



Course Companion

for T Level Technical Qualification in Education and Early Years

Element 7: Child Development

Update v1.1, August 2023

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Teacher's Introduction

This course companion is for **Element 7: Child development**, part of the NCFE Cache T Level Technical Qualification in Education and Early Years (603/5829/4). The aim of this resource is to guide students through the core content of this element, providing students with in-depth information that covers each of the specification points. This resource aims to provide students with the knowledge and skills that will help them succeed in the assessment for this qualification.


Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

For clarity and ease of use, the content of this course companion matches the order of the specification points. The content is structured as follows against the unit's learning aims:

- **7.1** – The expected patterns of children's / young people's development in infancy, early childhood, middle childhood and adolescence.
- **7.2** – The key concepts of attachment theory and how early attachments influence adult relationships.
- **7.3** – The differences between receptive and expressive language.
- **7.4** – How practitioners, parents, carers and other professionals can promote language development at different ages.
- **7.5** – How children and young people develop friendships from infancy through to adolescence, with reference to Robert Selman's five-level framework for understanding developmental trends in children's friendships.
- **7.6** – The difference between expected and unexpected transitions, and how these may affect children in positive or negative ways.

Throughout the resource, there are key features to keep an eye out for:




Keywords: used to draw students' attention to various keywords throughout the unit.




Did you know?

Provides further information and additional content to inspire students.

Case studies




Help students to apply the issues identified in the resource to real-world scenarios.



Applied activities encourage application of knowledge to the case studies or to real-world scenarios in the health and social care sector.

Research activities inspire further research and stretch and challenge higher-ability students.



Some of the activities can be completed using either computers, mobile phones or tablets to aid students' research, and/or can be completed outside the classroom as homework.

There is also a set of **revision questions** provided at the end of each section (with answers included). These should help students recap their knowledge throughout the course companion, and will ensure that they have understood what they have read.

March 2022

Update v1.1, August 2023 (to match specification changes for first teaching September 2023)

- Reference to 'Education and Childcare' has been amended to 'Education and Early Years' throughout.
- Information on 'Listening and tuning into children's communication' and 'Enjoying turn taking in conversation when interacting with babies' has been added to '0 to 2 years' on p. 25.
- Reference to 'Parental support' has been updated on p. 42 to encompass all guardians and other family members.

Chapter 7.1: The expected patterns of children's development

Have you ever wondered why some children learn to walk before others, or why not all children can speak fluently at the same time? As individuals, children do not develop at the same rate, although there is a sequence of developmental norms that most children expect to achieve within particular time frames.

Every child is unique, and, therefore, so is their developmental journey.

This section focuses on the expected **developments** that occur in the key phases of infancy: early childhood (3–8 years), middle childhood (9–11 years) and adolescence (12–18 years). It is important to note that while these are the norms, they are based on averages. A range of factors could determine how a child develops, such as biological differences or socio-economic factors.

Cognitive development

Cognitive development is the process of how children think and process information. In adolescence, most children will need to develop a range of cognitive abilities which

- **Information processing:** This is the way in which we interpret and understand. Literally learning something new every day, it is important to recognise the value of information. This process changes as their brain develops.
- **Memory:** It would be impossible to gain new skills and use them without the ability to remember. Memory retention and recall is key to a child being able to make use of information and then apply it to another.
- **Decision-making and problem-solving:** Childhood is the time we can test out our ideas and see the outcomes we see. Problem-solving can include something as simple as working out a way up to resolving a conflict. Having the ability to weigh up benefits and risks is critical for decision-making, and it is critical that children can develop this skill.
- **Sensory perception:** Although it may seem that sensory perception is the most basic of skills, over the years of life, our senses work together with all the knowledge and memories we have. The opportunities to use and understand them is going to prepare a child for the future.

Applied activity

Before reading on, discuss with a partner how information processing, memory, decision-making, problem-solving skills and sensory perception will change as a child gets older. Note down your thoughts and compare them with the following pages.

Information processing: This is the way in which we interpret and understand. Literally learning something new every day, it is important to recognise the value of information. This process changes as their brain develops.

Sensory perception: Although it may seem that sensory perception is the most basic of skills, over the years of life, our senses work together with all the knowledge and memories we have. The opportunities to use and understand them is going to prepare a child for the future.

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Cognitive development in infancy (birth to 2 years):

Birth to 3 months	By the time a child reaches three months they will have learned a lot and will have developed the beginnings of their personality. Changes to make babbling and cooing noises. In order to understand the world for a baby to 'mouth' objects so they can figure them out. Tastes develop at this stage when other abilities have yet to be developed.
3–6 months	Before six months old, a baby would have relied on crying to get what they want. People believe there are different types of crying to signify what the baby wants. By six months, the baby will hopefully have reduced as an ability to make different sounds in order to communicate. They will have already developed significantly, even at this age, and they will be able to remember people in their lives by remembering faces and voices and be able to recognise them.
6–9 months	As a baby ages, they become more interested in playing. Toys can become a source of interest, but an infant's attention span is still very short. Many babies start to believe to be first words although they are usually repeated syllables without meaning when the ability to turn sounds into words occurs. Babies will respond to noises they hear or gestures they see if they are familiar with them. From around six months, taste and smell continues to be important for the infant to decide which foods they like and dislike.
9–12 months	In the latter part of their first year of life, babies will be able to understand simple phrases and may even be able to repeat them. As fine and gross motor skills develop, they start to see the beginning of the development of problem-solving skills. Frustration may appear as frustration when toys and objects do not do what the infant expects.
1–2 years	Communication and understanding will increase at a rapid rate in the second year. They may start to put simple two-word sentences together, such as 'where has the cat gone?' Not only will their language abilities improve, but they will also understand simple instructions and questions. Exploring their world through mouthing. Picture books and items with different textures. Children at this age problem-solve through trial and error and even experiment with actions work and which do not, e.g. attempting to put a square shape into a circle hole to realise it should go in the square space.

Cognitive development in early childhood (3 to 8 years):

2–3 years	The average child will have around 200 words in their vocabulary by age 3. It might be possible to hear a child of this age use more developed sentences. They usually found a way to make themselves understood.
3–4 years	At preschool age, most children speak fluently enough that a person should be able to understand them. Information processing becomes more efficient and easier and it's not uncommon for children to repeat things they hear in different situations they remember. A preschooler is an inquisitive child who asks questions after another as they encounter new situations. Most children can recognise colours as well as being able to count aloud up to 10. Puzzles and simple games are a child to understand at this stage.
4–5 years	At the point of beginning school for the first time, most children will be able to write their name even before their first day in reception. As formal learning begins, a steep learning curve will occur. Children will learn basic phonics and spelling of very simple words. The ability to count will increase and some children will be able to recognise quantities without having to say the numbers out loud. They will also begin to understand patterns and similarities. This is the beginning of another key part of cognitive development.
6–8 years	Most children will have mastered basic skills of reading and writing by age 8. They will continue to develop skills throughout this time span, while exploring various topics and subjects in learning. They will use their experience to predict outcomes based on what they have learned and understand. When considering mathematical or scientific issues, they will use concrete terms (if they can see or experience something, they can understand it) to apply simple logic to problem-solve. It is also likely that many children will use their knowledge and skills to different situations when they recognise a problem.

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Research activity – The conservation test

Jean Piaget developed experiments to prove that children could not conserve. Research the tasks he used to demonstrate this and then design your own. Maybe you can test it out on your placement?



Conservation: the ability to understand that the properties of objects remain the same even if they may be altered in appearance. For example, pouring water from a glass into a different shaped container will have the same volume but has a different appearance.

**Did you know?**

The statutory framework for the early years' foundation stage (EYFS 2017) states that practitioners should provide learning and play opportunities that cover activities for seven different areas of learning and development:

- | | |
|---|-------------------------------|
| 4. Communication and language development | 1. Mathematics |
| 5. Physical development | 2. Understanding the world |
| 6. Personal, social and emotional development | 3. Expressive arts and design |
| 7. Literacy development | |

For more information go to: [zzed.uk/11536-framework](https://www.zzed.uk/11536-framework)

Cognitive development in middle childhood (9 to 11 years):

The remainder of a child's years at primary school include many cognitive milestones.

- Numeracy and literacy skills are well developed, and children will be using this knowledge in other areas of the curriculum. It's likely that children will show interests in different subjects and may choose to focus some of their time on topics they enjoy, as well as on their studies for success in school.
- Problem-solving in lessons will translate to life outside of the classroom, and children will use their knowledge to similar situations. Many children also have hobbies outside of school, such as playing an instrument, playing sport, etc., and it is probable that knowledge acquired in school will be used when improving skills in these pursuits.
- Children stop thinking in just a literal sense; they will also be able to think abstractly and make predictions about things and make choices based on the information they know.

Cognitive development in adolescence (12 to 18 years):

Adolescence provides opportunities for young people to gain large amounts of knowledge and transferable skills. These opportunities are supported by significant improvements in cognitive function. Despite limited opportunities for life experience, most adolescents will be able to use past experience and their imagination to make connections to new concepts even though they have never experienced them first-hand. This is referred to as '**abstract thinking**' and most academics argue this can only happen through formal education. Using logic to problem-solve is also linked to brain maturation, and is a skill that is developed as their schoolwork increases in difficulty. The speed at which this is developed increases considerably as skills have been practised over a long period of time.

The introduction of new subjects and topics allow individuals to learn about things they have not encountered in school should be able to take some responsibility for their organisation, reflect on their learning, and assess their own knowledge. That does not mean that they are completely independent in this, however.

As adolescence brings about issues that may have not appeared in life previously, a teenager may need support to make appropriate decisions or be reminded about balancing benefits and risks. The pressure of exams and assignments may also prove tricky for some, and synthesising different skills and knowledge may help an individual perform under difficult circumstances. When formal education and training comes to an end at 18 years old, most young adults should have an ability to think critically and use logic to understand everyday situations.

Consider the idea of abstract thinking and how it links to cognitive development.

Applying critical thinking to create your own development plan for adolescence.

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Physical development

Physical development relates to the movements we make and is important in becoming an individual. Physical development in children happens at a fast rate. From the moment of birth, children are making almost daily physical progress. So that we can identify specific changes, we categorise physical developments into fine (small) and gross (large) motor skills.

Gross and fine motor skills

- Gross motor skills are movements that require large muscle groups and involve large movements.
- Fine motor skills are movements that require small muscle groups and involve small movements.

Let's take a look at how these develop from infancy, right through to adolescence.

Physical development in infancy (birth to 2 years):

	Gross motor skills	
Birth to 3 months	Many babies will start to show gross motor skills early on. They may try to lift their head a little when lying down. They also will stretch out and kick their legs, although much of this movement is involuntary (uncontrolled).	Babies have reflexes from birth (e.g. the rooting reflex). It is important to understand these reflexes as they are slow and intentional movements.
3–6 months	By this point, a baby will have developed an ability to lift their head and chest and be able to practise this by being placed on their stomachs for a short period of time each day.	A baby will be able to hold a rattle and hold a rattle for a short time by clasp.
6–9 months	Large arm movements become more intentional, and babies will reach their arms out to show they want to be picked up. During this period they are likely to be able to roll over, and some babies may be able to crawl. It's also possible for most babies to sit unsupported towards the end of this age.	Infants can get their mouths open with one hand to hold a rattle.
9–12 months	It is likely that infants are mobile at this point and may start to pull themselves up and move around using furniture. Some will start to stand briefly and may even have taken some steps unaided.	The ability to hold a rattle with most babies is grasp , and most babies will drop objects.
1–2 years	Over the year, most children will be able to walk more steadily, although they may still fall over now and again as they perfect this skill. Other physical skills, such as climbing, will develop further, and crawling up the stairs often happens.	As they develop, they will use the pincer grasp. Therefore, they will be able to pick up smaller items. As they develop, toddlers will use a pincer grasp and use a pincer grasp, and be able to use a pincer grasp.

Rooting reflex: the movement of a baby's mouth towards something they perceive to be food. This reflex is required for feeding.

Startle reflex: response to a potential threat to safety, such as personal space being invaded. The baby will gasp and throw arms and legs up.

Palmar grasp reflex: if an object is placed in front of a young baby's hand or foot, they will instinctively flex their hand around it.

Pincer grasp: using the tips of fingers to pick up an object.

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Did you know?

Parents and carers are encouraged to get their baby engaged in 'tummy time' in their daily life. This is when the baby is placed on their stomach so that they can develop their neck and shoulder muscles. Not only does it aid the baby in being able to hold their head up, it also allows babies to see their environment through a different perspective. Using surfaces that have different textures can support sensory development and add some variety to their experiences.

Physical development in early childhood (3 to 8 years):

Age	Gross motor skills	
2–3 years	Climbing on and off 'sit and ride' toys becomes easier to do. Some children may even start to use a balance bike or a tricycle. As they play, young children can kick large balls, enjoy jumping with two feet together and are competent at running.	Small hand children will and dots. T developed. practise put unlikely they They might partly remo their trouse
3–4 years	Young children can run backwards as well as forwards. They can use coordination to kick and throw with better aim and some children may be able to ride a tricycle.	A child is lik preferred do and the trip well develo
4–5 years	Throwing and catching with a partner is possible. Children can run and avoid obstacles.	When mark form some own name.
6–8 years	Physical activities such as team games support gross motor skills to improve. Accurately throwing and catching a ball becomes easier as well as kicking a ball towards a target. Lots of children will learn to coordinate their larger movements and will perhaps master riding a two-wheeled bicycle or learn to swim.	The ability to significantly develop a h school, hand Stage 1 and write in a p on to cursive Drawing and considerable to accurate within the l

Tripod grasp: using the thumb, index and middle finger to hold objects and use them.

Pre-cursive handwriting: the practice of adding exit strokes to letters to prepare a child for starting to use cursive/joined-up writing.



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Case study

Jenna is a new member of staff who works at Happy Days nursery in the preschool room. She is the key worker for three children who attend the nursery full-time. For each of the children, she is required to keep a record of milestones and developments reached. This helps her to plan play and learning activities that will support further development.



Applied activity

Consider the expected physical development and suggest some activities with the children that will support their physical abilities.

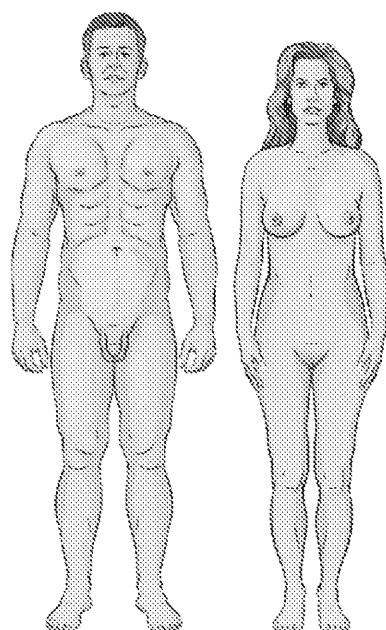
Physical development in middle childhood (9 to 11 years) and adolescence

		Gross motor skills	
Middle childhood	9–11 years	An emphasis on playing games and honing skills for sports helps to support the coordination of gross motor skills. A child's physical talents will emerge as they practise these movements.	Cursive handwriting, which most children can do by age 10, means they are more capable of using pencils. Again, creative activities can be easier to do as they are more capable of using pencils.
Adolescence	12–18 years	Although the main gross motor skills have been developed by this point, it is still possible to improve them. This may be done through continuing to take part in team games and physical activity. The changes in the body may mean that the development of muscles means adolescents become stronger and more physically capable.	An adolescent's body is more developed but still growing. Handwriting is now for the most part complete. Again, practice with crafts may improve those who struggle. Those who struggle in this area will be able to improve.

Bodily changes during puberty

The onset of puberty will begin at different times for everyone and there is a major difference between girls and boys, with girls usually seeing bodily changes before boys. Puberty is usually a time of rapid growth and change, but it has become more common for girls to start noticing changes at a younger age. It is a difficult time for individuals when these changes occur as it appears easy for adolescents to compare their body shapes with their own and assume that how they are developing is like all of the other physical changes and developments, these bodily changes will be the results of puberty will show many individual differences. We will look at the changes in both girls and boys.

With boys, the first noticeable signs of puberty begin slightly later than girls, with the average age being 12 years old. Many boys will have a considerable growth spurt along with the deepening of their voice. Boys will also become hairier; developing pubic hair, facial hair and bodily hair in general. The testicles and penis increase in size and most boys will become muscular. When puberty is completed, boys will look like adult men.



The girl's signs of puberty begin slightly earlier than boys, with the average age being 11 years old. Girls will experience a growth spurt and become more muscular. Girls will also become hairier; developing pubic hair, facial hair and bodily hair in general. The breasts and uterus increase in size and most girls will become more muscular. When puberty is completed, girls will look like adult women.

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Social and emotional behaviour

It is imperative that children can exist and cooperate with one another as they will spend the whole of their lives. Social and emotional developments are interlinked as our interactions affect our emotional reactions, and vice versa. Even though emotions can appear to be instinctive, emotional behaviour that can be learned.



Did you know?

There are four basic emotions: happiness, sadness, fear and anger, which are often triggered by experiences, e.g. happiness is experienced after reward, sadness follows punishment, fear follows stress.

Bonding and attachments

As you will see in Chapter 7.2, the way we interact with our caregivers can affect our lives. Even as small children, it is possible to see that children have a need to be connected. Emotions are often tied up in the relationships they have with other people.

The first bonds we make are usually with our parents and other family members. They provide stability and help children to understand some of the basic rules about how to interact with others. The way our families communicate their affection for us is likely to be the same as the affection towards others.

Some children may be the first or only child in their immediate family and, therefore, their parents and themselves and their primary carers may be the most influential. If a child is born into a family with brothers and sisters, they may use the developing bonds they have with them to apply to new relationships. Brothers, sisters and other children within our wider families are often our first friends.

The interactions, bonds and attachments in early childhood are significant and will continue to develop after they begin.

Expressing feelings, self-control, cooperation and following instructions

Being able to identify and demonstrate how they feel is critical to a child's well-being. This in turn supports an individual's ability to empathise with others and appreciate their emotions. Emotional literacy usually follows a pattern similar to that of cognitive development in that having the vocabulary to express emotions is linked to being able to express them appropriately. This allows individuals to then have **self-control**, and be able to cooperate with others and follow instructions.

Social and emotional development in infancy (birth to 2 years):

Birth to 12 months

Babies cry at first because this is their only method of communication. The pitch of their cry depends on what they are trying to express. It is not unusual for a six-month-old baby's cry to make a parent cross, even if it is with someone else. However, as cognitive development progresses, emotions are understood. Interaction supports this and babies will start to smile in response to their caregivers around four months.

Peekaboo is an example of a game an infant will start to enjoy when a close member of their family plays with them. When the child is able to recognise familiar people and understand them they are ready to play.

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As you will see later on in the chapter, **stranger anxiety** seems to develop near the nine-month mark and securely attached children will be upset when their primary caregiver leaves them. By the end of their first year of life, an infant may prefer certain people and respond in a positive way when they see them, and they may also have objects that provide comfort to them, e.g. a favourite cuddly animal or security blanket.

1–2 years

Most toddlers will enjoy playing but will prefer to do this alone (solo play) or alone (cooperative play). Interactive games with adults bring a lot of joy and entertainment playing with the adult as they are more likely to play in a way that suits their preferences.

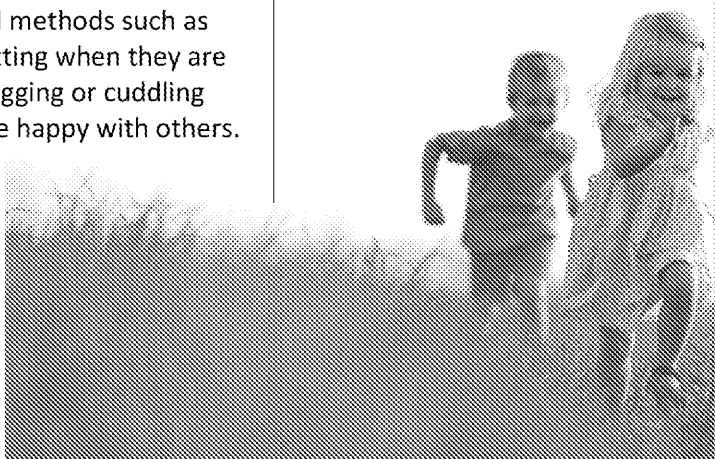
The term ‘terrible twos’ is often used to describe some of the frustration and defiance of this stage. Most parents and practitioners will see more inappropriate behaviour as simple as the child is being naughty. It is a difficult time, as lacking the ability to do or do is challenging, and recognising there are rules that you might not like is also challenging. Most children notice others around them and may appear to play with them, but it is often parallel or cooperative – it happens at the same time but there is little or no interaction.

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Social and emotional development in early childhood (3 to 8 years):

	3–4 years	4–5 years
Social development	<p>Most children will want to play with others and will enjoy imaginary play and being creative, but understanding the difference between reality and imagination is not always easy. Despite not having a lot of empathy for others and being egocentric, children will act in kind ways to others, but this is not consistent.</p> <p>Friendships are often circumstantial – children become friends because the other child is there and they have a need to interact. You will probably see examples of this in common areas where children do not know each other but they appear to ‘make friends’ easily and play.</p>	<p>Beginning primary school provides opportunities to meet new people and select friends from a larger group. Girls and boys do tend to play together but it is not long before they identify more strongly with those from their own gender.</p> <p>In the majority of cases, in educational settings children are eager to please the teachers and support colleagues and will try to follow instructions to the letter, but a smaller attention span can mean they become distracted by others or something else in their immediate environment.</p>
Emotional development	<p>As there are more words to use when experiencing different emotions, children are able to express themselves more easily than before, but they are still learning about feelings and will often get confused.</p> <p>While tantrums are not usually as frequent as in the previous stage, they still occur, often when the child thinks this is the correct method to get what they want.</p> <p>At this age, children have not usually been able to express themselves clearly and may choose to show how they are feeling by using physical methods such as pushing or hitting when they are angry, and hugging or cuddling when they are happy with others.</p>	<p>As there is a strong sense of right and wrong, many children are intent on ensuring that those who do not behave are identified to their teacher or parent.</p> <p>It is around this time when a sense of humour is developed, and children begin to share jokes and stories to entertain each other.</p> <p>Some children will be able to identify simple emotions they are feeling, but not always.</p>



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Social and emotional development in middle childhood (9 to 11 years):

In the final years of primary school, social and emotional developments come to the same amount of knowledge children are gaining academically.

Socially, friendships are of the utmost importance. Children start to become independent in their activities with their friends rather than with their families. Some will have close friends, but it is still more common to have a 'best friend' who is the same gender as you. There can be elements of confusion in friendships as children seem to endure exclusive relationships, but in general, the unspoken rules of friendship are well understood. When conflicts occur, children may benefit from support from a trusted adult to help them. Children can show good skills of mediation even at this young age.

Many children appreciate and recognise emotions in others at this age. Their ability to identify emotions in themselves is normal. It does not mean, however, that children are fully aware of their emotions, although they are much more controlled than in previous years. The start of adolescence and wrong can mean that when they make mistakes, children can be hard on themselves. They need to provide reassurance when children need it. In general, children experience positive emotions in their lives and find it easy to recognise their strengths.

Social and emotional development in middle childhood (12 to 18 years):

Self-control and self-regulation are skills that have started to be developed before the onset of puberty and new complex relationships can make them difficult. Hormones and different will have their part to play in the changes of emotional stability and relationships on a romantic basis. However, empathy is a well-developed skill, and even though it is not at an all-time high, young people can make choices that do not cause emotional harm to others.

The influence of others is important, though, and many teenagers will try out new things based on who they think they are and which social groups they belong to. This can be a teenager tries to become the adult they wish to be. Many caregivers will notice that in adolescence, their child appears to retreat from them unless they need emotional support. At the end of this stage, they have more mutual respect.

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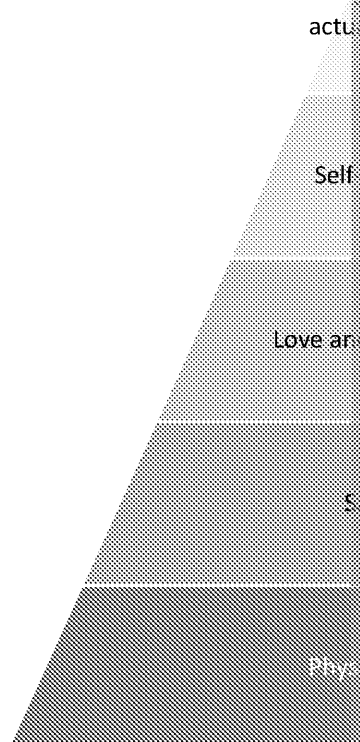
Self-concept

The way that an individual perceives who they are is reliant on a number of factors.

Abraham Maslow, a humanist psychologist, argued that a positive self-concept is crucial to an individual's well-being. If a child views themselves as a valuable and worthy person, this is going to have a positive impact on what they do and how they treat others. Self-concept is understood as what an individual perceives themselves to be. It is closely linked to self-esteem as the aspects of who we are can be valued differently.

Therefore, if a child believes they are the best they can be, they will flourish as a person and have high self-esteem. A persistent positive self-concept is challenging because many other factors are at play when we consider how much we like ourselves.

Relationships and personal strengths and weaknesses are just some of the potential barriers to a positive self-concept. That is why it is important to highlight all of the positive aspects of a child's personality as much as possible as it will translate into better self-esteem and self-concept as they grow older.



A diagram showing Maslow's hierarchy of needs
Every person needs each of the five levels to meet their full potential. Goals can only be achieved if a child has basic needs met.

Research activity – Building positive self-esteem

An important part of pastoral care in education is the focus on mental health, where we recognise the talents and qualities each young person possesses.

Research the following activities designed to improve self-esteem and well-being and create your own positive self-esteem.

- Writing a positive journal
- Writing a letter to your future self
- Growth mindset

Extension: Design your own activity to create positive self-esteem.

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7.1 Revision questions

- Christian is three and has recently started to try to write his name. He is finding it difficult to hold the pencil because he is using the pincer grasp.

Identify the name of the grasp that will help him to control the pencil.

- Identify **two** of the different categories of development.

- Maria is 12 months old and the early years practitioner who works with her is helping her to meet her cognitive milestones.

Identify **three** cognitive developments that usually occur before 12 months.

- Describe 'tummy time' and explain how it can help physical development.

- Copy and complete the table below to identify one gross motor skill and one fine motor skill for each of the different ages given.

	Gross motor skill	Fine motor skill
0–3 months		
1–2 years		
2–3 years		

- Define the terms 'self-esteem' and 'self-concept' and explain how they differ.

- Dahlia is four years old and has recently started primary school and loves going to the park. She enjoys colouring and drawing and has been able to trace over her name when given a print. Dahlia is a strong runner and she loves to dance. She has some friends and likes to share toys with others, and does not enjoy playing with more than one person. She has some difficulties speaking fluently and gets upset when people do not understand her.

Evaluate whether Dahlia is meeting her developmental norms or not.

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Chapter 7.2: The key concepts of attachment

early attachments influence adult relationships

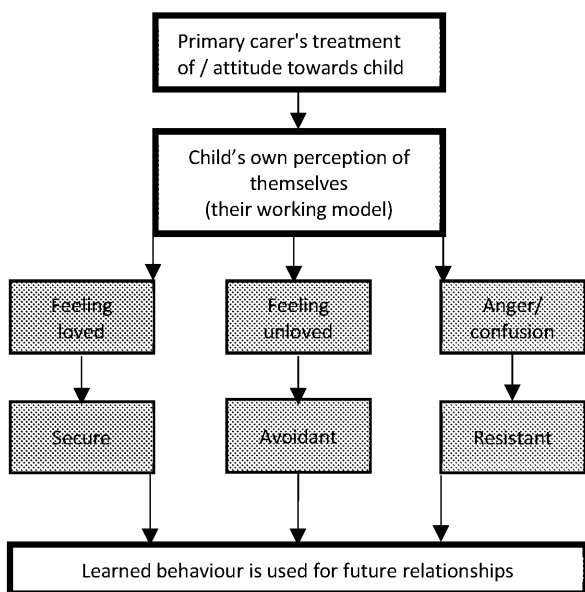
As children are dependent on their carers from the moment they are born it is not surprising that their early experiences can have the ability to impact the rest of their lives, regardless of the choices they make. In this section you will see different theories about attachment and the effect those first attachments have on children's holistic development.

John Bowlby

John Bowlby is well known for his work in child **attachment** and the potential consequences of a lack of bond with a child's main carer. He identified that the relationship between an infant and their primary caregiver was not only required to provide the infant with basic needs to survive; it also provided several long-term functions that would affect the infant long into their adulthood.

Innate attachment to one figure

Bowlby stated all children had an innate need to attach to one person to give them a sense of security. This need to attach is innate, meaning it is observed and learned about the world around them. The characteristics of this bond will influence the future relationships the individual would have as they grew into an adult.



Internal working mode

Bowlby developed the concept of an internal working model (see diagram) to explain how children form relationships. As infants develop, their cognitive development has significant implications. They have the capacity to group ideas and make links with emotions. As a child's internal working model develops, Bowlby said a child can use past experiences to form attachment to their primary caregiver and how they think relationships should be.

Therefore, any disruption to this bond in the first three years of life could cause emotional and cognitive issues. Bowlby identified that attachment between the caregiver and child is **maternal deprivation**. If the attachment is strong, it is possible to overcome the effects of deprivation.

When the parent has to leave the child for a period of time, the child who is attached will experience intense worry when they are not with their caregiver, which is known as **anxiety**. This is a completely normal phase, and over time children will learn to cope with separations. However, those who do not have a consistent experience may struggle with attachment issues.

Maternal deprivation: separation from an attached figure or loss of an attachment figure, leading to a failure to develop an attachment to any figure.

Separation anxiety: the intense fear that a child experiences when their primary caregiver is absent.

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Bowlby's influence on practice	Criticisms
<p>The introduction of a 'key person' in childcare settings is linked to Bowlby's findings. Creating a bond with one carer in particular is a continuation of the idea of a primary caregiver.</p> <p>It is generally accepted that unless there is a justifiable reason for separating parents and children, the aim of any social care intervention in a family should be to keep them together as those attachments will impact children for the remainder of their lives.</p>	<p>Bowlby's theory is controversial. This means that if it was true, strong attachment will be formed in all relationships in their life, making therapy or intervention difficult.</p> <p>There is no conclusive evidence that children who experience difficulties lack of attachment.</p>

Michael Rutter: Privation

Michael Rutter reviewed John Bowlby's work and argued that his definition of maternal **deprivation** needed to be revised as it could only describe where the parental attachment was disrupted.

He also argued that while the primary caregiver's attachment to their child is important, multiple attachments work together to form the child's internal working model. Rutter put forward a new term to describe the situation in which an infant does not have the opportunity to make any form of attachment to a care giver.

He called this situation **privation**.

His work included a study of Romanian children who lived in an orphanage before 1989. Their institutionalisation caused their development to be delayed when compared to children who were adopted. In this longitudinal study, Rutter reviewed the Romanian-born children and found that after time with their new families their physical and cognitive development had caught up.

Rutter believed that privation was more dangerous to a child's development than deprivation, as even if the appropriate care was given, the negative effects of privation on development could be irreversible.

Privation is a situation where an infant has no attachment to a primary caregiver within the first year of life.



Did you know?

Children who are in the care of the local authority are called 'looked after children'. When a child is in this situation, it is important that the local authority works to ensure that the child's well-being is protected in every aspect of their lives.

Rutter's influence on practice	Criticisms
<p>Rutter's work demonstrated that it is possible to provide support to children who have experienced privation so that the impacts are not long-lasting. Intensive therapies and support provided to children in this situation can reverse the negative impacts; therefore, the work of child psychologists and other professionals is important.</p>	<p>Academics who believe in free will and control over our behaviour argue that upbringing is the most influential factor. They would, therefore, argue that children should recognise that socialisation is part of the natural development and that privation is not as influential.</p>

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Mary Ainsworth – The strange situation

Mary Ainsworth studied attachments and developed an experiment called 'The strange situation' to study the strength and types of attachments children may have to their primary caregiver. She studied pairs who were studied every 3 to 4 weeks over the first year of the child's life. Ainsworth identified three main attachment styles into which the pairs could be placed.

- **Secure:** The infants in this category like to explore and play. They are anxious when their primary carer leaves the room but are easy to calm down when their primary carer returns to the room. It is clear that the carer meets the needs of their child.
- **Insecure avoidant:** The infants in this category are happy to explore and do not show any signs of distress when being away from their caregiver. When the caregiver returns to the room, the infant does not seek contact.
- **Insecure ambivalent:** In this case the infants do not wish to explore and are clingy to their caregiver. When the caregiver returns to the room, they are angry but do not want any contact when they return.



In 1986, Mary Main (a former colleague of Ainsworth) introduced a fourth attachment style called **disoriented**. This style is identified when the infant's response to their carer is not predictable. This is considered to be a likely attachment style for children whose carer's reaction is unpredictable. This is considered to be a likely attachment style for children whose carer's reaction is unpredictable. This is considered to be a likely attachment style for children whose carer's reaction is unpredictable.

Ainsworth's influence on practice	Criticisms
<p>Mary Ainsworth was considered to be a pioneer in the study of child psychology, and her work on attachment styles has led to many other studies and pieces of research being carried out.</p> <p>Identifying different attachment styles works as a starting point to understand and support families who may experience relationship difficulties.</p>	<p>Some academics feel that the experiment is not as valuable, it does not represent the real world. There may exist between different attachment styles. For example, styles of attachment may vary between different ethnic groups. The concept of attachment is not fully understood.</p> <p>The experiment itself was conducted in a laboratory setting, which means that it may not reflect the factors in <i>real life</i> that influence a child's response to their parent.</p>

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Research activity – Attachment styles

Using the information here and your own research, prepare a poster to display the different attachment styles. Perhaps you could consider adding Main's findings on attachment styles.

Schaffer and Emerson

Schaffer and Emerson's contribution to the concept of attachment differs from studies in this area of child development. Their findings suggested that attachments do not have to be with their primary carer as attachments are normal as infants will spend time with people other than their primary carer. Research arising from their studies showed that the strength of an attachment is not dependent on how much time a person spends with a child, rather how responsive the carer is to the child.

They identified four stages of developmental progress within attachments:

Asocial stage	0 to 6 weeks	Babies do not have any preference towards people, they prefer items which look like humans, such as faces.
Indiscriminate attachments	6 weeks to 6 months	Babies enjoy spending time with different people, they do not appear to fear strangers.
Specific	7 months +	Infants will have an attachment to a primary carer, when they are separated and will show fear.
Multiple	10/11 months +	Infants have many attachments with important people, not just those in their immediate families, e.g. grandparents and childminders.

Schaffer and Emerson's influence on practice	Criticisms of Schaffer and Emerson's study
<p>Their study has given an alternative perspective on attachment which offers some positivity for children brought up in less conventional families and also the importance of fathers in children's lives, which other theories do not.</p> <p>The focus on the importance of other people in a child's life has supported the significance of having a key person in nursery.</p>	<p>Elements of the theory have been reviewed. For example, an infant's life that was not attached to because of a lack of a primary carer.</p> <p>The study was completed in a specific cultural context, therefore, may not represent cultural differences that might not be present in other cultures.</p>

The theories of attachment provide childcare and education services with a starting point for practice.

Key person

When children begin nursery for the first time it is important that they can make a connection with a key person. The key person is someone who provides them with comfort and an appropriate level of attention and care in their new setting. The key person is allocated children and acts as the main point of contact with that child's parents. The key person has responsibility for a small number of children, and helps build and develop positive relationships between the setting and home.

Observations of developmental milestones

As the process of attachment changes, having the knowledge of expected norms and milestones can help staff to observe whether there appear to be any delays, or just to understand a child's response to new situations in the nursery, for example.

Planning for transition from home to nursery or school

As it can be distressing for a child to be left at a new setting for the first time, they should be introduced to the setting gradually. 'Settle sessions' and transition visits can help children to meet new people and feel familiar with their new environment. When the child spends time in the new setting, they should feel less frightening.

Research activity – Transition planning

Research different childcare and education settings and find out what they offer to support a child's transition to a new setting.

Perhaps you could go one step further and consider how their plans could apply to your own setting.

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7.2 Revision questions

1. According to Schaffer and Emerson, in which stage of attachment development does a child form an attachment to a primary carer and feel anxious with and scared of strangers?
 - a) Asocial ☐
 - b) Indiscriminate ☐
 - c) Specific ☐
 - d) Multiple ☐
2. Define the term 'maternal deprivation'.
3. Explain the difference between maternal deprivation and privation.
4. Explain what the term 'insecure-avoidant attachment' means, and describe a child who has this type of attachment to their primary carer.
5. Rylan is 10 months old and attends nursery three days a week. He is a looker who has recently moved in with a new foster carer, Lara. When he is dropped off, he cries. Pippa, his key worker, and is not concerned when Lara leaves.

Evaluate how attachment theories could be applied to Rylan's situation to explain his behaviour.

You should evaluate two theories in your response.

Your response should demonstrate:

- How the attachment theories apply to Rylan to explain his response to the situation
- A reasoned judgement about how influential the theories are

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Chapter 7.3: Receptive and expressive

When children become able to communicate with others their ability to understand the messages given by others develops first. This is referred to as **receptive language**, which is the ability to comprehend the words and expressions of others. **Expressive language** is the ability for an individual to make themselves understood through words and gestures. Very young children often use more gesturing to give their limited vocabulary some meaning, but they tend to understand the language that they receive from others.

Receptive language is the ability to understand the words and expressions of others. Expressive language is the ability for an individual to make themselves understood through words and gestures.

	Expressive language	Receptive language
Infancy (0–2 years)	<p>Babies will use noises to show how they are feeling. This will begin with different pitches of crying at first to help their caregiver determine what they need.</p> <p>As they grow they will be able to use other noises, such as cooing or whimpering, to show how they are feeling. Facial expressions and gesturing will help an infant explain what they want or how they are feeling.</p> <p>Following this, infants will begin to mimic noises they hear and start to use very basic sounds that others have used with them. They may also use gestures to communicate when they find the words too complex.</p>	<p>Even though expressive language is not fully developed at this stage, babies can understand and pick up lots of words quite fast.</p> <p>Most babies will use their first words quite early when they feel they need to.</p> <p>Repetition of words and actions will make associations with words. They will have a basic understanding of word meaning, e.g. parents saying 'yummy' and pointing to food.</p>
Early Childhood (3–8 years)	<p>Providing children are given lots of verbal interactions, they will learn and be able to acquire lots of different words and express themselves confidently.</p> <p>Most toddlers will know their own names and the names of important people in their lives and will pick up vocabulary for the significant items and pastimes in their lives.</p> <p>Young children around two years can start to put sentences together using two or three words, e.g. 'Baby sleep' to say that a baby has gone to sleep. As time passes, the ability to use sentences is increased.</p> <p>By the time that children begin their education, they are usually very skilled at basic speech and can explain basic things, particularly how they feel about different situations. Learning is rapid and, therefore, new words are acquired every day.</p>	<p>The capacity to understand words at this stage has increased, though children may not always reply in the same way as they are still learning a lot of what others say.</p> <p>Simple instructions and questions are given to children. Children will know the meaning of simple words and will be able to ask questions of their own. They will be able to understand the meaning of facial expressions and gestures. This is as important as words in supporting the ability to understand and language.</p> <p>The ability to understand words will increase as children grow.</p>

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	Expressive language	
Middle Childhood (9–11 years)	A child's capacity to express themselves continues to progress rapidly and more complex language is used. Sentences are longer and skills such as intonation and emphasis on particular words are used when children express themselves.	Children continue to expand their vocabulary and observe. Teachers provide learning opportunities for vocabulary. Spelling and comprehension are also developing.
Adolescence (12–18 years)	At this stage of a young person's life, many individuals can communicate almost as well as an adult in simple conversations. They are adept at expressing themselves and use appropriate body language to give meaning to their words. Even though much of basic language training is complete, young people pick up and use huge amounts of vocabulary and can change their language and style of communicating to match the context and their audience.	Adolescents will engage in more complex interactions and use a wider range of vocabulary as well as having a more sophisticated spoken language. The 'unwritten' rules of communication, such as the meanings of words and the pitch, will be more apparent. They will be able to respond appropriately to different contexts.

How can educators support language development?

As children and young people learn through observation and repetition, it is important that educators are role models for appropriate language. Using clear body language when expressing ideas and being deliberate in emphasis is going to allow a young child to identify the skills used and the context in which they are used.

Providing a language-rich environment where displays, toys and resources support language development is a key consideration all educators need to make. The easiest way to acquire language is through exposure to a rich language environment.

Psychologists have been interested in language development for years, and as a result, many theories have emerged.

Chomsky's language acquisition device (LAD)

Noam Chomsky developed the notion of a language acquisition device (LAD). Chomsky believed that humans have an innate ability to acquire language. According to his theory, all humans appear to possess a language acquisition device, which means we can naturally categorise words into nouns and verbs and understand how they are used in a sentence regardless of the native language learned. Children just need to be exposed to a language to learn it.

Chomsky also referred to a 'critical period' in which children could naturally acquire language. If this period were missed, it would be unlikely they would be able to understand or use a new language. The consequence of this, if correct, is that children who do not live in an environment where a language is spoken will never be able to develop this ability, which restricts their cognitive development.

Strengths	
There are a number of case studies (see Genie below) that demonstrate that language has a critical period for acquisition.	The concept of a language acquisition device is something that can be used to explain the way children acquire language. Therefore, there is not a critical period for language acquisition.
The LAD applies to all children across the world who are exposed to language, and the concepts can be universally applied.	Chomsky's theory does not provide explanations of language disabilities who have not been exposed to language.
Evidence shows that children do learn grammar without having to be specifically taught it when they begin to use language.	

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Case study – Genie Wylie

In late 1970, a social worker discovered a tiny frail girl who had been locked away. The girl appeared to be much younger than she really was and appeared to have no language. It turned out that this girl, aged 13, had spent most of her life in a room with no windows, spending most of her time tied to a potty chair. This little girl, who had been severely neglected, was taken away from her home and cared for by local services.

Genie, when observed closely, appeared to not be biologically born with learning difficulties. In her situation she was prevented her development. Scientists and linguists worked to gain some of the lost developments, and while they were successful in teaching her some words, they found that Genie had missed the critical period for truly learning language. Her isolation in childhood from her, they had taken away her ability to communicate with the world.

For more information about Genie, visit [zzed.uk/11536-genie](https://www.zzed.uk/11536-genie)

Bruner’s language acquisition support system

Like Chomsky, Jerome Bruner also believed that children had an inbuilt ability to learn language. He proposed that they also needed a language acquisition support system (LASS) to help them use the language. In most cases the support system consists of individuals from the child’s environment, the primary caregiver, who would be likely to interact with the child most often. They scaffold the language learning process, and this is how children successfully use language.

For example, a caregiver scaffolds language when reading with their child. Even if the child cannot read words, they will be able to pick up meaning from the pictures. The caregiver reads to them. Using different voices, intonation, tone and pitch support the child’s understanding. The caregiver’s voice provides a memory for the child. As children often like to return to the same books over and over, they can consolidate the information they have acquired.

Research activity – The importance of peek-a-boo

As interaction is critical to a child acquiring language, can you find out how games can provide scaffolding and help a child to learn?

Strengths	Limitations
Bruner’s work builds on that of Chomsky and shows the importance of role modelling and scaffolding.	As with Chomsky’s theory, the theory is not completely proven.
The theory supports the importance of early education and intervention if necessary.	The theory may not be applicable to all children, as experience learning differs.

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Piaget

Jean Piaget, a child development expert, offered great insight into the way children learn and understand their environment. Children use mental images to understand the world around them which are based on previous experiences. When new information is received, this is added to the existing mental image they already have. Jean Piaget called these mental pictures **schemas**. He argued that language is understood through the use of schemas and that words relating to those schemas are the language that the child acquires. Another aspect of Piaget's work on child development is the concept that learning is a staged process in which children learn particular concepts, and these are instilled in the child, and, therefore, not related to intelligence.

Piaget said there were four stages a child will go through:

Stage	Key aspects of development
Sensorimotor stage (birth to 2 years approx.)	At this stage of life an infant will use their senses to explore their environment. As they grow they can coordinate their actions, which allows them to understand objects in front of them. They learn about the world one sense at a time. For example, an infant may touch an object to see whether it makes a noise, or place it in their mouth.
Preoperational stage	Children can now think symbolically, using words to represent objects, and their ability to use language is rapidly developing. As they develop their play skills they tend to role-play and use their vocabulary. In this stage, children tend to be egocentric. This means that their ability to understand relationships is limited to what they are trying to understand. A child in this stage finds it difficult to accept ideas that are not part of their own perspective.
Concrete operational stage	At this point in their development, children can think logically about their thoughts, but they still rely heavily on concrete experiences. It is possible to observe children beginning to have a more realistic view of people think and feel. Conservation is also understood at this stage, the ability to understand that volumes and quantities remain the same because they are put into containers which are different shapes. For example, a child can see water being poured from a short, wide glass into a tall, narrow one and can accept that each glass holds the same volume of water.
Formal operational stage	As children develop into adolescents, they are able to think abstractly and use logic to consider complex issues. Adolescents can consider hypothetical issues without having first-hand experience and can provide reasoned arguments based on information that is provided with.

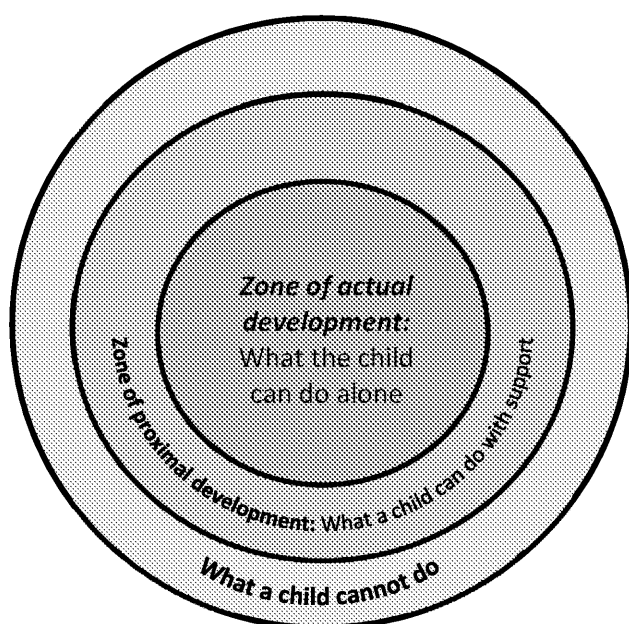
Strengths	Limitations
Piaget stated that children learn through interaction, which is generally accepted by most theorists in child development.	Not all learning occurs through interaction. Some children learn by observation or through direct instruction.
His stages of thinking model provides a basis for understanding the best way to support children at different stages, which means that practitioners can adapt activities to the needs of the child due to the stage they are at.	While it is agreed that cognitive development increases over time, Piaget's model cannot account for children who experience global delays in development.

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Vygotsky: The importance of social interaction

Vygotsky was of the belief that thought processes and language are separate systems that develop together as a child grows older. According to him, young children would use speech to think or 'think out loud' and eventually as the two systems merged this process would disappear. He also considered that social interaction was a key factor in the development of a child. Children in the child's immediate environment can use social interaction to teach and demonstrate skills. Eventually the child could internalise what they had learned and become more independent.



Vygotsky's theory differs from Piaget, who focused on the child's ability to understand language. He believed that children left to learn alone were unlikely to learn because the task was either too easy or too difficult.

A knowledgeable adult who could do with help could provide 'scaffolding' to help the child learn. He called the gap between what a child can do alone and what they can do with support 'proximal development'. The successful learning would take place within this zone.

Case study – Scaffolding in practice

Jesse is finding his 4 times table difficult because he finds it hard to see why each value is 'just one more' than the calculations for the 3 times table, which he knows really well. His class assistant for the class, Mr Gee, uses rings and blocks to show Jesse a visual representation of how the calculations work, e.g. $3 \times 4 = 12$, so he puts three blocks in four different rings to show how many there are. Jesse is able to see, with support, why values in the 4 times table are 'one more' than those in the 3 times table and, therefore, is starting to learn them.

Skinner: The role of operant conditioning in acquisition of language

B F Skinner, a behaviourist psychologist, explains the development of language through the process of reacting to positive behaviour by giving a reward or 'positive reinforcement'. Skinner said that if children use language in the correct way, they are given a reward which in turn increases the likelihood of it occurring again. For example, if a child asks for a toy and receives it, they are more likely to receive the toy they want. As this process consistently repeats, it creates a positive association with the language which ensures that it continues. Skinner also believed that children learn language through the observation and imitation of other people in their environment. He emphasized the importance of the individuals in the child's immediate environment using language to teach and reinforce learning.

Strengths	Weaknesses
There are common themes with other theorists in that Skinner argues that environmental factors and interactions are important to acquisition of language.	Skinner is unable to explain how children learn to use language that it does. As his theory is based on the explanation of basic behaviour, it cannot explain anything specifically about language.

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7.3 Revision questions

1. Define the term 'receptive language'.
2. Read the following case study:

Laurent is 10 months old and lives with his mother and father, as well as his sister Claudia. He makes lots of noise when he plays with Claudia and laughs when she plays with him. He babbling noises and makes the same sounds over and over again, which his mother finds amusing. He is smiling and saying 'good boy'.

Laurent loves to play with toys that make a lot of noise, like his rattling snail. He can only sit up with support. Laurent's mother has been able to take a leave from work but will be going back to work soon and she is concerned how well he will cope in the nursery as Claudia found the transition difficult.

Claudia is in the reception class of the local primary school. She tries very hard to learn phonics but gets frustrated when trying to learn phonics, and putting sounds together without help. Her parents are worried that she might need to have speech therapy. She has discussed this with her teacher at school. Her teacher would like the SENCO at school to make a referral.

- i) Identify **two** activities that promote Laurent's communication skills.
- ii) Explain how Skinner's theory of operant conditioning is being used to help Laurent acquire language.
- iii) Evaluate how theories of language could be applied to practice to help practitioners help her to develop her language skills.

Your response should demonstrate:

- How theories can be applied in practice to support Claudia
- A reasoned judgement about how to support Claudia, with reference to relevant theories

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Chapter 7.4: How practitioners, parents, and professionals can promote language development

Whether the acquisition of language is innate or not, it is accepted that children's language development and interactions provide opportunities for them to improve and consolidate their communication skills. It is not just parents and the immediate family who can support language development. Nursery practitioners, teachers and other professionals can all play a role in a child's language development. In this section you will find suggestions of appropriate ways to foster language development. This is not a whole list as the opportunities are infinite.

0–2 years

At this stage, babies/infants may not be able to express themselves, but they still understand language. Parents can support their child's language development through singing nursery rhymes. The sounds and rhythm aid memory, and when a child is able to hear words, they can start to hear and practise saying the words without feeling inhibited.

Using picture books with bright colours and simple words is also a good method, and something that can be repeated regularly. Other professionals can use these environments and may favour the use of toys such as puppets to maintain a child's interest.

It is important that interactions at this stage are simple and clear and that adults use simple language while giving verbal instructions. For example, as eye contact is important when verbalising, so eye contact should be used when speaking to a child, regardless of the child's age. It is important to ensure that children can make strong memories of words and interactions. Using the same nursery rhymes, books and games will help the child to consolidate language.

Listening and tuning into children's communication is crucial for promoting language development. Children learn primarily through interactions with their caregivers – by actively listening to their vocalisations, caregivers can respond appropriately and promptly. This can help to build strong connections. Active listening can also provide an opportunity to introduce new vocabulary, as you pay attention to their interests.

Turn-taking during conversation with babies is also highly important, as it can establish the rules of conversation, e.g. waiting their turn to speak. It can foster communication skills, waiting and taking turns, and develop the ability to respond to cues. Engaging in conversation with a baby can create a supportive environment that nurtures language acquisition.

2–4 years

As a child's ability to express themselves advances, the ways in which communication skills advance. Parents and carers will notice that their children are keen to have conversations and express the words and ideas they have. It is key that children are given the opportunity to speak and that those who are part of the conversation are engaged and patient, and give time to allow the child to express themselves so that they feel valued.

Role-play games and imaginary play create opportunities to use language that a child has heard others using and practise using it in context. Props also encourage new vocabulary to be used.

Circle time is a method used by professionals when working with multiple children. The clear rules of turn-taking and listening allow for children not only to express themselves but also to observe other children's language skills as well as the practitioner's role-modelling. As there is usually a focus in circle time, the professional can choose to steer the communication towards particular topics and allow opportunities to demonstrate and practise new words and sounds.



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Another method when reading in groups is the use of story sacks to engage more. Usually have the storybook, a puppet of the main character and props that relate to the story to make the story come alive. For example, a story in which the main character takes them to have a train ticket and, therefore, the story sack might have train tickets that children hold or give to the puppet when that part of the story is read. As the children can use concrete objects to identify and remember words, the likelihood is that any words learned in that task will be remembered strongly as more than one sense was used when processing the new words. Story sacks can be purchased for this purpose, or they can be made by children and adults involved in the storytelling.

4–7 years

When children become ready for more formal learning, they can be supported to expand their vocabulary as well as make new connections and links with previously learned information. This can be done by role-modelling language through various interactions and when they read with the teacher.

Schoolteachers and other support staff can support language development through role modelling too. Clear, simple instructions and repetition will ensure that children receive consistent information which supports deep learning. It is important that expression of words and tone used is varied and shows how sounds can impact how words are understood. For example, in paired reading activities between a teacher and child, if there is a word written in bold or in capitals, the teacher can change the tone or increase their volume to show its significance.



In lesson time there are plenty of opportunities to do literacy activities and word games that are appropriate to the child's age and stage of development. The use of phonics at the early years foundation stage can have a significant impact on speech and reading ability as rules regarding sounds, and how when certain sounds change, are easily remembered by children, who can then apply them in their own writing.

Research activity: 'Jolly Phonics'

Visit <https://www.jollylearning.co.uk/> to find examples of resources that support Stage 1. Perhaps you could go one step further and develop your own?

7–11 years

At this stage of development, most children have learned the basics of speech and writing, and therefore, the focus is on furthering these language skills. In education settings, poems introduce new ways of expression as well as different rules for the creation of language.

Reading for pleasure should be encouraged as a way of acquiring new vocabulary, and reading different types of texts helps children to see that language can vary and change depending on the situation. This can be further supported through learning spellings and definitions of words which are then used in written work to demonstrate understanding.

Parents and teachers are important in providing different opportunities for discussion about newly discovered ideas and opinions as their child grows into an adolescent. Children are capable of understanding appropriate ways of expressing themselves and how their thoughts can be shared with others through role modelling and praise when needed.

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11–19 years

Most young people will have at least a fair ability of speaking, reading and writing development but they will still benefit from developing these skills further. That an important aspect of education at secondary schools and further education colleges skills should be encouraged, and any opportunity for wider reading or research will knowledge. As children transition into adolescents they can practise using language as for presentations to larger audiences, and learn how skills may need to differ.

In preparation for adulthood, adolescents will need opportunities to learn language such as interviews for employment and university. This may take the form of role-play where a person can receive feedback on elements of their interactions that may need further discussion. Discussions are common both in and out of the classroom, being able to express ideas and selecting appropriate vocabulary is important. The education setting can provide also something parents can provide help for. One-to-one or group discussions are common and other settings outside of education and a parent's influence can promote the communication skills.

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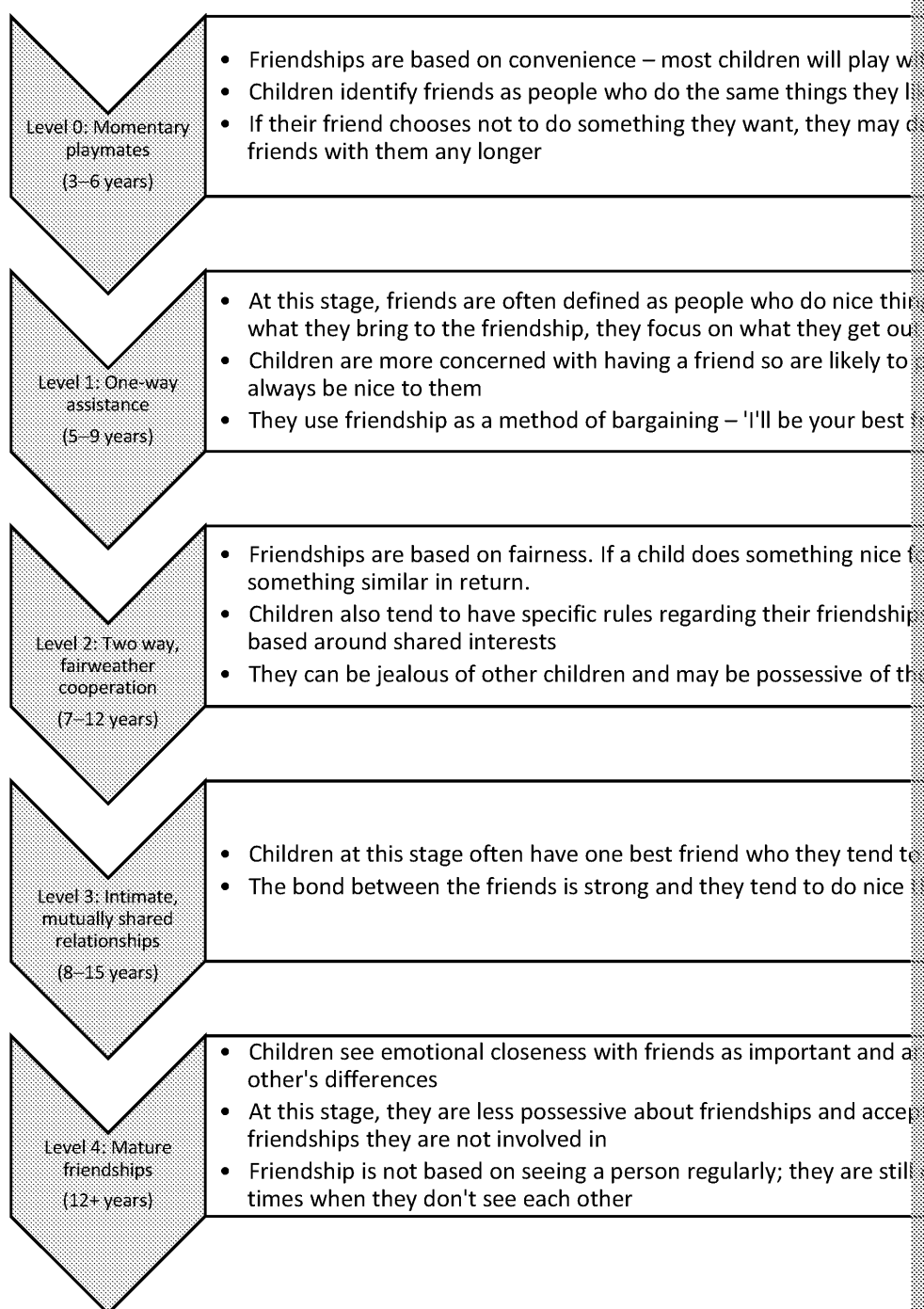
Chapter 7.5: How children and young people develop friendships from infancy through to adolescence

It is amazing to watch young children observe, approach and seemingly make friends. They do not appear to have the same inhibitions that adults have when they interact with new people they do not know. Friendships change considerably throughout childhood and adolescence. We will explore the explanations as to how they change and why.

Theories of developing friendships

Robert Selman's five-level framework for understanding developmental trends in children's friendships

Selman's work resulted in a framework for explaining how friendships are formed and how they change. He suggested that the very concept of a friend also changes as children grow older.



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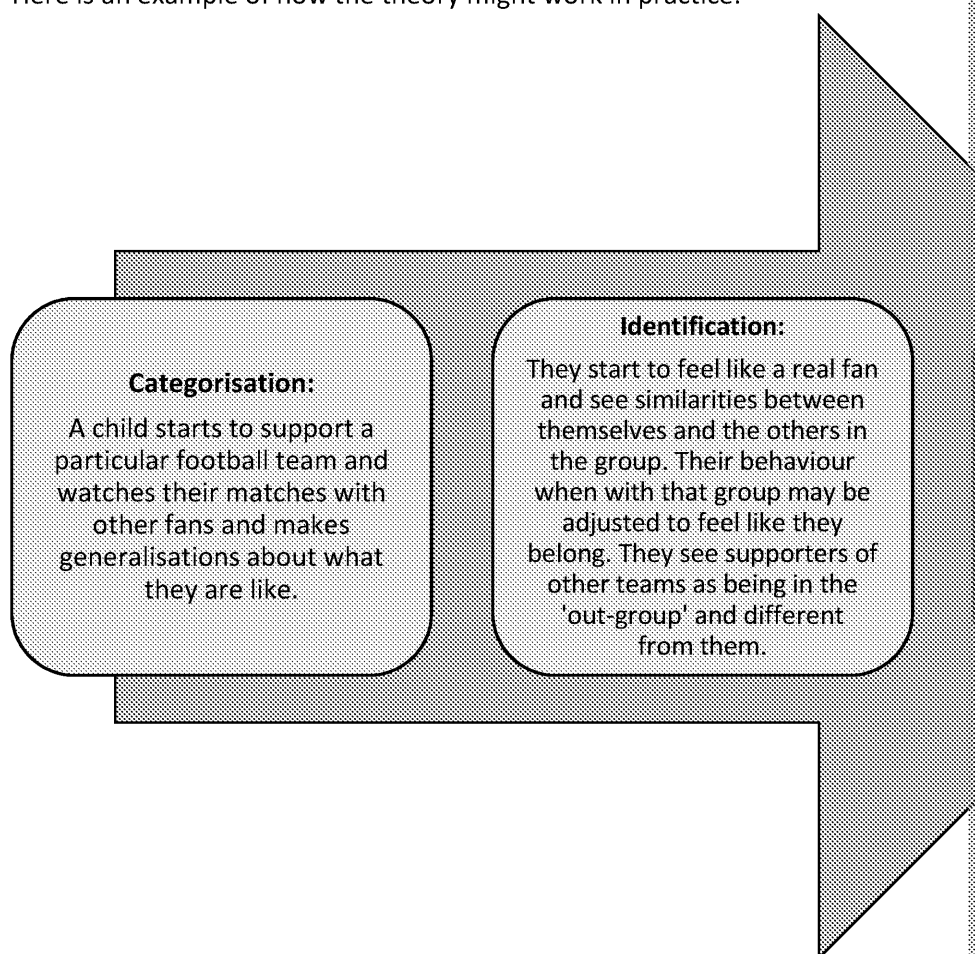
Social identity theory (Henri Tajfel and John Turner)

Tajfel and Turner's work led to the development of the 'social identity theory'. This theory describes an individual's perception of different groups in their world and where they see themselves in relation to those groups. A sense of belonging to a group often impacts individual self-esteem.

It was suggested that the process occurs in three stages:

1. **Categorisation:** Before individuals can align themselves with different groups, they must first decide what those groups are. There are many ways this can be done but some simply categorise based on skin colour or geographical location. As part of the categorisation process, individuals decide that people in each group behave in similar ways and they have similar characteristics.
2. **Identification:** The individual will then decide which groups they belong to and which they do not. The groups they belong to are the 'in-groups' and the groups they do not belong to are the 'out-groups'. The individual is likely to behave in a way they believe other people in their group will.
3. **Comparison:** It is often felt that the group a person belongs to is the better group. This is directly linked to group membership and the feeling of 'them vs us' leads to competition. This can be further cemented when the 'in-group' performs a task better than the 'out-group'. A sports team could be one of a child's 'in-group', and if they win a game, this makes them feel good. If they are not responsible for the success.

Here is an example of how the theory might work in practice:



This theory helps us to understand the importance of a child's social connections linked to their self-esteem and self-concept. They may belong to several different groups. Understanding their relevance can tell us much about the behaviours they display towards friends or allies.

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The positive impact of friends

It may seem obvious that having friends is great for our emotional and social development, but do not underestimate the significant positive effects it can have on a range of skills and abilities to demonstrate. If you reflect on your own friendships from your earlier life stages, you may have strong memories of activities with friends and be able to see how certain individuals have influenced you.

Applied activity – PSHE and circle time

Research and design an activity that would help support the development of friendship skills in circle time activity.

Mental health

It may seem obvious that having friendships prevents a person from feeling lonely, but loneliness is sometimes a symptom of a mental health condition it becomes clear that having friends can promote good mental health. Having other people to talk to about how they feel can help adolescents from internalising negative feelings, which can sometimes lead to poor mental health.

Resilience

Learning to cope when you have a disagreement with a friend can provide you with an opportunity to build resilience. While it can be desperately upsetting to a child when they fall out with a person they care for, it also allows them to accept that there are situations they cannot control and to reflect on how they may affect others.

Some children may find it difficult to share their best friend with another person, but this is why they may want to have more than one close friend. These early experiences help children learn through difficult relationships as they grow.

Social skills

Up until they have a real friend, a lot of children are only aware of social skills with family. Friendships are relationships that will teach a child that some social behaviours are acceptable and the consequences of unwanted behaviours. Early friendships can be a great way of learning about sharing and manners. Communication can improve as children learn to listen to others and have their own opinions and feelings which might be different from their own.

Case study – The empathy test

An important social skill that can be helped by friendship is to be able to empathise. A groundbreaking documentary series The Secret Life of 4, 5 and 6 Year Olds, two groups of boys and one group of girls – were asked to taste some lemonade which was made by their teacher. The teacher did not put sugar in it. When their teacher asked whether they liked the lemonade, the boys did not hide their disgust and did not spare the teacher's feelings. The girls, however, tasted nice as they could recognise being completely honest might upset her. It was when she was going to serve the lemonade to someone else that the girls diplomatically suggested a good idea to use the lemonade!

Visit [zzed.uk/11536-secret-life](https://www.zzed.uk/11536-secret-life) for more information on the series.

Children and young people with SEND

Learning to be a good friend encourages traits such as altruism and understanding of those who they may see as different and, therefore, they take individuals at face value. When other children who have special needs will support individuals to become more confident and witness difficulties their friends might have and may want to provide assistance to them.

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Self-esteem/confidence

Making friends with someone they value and respect is great for a child's confidence as making that connection confirms to them they are worthy and valuable. Maintaining the friendship helps children to build mutual trust and a feeling of being important to others outside of their family.

Self-concept

Our view of who we are can come, in part, from the people we choose to spend time with. Around the age of seven, most children will begin to have their own sense of identity, and friendships are wrapped up in that. The friends we select tend to be based on similarities with ourselves. Forming a relationship with another person who is like us can reaffirm the way we imagine ourselves to be.

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7.4 and 7.5 Revision questions

1. Mose has two friends that he says are his best friends. When asked why he likes them it is because they always play what he wants to play.

What stage of Selman's friendship framework is Mose likely to be at?

2. Haydn and David are best friends. They have known each other for seven years and spend time together. They play video games together and play on the same team. They both have other friends but they are happiest when it is just the two of them.

What stage of Selman's friendship framework are Haydn and David likely to be at? You think this.

3. Maryam has recently moved school as her father has started a new job. She has lost her friends and is finding it difficult to find common ground with her new classmates.

How could Maryam's teacher use social identity theory to understand how Maryam connects with other children?

4. Jennifer, Lois and Max Landon are siblings. Jennifer is nine years old and is in year 4. Lois and Max are six and are in year 2 – they are twins. Jennifer loves school and is always keen to go to the library to borrow new books. She is making strong progress in all her subjects. Lois and Max love the social and physical aspects of school. They love PE and sports. Lois has started to like reading after struggling with phonics. Max finds reading difficult and gets frustrated when he reads to his teacher. Lois tries to help him by reading to him so that Max can avoid struggling with the words. Their teacher understands the situation but has explained to her that Max needs to try to read on his own.

How can the Landon siblings' parents encourage Max to try to improve his reading? Suggest two methods and explain how those methods can help.

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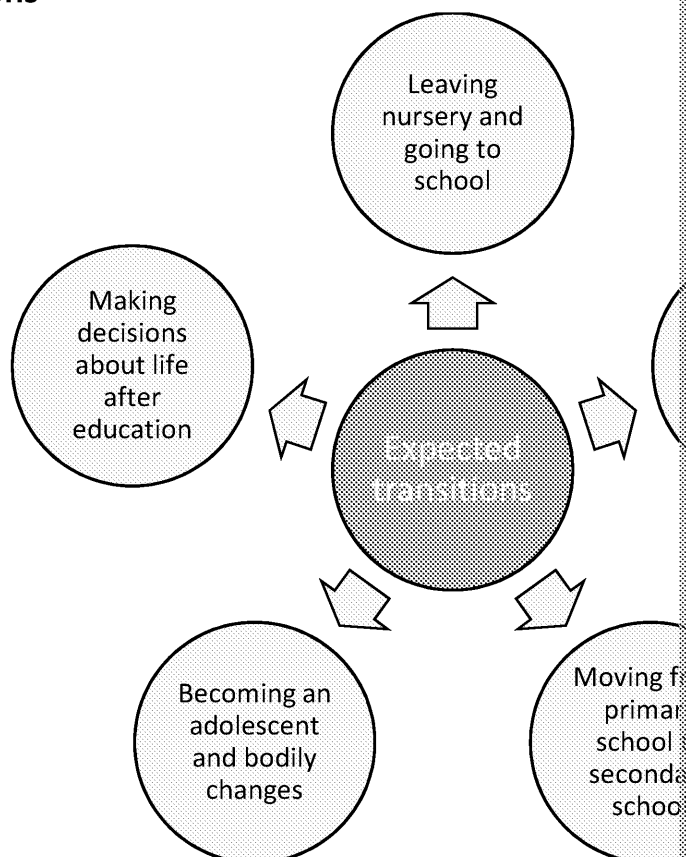


Chapter 7.6: The difference between expected transitions, and how these may affect children in negative ways

Do you remember a significant change from your childhood that had a great impact on how it felt? All children will encounter a life event or transition that has the potential to be a significant experience. A child's response to transitions, whether expected or unexpected, is difficult to predict. However, with support, children can help to develop resilience and problem-solving skills which are going to be needed in the future.

Expected vs unexpected transitions in life

Expected transitions



Although adults see the above transitions as expected, some children will not expect them and may find the impact of them. Parents and carers carefully plan transitions and may feel that the biggest impact is usually on the child. For example, when a child attends nursery for the first time, it can be a traumatic experience at first. Parents are not immediately available to the child, and their experiences and home comforts are not available in the environment. Most children will adapt to a new situation, but there are likely to be some difficulties as they learn.

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Applied activity

Consider your own transitions as you have grown and developed – how did they affect you positively and negatively?

On reflection, do you think that your key adults (parents and teachers) could have supported you differently? If so, what would be the impact?

	Positive	
Starting at nursery after being at home	Socialising with other children their age is beneficial for emotional and social skills. Also making relationships with new adults supports transitions into more advanced developments.	Being in a lot of work will be necessary because
Leaving nursery and going to school / moving from primary school to secondary school	In both stages of transition, children will have the opportunity to learn new things, and build social skills and resilience as they say goodbye to their familiar surroundings and embark on a new situation.	Moving to a new environment cause a lot of stress and strain
Becoming an adolescent and bodily changes	Starting the journey to becoming an adult can be exciting and the physical signs of the transformation can provide comfort to a young person that they are developing as expected.	Hormones that are changing. This can be stressful as they are
Making decisions about life after education	This life event can feel like the last part of childhood and is often welcomed by individuals who want to take more responsibility and make their own decisions. It is likely that the individual who is ready for this transition will feel a sense of achievement as they make their choices.	As this is a big decision for those who are taking responsibility for themselves and their future. It can be stressful

Case study

Claire has openly explained to their family and some of their friends that they were addressed as he or they because they feel they were born into the wrong body. While Claire's parents have been supportive, they are finding the situation difficult. Claire is excited to help them choose a new name.

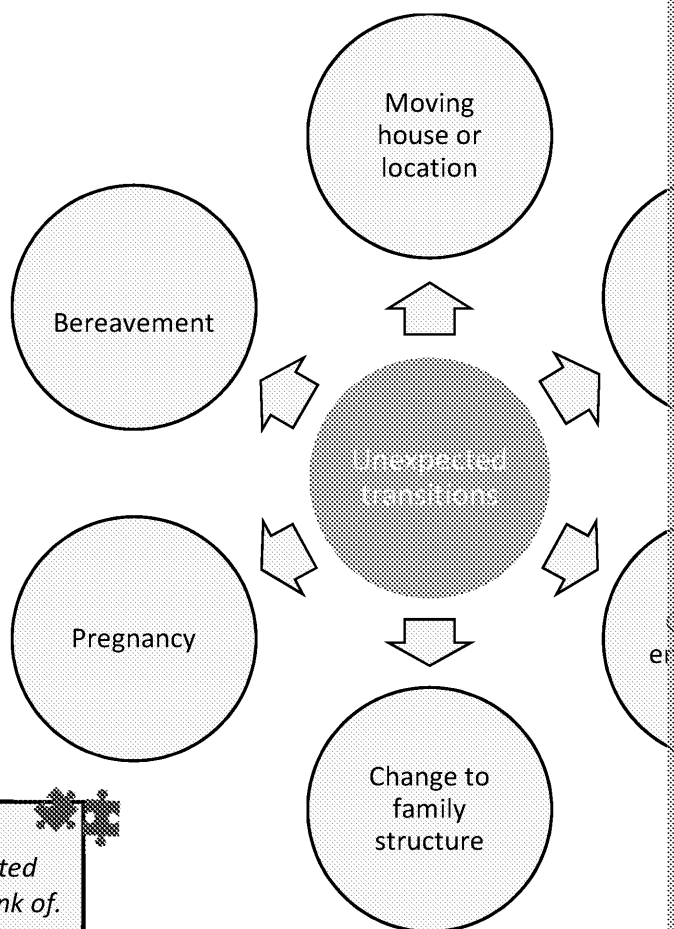
1. How is Claire's decision to 'come out' likely to affect their relationship with their family?
2. What other social and emotional difficulties might Claire experience as they transition as a male?

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Unexpected transitions

Unexpected transitions are often unplanned and can be stressful for the individual. They are not limited to:



Applied activity

List any other unexpected transitions you can think of.

	Positive	Negative
Moving house or location	Opportunities to build new relationships with new neighbours or friends if moving to a new school.	Uncertainty of change can cause the individual to feel isolated and lonely.
Illness	Depending on who is ill, the difficult situation can bring family members together and improve bonds between the child and others.	The emotional impact of illness can cause some regression.
Change of employment	A new job could mean better prospects for the family and hours worked might allow more time with parents and children.	The stress of change can have a negative impact on relationships, causing the individual to feel isolated and lonely.
Change to family structure	The addition of a new family member or a person leaving the family home can improve emotional and social development as the influence of the change could promote positive, healthy relationships.	A change to family structure can have a negative impact on mental health. A child may feel less stable and appear threatened.
Pregnancy	Many children are excited at the prospect of becoming the older sibling and rise to the challenge of this.	Some children may feel resentful of the attention given to the new baby.
Bereavement	While losing someone you love is largely negative it is a fact of life that can help to build resilience and support emotional development.	Coping with the loss of a loved one can be extremely difficult. Understanding the process of grief is confusing.

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Strategies to prepare and support children / young people through transitions

There is not just one way to help ready children for changes that are going to signal a transition. However, the following strategies do allow professionals and parents to help transition.

Providing accurate and current information to the child or young person

Where possible, children should be informed about changes that might affect them in a way they can understand. This can often help to alleviate worries and concerns and allow them to prepare.

Involving individuals in their own transition planning

If it is possible, a person-centred approach will support transition planning as individuals are about to occur means that they feel part of the process rather than that they are being told. This can be beneficial to adults too as many children are self-aware and may be able to help aid the transition.

Using school-readiness strategies

It is a common practice for schools to work together to support the transition from nursery to school. Events such as settle sessions at nursery age, taster days at schools and extracurricular activities for a young person to familiarise themselves with their new environment, which is new, unknown, and to start relationships with new people, especially those adults who will be caring for them. This is not only good for the child, but it also allows supervising adults to get to know the people they will care for so they can meet their needs.

Following settling-in policies and procedures

Childcare and education settings have policies that support transition of children within the organisation. These policies are well prepared and are based on significant experience and educational support. All workers involved in the 'settling in' process are trained to support the transition.

Implementing support through a buddy system, counsellor, mentor or learning support

In general, there is a range of support types available in any organisation where a child is moving. The availability of these services is based on the perceived needs of the cohort of children. It may be planned in advance of a child moving into the organisation and might be part of a Child and Care (EHC) Plan or there may be services that adults can refer to as and when needed.

Liaising with parents/carers and other professionals

Planning for any changes where the outcome may cause worry or concern for children should be shared from everyone who supports that child. Parents, teachers, other professionals and support staff should share information gained from meetings and the completion of forms. This is done to ensure so that necessary arrangements are made to support a smooth transition.

Referring individuals for specialist support as appropriate

Significant life events and changes may well call for particular support from specialist services for a child / child's family. The change itself may also mean that extra support is needed, such as emotional or practical support.

Research activity – IAG

It is a legal entitlement for all students in education to be given impartial advice and information about education opportunities.

Find out how your school/college provides this support to individuals who will be moving to the next stage of education and training.

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7.6 Revision questions

1. Which of the following transitions / life events is unexpected?

- a) Going to school ☐
- b) Becoming an adolescent ☐
- c) Getting a new sibling ☐

2. Identify an expected transition / life event that will occur for a child aged 10.

3. Hitesh's mum has recently returned to work after a seven-year career break. If she would pick Hitesh up from school, but as she now works late two days a week, she is going to wraparound care at school.

Describe **one** positive and **one** negative impact of this transition on Hitesh's school experience.

4. Dara and his family are supported by social care and Dara has a social worker in contact with. He has an Educational, Health and Care (EHC) Plan and as Dara moves to high school there is a multi-agency meeting to consider how he can be supported to have a smooth transition.

Explain **three** strategies that could support Dara's transition to high school.

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Answers to Revision Questions

Chapter 7.1: The expected patterns of children's / young people's development

1. Tripod grasp (1)
2. **2 marks for any two of the following:**
 - Physical
 - Cognitive
 - Emotional
 - Social
3. **3 marks allocated (1 mark per development) for any three of the following:**
 - Mouthing objects to understand them
 - Being able to recognise familiar faces
 - Increased memory
 - Making noises / cooing sounds
 - Repeating sounds/s
 - Identifying foods th
 - Understanding simp
 - *Accept any other ap*
development before
4. **4 marks available – 2 marks for description of tummy time and a further 2 marks for explanation of why tummy time relates to physical development. Do not give more than 2 marks for each point.**
 - A baby is placed on their stomach for a short period each day (1) to encourage physical development (1)
 - It helps to build their neck, shoulder and stomach muscles (1) which leads to physical developments such as rolling over / beginning to crawl (1)
Accept any other appropriate response
5. **6 marks available – 1 mark per each given motor skill for each age range**

	Gross motor skill	Fine motor skill
0–3 months	<ul style="list-style-type: none"> • Trying to lift up head 	<ul style="list-style-type: none"> • Grasping objects
1–2 years	<ul style="list-style-type: none"> • Walking • Throwing an object • Climbing 	<ul style="list-style-type: none"> • Using pincer grasp • Using a spoon • Mark making
2–3 years	<ul style="list-style-type: none"> • Kicking a ball • Running • Jumping with two feet together 	<ul style="list-style-type: none"> • Mark making with basic shapes • Putting on and removing clothes

Accept any other appropriate response

6. **3 marks available – 1 mark per definition and 1 mark for explaining how they are different.**
 - Self-concept is an individual's understanding of who they are (1)
 - Self-esteem is the value an individual places on themselves or an aspect of themselves (1)
 - They are different because self-concept is based more on facts whereas self-esteem is based on personal perception (1)
7. **Award 1 mark per description and one application up to a maximum of 6 marks.**
 - Dahlia enjoys colouring and drawing (1) and this is something a child of her age who is developing fine motor skills they have started to use tripod grasp (1)
 - Dahlia is able to trace over her name when her teacher writes it in large letters (1), but usually children can write parts of their own name by the time they are 4 years old (1)
 - Dahlia is a strong runner and she loves to dance (1). These are developmental milestones for a 4-year-old child (1). Dahlia can run very fast she may be ahead for her age and stage (1).
 - Dahlia has some friends in the class (1) and it is normal for children of her age to have friends and play together (1)
 - Dahlia refuses to share toys with others (1) and although children do not always share, it is normal for them to be persuaded (1)
 - She has some difficulties speaking fluently (1), which possibly shows she is developing language skills (1) or she has a learning need relating to speech (1)
 - *Accept other suitable answers*

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Chapter 7.2: The key concepts of attachment theory and how early attachment affects adult relationships

1. c) Specific (1)
 2. **1 mark for suitable definition, e.g.**
Maternal deprivation is lack of attachment between a primary caregiver and child or the child has lost the attachment figure or the primary caregiver and child have failed to form an attachment.
 3. **3 marks for:**
Both theories state that there is a lack of attachment (1); however, maternal deprivation is a possibility of being able to make an attachment but it has not occurred (1) due to lack of opportunity to attach to a caregiver because there is not one available (1).
Accept other suitable answers
 4. **2 marks for description of type:**
Insecure-avoidant describes the lack of attachment between child and primary caregiver (1) and the child does not recognise the primary caregiver as an important bond (1)
- Up to 2 further marks for the following behaviours**
- Typical behaviour of a child is showing no concern when their caregiver leaves (1)
 - Showing no concern when meeting strangers (1)
 - Not particularly interested when parent returns (1)
 - Does not seek contact from caregiver (1)
5. **Answer to be marked using levelled mark scheme, indicative content and quality of written communication**
 - AO1 = 4 marks
 - AO2 = 4 marks

Levelled mark scheme

Band 4 (10–12 marks)	<ul style="list-style-type: none"> • AO1 – Clear and precise knowledge and understanding • AO2 – Application of all relevant knowledge to the context • AO3 – Comprehensive, effective and relevant discussions that are supported by rational and balanced judgements that consider the importance • Answer with comprehensive breadth and/or depth
Band 3 (7–9 marks)	<ul style="list-style-type: none"> • AO1 – Mostly clear and generally precise knowledge and understanding • AO2 – Application of most knowledge to the context • AO3 – Mostly effective and relevant discussions that are supported by judgements that consider the importance • Answer with reasonable breadth and/or depth with some missing content
Band 2 (4–6 marks)	<ul style="list-style-type: none"> • AO1 – Some (but limited) knowledge and understanding • AO2 – Limited application of knowledge to the context • AO3 – Some effective and relevant discussions that are supported by judgements that consider the importance • Basic answer with limited breadth and/or depth with missing content
Band 1 (1–3 marks)	<ul style="list-style-type: none"> • AO1 – Minimal and unfocused knowledge and understanding • AO2 – Little application of knowledge to the context • AO3 – Limited effective and relevant discussions that are supported by weak judgements to consider the importance • Basic answer with limited breadth and/or depth with missing content

0 = Answer uncreditable

Quality of written communication

3 marks	Well-structured and clearly expressed answer. Effective communication and appropriate technical terms used.
2 marks	Sufficiently structured and a generally clearly expressed answer. Good grammar. Good range of appropriate technical terms used.
1 mark	Poorly structured answer that lacks some clarity. Some communication but not altering meaning. Limited range of appropriate technical terms used.
0 marks	No answer or unstructured answer with inappropriate technical terms used.

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Indicative content:**Theories:****Schaffer and Emerson (Stages of attachment)**

There are four stages of developmental progress within attachments

- **Asocial stage: 0 to 6 weeks** – Babies do not have any preference towards prefer items which look like humans, such as dolls
- **Indiscriminate attachments: 6 weeks to 6 months** – Babies enjoy spending time with anyone but have no strong attachment and do not appear to fear strangers
- **Specific: 7 months +** – Infants will have an attachment to a primary carer. If they are separated and will show fear of strangers
- **Multiple: 10/11 months +** – Infants have many attachments with important people, not just those in their immediate families, e.g. grandparents, friends and carers
- Not all attachments occur from birth so it is still possible for Rylan to make attachments if enough time has been spent together
- Multiple attachments are possible at Rylan's age so it's possible the attachment is secure because she has shown him consistent care and attention

Rutter (Privation)

- Privation occurs if an infant does not have the opportunity to make any attachments
- The primary caregiver attachment to their child is important but multiple attachments can form the child's internal working model
- Rylan may have experienced privation because he has changed foster carers and lost the opportunity to make attachments with any of them
- It is still possible for Lara and Rylan to bond because Rutter says effects of privation are reversible

Ainsworth (The strange situation)

- There are three main attachment styles occurring between mother and child
- **Secure:** The infants in this category like to explore and play. They are able to be easily soothed and are easy to calm down when their primary carer returns to the room. They are sensitive to the needs of their child.
- **Insecure avoidant:** The infants in this category are happy to explore and play with strangers or being away from their caregiver. When the caregiver returns they do not want any contact.
- **Insecure ambivalent:** In this case the infants do not wish to explore and play when the caregiver leaves but do not want any contact when they return
- The strange situation demonstrated that children who are not securely attached show more distress when their carer leaves, which is true in the case of Lara and Rylan
- Rylan could be experiencing 'insecure-avoidant' attachment
Accept other appropriate responses

Reasoned judgements may include:

- The key person system builds a secure attachment, which is important for Rylan as no other attachments appear to have been made (reduces privation – if Rylan she already provides support and care to him and can work with Lara to build a bond between them so that Rylan has more than one attachment. This will help Rylan's development remains the same.
- Partnership between key person and foster carer can support attachment development. If she can communicate this to Lara to build a foundation for a bond. Lara can be the key person at home for Rylan so this can be reinforced in the nursery.
- The evaluation may also refer to issues with working together – e.g. Lara and Rylan's carer and feeling uncomfortable with asking questions or for support
- The attachment Rylan has with his key person suggests good-quality care. This is a positive thing (relates to Schaffer and Emerson's multiple attachment theory)
- Staff understanding of how effective support can support attachment development but not trying to diagnose Rylan's difficulties in making a secure attachment

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Chapter 7.3: Receptive and expressive language

1. Receptive language is the way individuals communicate their ability to understand what is given to them (1)
2. i) **Award maximum of 2 marks for two of the following:**
 - Playing with noisy toys (1)
 - Playing with Claudia and babbling (1)
 - Interacting with parents who give him praise (1)
 - *Accept other suitable answers*
- ii) **Award up to 1 mark for explanation of Skinner's operant conditioning:**
 - The response to an action can lead to action being performed again
 - Positive behaviour is reinforced to make it happen again (1)

Award up to 1 mark for application:

 - Laurent's parents say 'good boy' so he might do more talking (1)
 - He receives positive response from Claudia/parents when he makes a sound
- iii) **Answer to be marked using levelled mark scheme, indicative content for written communication.**
 - AO1 = 4 marks
 - AO2 = 4 marks
 - AO3 = 4 marks

Levelled mark scheme

Band 4 (10–12 marks)	<ul style="list-style-type: none"> • AO1 – Clear and precise knowledge and understanding • AO2 – Application of all relevant knowledge to the context • AO3 – Comprehensive, effective and relevant discussion supported with rational and balanced judgements • Answer with comprehensive breadth and/or depth
Band 3 (7–9 marks)	<ul style="list-style-type: none"> • AO1 – Mostly clear and generally precise knowledge • AO2 – Application of most to the context • AO3 – Mostly effective and relevant discussion with judgements that consider the importance of the issue • Answer with reasonable breadth and/or depth and missing content
Band 2 (4–6 marks)	<ul style="list-style-type: none"> • AO1 – Some (but limited) knowledge and understanding • AO2 – Limited application of knowledge to the context • AO3 – Some effective and relevant discussions with judgements that consider the importance of the issue • Basic answer with limited breadth and/or depth
Band 1 (1–3 marks)	<ul style="list-style-type: none"> • AO1 – Minimal and unfocused knowledge and understanding • AO2 – Little application of knowledge to the context • AO3 – Limited effective and relevant discussion with weak judgements to consider the importance of the issue • Basic answer with limited breadth and/or depth

0 = Answer uncreditable

Quality of written communication

3 marks	Well-structured and clearly expressed answer. Effective range of appropriate technical terms used.
2 marks	Sufficiently structured and a generally clearly expressed answer. Good range of appropriate technical terms used.
1 mark	Poorly structured answer that lacks some clarity. Some technical terms used without altering meaning. Limited range of appropriate technical terms used.
0 marks	No answer or unstructured answer with inappropriate technical terms used.

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Indicative content:**Chomsky (LAD)**

- All children have a language acquisition device regardless of the language
- All children have an innate ability for universal grammar
- Language acquisition device that Claudia innately possesses means she can learn any language
- She is still in the critical period (up to 10 years) for acquiring language
- The more interaction she receives the more likely she will improve
- Being exposed to language-rich environments supports acquisition

Vygotsky ('Thinking out loud' scaffolding / zone of proximal development)

- Children learn by verbalising new concepts and explaining them to others. This allows them to then internalise the ideas.
- Social Interaction supports language ability so if Claudia has a lot of social interaction, she will have more improvements in language
- 'Thinking out loud' occurs in children around Claudia's age, and as Claudia grows, to observe Claudia will be able to see how she is processing words better
- Zone of proximal development (ZPD) is the stage where children can learn with the appropriate support
- Adults (teacher and SENCO) will be able to assess Claudia's progress and provide the necessary support to improve learning / language development

Bruner (LASS)

- Learning and language development require social interaction to be effective
- Supports Chomsky's idea of the LAD but does not believe language is innate
- Language acquisition support system (LASS) is required for children to learn language. Need to encourage speaking wherever possible
- Scaffolding could support Claudia by experienced adults showing Claudia how to use language through modelling

Reasoned judgements may include:

- **Observation and intervention** – SENCO has the experience to identify any delay and what interventions may be necessary. This may be provided as part of the support plan. Could identify if Claudia is in line with others, but advice could be given for support if needed
- **Parental/guardian/family engagement** – Support could be offered to family members to explain how they can use their environment to support language acquisition or other groups where they could work with Claudia to encourage social interaction (LASS).
- **Interventions through school** – Teaching assistant / learning support could provide extra support out of lessons for more one-to-one support so she has the opportunity to practice through 'thinking out loud' in a quieter atmosphere

Accept any other appropriate response

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Chapter 7.4: How practitioners, parents, carers and other professionals can support children's development at different ages and Chapter 7.5: Understand how children's friendships from infancy through to adolescence

1. Level 0 – Momentary playmates (1)
2. **Award 1 mark for correct identification of level:**
 - Level 3 – intimate mutually shared relationships

Award a further 2 marks for explanation using any two of the following:

 - They are each other's best friend
 - They enjoy spending all their time together
 - They share the same interests and are happy when it is just the two of them
3. **Award 2 marks for explanation of social identity theory and award a further 2 marks for Maryam. Up to maximum of 4 marks for any of the following:**
 - Social identity theory states children make friends on the basis of the group they belong to (1); Maryam will observe new people and categorise them to decide if they belong to her group (1)
 - Maryam may categorise children on the basis of their interests or how they behave and use these ideas to feel as if she belongs with the group which most closely matches her own
 - Maryam probably already had an idea of where she belonged in old groups and will use this information to identify her group (1)

Accept any other appropriate response
4. **Award 3 marks for any two methods**

Award 1 mark for identification. Award a further 2 marks for explanation.

 - Role-modelling (1) – If parents spend time focused on reading with their children, it is acceptable/normal to the children and they might want to read too (1). Shared reading between child and parent encourages reading. This is especially helpful when tricky words come up or support the child when they struggle (1)
 - Literacy games (1) – Parents and/or teachers can either make or buy literacy games to make reading appear more like play (1). The children will pick up words from the games they are learning, and the competition element is good for self-esteem (1)
 - Simple instructions and repetitions (1) – Adults either in school or at home repeat words to build memory and improve retention of new words (1). Practising oral language improves the understanding (1).

Accept any other appropriate response

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Chapter 7.6: The difference between expected and unexpected transition for children in positive or negative ways

1. c) Getting a new sibling (1)
2. **Award 1 mark for either of:**
 - Moving from primary to secondary school
 - Starting puberty
3. **Award up to 4 marks for:**

Positive effects (sub-max 2 marks)

 - Hitesh will widen his social circle because he is going to wraparound care with children and adults who will help him develop new social skills (1)
 - Hitesh will learn a new skill of resilience (1) as he may not like being away from home but will eventually overcome it and stop worrying about not being with her
 - Hitesh's mum may enjoy working, which could improve her self-esteem and provide for Hitesh, who will learn that working for money is admirable (1)

Negative effects (sub-max 2 marks)

 - Hitesh may resent his mum for 'abandoning' him (1), which may cause him to make her feel bad (1)
 - Hitesh may find the adjustment to wraparound care difficult (1), which may make it with others and may feel isolated (1)
 - Hitesh and his mum may experience a change to their bond (1) because they won't be able to spend together (1)

Accept any other appropriate response
4. **Award up to 2 marks for comprehensive explanation of up to three strategies:**
 - Involving individuals in their own transition planning (1) – Dara could be asked what he would like to happen when he goes to his new school and make a plan presented to him (1), e.g. does he want to visit the school with a social worker to see what it's like or does he want to do the same activities other new students do?
 - Liaising with parents/carers and other professionals (1) – There will be people who can provide support to Dara before he starts at the school and during the transition. There may be other professionals or initiatives to support him, such as a mentorship scheme, etc. (1)
 - Using school-readiness strategies (1) – Transition programmes are set up to include taster days, open evenings, extracurricular activities at the school, primary schools, presentations, etc. (1)

Accept any other appropriate response

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