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**MODULE SPECIFICATION FORM**

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

| Module code: EDC410 | Semester(s) in which to be offered: 1/2 | With effect from: Sept, 2010 |
|---|---|---|

| Existing/New: New | Title of module being replaced (if any): |
|---|---|

| Originating Subject: Education and Childhood Studies | Module Leader: |
|---|---|

| Module duration (contact hours/directed/directed private study: | 60 hrs (contact) 60 hrs (directed) 80 hrs (private) | Status: core/option/elective (identify programme where appropriate): Core |
|---|---|---|

| Percentage taught by Subjects other than originating Subject (please name other Subjects): | N/A |
|---|---|

| Programme(s) in which to be offered: | Pre-requisites per programme (between levels): | Co-requisites per programme (within a level): |
|---|---|---|
| BA (Hons) Education and Childhood Studies | None | None |

**Module Aims:**

To develop students' understanding of literacy, numeracy and linguistic development in childhood.

**Expected Learning Outcomes**

At the end of this module, students should be able to:

**Knowledge and Understanding:**

1. Explain the relationship of language acquisition in children to their literacy and numeracy development;
2. Identify ways of developing literacy and numeracy skills through play;
3. Use a thematic approach to plan activities to enhance the development of numeracy and literacy skills, to include assessment activities or methods of assessment;
4. Apply links to current key curricula and legal frameworks;
5. Evaluate the role of the practitioner in supporting children's literacy, numeracy and linguistic development.

**Transferable/Key Skills and other attributes:**

- Evaluation and reflection;
- Communication;
- Sharing ideas;
- Improving own learning and performance;
- Create and use resources/activities;
- Planning, organisation and time management;
- Analytical and problem solving skills;
- Working with others.

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Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of <u>indicative</u> assessment tasks must be included***.

*Assessment 1- written essay, linked to the discussion of key issues in the promotion of literacy, numeracy and linguistic development.*

*Assessment 2- produce, use and evaluate a resource, planning and assessment materials for the development of literacy and numeracy skills, linked to current curricula and legal frameworks.*

*Both elements must be attempted.*

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| Assessment | Learning Outcomes to be met | Type of assessment | Weighting | Word count or equivalent if appropriate |
|:---:|:---:|:---:|:---:|:---:|
| 1 | 1, 2 & 5 | Essay | 50% | 2,000 |
| 2 | 3 & 4 | Resource, plans and assessment materials | 50% | c2,000 |

**Learning and Teaching Strategies:**

The teaching and learning strategies will employ a range of methods. Sessions will comprise of the presentation of information, reading, case studies, practical activities, review of electronic learning packages, selected video/DVD material and discussion. Peer group and individual discussion will allow the tutor to monitor the student's ability to reflect upon and evaluate their own ideas and practice via discussion groups, individual research and tutorials.

**Syllabus outline:**

The understanding of language, literacy and numeracy development in children is of vital importance to those concerned within the field of education, as these are the primary means of learning at school and in the world beyond school.

- Current and competing theories of language, literacy and numeracy development.

- The effect of the family and other cultural and social factors upon children's linguistic development.

- Theories of how language development affects cognitive and social development.

- The stages in the process of acquisition of language, literacy and numeracy, including possible effects of bilingualism upon children's development. Factors in the development of bilingualism and strategies and support for supporting bilingualism.

- Common disorders that occur in delayed development. Ways of dealing with such disorders.

- The development of narrative in young children, features of early literacy, the emergent reader, the emergent writer and the development of children's written language.

- Ways of providing a literacy and numeracy environment in a play and/or education setting.

- Ways of assessing children's language, literacy and numeracy development, linking theory to practice.

- The role of the practitioner in an early years setting in supporting children's language, literacy and numeracy development.

**Bibliography**

*Essential reading:*

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

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 Education and Skills (2006), *Primary Framework for Literacy and Numeracy.* Suffolk: DFES.

Department for Education and Skills (2006), Primary *Framework for Literacy and Mathematics.* Suffolk: DfES Ltd.

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.

Montague-Smith, A. (2005), *Mathematics in Nursery Education.* London: David Fulton Publishers

*Other indicative reading:*

Awdurdod Cymwysterau, Cwricwlwm Ac Asesu Cymru (2000), *Key Stages 1 and 2 of the National Curriculum in Wales.* Norwich: HMSO.

Anning, A. and Edwards, A. (2006), *Promoting Children's Learning from Birth to Five: Developing the New Early years Professional.* Buckingham: Open University Press.

Beard, R. (2000), *Developing Reading 3-13.* London: Hodder and Stoughton.

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

Browne, A. (2001), *Developing Language and Literacy 3-8.* London. PCP.

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

Clayton, P. (2004), *How to Develop Numeracy in Children with Dyslexia.* Cambridge: LDA.

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

Harries, T. and Spooner. M. (2000), *Mental Mathematics for the Numeracy Hour.* London: David Fulton.

Mallett, M. (2002), *The Primary English Encyclopaedia: the heart of the curriculum.* London: David Fulton Publishers.

Thompson, I. (2002), *Issues in Teaching Numeracy in Primary Schools.* Buckingham: Open University.


Turner S; McCullough J. (2004), *Making Connections in Primary Mathematics.* London: David Fulton Publishers Ltd.

Waugh, D. and Joliffe, W. (2007), *English 3-11.* London: David Fulton Publishers.

Whitehead, M. (2004), *Supporting Language and Literacy Development in the Early Years.* London. PCP.

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

Wray, D. and Medwell, J. (1998), *Teaching English in Primary Schools: A Handbook of Teaching Strategies for Literacy.* London:  Letts Educational.

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

*Useful websites:*
www.ngfl.gov.uk- National Grid for Learning
www. vtccymru.ngfl.wales.gov.uk-Virtual Teachers' Centre for Wales
www.ambleside.schoolzone.co.uk
www.nationalstrategies.standards.dcsf.gov.uk
www.primaryresources.co.uk
www.teachingideas.co.uk
www.nrich.maths.org/primary
www.mathsonline.co.uk
www.bbc.co.uk/education
http://www.nate.org.uk/site/publications/index.php
http://www.standards.dfes.gov.uk/primary/literacy/
http://www.bbc.co.uk/schools/4_11/
http://www.literacytrust.org.uk/index.html
http://www.curriculum.qca.org.uk/
http://www.clpe.co.uk/
http://www.hamilton-trust.org.uk/
http://www.oup.co.uk/oxed/primary/
http://www.tda.gov.uk
http://www.literacymatters.com