

MODULE SPECIFICATION PROFORMA

Module Title: Development of Literacy and Numeracy	Level: 4	Credit Value: 20
--	----------	------------------

Module Code: EDC410	Cost Centre: GAEC	JACS3 Code: X300
---------------------	-------------------	------------------

Trimester(s) in which to be offered: 1/2	With effect from: September, 2015
--	-----------------------------------

Office use only: To be completed by AQSU:	Date approved: September 2015 Date revised: - Version no: 1
---	---

Existing/New: Existing	Title of module being replaced (if any): EDC410 Development of Literacy and Numeracy
------------------------	---

Originating School: Social and Life Sciences	Module Leader: Emma Constantine
--	---------------------------------

Module duration (total hours) 200	Status: core/option/elective (identify programme where appropriate):
Scheduled learning & teaching hours 40	Core – BA (Hons) Education and Childhood Studies
Independent study hours 140	Core – BA (Hons) Education (ALN/SEN)
Placement hours 20	Core – BA (Hons) Education (CS+P)

Programme(s) in which to be offered: BA (Hons) Education and Childhood Studies BA (Hons) Education (ALN/SEN) BA (Hons) Education (CS+P)	Pre-requisites per programme (between levels): None
--	--

Module Aims: To promote students' understanding of typical literacy and numeracy development in childhood.

<p>Intended Learning Outcomes</p> <p><i>At the end of this module, using academic writing conventions, including Harvard referencing, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Explain how young children typically develop literacy and numeracy skills.
--

2. Discuss how literacy and numeracy skills are taught in line with current practice in school and pre-school settings.
3. Use a thematic approach to plan and evaluate activities to develop children's literacy and numeracy skills.
4. Evaluate the role of the adult in supporting children's literacy and numeracy development.

Assessment:

Resource and report: produce, use and evaluate a resource/activity designed to support children's literacy and numeracy development. The written element will include a rationale (justification for the pedagogical approach taken, links between theory and practice); a lesson plan (links made to relevant curricula) and; an evaluation of the success of the resource/activity and reflection on the role of the adult.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	All	Practical	100%	c4,000

Learning and Teaching Strategies:

Sessions will comprise of the presentation of information, case studies, practical activities, review of DVD material and peer group discussion. Students will be expected to make full use of the University's library and VLE to enhance their study.

Syllabus Outline:

- Features of typical literacy and numeracy development in childhood.
- Current and competing theories of how best to teach literacy and numeracy.
- Factors impacting upon the development of literacy and numeracy.
- Strategies for addressing delayed/impaired development.
- The role of play in literacy and numeracy development.
- Ways of providing a literacy and numeracy-rich environment in an education setting.
- How literacy and numeracy is addressed within the Foundation Phase/Stage/National Curriculum Key Stage 1 and Key Stage 2
- Ways of assessing children's literacy and numeracy development.
- Strategies for supporting children's literacy and numeracy development in practice, including the use of everyday objects and activities.

Bibliography

Essential reading:

Department for Children, Education, Lifelong Learning and Skills (2008), *English in the National Curriculum for Wales*. Cardiff: WAG Publications.

Department for Children, Education, Lifelong Learning and Skills (2008), *Foundation Phase Framework for Children's Learning for 3-7 year-olds in Wales*. Cardiff: WAG Publications.

Department for Children, Education, Lifelong Learning and Skills (2008), *Mathematics in the National Curriculum for Wales*. Cardiff: WAG Publications.

Montague-Smith, A. and Price, A.J. (2012), *Mathematics in Early Years Education*. Third Edition. Abingdon: Routledge.

Welsh Government (2013), *National Literacy and Numeracy Framework*. Cardiff: WAG Publications.

Other indicative reading:

Brock, A. and Rankin, C. (2008), *Communication, Language and Literacy from Birth to Five*. London: Sage.

Bruce, T. and Spratt, J. (2008), *Essentials of Literacy from 0 – 7: Children’s Journeys into Literacy*. London: Sage.

Carruthers, E. and Worthington, M. (2006), *Children’s Mathematics: Making Marks, Making Meaning*. Second Edition. London: SAGE. E-book

Cox, R. (2011), *Primary English Teaching: An Introduction to Language, Literacy and Learning*. United Kingdom: Literacy Association.

Department for Education (2014), *Statutory Framework for the Early Years Foundation Stage: Setting the Standards for Learning, Development and Care for Children from Birth to Five*. London: Department for Education.

Department for Education (2014), *The National Curriculum in England: Framework for Key Stages 1 to 4*. Crown Copyright.

Department for Education and Skills (2014), *Curriculum for Wales: Revised Areas of Learning (Language, Literacy and Communication Skills and Mathematical Development) and Programmes of Study (English, Welsh (First Language) and Mathematics) – Foundation Phase to Key Stage 4. Phase 1: Literacy and Numeracy. Consultation – Summary of Responses*. Cardiff: Welsh Government.

Learning Wales (2015), *National Curriculum Subjects: Programmes of Study set out the Welsh Government’s Requirements for Subjects in the National Curriculum for Wales*. Cardiff: Welsh Government.

Hansen, A. (2011), *Children’s Errors in Mathematics*. Third Edition. Exeter: Learning Matters.

Haylock, D. and Cockburn, A. D. (2008), *Understanding Mathematics for Young Children: A Guide for Foundation Stage and Lower Primary Teachers*. Third Edition. London: SAGE.

Medwell, J., Wray, D., Minns, H., Coates, E. and Griffiths, V. (2014), *Primary English: Teaching Theory and Practice*. Exeter: Learning Matters.

Graham, J. and Kelly, A. (2007), *Reading Under Control*. London: Routledge.

Thompson, I. (ed.) (2008), *Teaching and Learning Early Number*. Second Edition. Maidenhead: McGraw-Hill Education. E-book.

Waugh, D. and Joliffe, W. and Allott, K. (2014), *Primary English for Trainee Teachers*. Exeter: Learning Matters.

Whitehead, M.R. (2007), *Developing Language and Literacy with Young Children*. London: Paul Chapman.

Wyse, D. and Jones, R. (2007), *Teaching English, Language and Literacy*. London: Routledge.

Journals:

Education 3-13

Web-sites:

<http://www.nate.org.uk/>

<http://www.bbc.co.uk/schools/0/>

<http://www.literacytrust.org.uk/>

<http://www.clpe.co.uk/>

<http://www.hamilton-trust.org.uk/>

<http://www.oup.co.uk/oxed/primary/>

<http://hwb.wales.gov.uk>