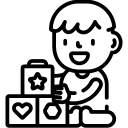
English Department



Year 12 Additional Support: *Paper 2 - CLA.*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Key theorist: B.F Skinner (behaviourism)** |
| **Core concept:**  Skinner was a psychologist who believed that **all** human behaviour is learned through interactions with the environment, especially through a system of reinforcements. Considering this, we can argue that Skinner would argue that a child’s ability to speak has to be **learned**, through **reinforcement.**  **Types of Reinforcement:**  **Positive Reinforcement**: When a behaviour is desirable, you provide a child with something pleasant to encourage them to repeat this behaviour (e.g. verbal praise, rewards, smiling, words of encouragement).  Negative Reinforcement: When a behaviour is undesirable, or incorrect, you reprimand the child to prevent this behaviour from being repeated (e.g. telling them off, changing your tone, punishment, correction).  **Application: Model of Language Learning via Reinforcement**     |  |  |  | | --- | --- | --- | | **Step** | **Description** | **Example** | | 1. Imitation | The child hears a word or phrase and tries to copy it. | Child hears “milk” and says “mi.” | | 2. Positive Reinforcement | The caregiver responds with praise, smiles, or gives what the child wants. | Parent says “Yes! Milk! Good job!” and gives milk. | | 3. Repetition & Shaping | Over time, the child is encouraged to refine the word. | Child says “milk” more clearly over time to get praise from their parent, or to get milk. |   **Wider application:** We can also use Skinner’s behaviourist model with other MKO (More Knowledgeable Others), so in schools, a teacher would be reinforcing desirable behaviour through praise or rewards, and negatively reinforcing a child’s language through correcting their work. |

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| **Key theorist: Noam Chomsky (nativism)** |
| **Core concept:** Noam Chomsky proposed that humans are born with an innate ability to acquire language. Unlike Skinner, he believed that language learning isn't just about imitation or reinforcement — it's hard-wired into the brain through a **language acquisition device** (LAD).  **Key Ideas:**   * **We are born with a Language Acquisition Device (LAD) —** a mental system that helps us understand and produce language. * **Universal Grammar (UG):** All human languages share common underlying rules, and children are biologically programmed to recognise and apply them. * Chomsky emphasized that children learn complex grammar rules too quickly and with too few examples for it to be explained by reinforcement alone. |

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| **Application: Chomsky’s theory of nativism**     |  |  |  | | --- | --- | --- | | **Step** | **Description** | **Example** | | 1. Innate Language Ability | Child is born with a Language Acquisition Device (LAD). | Child is born with a Language Acquisition Device (LAD). | | 2. Exposure to Language | Hearing language activates the LAD. | A child hears people speaking English at home. | | 3. Internal Rule Generation | Child unconsciously figures out grammar rules (Universal Grammar). | Child says “I goed” instead of “I went” — applying a general rule ("add -ed") without being taught. | | 4. Language Use & Refinement | With more exposure, the child refines their language naturally. | Eventually says “I went” correctly, after hearing it enough in context. | |

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| **Key theorist: Jerome Bruner (social interactionalist theory)** |
| **Core concept:** Bruner essentially amalgamates Skinner and Chomsky’s theory; he believes that a child must have an innate system for language, but that this is too limited in isolation to explain how children learn to speak. Therefore, he argues that a caregiver must play an active role in their language development and coined the term LASS (Language Acquisition Support System) to explain this process.  **Key Ideas:**   * Children learn language through social interaction, with support from adults, which builds on their innate ability to communicate. * Introduced the concept of the Language Acquisition Support System (LASS) — the environmental and social structures that support language learning. * Believed that scaffolding (guided support) helps children develop their language — inspired by Vygotsky’s ideas. * Bruner argued that caregivers actively help children learn language by simplifying their speech, asking questions, using routines, prosodics (tone and voice), and giving feedback — all part of the LASS.  |  |  |  | | --- | --- | --- | | **Step** | **Description** | **Example** | | 1. Social Interaction | The child communicates with a caregiver in real-life situations. | Child points at a toy and looks at their parent. | | 2. Scaffolding from a MKO | Caregiver responds in a supportive way, often simplifying language. | Parent says “You want the ball? Here’s the ball!” | |

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| |  |  |  | | --- | --- | --- | | 3. Joint Attention & Shared Context | Both adult and child focus on the same object or topic. | Parent and child both look at the ball together and talk about it. | | 4. Gradual Language Development | With repeated support, child learns new words and grammar | The child starts to say “ball” and later “want ball.” | | 5. Independent Use | Over time, child needs less help and uses language on their own. | Child says, “Can I have the ball, please?” independently. | |

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| **Key theorist: Kroll (stages of written language)** |
| **Core concept: suggested that the changing relationship between speech and writing for a beginning writer could be used as a way to present a developmental model for learning to write; he argues that, for a child, this should happen in specific stages.**   * **This model is divided into four stages: preparatory, consolidation, differentiation and integration.** * **This is a structure that can help us identify patterns and general expectations, however it is important to recognise that imposing a linear model for such a sophisticated process can oversimplify the process and ignore a child’s individuality.**      |  |  |  | | --- | --- | --- | | **Stage** | **Description** | **Example** | | Preparatory stage (up to age 6) | At this stage, children have a fluency in speech that they do not yet have in writing. | *To Mum I hop yoo have a love day* | | Consolidation stage (aged 7-8) | Writing will tend to appear as the child speaks and will be primarily simple sentences. During this stage, punctuation will only just be emerging. | *I got a bild a bear and then got a doovay cover it was pepa pig.* | | Differentiation stage (aged 9-10) | Children can now differentiate between speech and writing and recognise the appropriate tone for each form. Sentences are more developed and punctuation is more consistent. | *At midnight, the clock began to chime.* | | Integration stage (aged mid-teens) | Users understand that both speech and writing employ a wide range of forms according to audience, purpose and genre.  Development of personal voice and tone. | ***Dear Daily Mail readers,***  ***I am certain that you are well aware of the outrageous, ridiculous and frankly dangerous potential that artificial intelligence has.*** | |

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| **Key theorist: Britton (written language)** |
| **Core concept: Opposing Kroll, Britton (1970) argued that modes of writing do not follow a strict, linear progression, but rather interact and develop concurrently. His theory emphasized the importance of nurturing all three modes, as each contributes to different aspects of cognitive and linguistic growth in children of all ages.**  Britton's theory of child language development, focuses on how children’s writing skills evolve. He suggested that there are three main modes of writing that children use as they develop: **expressive, transactional and poetic.**   * **Expressive Mode:** In this stage, writing reflects the child’s own thoughts and feelings. It is highly personal, often unstructured, and closely mirrors spoken language. Young children typically use the expressive mode to explore their own ideas and inner worlds. * **Transactional Mode: A**s children develop, they begin to use writing to communicate more formally and purposefully with others. This mode involves writing for a specific audience and purpose, such as instructions, reports, or essays. The focus shifts to clarity and organisation, and writing becomes more impersonal and structured. * **Poetic Mode:** The poetic mode focuses on the aesthetic and creative use of language. Children begin experimenting with metaphor, rhythm, and other literary devices. It involves more sophisticated use of language for artistic expression, though it may still be present in early stages of development in simpler forms. |

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| **Additional theorist: Halliday’s Functions of Language** |
| **Core concept: Halliday (1975) claims that children acquire language because it serves certain purposes or functions for them.**   * **Instrumental function *-*** language that is used to fulfil a need, such as to obtain food, drink or comfort. This typically includes common nouns ***(e.g. “Want milk”)*** * **Regulatory function -** language that is used to influence the behaviour of others including persuading, commanding or requesting ***(e.g. “Come here)*** * **Interactional function -** language that is used to develop relationships and ease interaction ***(e.g. "I love you mummy”)*** * **Personal function -**language that expresses personal opinions, attitudes and feelings including a speaker's identity ***(e.g. “I is brave girl”)*** * **Representational function-** language that is used to relay or request information ***(e.g. “that car red”)*** * **Heuristic function -** language that is used to explore, learn and discover. This could include questions or a running commentary of a child's actions ***(e.g. “Where the boat go?”)*** * **Imaginative function -** the use of language to tell stories and create imaginary constructs. This typically accompanies play or leisure activities. |

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| **DfE framework: school expectations** |
| **Core concept:** The Department for Education (DfE) outlines their expectations of what children should be mastering at different ages, we can use this as a framework when we analyse written extracts.   |  |  | | --- | --- | | **Year** | **Expectations** | | 1 | * Sit correctly at the table, holding a pencil comfortably and correctly. * Begin to form lower case letters in the correct direction, starting and finishing in the right place. * Form capital letters. * Form the digits 0 to 9. * Understand which letters belong to which handwriting ‘family’ (a group of letters that are formed in the same way). | | 2 | * Form lower case letters of the correct size, relative to one another. * Start using some of the diagonal and horizontal strokes needed to join letters, and understand which letters are best left unjoined. * Write capital letters and digits of the correct size, orientation and relationship to one another. * Use spacing between words that is appropriate for the size of the letters. | | 3 - 4 | * Continue to develop their joined-up handwriting. * Increase the legibility, consistency and quality of their handwriting – for example, ensuring that downstrokes of letters are straight and parallel, not sloping. | | 5 - 6 | * Write with increasing legibility, fluency and speed. * Choose which shape of a letter to use, and decide whether or not to join specific letters. * Choose the writing implement that is best suited for a task. | |

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| **Additional theorist: Levin and Bus (written language)** |
| **Core concept:**  **Levin and Bus (2003): connection between drawing and writing develops because children often encounter the two systems as interrelated and sharing a context.**   * Drawing plays a critical role in supporting young children's literacy development by helping them understand the symbolic nature of language and enabling them to express ideas and narratives that later translate into written form. * Drawing is seen as a precursor to writing, where children use images to express ideas before mastering conventional writing. Through drawing, children begin to understand the symbolic nature of communication, which is a foundational skill for later writing. * Drawing helps children to organize and express their thoughts visually, supporting cognitive development. It provides a bridge to writing by encouraging children to think about structure, sequencing, and storytelling. * Children develop an understanding of how visual symbols can represent ideas and stories, which is crucial for understanding written language. The process of translating thoughts into visual images helps to develop the cognitive skills needed for writing. * Drawing enables children to express themselves and create narratives. This narrative development through drawings helps children organize their thoughts, laying the foundation for written storytelling later on. * When children are encouraged to draw in conjunction with writing activities, they become more confident in expressing their ideas, which fosters the growth of both their written and oral language skills. The process of creating drawings that represent stories or events enhances their understanding of text and its construction. |

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| **Additional theorist: Gentry and spelling (written language)** |
| |  |  |  | | --- | --- | --- | | **Stage** | **Characteristics and age** | **Example** | | **1.Pre-communicative or non-alphabetic** | Up to 7 years. Scribbles that do not correlate to the alphabet. | Random letters | | **2. Semi-phonetic or partial alphabetic** | Ranges from 4-9 years. Symbols become recognisable as alphabetic: key consonants. | mtr | | **3. Phonetic spelling** | Words tend to be spelt as they sound but with more letters and vowels. | mstr | | **4. Transitional** | Patterns like doubling of consonants are understood and spelling is increasingly accurate. | monstur | | **5.Conventional or correct** | From 10 years onwards, children can spell most words accurately and understand unusual patterns. | monster |   **Core concept:** Gentry's theory of orthographic development outlines five stages through which children learn to spell: precommunicative, semiphonetic, phonetic, transitional, and correct. This progression reflects increasing awareness of the relationship between letters and sounds, as well as the rules and patterns of written language. |

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| **Key terminology: Glossary** | |
| **Term** | **Definition** |
| **Proto words** | Made up words for a word they might not be able to pronounce. e.g. ‘ray rays’ - raisins. |
| **Cooing** | Distinct from crying but not yet forming recognizable vowels and consonants. |
| **Tag questions** | short questions added to the end of a statement to confirm information or seek agreement. |
| **Over-extension** | Applying a label to more referents than it should have. *Example: saying ‘sea’ to label any body of water.* |
| **Under-extension** | Applying a label to fewer referents than it should have. *Example: saying ‘milk’ to refer to milk in their own cup, but not a picture of milk.* |
| **Hypernym** | The name of a category. Example: *‘vegetable’ is a hypernym, and ‘carrot’, ‘cabbage’ and ‘onion’ are all hyponyms.* |
| **Hyponym** | The name of a category member. Example: *‘carrot’ is a hyponym of the category ‘vegetable’.* |
| **Exaggerating prosodic cues** | Using more exaggerated intonation patterns and slightly higher frequencies, greater pitch variations. Example: *Uh oh!* |
| **Recasting** | An adult phrases sentences in different ways, such as making it a question. Example: *“Dada byebye daddy… is daddy going byebye?”* |
| **Echoing** | Repeating what the child said. |
| **Expansion** | Restating what the child said in a more linguistically sophisticated form. |
| **Labeling** | Providing the name of objects, using simplified vocabulary |
| **Conjugation** | Conjugation involves altering the verb to indicate person (first, second, or third), number (singular or plural), and tense (past, present, future). |
| **Deletion** | Omitting final consonant in words. *Example: Do(g) cu(p).* |
| **Substitution** | Substituting one sound for the harder sounds which appear later. *Example: Pip for “ship”.* |
| **Assimilation** | Changing one consonant sound for another (especially plosives). *Example: Gog for dog.* |
| **Reduplication** | Repeating a whole syllable. *Example: Dada mama.* |
| **Consonant cluster reductions** | Clusters of consonants are hard so children reduce to easier sounds. *Examples: Pider for spider, Leep for sleep.* |
| **Deletion of unstressed syllables** | Omitting opening syllables in polysyllabic words. *Examples: Nana for banana, Ration for celebration.* |
| **Emergent writing** | Early scribbles |
| **Ascender** | Part of a letter that goes above the usual height (b, d) |
| **Descender** | Part of a letter that goes below (g ,y, p,) |
| **Cursive** | Joined, curly handwriting |
| **Orthography** | Spelling |
| **Grapheme** | Letter represents a phoneme (sound) |
| **Directionality** | Writing from left to right across the page |
| **Linearity** | Writing in straight lines |
| **Phoneme** | A unit of sound |
| **Morpheme** | The smallest unit of a word |
| **Orthography** | Spelling |
| **Salient sounds** | Sounds that stand out – usually consonants e.g. in ‘dog’ – /d/ and /g/ |
| **Omission** | Leaving a letter out |
| **Transposition** | A letter that is presented backwards, usually ‘d’ and ‘p’ |
| **Diminutive** | An additional suffix (usually ‘y) for example mumm*y* |

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| **Top tips from the examiner: Pearson Edexcel** |
| **Language:**   * Offer multiple interpretations using tentative language and to tie together multiple points. * Considering the number of graphemes/phonemes and whether the word shows any of the irregularities found in the English spelling system can be a useful starting point for a detailed analysis. * Linking language features to context is essential to achieve Level 3 and above. * Lack of IPA makes the point less convincing. * Consider how the language reflected purpose, audience etc as well as the environment in which it was produced. * At higher levels, pattern spotting was more common and enabled a more in-depth analysis.   **Theory:**   * At higher levels, there was evidence of challenging theories, issues and concepts, with some candidates noticing that the child was often exceeding the development expected by Kroll. * Candidates at higher levels also moved away from the A-level popular Kroll to more current theories/concepts and issues (such as educational goals/DfE) * If you are going to reference a theory associated with child development, you should briefly explain it (to demonstrate your understanding) and its relevance to the data, rather than simply referencing in brackets. If relevant, use the data to refute any of the theories you have studied to show a discriminating / critical approach.   **Context:**   * Some of the highest scoring candidates effectively identified the impact of the different purposes and the external influences of education. * You should always consider the context and try to explain why specific language features are needed for the purpose or the audience, and what this shows about a child's developing literacy. * This could include how they have adapted their syntax for the purpose or whether their spelling and graphology affects their ability to convey meaning. * Maintain a focus on context/genre/purpose but also able to apply a wider range of language features from a full range of levels to their analysis, and terminology was wider ranging. |

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| **IPA: why we use it, how we use it** |
| **What is the IPA?**  A phonetic notation system that uses symbols to represent the sounds of speech in any language. Using the IPA, we can analyse the specific sounds that the child is trying to convey. Essentially, you match the sounds of the highlighted word to the symbol that is beneath, this symbol represents that sound (phoneme) – it’s much easier than it looks! Whenever you use the IPA, show the phoneme in ‘/ /’ quotations.  Examples:   1. ‘happ**y**’ = **/i:/** 2. ‘w**ai**t’= **/eɪ/** 3. ‘y**ou**r’ = **/ɔ:/** 4. ‘pl**ay**’ = **/ eɪ /** |

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| **Application: writing about Child Language (spoken language transcript)** |
| |  |  |  | | --- | --- | --- | | ? – rising intonation | (.) micro pause | (2) seconds of pause | | M : Mother | T: Tabitha | (( )) physical action/ evolving context |  |  | | --- | | **Below is an example of a Paper 2 Spoken Language extract – read through and see what you would pick out/ annotate if you were given this in an exam. Acknowledge: context, and how this can influence their spoken language, any relevant theorists, and anything that you notice about the child’s speech – use the glossary to help you with labelling if you need to! As this is a spoken transcript, ignore orthography and the written theorists (Kroll and Britton).** |   **Question: How is the child’s spoken language developing, within this transcript?**  **Context:** *Text A is a transcript of a conversation between Tabitha (3;1) and her mother, while they were looking at a set of four picture books. These books contain images with one accompanying word for each. Tabitha is very familiar with these books and enjoys anticipating the words for each picture. She has asked for the book to be read by her baby doll.*  T: baby loved that she wants another one.  M**:** go on then, go and choose another story (27) *((Tabitha leaves the room to find another book and then returns))*  T: she really wants all of these books (2) first can we have this one  M: what’s this one about?  T: counting  M: ok. Ooh it’s about words it says boy –  T: - girl.  M: and what’s that? *((pointing to the image on the next page))*  T: house  M: yeah (1) good. Does that look like your house?  T: it looks like mine  M: Does it? ((turning the page)) ball –  T: ball (.) sun *((pointing to an image of a yellow ball)*  M: sun?  T: ((turning page)) flower (0.5) butterfly  M: yeah that’s a pretty butterfly isn’t it?  T: yep (.) the butterfly is my doll’s best friend and it lives with the birdy in the sky  M: oh (1) that’s nice for your dolly isn’t it?  T: yeah and he goed tweet tweet  M: tweet tweet   |  | | --- | | **Things that you might have picked out, or could explore:**   * ‘*goed*’ – could link to Chomsky’s theory of nativism; the child understands that the ‘ed’ morpheme is used to indicate that something is past tense, however they don’t yet understand the universal rules of grammar where this would change to the past-tense verb *‘went’* * The mother uses micro pauses and rising intonation (prosodics) to prompt the child to respond, or elaborate their responses * The mother echoes ‘tweet tweet’ to show reciprocity and engagement with the child’s language * The mother gestures to support the child in labelling and identifying *((pointing to an image of a yellow ball)* and *((pointing to the image on the next page))* – we could link this to Bruner, who would argue that this shared focus and visual context could support the child in developing their language and understanding of the book * The mother uses lots of interrogatives (questions) to prompt the child, and to make them think about their response * Parent implements adjacency pairs (turn-taking) to support the child’s development of conversational structure and dynamic * Could link to Halliday’s language functions – **imaginative function –** storytelling and asking whether the book can be read by her baby doll, this is also mirrored in her language: the butterfly is my doll’s best friend and it lives with the birdy in the sky’ |  |  | | --- | | **Model paragraph:** what does a **clear** A-level paragraph look like? | | **Point/pattern:** Throughout this interaction between Tabitha (3;1) and her mother, we can perceive that the mother’s use of syntax, lexis and prosodics serve as a scaffold for Tabitha’s language development.  **Evidence:** When speaking to Tabitha, the mother uses rising intonation, simple lexis, and repeats similarly structured syntax: ‘yeah that’s a pretty butterfly isn’t it?’ and ‘that’s nice for your dolly isn’t it?’, to support Tabitha in developing her spoken language.  **Explore language levels/ context:**  Not only do her frequent use of interrogatives prompt Tabitha to verbally respond, which she may do so repetitively due to Tabitha’s potential distractibility due to her baby doll, the illustrations, or the books themselves, but this use of tag questions also support Tabitha in extending her answers further, thus developing her syntax, and potentially her vocabulary if this is consistently repeated.  **Link to theory:** Bruner may argue that here, the mother is clearly using simplified lexis and repeated syntax structures to provide a Language Acquisition Support System (LASS) for Tabitha. He would assert that over time, this consistent use of interrogative syntax and simplified lexis accompanied by rising intonation would serve as a scaffold for Tabitha, as this would prompt her to respond to her mother; supporting her understanding of adjacency pairs and the structure of a standard conversation. Moreover, we can anticipate that this consistency over time should serve as a scaffold, in guiding Tabitha’s own syntax, lexis and understanding the rules of conversation. |  |  | | --- | | **Model paragraph:** what does a **critical/evaluative** A-level paragraph look like? | | **Point/pattern:** In the transcript, Tabitha’s use of morphology can be explored.  **Evidence:** For example, at the end of the transcript, when discussing the bird in her picture book, Tabitha says ‘he goed tweet tweet’.  **Explore language level:** In this declarative sentence, Tabitha overextends the ‘ed’ rule for regular past tense verbs in Standard English because she uses the ‘ed’ suffix for the irregular verb ‘go’.  **Link to theory:** Chomsky may argue that this overextension could be an example of a virtuous error because it suggests that Tabitha understands the morphological rule to add the suffix ‘ed’ to form the past tense and has simply attempted to apply that rule to an irregular verb, which doesn’t follow it.  **Context – critically analysing theory:** On the other hand, it might be the case that Tabitha has mistakenly used the ‘ed’ suffix because she was distracted: at this point, it is possible that Tabitha could have been distracted by her baby doll that she is holding or by thinking about the image of the bird in the book instead of focussing on her use of language.  **Point/pattern:** Interestingly however, it is evident earlier in the transcript that Tabitha is able to apply the past tense suffix ‘ed’ to regular verbs accurately.  **Evidence:** For example, at the beginning of the transcript, Tabitha says ‘baby loved that’.  **Explore language level:** Perhaps this suggests that Tabitha is confident in the formation of the past tense in regular verbs by applying the past tense rule of Standard English and adding the ‘ed’ suffix onto the regular verb.  **Link to theory – critically approaching the successful use of language:** However, Halliday may propose that, because this is an example of imaginative play, Tabitha is used to discussing what her baby doll loves in order to create imaginary constructs. Therefore, on the basis of Halliday’s theory of the imaginative function of language, perhaps it could be argued that Tabitha often discusses what her baby doll loves, and if this were the case, then the past tense form of the verb ‘loved’ would be an example of high frequency lexis for Tabitha and conceivably therefore she is able to conjugate the verb accurately to form the past tense due to familiarity with its use. | |

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| **Application: writing about Child Language (written language transcript)** |
| |  | | --- | | **Below is an example of a Paper 2 Written Language extract – read through and see what you would pick out/ annotate if you were given this in an exam. Acknowledge: context, and how this could influence their writing, the DfE expectations of writing at this age, any relevant theorists, and anything else that you notice about the child’s writing – use the glossary to help you with labelling if you need to!** |   Question: **Analyse how Edward’s written language has developed over the course of an eighteen-month period?**  Edward was 5;10 when he wrote this letter for his grandparents, at school.  Edward was 7;1 when he wrote this letter for his grandparents, at home.   |  | | --- | | Things that you might have picked out, or could explore:   * When Edward is 5;10 he uses lines as a scaffold to support his linearity, however he doesn’t need this scaffold when he is 7;1 * His orthography is very phonetic (as it sounds) when he is 7;1, perhaps because he hasn’t got the support or guidance from his teacher when he completes this at home * There is evidence of self-correction in the second extract, Edward crosses out his mistakes and rewrote the letter ‘a’ in his name, showing more awareness and reflection in his written language * As the Department of Education would expect, Edward shows an awareness of punctuation in both extracts * Repetition of ‘love’ in the first extract – greater control of structure when he’s 7;1 * At 7;1, Edward is beginning to develop his cursive writing (coincides with DfE) * Progression – capital letters for proper nouns * In 5;10 he spells ‘colouring’ correctly – a difficult word to spell due to the silent ‘u’ morpheme – suggests that this orthography is scaffolded by the teacher, as Edward’s spelling is more phonetic when he’s 7;1 * At 7;1, he understands how to use the double-vowel cluster: ‘oo’ to create the ‘ʊː’ sound in ‘harpoon’ but not the ‘ʊ’ sound in ‘looking’ |  |  | | --- | | **Model paragraph:** what does a **clear** A-level paragraph look like? | | **Point/pattern:** Within these written extracts, we can explore how Edward’s orthography has developed over an eighteen-month period.  **Evidence:** At 5;10, Edward appears to accurately spell the tricky, low-frequency lexis: ‘colouring’, however his orthography appears to be more phonetic when he is 7;1: ‘pensels’, ‘forwud’.  **Explore language levels/ context:**  Considering that the lexis ‘colouring’ has a silent ‘u’ morpheme, we can assume that Edward’s accurate orthography at 5;10 is due to either explicit modelling, scaffolds, or additional support from the teacher. Whereas when Edward is 7;1, his phonetic spelling could be due to his lack of support from a more knowledgeable other (MKO), or perhaps the depletion in his orthography is due to him focussing more on developing his cursive writing, or possibly his linearity due to the absence of lines to guide him in this extract.  **Link to theory:** Kroll would argue that Edward should be progressing from the integration stage at 5;10 to the consolidation stage of his written language development when he’s 7;10. However, Edward’s orthography, and awareness of punctuation (even at age 5;10) appears to be more secure than this – perhaps at the consolidation stage with potential movement into the differentiation stage due to the accurate format of the letter. Through the lens of Bruner’s theory of social interactionalism, we could assume that this is due to the scaffolded support that Edward likely received from his teacher when he was 5;10, which may have included explicit models of syntax structures, punctuation, and more complex orthography of the lexis ‘colouring’. Without this support, it is evident that even after an eighteen-month period where Kroll would expect Edward’s written language to become more standardised, his orthography and accuracy in punctuation somewhat deteriorates when he is 7;1, as he is unlikely to be receiving a similar form of guidance when he writes this letter at home. |  |  | | --- | | **Model paragraph:** what does a critical/ evaluative A-level paragraph look like? | | **Point/pattern:** In the transcript, Edward’s orthography can be explored.  **Evidence: A**t 5;10, Edward appears to accurately spell the tricky, low-frequency lexis: ‘colouring’ with accuracy, despite being in the relatively stages of his written language development.  **Explore language level:** Considering that the lexis ‘colouring’ has a silent ‘u’ morpheme, which she spells with accuracy, yet he incorrectly spells ‘anmals’ which has a more explicit vowel sound, we can assume that Edward’s accurate orthography is due to either explicit modelling, scaffolds, or additional support from the teacher.  **Link to theory:** Bruner may argue that here, the teacher may have acted as a Language Acquisition Support System (LASS) for Edward, though explicitly modelling and scaffolding Edward’s orthography of a more complex lexis, but Edward may not have received the same support whenattempting to spell ‘animals’, due to the teacher’s attention being divided amongst other primary school students.  **Context – critically analysing theory:** On the other hand, perhaps Edward’s inaccurate orthography of ‘anmals’ is a result of his early stages of written language and the demands of the DfE, where he is learning how to write with linearity, directionality, and is practising movement from pre-cursive to cursive writing. Perhaps, due to these demands, Edward’s orthography is inconsistent.  **Point/pattern:** Interestingly, Edward’s orthography still remains inconsistent eighteen months later.  **Evidence:** For example, when he is 7;1 he is unable to consistently spell words with similar double vowel clusters ‘harpoon’ and ‘looking’.  **Explore language level:** Here, he seems to understand how to use the double-vowel cluster: ‘oo’ to create the /ʊː/ phoneme in ‘harpoon’, but not the ‘ʊ’ phoneme in ‘looking’. Perhaps, this is because even after an eighteen-month period, speech and writing are still separate for Edward, and he can not yet understand how the morphemes ‘oo’ in ‘looking’ create the /ʊ/ phoneme.  **Link to theory – critically approaching the successful use of language:** Although we may perceive this as a plateau in Edward’s orthographical development, Gentry would argue that he is working within the expected stages of his age group; he is clearly beginning to emerge in the ‘transactional stage’ of his written development, as he is beginning to understand the doubling of vowel clusters in some cases, he is just yet unable to apply this consistently. Additionally, as he is writing this letter at home, rather than a supported school environment, we can assume that this is a more independent piece of writing, therefore this is more indicative of Edward’s written ability, so may explain why his orthography is still inconsistent after an eighteen-month period. | |

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| **Independent practise: spoken language transcript** |
| |  |  |  | | --- | --- | --- | | ? – rising intonation | (.) micro pause | (2) seconds of pause | | F : Father | T: Tabitha | (( )) physical action/ evolving context |  |  | | --- | | Context: Text B is a transcript of a conversation between Jamie (2;9) and his father while they are playing with animal toys in the living room. Jamie is particularly interested in farm animals and has recently begun stringing together short sentences. |   **Question: How is the child’s spoken language developing, within this transcript?**  J: moo cow hungry now  D: is the cow hungry? What does she want to eat?  J: grass (.) big grass  D: big grass? That’s right (1) cows eat grass don’t they?  J: horse eat too  D: the horse eats too (.) yes (0.5) do you think the horse is hungry?  J: yes he want apple  D: he wants an apple (1) shall we find him one?  J: (nods) get apple please  D: polite asking! Here’s an apple for horsey  J: he say thank you  D: aw that’s kind (.) animals say thank you in their own way  J: pig say oink oink! (laughs)  D: he does (laughs) what does the duck say?  J: quack quack (.) baby duck go splash!  D: splash! (1) in the pond?  J: yeah (.) like bath |

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| **Independent practice: written language extract** |
| Question: Analyse how Ava’s written language has developed, over the course of a two-month period, from 5;4 to 5;6 – both extracts were written in school. |

