

TEAC 7071 LITERACY IN THE EARLY YEARS

Credit Points 10

Legacy Code 101803

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

Description From 2020 students should note that core subjects are now taught in semesters rather than half yearly sessions. In this subject students investigate processes of speaking, listening, reading, writing, viewing and representing and creative and critical thinking across the prior to school and primary school years. The subject includes a focus on strategies for supporting emergent literacy and for teaching beginning readers, including strategies for working with children who are learning Standard Australian English as an additional language or dialect. There is a strong focus on the role of the educator in assessing children's language and literacy learning and planning experiences and lessons that extend learning.

School Education

Discipline Teacher Education: Early Childhood

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 Postgraduate Coursework Level 7 subject

Co-requisite(s) TEAC 7030

Equivalent Subjects LGYA 1112 - Literacy 0-8

Restrictions

Students must be enrolled in 1691 Master of Teaching (Birth-5 Years/ Birth-12 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years)

Learning Outcomes

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

1. Demonstrate a sound knowledge of language development as it occurs from birth, with consideration of cultural, developmental and linguistic differences.
2. Explain the processes of speaking, listening, reading, writing and representing and the role of the educator in extending children's language and literacy learning.
3. Demonstrate a sound understanding of first and second language learning and effective strategies for supporting children who are learning English as an additional language.
4. Demonstrate a sound knowledge of Aboriginal English and effective strategies for supporting children learning Standard Australian English as an additional dialect.
5. Explain the key processes in learning to read, i.e., phonological and phonemic awareness, letter/sound relationships, concepts of print, semantic and syntactical cues, the four literacy resources, contextual information and wide reading.
6. Implement effective teaching strategies that support children's early reading and writing.
7. Assess children's language and literacy using the Early Years Learning Framework, NSW Board of Studies syllabus documents and the Continuum of the Critical Aspects of Early Literacy and set appropriate learning goals.
8. Plan, implement and evaluate culturally responsive and innovative play-based learning centres and projects that utilise a range of paper-based and digital resources and everyday texts to extend children's literacy learning.
9. Implement effective teaching strategies that support children's early literacy.

Subject Content

1. Language development
2. Processes of speaking, listening, reading, viewing and representing and creative and critical thinking
3. Second language learning processes and teaching strategies
4. Aboriginal English and strategies for children learning Standard Australian English as an additional dialect
5. Pedagogy of reading – balanced approach including phonemic awareness, phonics, concepts of print, semantic and syntactic cues, the four literacy resources model
6. Teaching beginning readers
7. Guided, modelled and independent reading strategies
8. Assessment of children's language and literacy learning and useful tools to support assessment – e.g. Early Years Learning Framework learning outcomes, English K-10 – NSW Syllabus for the Australian Curriculum and The Continuum of the Critical Aspects of Early Literacy Development
9. Planning and evaluating literacy experiences and lessons

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,000 words	50	N	Individual
Case Study	2,000 words	50	N	Individual

Prescribed Texts

- Flint, A. S., Kitson, L., Lowe, K., & Shaw, K. (2019). (3rd edn.). *Literacy in Australia: Pedagogies for engagement*. Milton, Australia: John Wiley and Sons Australia.
- NSW Board of Studies. (2012). *English K-10 syllabus: NSW syllabus for the Australian curriculum*. Sydney, Australia: Author. Retrieved from: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10>

Teaching Periods

Autumn Bankstown

Day

Subject Contact Janene Rox ([https://directory.westernsydney.edu.au/search/name/Janene Rox/](https://directory.westernsydney.edu.au/search/name/Janene%20Rox/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7071_22-AUT_BA_D#subjects)