS005

Support the development of literacy and oral language skills

Table of Contents (Extract)

NOTE: This is a sample only. This cover page is not included in Catapult Smallprint's printed books.

This Table of Contents extract is taken from Catapult Smallprint's full hardcopy Trainer/Assessor Guide for the unit CHCEDS005.

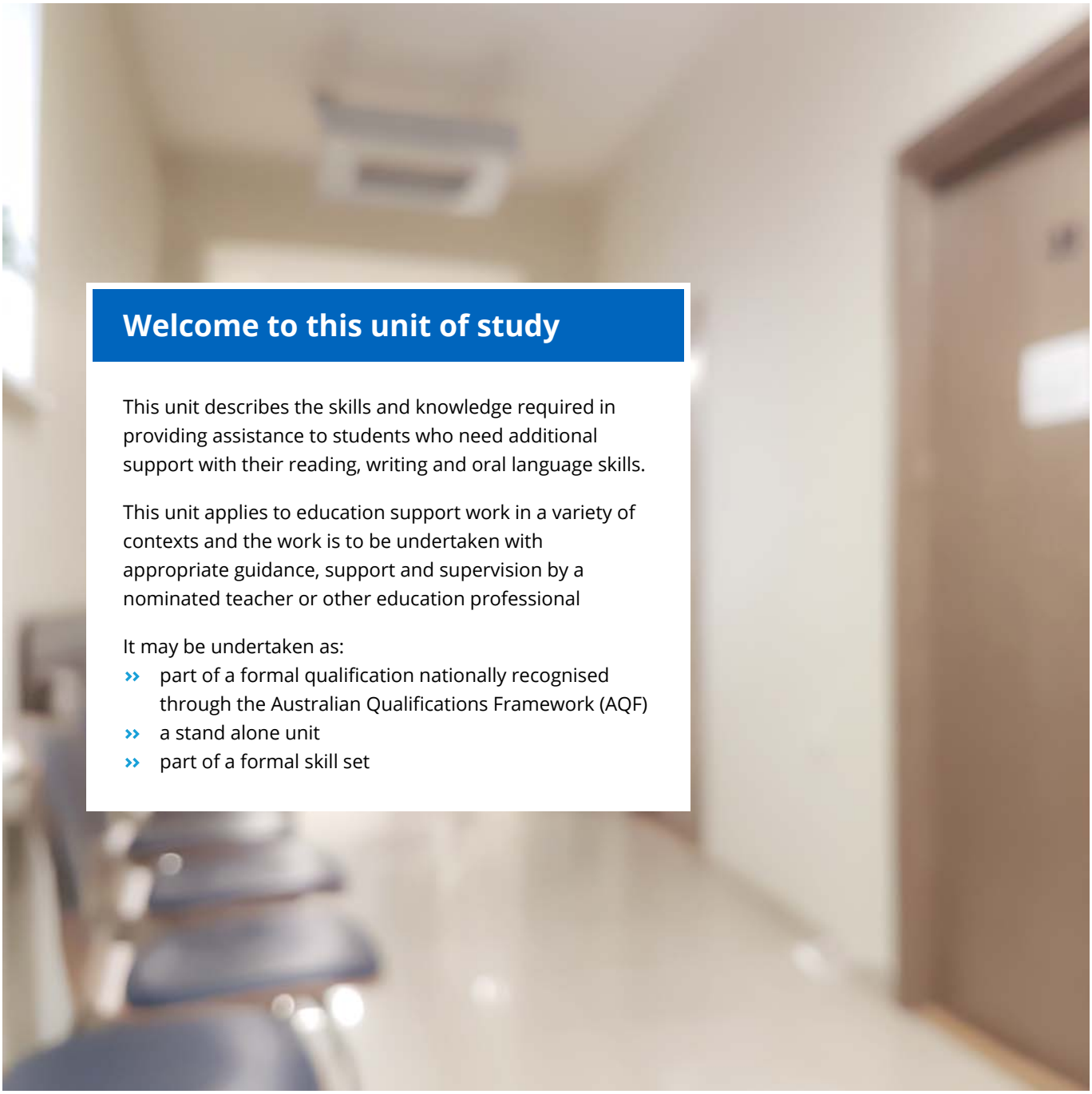
For more information, including using our enhanced online version of this unit in Catapult LMS, or to purchase the Learner or Trainer printed books, please see this unit on our website by clicking this link:

https://catapultlearning.com.au/product/CHCEDS005/

© Catapult Smallprint Pty Ltd

Trainer/assessor guide

CHCEDS005
Support the development of literacy and oral language skills



Welcome to this unit of study

This unit describes the skills and knowledge required in providing assistance to students who need additional support with their reading, writing and oral language skills.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

It may be undertaken as:

- part of a formal qualification nationally recognised through the Australian Qualifications Framework (AQF)
- a stand alone unit
- part of a formal skill set

© smallprint owns all copyright on its products as detailed in the Copyright Act 1968.
It does not issue licenses for reproduction of this material.

Contents

About this trainer/assessor guide **4**

Learning resource **5**

Topic 1: Identify oral language, reading and writing skills 5

The links between language, reading, writing 5

Oral language, reading/ writing skills 8

Using of oral language, reading and writing for different purposes 15

Working with the teacher to identify oral language, reading and writing processes 22

Check your understanding 27

Topic 2: Work within guidelines of literacy program 29

Read and interpret current curriculum documents 29

Identify current literacy programs 32

Use the correct systems for recording student's literacy abilities 36

Program structure guidelines 44

Select modify resources 46

Check your understanding 53

Topic 3: Support student literacy 55

Strategies for supporting literacy program 55

Encourage students to become independent, literate learners 69

Literacy conventions and processes 73

Monitor literacy programs 78

Provide feedback and evaluation of student progress to teacher 79

Correct handling of confidential records 81

Check your understanding 83

References 85

Assessment workbook **87**

Unit information 89

What is competency-based assessment? 90

How will my competency be assessed? 91

Assessment agreement 92

Foundation skills checklist 93

Skills recognition **94**

Topic 1: Identify oral language, reading and writing skills 95

Topic 2: Work within guidelines of literacy program 96

Topic 3: Support student literacy 97

Knowledge questions **98**

Topic 1: Identify oral language, reading and writing skills 99

Topic 2: Work within guidelines of literacy program 104

Topic 3: Support student literacy 110

Topic 4: Specific knowledge evidence 117

© smallprint V5 Jul 2019

Performance tasks **124**
Third party evidence collection agreement 125
Topic 1: Identify oral language, reading and writing skills 126
Topic 2: Work within guidelines of literacy program 127
Topic 3: Support student literacy 128
Completion record **129**
Unit mapping **130**
Trainer/ assessor user instructions **132**

About this trainer/assessor guide

Learning resource

The learning resource is divided into the following topics:

- Identify oral language, reading and writing skills
- Work within guidelines of literacy program
- Support student literacy

Each topic provides information to help you gain the skills and knowledge required to perform the work tasks to which they refer. Read the information and practise the skills described. You should also take the opportunity to undertake additional independent research. Your trainer/assessor may also provide supplementary information including interpretation of the contents of this resource.

At the end of each topic is:

- a set of true or false questions
- a set of multiple choice questions

These questions provide an opportunity to check your understanding and progress. They are self-marking and do not form part of the assessment for the unit.

Assessment workbook

To have this unit recognised as a formal qualification you need to have your skills and knowledge assessed. The assessment workbook provides:

- information on competency-based assessment
- instructions on how you will be assessed
- assessment tools to assess your competence
- instructions on how to complete the assessment tasks within each assessment tool

To be assessed as competent you need to provide evidence that you have the skills and knowledge to undertake the requirements of this unit. This assessment of competency is made by a qualified trainer/assessor from a registered training organisation. You must complete all the assessments as directed by your trainer/assessor to the required standard. It is not necessary to work through the guide in the order in which it is written. However this is at the discretion of your trainer/assessor.

Disclaimer

Information contained in this resource is drawn from sources believed to be reliable. The firm, its employees, agents and contractors do not warrant the correctness of the sources used and accept no responsibility to any person for any errors or omissions or for any loss or damage howsoever caused from the use of this resource.

© smallprint V5 Jul 2019