

BPRI100 Literacy in the Primary Classroom

ECTS Value: 3 ECTS

Overall Objectives and Outcomes

Upon completion of this module, participants will become familiar with a balanced literacy methodology and be able to implement this methodology in the primary classroom. Participants will gain a deeper understanding of how students acquire literacy skills, the literacy difficulties children may experience, and how to support students.

The module will focus on the following key areas:

- i. balanced literacy methodology;
- ii. phonological awareness;
- iii. phonics;
- iv. shared and guided reading (including the use of authentic texts/books) writing strategies.

By the end of this module, the learner will be able to:

Competences

- a. plan and deliver balanced literacy lessons;
- b. implement reading and writing strategies within his/her classroom;
- c. plan guided reading sessions;
- d. apply PA and phonics skills to the needs of their students.

Knowledge

- a. determine pedagogy and methodology of a balanced literacy approach;
- b. select reading and writing strategies;
- c. demonstrate an ability to plan and deliver guided reading sessions;
- d. distinguish between phonological awareness and phonics.

Skills

- a. evaluate own learning and be able to research further identified areas, to enhance their professional growth.
- b. apply the principles of a balanced literacy and teaching model within his/her classroom;
- c. find students' reading levels and evaluate difficulties;
- d. implement reading strategies in particular shared and guided reading;
- e. implement writing strategies;
- f. develop students' phonological skills.

Assessment Methods

This module will be assessed through: Practical Assignment(s)

Suggested Readings

Core Reading List:

1. Bodman, S., & Franklin G. (2014). Which Book and Why, Institute of Education Press, University of London.
2. Goswami, U. (2007) 'Synthetic Phonics and Learning to Read: A Cross-language Perspective', in Educational Psychology in Practice: theory, research and practice in educational psychology [Online] 21, (4) 273-282.
3. Fountas, I., Pinnel, G. (2009) Guided Reading: Good First Teaching for All Children. Heinemann, Portsmouth.
4. Flanigan, K., Hayes L., Templeton, S., Bear D., Invernizzi M., Johnston F. (2011) 'The Within Word Pattern Stage', in Flanigan, Hayes, Templeton, Bear, Invernizzi, Johnston, ed. (2011) Words their way with Struggling Readers - Word study for Reading, Vocabulary, and Spelling Instruction, Grades 4-12. USA: Pearson, pp. 93-124.
5. Fletcher, R., Portalupi, J. (2001) Writing Workshops: The Essential Guide. USA: Heinemann, Reed Elsevier Inc.
6. Johnson, P., Keier, K. (2010) Catching Readers Before They Fall: Supporting Readers who Struggle, K-4. USA: Stenhouse Publishers.
7. McCormick, Calkin, L. (2001) The Art of Teaching Reading. USA: Addison-Wesley Education Publishers Inc.
8. Rief, S.F., Heimburge, J.A (2007). How to Reach and Teach all Children through Balanced Literacy. USA: John Wiley & Sons Inc.
9. Rupley, W., Blair, T., Nichols, W. (2009) 'Effective Reading Instruction for Struggling Readers: The Role of Direct/Explicit Teaching, Reading & Writing Quarterly'. Overcoming Learning Difficulties [Online] 25, (2-3) 125-138.
10. Samuels, S.J., Farstrup, A. E. ed. (2011) What Research Has To Say About Reading Instruction (4th edition). USA: International Reading Association.
11. Westwood, P. (2014) 'Word Study', in Westwood, P. ed. (2014) Teaching Spelling: Exploring common sense strategies and best practices. UK: Routledge, pp 33-38.

Supplementary Reading List:

1. Cecil, N. L. (2011) Striking a Balance: A comprehensive approach to Early Literacy. Holcomb Hathaway, United States.
2. Duke, N., Pearson P. (2009) 'Effective Practices for developing Reading Comprehension '. Journal Of Education [Online] 189, (1/2) 75-95
3. Flanigan, K., Hayes L., Templeton, S., Bear D., Invernizzi M., Johnston, F. (2011) 'The Syllables and Affixes Stage', in Flanigan, Hayes, Templeton, Bear, Invernizzi, Johnston, ed. (2011) Words their way with Struggling Readers - Word study for Reading, Vocabulary, and Spelling Instruction, Grades 4-12. USA: Pearson, pp. 125-159.

4. Soltiya, J., Vousden, J. (2009) 'Real books vs reading schemes: a new perspective from instructional psychology'. Educational Psychology [Online] 29, (4) 469-511
5. Johnson, P., Keier, K. (2010) 'Beyond "Shout It Out"', in Johnson, Keier, P. K. ed. (2010) *Catching Readers Before They Fall: Supporting Readers Who Struggle, K-4*. USA: Stenhouse, pp. 51-69.
6. Rasinski, T. (2012) 'Why Reading Fluency Should Be Hot!' *The Reading Teacher* [Online] 65, (8) 516-522
7. Westwood, P. (2014) 'Word study', *Teaching Spelling: Exploring common sense strategies and best practices* (Westwood, ed) UK: Routledge, pp. 33-38.
8. Westwood, P. (2014) 'General principles for teaching spelling', in *Teaching Spelling: Exploring common sense strategies and best practices* (Westwood, ed). UK: Routledge, pp. 20-24.