

UNIT OUTLINE FOR EDP154.7 Reading and Writing Foundations

Name of Unit
Reading and Writing Foundations (EDP154.7)

SECTION 1 – GENERAL INFORMATION

Administrative details

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

Unit credit points	Total course credit points
6	240 credit points

Student workload

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

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
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 provides preservice teachers with knowledge, understanding and skills to develop literacy competency in emergent readers and writers. It focuses on the foundations of literacy learning (Phonemic and Phonological Awareness, Synthetic Phonics), as well as programming and effective teaching and learning strategies for explicit, systematic and sequential spelling, vocabulary and grammar programs, integrating knowledge and skills across the primary curriculum. Evidence-based approaches and strategies for teaching and learning in reading, writing and oral language are identified, as well as reading fluency and comprehension.

Learning outcomes for the unit

1. Critically reflect on explicit, systematic and sequential strategies for teaching and learning synthetic phonics, spelling /vocabulary learning and early grammar programs.
2. Investigate phonemic and phonological awareness and the implications for emergent literacy learning.
3. Consider and examine evidence-based approaches, strategies and resources to enhance emergent literacy learning opportunities in Reading, Writing and Oral Language.
4. Critically reflect on and evaluate multi-sensory learning opportunities and their impact on literacy learning and pedagogy.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Reflective e-journal (Critically reflect on topics/issues which arise from lectures and presentations (including evidence-based approaches) linked to emergent literacy learning discussion through 5 forums) (1,500 words)	1,3	Unit is offered 2x/year This assessment is due throughout the given semester	30%
Research essay (Investigate both Phonemic and Phonological Awareness and its implications for emergent literacy learning) (2,000 words)	2	Week 5	40%
Infographic (Critically reflect on and evaluate multisensory strategies in literacy learning. Research is reflected in an infographic to promote the use of multisensory approaches.) (1,500 words equiv.)	4	Week 11	30%

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. & 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. (2nd Edition)*. Hindmarsh S.A: Government of South Australia; Department for Education and Child Development

DECD (2015). *Reading: from beginnings to proficiency (2nd Edition)*. Hindmarsh S.A: Government of South Australia; Department for Education and Child Development

Gillon, G. (2018) *Phonological Awareness: From Research to Practice 2nd Edition*. New York, USA: Guilford Publications

Lloyd, S. & Wernham, S. (2014). *The Phonics Handbook: A Handbook for Teaching Reading, Writing and Spelling, 4th edition*. Essex, UK: Jolly Learning Ltd.

Lloyd, S. & Wernham, S. (2010-2014). *The Grammar Handbooks: Books 1-6 (individual books)* Essex, UK: Jolly Learning Ltd.