

TEAC 7090 PRIMARY ENGLISH AND LITERACY 2

Credit Points 10

Legacy Code 101586

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

Description This subject is designed to provide a comprehensive account of the teaching of spoken, written and multimodal texts in the primary years of schooling. Students gain an understanding of different theories related to producing texts in a range of modes for different purposes. They investigate a range of written and multimodal genres, their textual structures and grammar and learn to apply these in planning and teaching in mainstream, English as an Additional Language or Dialect (EAL/D) and Aboriginal and Torres Strait Islander contexts, gaining a critical awareness of varying pedagogic approaches. Students will develop skills in pedagogy and practice, including next practice, within English & Literacy for K-6 students. The knowledge and skills developed in the other subjects of study in the program can be applied in this subject and Professional Experience subjects. This subject is included in the Transition Phase of the Master of Teaching program.

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/) page.

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1781 Master of Teaching (Primary) or 1783 Master of Teaching (Birth-5/Birth-12 years).

Learning Outcomes

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

1. Compare and interpret different theories related to writing and creating of monomodal and multimodal texts.
2. Examine the aim, outcomes, and content of relevant syllabus and curriculum documents, with a particular focus on oral language and communication, vocabulary, print and digital conventions, creating written and multimodal texts, spelling, handwriting, and understanding and responding to literature.
3. Examine the metalanguage (grammar) for written, visual and other semiotic modes.
4. Examine strategies for teaching spelling, punctuation and handwriting.
5. Apply knowledge about text and grammar in teaching and assessing children's writing and representation of ideas.
6. Apply understandings of curriculum design and the use of technology in the teaching of text and grammar in integrated units of work.
7. Evaluate and critique strategies for the teaching of English to diverse learners, focusing on EAL/D and Aboriginal and Torres Strait Islander learners.

8. Analyse student assessment data to monitor progress towards meeting learning outcomes and to establish clear and achievable goals for future learning.

Subject Content

1. Theories of language acquisition and writing
2. Content of NSW Syllabus for the Australian Curriculum: NSW English K-10 (K-6 component) Syllabus
3. Metalanguage of written, multimodal and digital texts and strategies for teaching them
4. Strategies for teaching spelling, punctuation and handwriting
5. Assessment of children's spoken, written, multimodal and digital texts
6. Planning an integrated approach to literacy teaching and teaching literacy in context of other curriculum areas
7. Strategies for the teaching of English to English as an Additional Language/Dialect and Aboriginal and Torres Strait Islander learners
8. English textual concepts
9. Oral language and communication

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
Report	2,000 words	50	N	Individual
Professional Task	2,000 words	50	N	Individual

Prescribed Texts

- New South Wales Education Standards Authority. (2019). *NSW syllabus for the Australian curriculum: English K-10*. Sydney, Australia: Author.
- Callow, J. (2023). *The shape of text to come: how image, text and other modes work* (2nd ed.). Primary English Teaching Association of Australia.
- Tan, L., & Zammit, K. (2018). *Teaching writing and representing in the primary school years* (2nd ed.). Pearson.
- Bearne, E., Reedy, D., Gardner, P. & Sawers, Y. (2024). *Teaching Primary English in Australia: Subject Knowledge and Classroom Practice*. Routledge.

Teaching Periods

Autumn (2024)

Bankstown City

On-site

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7090_24-AUT_BK_1#subjects)

WSU Online TRI-2 (2024)

Wsu Online

Online

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7090_24-OT2_OW_2#subjects)

Spring (2024)

Bankstown City

On-site

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7090_24-SPR_BK_1#subjects)