TEAC 7089 PRIMARY ENGLISH AND LITERACY 1

Credit Points 10

Legacy Code 101579

Coordinator Grant Sciberras (https://directory.westernsydney.edu.au/search/name/Grant Sciberras/)

Description This subject is designed to explore key concepts associated with the teaching of the English Key Learning Area in the K-6 years, set in the broader context of a contemporary new literacies environment. It will examine the processes involved in the teaching of English with a focus on effective pedagogical practices, responsive teaching and explicit and systematic teaching of phonics and reading traditional print-based literacies and multiliteracies. Students will investigate teaching, learning, assessment and the key processes and components of learning to read using a range of factual and literary texts, involving every day and specialised knowledge for a range of readers/viewers. Students will be introduced to children's literature and authentic texts for the development of students' reading skills and abilities. Students will develop understandings of effective pedagogy and practice within the area of K-6 English and investigate the NSW English K-10 (focus on K-6) syllabus. This subject is included in the Development 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).

Learning Outcomes

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

1. Examine the key processes and components in how children learn to read (phonological and phonemic awareness, letter/sound correspondence, phonic knowledge, vocabulary, reading fluency, reading comprehension)
2. Examine the aims, outcomes, and content of relevant English syllabus and curriculum documents with focus on oral language and communication, understanding texts and responding to literature.
3. Identify the learning needs of diverse learners: English as an Additional Language or Dialect, Aboriginal and Torres Strait Islander learners, culturally and linguistically diverse learners, and learners with special needs, including low socio-economic, and gifted and talented students.
4. Review current children's' literature, including Australian literature.
5. Evaluate strategies and concepts involved in reading to learn through the integration of literacy with other KLAs.
6. Apply a range of effective pedagogical practices and culturally and linguistically responsive strategies for planning teaching and assessing the explicit and systematic teaching of phonics, the reception and interpretation of literary, factual and multimodal texts.

7. Plan further instruction based on evaluations, including formative and summative assessment of emergent readers learning needs through collection and analysis of student data and evidence-based practices.

Subject Content

1. Introduction to Theories that underpin Speaking & Listening, Reading and Viewing, Thinking Imaginatively and Creatively, Expressing Themselves
2. Introduction NSW Syllabus for the Australian Curriculum: English K-10 syllabus. (Early Stage 1 to Stage 4)
3. Learning to read and reading to learn (practices and processes 1) Beginning Reading
   - Introduction to case study methodology
   - Shared, Guided and Independent Reading Pedagogies
4. Reading (Learning to read and reading to learn practices and processes II)
   - Phonemic Awareness and picture books
   - Assessing Reading
   - Strategies and Activities
   - Explicit and systematic teaching of phonics
5. Assessing reading:
   - State and National testing e.g. NAPLAN
   - Authentic reading assessment (identifying all students strengths and needs)
   - Reading and Viewing strategies and activities (Focus on learning needs of Aboriginal and Torres Strait Islander students, including specific strategies for English as an Additional Language or Dialect)
   - Reading groups
6. Multimodal development, Responding and Composing, Speaking and listening, Reading and Viewing
   - Second language acquisition: theory and practice models
   - Strategies and Activities
7. Increasingly complex meaning making: Independent Reading
   - Multiliteracies and new literacies
   - Visual, multimodal and critical literacies
   - Strategies and Activities
8. Working with independent readers
   - A focus on reading to learn
   - Factual texts, literature circles and poetry
   - Strategies and Activities
9. Reading across the KLAs
   - Reading for different purposes, critical literacy and independent research
   - Strategies and Activities
10. Poetry and Readers Theatre
    - Reader identities and academic self-concepts
    - Strategies and Activities

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
Case Study	2000 words	50	N	Individual	N

Report	2000 words	50	N	Individual	N

Prescribed Texts

- NSW Education Standards Authority (2022). *English K-10 Syllabus.*
- Winch, G., Johnston, R., March, P., Ljundahl, L. & Holliday, M. (2020). *Literacy: Reading, writing and children's literature* (6th ed.) Melbourne, Australia: Oxford University Press.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000 (https://doi.org/10.1037/0000165-000/)
  A guide is available from the Library website https://library.westernsydney.edu.au/main/sites/de-fault/files/pdf/cite_APA.pdf

Teaching Periods

WSU Online TRI-1 (2025)

Wsu Online

Online

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View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7089_25-OT1_OW_2#subjects)

Autumn (2025)

Bankstown City

On-site

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View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7089_25-AUT_BK_1#subjects)

Spring (2025)

Bankstown City

On-site

Subject Contact Grant Sciberras (https://directory.westernsydney.edu.au/search/name/Grant Sciberras/)

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7089_25-SPR_BK_1#subjects)

WSU Online TRI-3 (2025)

Wsu Online

Online

Subject Contact Grant Sciberras (https://directory.westernsydney.edu.au/search/name/Grant Sciberras/)

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7089_25-OT3_OW_2#subjects)