



**UNSW**  
SYDNEY

School of Education

EDST6781 English 1

Term 1 2022

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### 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, Design & Architecture  
School of Education  
EDST 6781 English 1 (6 units of credit)  
Term 1 2022

## 2. STAFF CONTACT DETAILS

Course Coordinator: Helena Granziera  
Email: h.granziera@unsw.edu.au  
Availability: Email to arrange an appointment.

## 3. COURSE DETAILS

<b>Course Name</b>	Primary English Method 1
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	1 x 1 hour asynchronous lecture – uploaded to Moodle each Monday by 9am 1 x 2 hour tutorial – time and location to be confirmed.

### SUMMARY AND AIMS OF THE COURSE

In this course, you will learn to teach the English curriculum in primary schools across Stages 1-3. You will explore the literacy concepts students bring to school, as well as the range of developmental understanding and student ability that exists in most classes. The emphasis will be on pedagogical approaches and teaching strategies suitable for developmental stages, stages of literacy acquisition, and understanding concepts from the English curriculum across modes. You will learn to plan, teach, and assess learning in English, incorporating research-informed practices, strategies for EAL/D learners, and to help students to harness the power of language to understand, shape, and express ideas. The course is complemented by a minimum of 5 days of supervised professional experience.

### THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Greater scaffolding for lesson plan structure in Assessment 1
- More opportunities for student-led discussion

## STUDENT LEARNING OUTCOMES

Outcome code	Description	Assessment/s
CLO1	Identify and describe the range of home and community literacy experiences, including the impact of parental/carer attitudes and different cultural systems including Australian Indigenous communities	2
CLO2	Recognise ways to support EAL/D learners at different stages of English learning by explicitly addressing their language needs	1,2
CLO3	Express theories and research-based pedagogical practices that underpin language acquisition and development	1,2
CLO4	Apply effective formative assessment practices and analysis of qualitative data to enhance development of early literacy skills	1,2
CLO5	Plan pedagogically appropriate and effective lesson sequences for teaching language and literature and understand how literacy development supports development in both areas	2
CLO6	Plan, teach and assess listening, reading, viewing, speaking, writing and creating across a range of print, audio, visual and digital texts in the early years	2
CLO7	Use knowledge and understanding of the NSW K-10 English syllabus to design and create appropriate resources to expand identified literacy needs	2
CLO8	Develop, apply and critique personal literacy skills for professional purposes	1,2

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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.	2
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	2
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.	2
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.	2
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.	2
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
2.2	Organise content into an effective learning and teaching sequence.	1, 2

2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1, 2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1, 2
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.	2
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	1, 2

#### NATIONAL PRIORITY AREA ELABORATIONS

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

#### 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

<b>Weeks</b>	<b>Lecture and Tutorial Topics and Content</b> This is an <i>indicative</i> course schedule and reading list. Refer to Moodle for the most current schedule and reading list. Throughout the course, the content <i>may</i> change to be adapted to the students' learning needs and interests.
Week 1	<b>LECTURE: Introduction</b> <ul style="list-style-type: none"><li>• Introduction to the NSW K-6 English Syllabus</li><li>• Evaluation of stage outcomes, stage statements and organisation of objectives by modes</li><li>• Learning across the curriculum content, including cross-curriculum priorities, general capabilities and identifying icons in the English K–10 Syllabus</li><li>• Using the syllabus components when writing a lesson plan</li></ul> <b>TUTORIAL</b> <ul style="list-style-type: none"><li>▪ Key Skills in Literacy</li><li>▪ The Big Five: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension</li><li>▪ The Literacy Progressions including the breakdown of the elements and sub elements of literacy development</li></ul>
Week 2	<b>LECTURE:</b> <b>Oral Language Development – Focus on ES1 and S1</b> <ul style="list-style-type: none"><li>▪ Transitioning from oral language to becoming literate</li><li>▪ Links between language and literacy</li><li>▪ Defining 'language' and communication with attention to the diversity of oral language</li><li>▪ Speaking and Listening acquisition</li><li>▪ Speaking and Listening programs including differentiation for students with oral language delays</li></ul> <b>TUTORIAL:</b>

	<p><b>Introduction to Assessment in English</b></p> <ul style="list-style-type: none"> <li>▪ The Teaching and Learning Cycle</li> <li>▪ Assessment For / Of / As Learning</li> <li>▪ Visible learning and formative assessment strategies to provide differentiated instruction</li> <li>▪ Effectively tracking achievement and growth using the Literacy Progressions, including Kindergarten early literacy assessments</li> </ul>
Week 3	<p><b>LECTURE: Programming in literacy</b></p> <ul style="list-style-type: none"> <li>▪ Developing lesson plans</li> <li>▪ Devising a scope and sequence</li> <li>▪ Assembling programs.</li> </ul> <p><b>TUTORIAL: Teaching and assessing spelling</b></p> <ul style="list-style-type: none"> <li>▪ Types of spelling knowledge: morphemic, phonological, orthographical, etymological</li> <li>▪ Applying spelling in writing.</li> <li>▪ Assessing spelling: assessment for learning and tracking progress using SA and PAT tests.</li> <li>▪ Programming for spelling</li> </ul>
Week 4	<p><b>LECTURE: Teaching writing</b></p> <ul style="list-style-type: none"> <li>▪ The stages of writing development</li> <li>▪ Assisting struggling writers</li> </ul> <p><b>TUTORIAL: Teaching writing</b></p> <ul style="list-style-type: none"> <li>▪ Whole class and small group writing instruction</li> <li>▪ Teaching handwriting</li> <li>▪ Differences in approaches to writing in different stages</li> <li>▪ Understanding criteria for NAPLAN</li> </ul>
Week 5	<p><b>LECTURE AND TUTORIAL: Teaching and assessing types of literacies</b></p> <ul style="list-style-type: none"> <li>▪ Visual, critical and digital literacies, multi-literacies and exploration of how structure and features vary.</li> <li>▪ Textual concepts: Argument, authority, point of view, context, genre, theme, style</li> </ul>
Week 6	<p><b>LECTURE AND TUTORIAL: Teaching and assessing grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>▪ Deductive and inductive approaches to teaching grammar</li> <li>▪ Key constructs: types of complex sentences and effective use of a range of conjunctions. Use of connectives, pronouns and lexical chains for cohesion. Effective word choices (replacing noun/verb group with more effective noun/verb; nominalisation). Modality as a persuasive/characterisation device. Active/Passive voice. Punctuation with apostrophes and direct/indirect speech.</li> <li>▪ Understanding criteria for NAPLAN</li> </ul>
Week 7	<p><b>LECTURE AND TUTORIAL: Teaching and assessing oracy – focus on Stages 2 and 3</b></p> <ul style="list-style-type: none"> <li>▪ Use of drama/readers' theatre/interviews to retell/perform/role play.</li> <li>▪ Roles in a formal debate.</li> <li>▪ Asking and answering questions; respectful disagreement/elaboration.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Language to interact/respond more effectively and adapt language (including colloquial language and dialect).</li> <li>▪ Strategies to evaluate effective listening and speaking in formal/informal contexts.</li> </ul>
Week 8	<p><b>LECTURE AND TUTORIAL: Integrating English across KLA</b></p> <ul style="list-style-type: none"> <li>▪ Programming and assessing integrated units of work for Stages 2 and 3.</li> <li>▪ Transition to Stage 4 and making connections and applying understanding to increasingly complex and abstract texts.</li> <li>▪ Teaching students to reflect on their own learning.</li> </ul>
Week 9	<p><b>LECTURE AND TUTORIAL: Quality Literature</b></p> <ul style="list-style-type: none"> <li>▪ Types of texts including spoken, print, visual, media, multimedia and digital</li> <li>▪ Multimodal and visual literacy</li> <li>▪ The use of quality texts when designing a unit of work</li> <li>▪ Embedding Aboriginal and Torres Strait Islander perspectives when programming</li> <li>▪ Including links to Asia and sustainability when selecting texts</li> </ul>
Week 10	<p><b>LECTURE AND TUTORIAL: Differentiation and catering to a range learning needs</b></p> <ul style="list-style-type: none"> <li>▪ Strategies for EAL/D students</li> <li>▪ Strategies for students with language acquisition/processing delays</li> <li>▪ Strategies for Gifted and talented students</li> <li>▪ Strategies for Aboriginal and Torres Strait Islander students</li> <li>▪ Designing and evaluating individual learning plans</li> </ul>

## 7. RESOURCES

### Required Readings

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

### 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* (3<sup>rd</sup> 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.

### Professional organisations

- PETAA Primary English Teaching Association Australia [www.petaa.edu.au/home](http://www.petaa.edu.au/home)



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

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Mini spelling program	2000 words	40%	2-4, 8	2.1, 2.2, 2.3, 2.5, 5.2	A4 B2,4,10 D1-16 E4,6-7 F1-10	Friday 25 March by 5pm
Assessment 2 Portfolio: English Resources with Assessment Case Study	3000 words	60%	1-8	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 5.1, 5.2	A4 B1-2 C3-7 D1-19 E1-8 F1-9	Thursday 14 April by 5pm

### **Submission of assessments**

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/>

## **Assessment Details**

**PLEASE NOTE THAT FURTHER INFORMATION REGARDING THESE ASSESSMENTS WILL BE PROVIDED IN TUTORIALS AND ON MOODLE.**

### **Assessment 1: Spelling Program**

*Part 1:* Design a mini-spelling program that spans 2 weeks for a Stage 2 or 3 class. The program should include:

- Evidence of differentiation
- Strategies for spelling unknown words
- Application to writing, and proofreading
- Exploration of phonological, morphemic, orthographical, and etymological knowledge;
- The use of a dictionary.
- Assessment for/of/as learning principles in the program.
- Spelling words

*Part 2:* Select one lesson from your program and construct a detailed lesson plan. Include a 300-word rationale explaining how your choice of phonological, morphemic, orthographical, and etymological spelling activities will improve spelling success.

### **Assessment 2: Portfolio of English Resources with Assessment Case Study**

You will be given a scenario involving a Stage 2 or Stage 3 student. You will need to:

- Identify and outline the strengths and difficulties that this student has in relation to writing.
- Design a personal intervention program to support the student. Include information about how you intend to evaluate the success of your program and also suggestions for follow-up afterwards
- Include a portfolio of resources suitable to use with a struggling writer. The resources should be original and cover at least five hours of individual instruction.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6781 ENGLISH 1

Name:

Student No.:

Assessment Task 1: **Lesson plan**

SPECIFIC CRITERIA	(-) -----> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <b>PART ONE</b> <ul style="list-style-type: none"> <li>• Spelling program includes differentiation (content or delivery)</li> <li>• Spelling strategies, application to writing and proofreading included</li> <li>• Phonological, morphemic, orthographical, and etymological knowledge</li> </ul> <b>PART TWO</b> <ul style="list-style-type: none"> <li>▪ Lesson demonstrates strategies to teach the four types of spelling knowledge</li> <li>▪ Rationale reflects an understanding of evidence-based practice in literacy</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Include a rationale explaining how your choice of phonological, morphemic, orthographical, and etymological spelling activities will improve spelling success</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Appropriate research references to support responses</li> <li>• Sound range of research references</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriate nature of structural organisation</li> <li>• Logical and coherent structure</li> <li>• Clear presentation of ideas to enhance readability</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style)</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>          					

Lecturer:

Date:

Recommended:      /20      (FL PS CR DN HD)

Weighting: 40%

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**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6781 ENGLISH 1

Name:

Student No.:

Assessment Task 2: **Portfolio**

SPECIFIC CRITERIA	(-) -----> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Construction of a needs analysis in order to design an intervention program</li> <li>• Inclusion of a portfolio of original resources</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Annotation of student's writing difficulties in line with Literacy Continuum</li> <li>• Detailed explanation of how your intervention will be evaluated</li> <li>• Include considerations on how to continue to support the student at program completion</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Appropriate research references to support responses</li> <li>• Sound range of research references</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriate nature of structural organisation</li> <li>• Logical and coherent structure</li> <li>• Clear presentation of ideas to enhance readability</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style)</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer:**

**Date:**

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

**Weighting: 60%**

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.