School of Education

EDST6781
English 1

Trimester 1, Year 1

Contents

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	

1.6   Demonstrate broad knowledge and understanding of legislative

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

(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*TETQq0.000006 5

sounds, and a selection of annotated student texts showing the writer͛ ͙͡ ĞĞɳǤ͛ ̯̎Ǥˆ͡ 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 ďˀ ͙˘ ˘ĐĞĞ̯͛ ˘ ĞĞɳ̯ ̯̎@̯͛ ̯̎̓̓ ̯͛¢¢͙̯ ͛ Ğ̓͛̓çĞ͛ ˘ ĞĞˆ@ ̯č Ğ̯͛ ͡Ǥ ͙̯̓̎Ğ̓ ̯̎^ĞĞ̯̎ ̯Ğ̯ [͙̯Ğ͛[{] ĞĞˆĞ̯Ğ 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

Ù̯č Ğ̯͛Ǥ ̯̎Ğ̯̎Ğˆˆ̯ ̯ ̯̎̓Ğ̯̎ ̯̎ǁ ͙̯̎ ̯̎@̯̓̎Ğ̯^̯č ͙̯^͙Ǥ structions 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/

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)

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
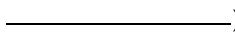**EDST6781 English 1**

Student Name:

Student Name: Student No.:

Assessment Task: 3

SPECIFIC CRITERIA   (-) ——————➤ (+)