

## UNIT OUTLINE FOR EDP153.5 Primary English

|                                     |
|-------------------------------------|
| <b>Name of Unit 1 (Unit Code 1)</b> |
| Primary English (EDP153.5)          |

### SECTION 1 – GENERAL INFORMATION

#### Administrative details

| <b>Associated higher education awards</b>             | <b>Duration</b> | <b>Level</b><br><i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i> | <b>Unit Coordinator</b><br><i>(incl. academic title)</i> |
|---|-----------------|--|--|
| Bachelor of Education<br>Master of Teaching – Primary | One semester    | 1 <sup>st</sup> year   | Head of Program  |

#### Core or elective unit

Indicate if the unit is a

- core unit  
 elective unit  
 other (please specify below):

|  |
|--|
|  |
|--|

#### Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

| <b>Unit credit points</b> | <b>Total course credit points</b> |
|---------------------------|-----------------------------------|
| 6 credit points           | 240 credit points                 |

#### Student workload

Using the table below, indicate the expected student workload per week for this unit.

| <b>No. timetabled hours per week</b> | <b>No. personal study hours per week</b> | <b>Total workload hours per week</b> |
|--------------------------------------|--|--------------------------------------|
| 3                                    | 6  | 9                                    |

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support:   0   hours per week

#### Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes    No

**SECTION 2 – ACADEMIC DETAILS****Brief description of the content of the unit**

This unit will provide an in-depth study of the theories, research and development of Primary English, and examine approaches, strategies, techniques and resources for teaching and learning English in the classroom aligned with Australian Curriculum: English and practical application within a Work Integrated Learning framework.

**Learning outcomes for the unit**

1. Consider developmental phases in acquisition of language, reading, writing and spelling skills, and apply in analysing student work;
2. Observe and reflect on Primary English teaching and learning in practice (Reading, Writing and Spelling) in the light of the Australian Curriculum: English R-6 and current theoretical understandings of the teaching and learning of English;
3. Examine and evaluate research in reading or writing and apply knowledge and data gathered from an observational case study;
4. Identify appropriate content, strategies and assessment for literature-based curriculum planning, and construct English lessons in the light of theoretical understanding of the unit matter, reflecting a range of pedagogical approaches;

**Assessment tasks**

| Type  | Learning Outcome/s assessed | When assessed – year, session and week | Weighting |
|---|-----------------------------|--|-----------|
| <b>Academic research essay and case study</b><br>Observational Case Study within a WIL context, Research either reading or writing, and examine the data gathered, to consider the appropriate developmental phases of case study children. Reflect and connect to current theoretical understandings.<br>(2,250 words)   | 1,2,3,                      | S2 Week 9                              | 50%       |
| <b>Literature based curriculum planning</b><br>Using a published literature-based unit plan as a source, plan three lessons in Oral Language /Reading /Writing/ Spelling or Grammar based on children's literature. The lessons will reflect appropriate content, strategies and assessment for the Year level, and a range of pedagogical approaches. (2,250 words equiv.) | 2,4                         | S2 Week 14                             | 50%       |

## 2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

**Prescribed reading:**

None

**Recommended reading:**

- Cameron, S. (2009). *Teaching Reading Comprehension Strategies: Practical Classroom Guide*. Auckland, New Zealand: Pearson New Zealand.
- Cameron, S. & Dempsey, L. (2013). *The Writing Book: Practical Guide for Teachers*. Auckland, New Zealand: S&L Publishing Ltd.
- Cameron, S. & Dempsey, L. (2016). *The Oral Language Book: Embedding talk across the curriculum*. Auckland, New Zealand: S&L Publishing Ltd.
- Cameron, S. & Dempsey, L. (2019). *The Reading Book: A Complete Guide to teaching Reading*. Auckland, New Zealand: S&L Publishing Ltd.
- DECD (2015). *Spelling: from beginnings to proficiency. A spelling resource for planning, teaching, assessing and reporting on progress*. Hindmarsh S.A: Government of South Australia; Department for Education and Child Development
- DECD (2015). *Reading: from beginnings to proficiency*. Hindmarsh S.A: Government of South Australia; Department for Education and Child Development
- Lowe, K. (2016). *For the Love of Reading: Supporting Struggling Readers*. Marrickville, NSW: PETAA (Primary English Teaching Association.)
- Oakley, G. & Fellowes, J. (2016) *A Closer Look at Spelling in the Primary Classroom*. Newtown, NSW: PETAA.