UNSW SYDNEY | Arts & Social Sciences

School of Education

EDST6781
English 1

Trimester 1, Year 1

Contents

IMPORTANT :
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6781 English 1 (6 units of credit)

2. STAFF CONTACT DETAILS

Course Coordinator: Rachel Borthwick
                        Rachel.Borthwick@det.nsw.edu.au

3. COURSE DETAILS

Course Name	Primary English 1
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule Lecture	Tuesdays (Weeks 2-6, 9-13): 3:30-5pm (Off campus)
Tutorial	Online tutorial x 10 weeks
	30 hours class contact

Summary of Course

This course draws on sociocultural theories to introduce the continuum of English learning K-6, with special emphasis on the transitions prior to school to Early Stage 1 and in Stage 1. There will be a focus on literacy concepts students bring to school, as well as the range of developmental understanding and student ability within most classes. The emphasis will be on pedagogical approaches and teaching strategies suitable for

   a) developmental stages
   b) progress in literacy
   c) understanding and application of concepts across modes
   d) formative assessment.

Aims of the Course

The course enables students to explore and gain understanding of the role and value of fostering a love of English, language and literature; the power of language to express and evaluate ideas; the importance of effective communication across a range of modes; the role of language in positive interactions with others and the history and diversity of English and other languages. Students will enhance their knowledge, skills and understanding of the importance of English as a key to learning and learn how to apply the literacy continuum across all modes in Early Stage 1 and Stage 1 to assess effectively and formatively and to enhance development of early literacy skills.

Important Information

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments and Hurdle Requirements can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome		Assessment/s
1	Demonstrate understanding of the range of home and community literacy experiences, including the impact of parental/carer attitudes and different cultural systems including Australian Indigenous communities	1, 2
2	Demonstrate understanding of ways to support EAL/D learners at different stages of English learning by explicitly addressing their language needs	1, 2, 3
3	Demonstrate understanding of theories and research-based pedagogical practices that underpin language acquisition and development	1, 2, 3
4	Demonstrate understanding of effective formative assessment practices and analysis of qualitative data to enhance development of early literacy skills	1, 2, 3
5	Demonstrate understanding of planning and pedagogically appropriate and effective sequences for teaching language and literature and how literacy development supports development in both areas	1, 2
6	Demonstrate knowledge, understanding and skills in relation to planning, teaching and assessing listening, reading, viewing, speaking, writing and creating across a range of print, audio, visual and digital texts	1, 2
7	Apply technical knowledge, skills & understanding to design and create appropriate resources to expand identified literacy needs	2
8	Develop, apply and critique personal literacy skills for professional purposes	2, 3

Australian Professional Graduate Teaching Standards

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	1
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1

1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1, 2, 3
2.2	Organise content into an effective learning and teaching sequence	1, 2, 3
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1, 2, 3
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	2, 3
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	3
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	2, 3

National Priority Area Elaborations

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	4	1, 2, 3
B. Classroom Management	1, 2, 4, 10	1, 2, 3
C. Information and Communication Technologies	3-7	2
D. Literacy and Numeracy	1-19	1, 2, 3
E. Students with Special Educational Needs	1- 8	1, 2, 3
F. Teaching Students from Non-English Speaking Backgrounds	1-10	1, 2, 3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Students need to understand the scope and sequence of the NSW Board of Studies (2015) English K-10 syllabus and use it appropriately to track typical stages of development within and across skill areas. The course has a strong focus on literacy development and the diverse influences and aspects of literacy. Understanding the recursive nature of literacy development is critical. The Literacy Continuum will be used to analyse both concurrent development of aspects of literacy and the cumulative nature of skills across literacy strands.

5. TEACHING STRATEGIES

The course will integrate classroom observations, pedagogical theory for literacy learning and practical development of teaching resources. Students will also teach groups of students in Stages 1-3 to deepen understanding of how literacy develops. A range of teaching strategies will be explored and critically evaluated for their appropriateness and effectiveness for different contexts and for diverse student needs.

6. COURSE CONTENT AND STRUCTURE

(Note: Course starts in Week 2) Lecture Date	Lecture and Tutorial Topics
(Week 2) 6 March	**Introduction to the NSW K-6 English syllabus**, focusing on Prior-to-school learning, Early Stage 1 and Stage 1. Evaluation of stage outcomes, stage statements and organisation of objectives by modes. Required text types for each year and considerations for selecting texts, especially opportunities to engage with texts that provide opportunities to explore beliefs and value systems of Aboriginal and Torres strait Islander people, their history and culture. Links to Asia and sustainability when selecting texts.
(Week 3) 13 March	**The Literacy Continuum**: aspects of literacy, developmental progression and cumulative learning. Mandated teaching of phonics for reading and spelling. 1:1 early literacy assessments, including phonemic awareness, alphabet knowledge, word concepts and reading readiness. Organisation of reading groups and evaluation of popular commercial reading programs.
(Week 4) 20 March	**Creating a literacy-rich classroom**: selections for class library, reading nooks; text abundance (labels, signs, annotations, student texts etc). Shared reading, guided/modeled reading and reading aloud to students. Use of Big Books and teacher-created text to accompany student illustrations. Issues for selecting appropriate texts: themes, level of difficulty, language focus, rich illustrations, opportunities for class discussion.
(Week 5) 27 March	**Theories of literacy development**: bottom-up v top-down approaches. Whole language approach. Reader-response model and intertextuality. Critical literacy. Halliday's framework: learning language, learning about language, learning through language. Luke and Freebody's four-resource model.
3 April	**Easter Break (no lecture)**
(Week 6) 10 April	**Emergent literacy**: receptive and productive modes. Phonemic awareness and inks between oral language and emergent reading and writing. Using drama, puppets and drawings to retell stories. Concepts about Print (CAP) assessment tool. Importance of environmental print.
(Week 7) 17 April	**Study Break (no lecture)**
(Week 8) 24 April	**Study Break (no lecture)**

(Week 9) 1 May	**Teaching reading**: 3 stages for beginning readers (experimental, early, transitional). Importance of phonics for rhyming, segmenting and blending sounds, onset and rime families, sorting as visual/sound discrimination. Sounding out words v sight words. Reading for meaning, strategies to repair meaning making inferences and predictions. Reading aloud (expression, fluency and comprehension). Responding to text and understanding text purpose and audience. Role of literature.
(Week 10) 8 May	**Teaching spelling**: 5 stages for spelling (pre-phonetic, early phonetic, phonetic, transitional, conventional). Single, blended, digraph (consonant and vowel) and trigraph (consonant) sounds. Segmentation v sight words. Influence of spelling on reading and writing. Transferring spelling knowledge to writing. Strategies to learn words: LCWC and SLLURP. Spelling assessment and role of proof-reading.
(Week 11) 15 May	**Teaching writing**: writing for a purpose, choosing appropriate structure and form (including poetry). Importance of modeled, guided and independent writing. Writing conferences. Grammar and role of metalanguage for writing, including punctuation. Role of proofreading and editing. Teaching handwriting.
(Week 12) 22 May	**Teaching oracy and visual literacy**: diversity of oral language (LOTE and codeswitching, register and dialect). Language as a resource, not a deficit. Importance of listening (comprehensible input) and speaking (comprehensible output). Pragmatic conventions for oral language. Games for listening, speaking and playing with words/sounds. Talking about literature, text and image (including picture books).
(Week 13) 29 May	**Technology and literacy development**: digital natives and concepts of screen. Review of software to support early literacy. Using software to extend individuals and support learners with special education needs. Post-practicum reflection and review On-line course evaluation

7. RESOURCES

Required Readings

NSW English K-10 syllabus (2012), http://syllabus.bostes.nsw.edu.au/english/english-k10

Flint, A., Kitson, L., Lowe, K., Shaw, K. (2013) *Literacy In Australia Pedagogies For Engagement* + iStudy Version1. Wiley: Queensland

Quality Teaching in NSW Public Schools, Sydney, NSW.

Further Readings

Callow, J. (2013). *The shape of text to come: How image and text work.* Sydney: PETAA.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom.* Portsmouth: Heinemann.

Harrison, N. & Sellwood, J. (2016). *Learning and Teaching in Aboriginal and Torres Strait Islander Education* (3rd ed). Melbourne: Oxford.

Kelly, M., and Topfer, C. (2011). Reading Comprehension: Taking the learning deeper. Sydney: PETAA.

Ljungdahl L. & March, P. (2009). *Handwriting for New South Wales 2*, Australia: Oxford University Press.

Oakley, G. and Fellowes, J. (2016). *A Closer Look at Spelling in the Primary Classroom*. Sydney: PETAA.

Rowe, K. (2005). *National inquiry into the teaching of literacy (Australia): Teaching reading.* Melbourne: Australian Council for Educational Research.

Simpson, A., White, S., Freebody, P. and Comber, B. (2012). *Language, literacy and literature*. Melbourne: Oxford University Press.

Winch, G., Johnston R. R., March P., Ljungdahl, L. & Holliday, M. (2014). *Literacy: Reading, writing and children's literature* (5th ed.). South Melbourne: Oxford University Press. [e-book]

Professional organisations

PETAA Primary English Teaching Association Australia **www.petaa.edu.au/home**

Australian Literacy Educators' Association http://www.alea.edu.au

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Elaborations Assessed	Due Date
Pre-assessment: Early primary literacy teaching history and philosophy	~500 words	Hurdle				Monday 5 March by 5pm
Assessment 1 Portfolio of Resources	2 000 words (equiv.)	35%	1, 2, 3, 4, 5, 6	1.1, 1.2, 1.3, 1.4, 1.5	A4; B1-2; D1-18; E1-3; F2-4, 6-7	Friday 23 March by 5pm
Assessment 2 Assessing Skills in Reading – A case study	2000 words	35%	1, 2, 3, 4, 5, 6, 7, 8	1.6, 2.5, 3.1, 5.2, 5.4	A4; B1-2; C3-7; D9-19; E1-8; F1-9	Monday 30 April by 5pm
Assessment 3 Lesson Plan	1 800 words	30%	2, 3, 4, 8	2.5, 5.1, 5.2, 5.4	A4; B2,4,10; D1-16; E4,6-7; F1-10	Monday 28 May by 5pm
Reflection: Student impact, knowledge extensions or gaps	~500 words	Hurdle	3, 4, 5	5.1		Monday 28 May by 5pm

Assessment Descriptions

Pre-assessment: Read and reflect on some of the key debates in the media about teaching early literacy, in particular in relation to phonics and whole language. As a teacher, how will you respond to these debates in your choice of classroom strategies? Upload your 500-word response to Moodle before the beginning of the course.

Assessment 1: Portfolio of Resources – including recording of oral reading **to** a child (with questions and answers about the text) of an original literary text with illustrations. Other requirements include an original resource to assess prior-to-school literacy, a spelling resource to teach blended

sounds, and a selection of annotated student texts showing the writer's current level of development in terms of writing, grammar, spelling and punctuation.

Assessment 2: Assessing Skills in Reading – A Case Study. Evaluate the reading competency of a student in Stage 1 (not Early Stage 1). Consider the relative performance when the text is supported by illustrations and when it is text only. Evaluate the student's ability to read real words compared to made up words. What letter patterns or types of words are most challenging? How would you assess levels of comprehension? What interventions would you recommend? Provide a rationale for your recommendations as well as evidence supporting your diagnostic assessment. Work out what you would say to the student?

Assessment 3: Lesson Plan. Develop a lesson plan which deals with teaching an early literacy topic, using the lesson plan provided (see PE Handbook 5, 6). Consider how you need to differentiate a range of student needs and the typical diversity of backgrounds, including EAL/D, Indigenous students and those with some delays in critical aspects of language acquisition and processing. Include a rationale explaining how you address such diversity, including how you assess and respond to delays/differences in language and literacy development in the one class.

Reflection: Student impact, knowledge extensions or gaps

Describe three ways in which you would assess the impact of your teaching in this KLA on your future students. If you have a specialisation in this KLA (e.g., a major in your undergraduate degree), describe how you could build on your advanced knowledge/skills to make improvements in student achievement in this KLA in your current school. If you do not have a specialisation in this KLA, identify three areas of your disciplinary knowledge /skills that require further development, and what strategies you will use to achieve that. Upload your 500-word response to Moodle before the end of the course.

Submission of Assessment Tasks

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.
https://education.arts.unsw.edu.au/students/courses/course-outlines/

UNSW SCHOOL OF EDUCATION

FEEDBACK SHEET

EDST6781 English 1

Student Name: Student No.:

Assessment Task: 1

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • XXXX (course coordinator to elaborate)					
Depth of analysis and/or critique in response to the task • XXXX (course coordinator to elaborate)					
Familiarity with and relevance of professional and/or research literature used to support response • Appropriate research references to support responses • Sound range of research references					
Structure and organisation of response • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer   **Date**

Recommended: /20   (FL PS CR DN HD)   Weighting: 35%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Student Name: Student No.:

Assessment Task: 2

SPECIFIC CRITERIA	(-) ——————➤ (+)				
Understanding of the question or issue and the key concepts involved • XXXX (course coordinator to elaborate)					
Depth of analysis and/or critique in response to the task • XXXX (course coordinator to elaborate)					
Familiarity with and relevance of professional and/or research literature used to support response • Appropriate research references to support responses • Sound range of research references					
Structure and organisation of response • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer   **Date**

Recommended: **/20**   **(FL PS CR DN HD)**   **Weighting: 35%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Student Name: Student No.:

Assessment Task: 3

SPECIFIC CRITERIA	(-) ———————➤ (+)				
Understanding of the question or issue and the key concepts involved • XXXX (course coordinator to elaborate)					
Depth of analysis and/or critique in response to the task • XXXX (course coordinator to elaborate)					
Familiarity with and relevance of professional and/or research literature used to support response • Appropriate research references to support responses • Sound range of research references					
Structure and organisation of response • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer   **Date**

Recommended: /20   (FL PS CR DN HD)   Weighting: 30%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**