

TEAC 3015 LANGUAGE AND LITERACY IN YEARS 3-6

Credit Points 10

Legacy Code 102650

Coordinator Lynde Tan ([https://directory.westernsydney.edu.au/search/name/Lynde Tan/](https://directory.westernsydney.edu.au/search/name/Lynde%20Tan/))

Description The unit extends understandings of English content based on the strands of language, literature and literacy and the NSW Syllabus for the Australian Curriculum: English K-10 with a focus on years 3-6. Students will draw on contemporary theories of literacy learning and teaching, and will examine a repertoire of teaching and assessment strategies for deconstructing and constructing a range of texts in classrooms. By investigating a range of written and multimodal genres, their textual structures and grammar, students will develop their meta-semiotic awareness. This awareness is crucial when they plan to teach primary school students literacy skills related to various learning areas of the Australian Curriculum. In this unit, students' technological, pedagogical and content knowledge is progressively enhanced to prepare them to teach innovatively with digital media with simultaneous infusion of emergent language and literacy practices.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in and have successfully completed 160 credit points in the Bachelor of Education (Primary).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse formal and informal literacy events to identify how they promote children's literacies in the digital age;
2. Examine strategies for teaching language and literacy skills to students based on the Australian Curriculum: English and NSW English K-10 syllabus;
3. Evaluate assessment tasks and their accompanying marking criteria for monitoring students' progress in meeting language and literacy learning outcomes;
4. Distinguish the purpose, structure and grammar of informative, persuasive and imaginative texts;
5. Plan lesson sequences that use resources, including ICT, to support diverse learners (including EAL/D, Aboriginal and Torres Strait Islander students) in responding critically to multimodal texts and composing digital texts.

Subject Content

- children's literacies in The digital Age
- Content and accompanying strategies for teaching language and literacy skills based on the Australian Curriculum: English and NSW English K-10 syllabus
- assessment of language and literacy skills: principles, practices and strategies

- The purpose, structure and Grammar of informative, persuasive and imaginative texts
- The language of meaning-making resources in various learning areas of The Australian curriculum and NSW syllabuses
- planning to teach multimodal literacies and authoring with A unit of work
- digital media for language and literacy learning and Teaching

Prescribed Texts

- Tan, L. & K, Zammit (Eds.) (2018). Teaching Writing and Representing in the Primary School Years Melbourne, Australia: Pearson Education.

Teaching Periods