

# TEAC 3016 LANGUAGE AND LITERACY IN THE EARLY YEARS

**Credit Points** 10

**Legacy Code** 102646

**Coordinator** Johanna Einfalt ([https://directory.westernsydney.edu.au/search/name/Johanna Einfalt/](https://directory.westernsydney.edu.au/search/name/Johanna%20Einfalt/))

**Description** The subject examines ways of understanding English content based on the strands of language, literature and literacy in the Australia Curriculum: English and the NSW K-6 English Syllabus. Students will understand how language skills are acquired and introduced to theories related to language and literacy learning, particularly from a sociocultural perspective. Students will explore the relationships between language, literacy and literature across a range of contexts with the focus on children in the early years, aged five to eight. Students will also develop an understanding of current theoretical and pedagogical approaches for English language teaching and learning with a focus on culturally and linguistically diverse learners. Students will determine young children's speaking, listening, reading, phonological and graphological awareness, and writing strengths and needs and develop strategies for teaching students in the early years. This subject is included in the Development Phase of the Bachelor of Education.

**School** Education

**Discipline** Teacher Education: Primary

**Student Contribution Band** HECS Band 1 10cp

Check your fees via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Undergraduate Level 3 subject

## Restrictions

Students must be enrolled in the 1876 Bachelor of Education (Primary) or 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

## Learning Outcomes

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

1. Explain the nature of language acquisition, language and literacy development.
2. Examine strategies for teaching language skills based on the Australian Curriculum: English and the NSW Syllabus for the Australian Curriculum: English K-10 syllabus, in the early years i.e. 1st year of schooling (Kindergarten) to year 3.
3. Identify and evaluate strategies for teaching and assessing the strengths, needs and knowledge of a range of diverse learners in K-3 classrooms, particularly EAL/), Aboriginal and Torres Strait Islander learners and learners from low SES backgrounds.
4. Analyse and critique student assessment data, and apply assessment moderation principles to monitor progress towards meeting learning outcomes.
5. Apply understandings of pedagogy and curriculum design to plan engaging lesson sequences that use a range of resources, for example, high quality children's literature, and information and communications technology (ICT).

6. Synthesize opportunities for English language and literacy learning across the curriculum.

## Subject Content

1. Overview of language and literacy acquisition and learning theories
2. Content and accompanying strategies for teaching language skills (talking & listening, reading, phonological and graphological awareness, viewing and writing based on the Australian Curriculum: English and the NSW K-6 English syllabus
3. Language and literacy teaching and learning for diverse learners including Aboriginal and Torres Strait Islander learners, EAL/D, Special Needs and Low SES Learners
4. Assessment of speaking, listening, reading, writing and viewing skills in the early years
5. Programming lesson sequences for language and literacy learning using a variety of texts
6. Planning and implementing English language learning across the curriculum

## Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject:

1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer.

Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
  - ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number.
  - iii. Submit the letter with a valid Working With Children Check number to Student Central where the document is trimmed and recorded in Banner as a Special Requirement.
2. Students must have completed Child Protection Awareness Training (Online) prior to undertaking any visits/placements.
  3. Students must have completed the ASCIA anaphylaxis e-training and registered their certificates with Student Central.

## 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.

| Type              | Length                         | Percent | Threshold | Individual/ Group Task |
|-------------------|--------------------------------|---------|-----------|------------------------|
| Professional Task | 1500 - 2000 words              | 50      | Y         | Individual             |
| Report            | 1500 words max + appendix data | 50      | Y         | Individual             |

Prescribed Texts

- Ewing, R., Callow, J & Rushton, K. (2016). Language & literacy development in early childhood. Port Melbourne, VIC: Cambridge University Press.

Teaching Periods

## **Autumn (2024)**

### **Bankstown City**

#### **On-site**

**Subject Contact** Johanna Einfalt ([https://directory.westernsydney.edu.au/search/name/Johanna Einfalt/](https://directory.westernsydney.edu.au/search/name/Johanna%20Einfalt/))

View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=TEAC3016\\_24-AUT\\_BK\\_1#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3016_24-AUT_BK_1#subjects))