

## UNIT OUTLINE FOR EDP154.9 Reading and Writing Foundations

|                                            |
|--------------------------------------------|
| <b>Name of Unit</b>                        |
| Reading and Writing Foundations (EDP154.9) |

### 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> |
|-------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| 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                         | 96 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 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. Analyse, critically reflect on and synthesise explicit, systematic and sequential strategies for teaching and learning synthetic phonics, spelling /vocabulary learning and early grammar programs.
2. Examine, analyse and synthesise both phonemic and phonological awareness and the implications for emergent literacy learning.
3. Examine, analyse and critically reflect on evidence-based approaches, strategies and resources to enhance emergent literacy learning opportunities in Reading, Writing and Oral Language.
4. Appraise, critically reflect on, evaluate and justify 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 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------|-----------|
| <b>Reflective e-journal</b><br>(Analyse, critically reflect on and synthesise the topics/issues which arise from lectures and presentations (including evidence-based approaches) linked to emergent literacy learning discussion through 5 forums)<br>(1,800 words) | 1,3                         | S2 throughout semester                 | 30%       |
| <b>Research essay</b> (Examine, analyse and synthesise both Phonemic and Phonological Awareness and the implications for emergent literacy learning.)<br>(2,400 words)                                                                                               | 2                           | Week 5                                 | 40%       |
| <b>Infographic</b> (Appraise, critically reflect on, evaluate and justify multisensory strategies in literacy learning. Research is reflected in an infographic to promote the use of multisensory approaches.)<br>(1,800 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:

Byrnes, J. & Wasik, B. (2019). *Language and Literacy Development: What Educators Need to Know*

2ed. United States: Guilford Publications.

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

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

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

Lloyd, S. & Wernham, S. (2014). *The Phonics Handbook: A Handbook for Teaching Reading, Writing and Spelling, 4<sup>th</sup> 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.