

# TEAC 7164 LITERACY CONNECTIONS 2: COMMUNICATING, READING AND WRITING

**Credit Points** 10

**Coordinator** Rebecca Heslehurst (<https://directory.westernsydney.edu.au/search/name/Rebecca Heslehurst/>)

**Description** This subject is designed to extend students' understanding of teaching reading, writing, speaking and listening in the upper primary years of school. Students will apply their knowledge of the relevant curriculum documents to assess and plan for children in Stages 2 and 3. Students will explore how a range of texts are applied to teach reading comprehension at the literal, inferential and evaluative levels and provide a context for children's writing for a range of purposes. Opportunities to integrate literacy across the curriculum, drawing on multimodal approaches will be explored. A critical understanding of a range of pedagogical and assessment practices will inform teaching and learning for children with diverse languages, cultures and abilities. Students will apply this knowledge to develop and evaluate literacy lessons. 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/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Postgraduate Coursework Level 7 subject

**Pre-requisite(s)** TEAC 7071

**Equivalent Subjects** TEAC 7090

**Restrictions**

Students must be enrolled in 1783 Master of Teaching (Birth-5 Years/Birth-12 Years) or 1773 Master of Teaching (Early Childhood and Primary).

## Learning Outcomes

1. Distinguish the purpose, structure and use of visuals and language devices in a range of texts.
2. Evaluate pedagogical teaching practices and strategies for teaching reading comprehension, writing, speaking and listening, including differentiation strategies.
3. Apply responsive teaching practices to teach English to diverse learners including, learners who speak English as an Additional Language, Aboriginal and Torres Strait Islanders and children with disabilities or special educational needs.
4. Identify a range of assessment tools and their purposes.
5. Analyse students' assessment data using relevant curriculum documents.
6. Integrate literacy learning and teaching across the curriculum drawing on multimodal approaches.
7. Use student assessment data, relevant curriculum documents and English specific content knowledge to plan lessons that

extend comprehension and writing and use effective pedagogical practices.

## Subject Content

- Australian Curriculum: English and NSW English K-10 Syllabus aims, outcomes and content
- Analysing texts for purpose, structure, use of visuals and language devices used.
- Responsive teaching practices that enhance learning of English to diverse learners including, learners who speak English as an Additional Language, Aboriginal and Torres Strait Islanders and children with disabilities or special educational needs.
- Teaching writing for a range of purposes and audiences
- Teaching comprehension at the literal, inferential and evaluative levels
- Formative and summative assessment tools and practices
- Analysing assessment data including work samples
- Planning lessons based on student assessment data, relevant curriculum documents, English specific content knowledge and using effective pedagogical practices.
- Integration of literacy across the curriculum by drawing on multimodal approaches to literacy.

## 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	Mandatory
Participation	6 responses	10	N	Individual	Y
Portfolio	1,500 words	40	N	Individual	Y
Professional Task	1,500 words and 5 minute video presentation	50	N	Individual	Y

### Prescribed Texts

- Flint, A. S., Vicars, M., Muscat, A., Bennet, M., Ewing, R., Shaw, K., Kervin, L., Mantei, J., Iorio, J., Hamm, C., Parker, M., Cacciattolo, M., Mahon, L., Tartakover, S. (2024). *Literacy in Australia*. (4th ed.). Wiley.
- NSW Education Standards Authority. (2022). *English K-10 syllabus*. <https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview> (<https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview/>)

### Teaching Periods

## Autumn (2025)

### Bankstown City

#### On-site

**Subject Contact** Rebecca Heslehurst (<https://directory.westernsydney.edu.au/search/name/Rebecca Heslehurst/>)

View timetable ([https://classregistration.westernsydney.edu.au/odd/timetable/?subject\\_code=TEAC7164\\_25-AUT\\_BK\\_1#subjects](https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7164_25-AUT_BK_1#subjects))

## **Spring (2025)**

### **Bankstown City**

#### **On-site**

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**View timetable** ([https://classregistration.westernsydney.edu.au/odd/timetable/?subject\\_code=TEAC7164\\_25-SPR\\_BK\\_1#subjects](https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7164_25-SPR_BK_1#subjects))