

## BPRI206 English for the Primary Classroom

ECTS Value: 8 ECTS

### Overall Objectives and Outcomes

The Primary English content unit covers the main key aspects of the English curriculum. Whilst consolidating knowledge on the processes of language learning, it critically covers, reflects and evaluates best practices to be used in a classroom to favour effective learning conditions. This sustains the learner to be an active participant through scaffolding techniques until finally becoming an independent learner. The module also encourages teachers to practise hands on literacy skills and practical intervention, critically analysing language activities with their peers for continuous feedback and increased engagement.

This module aims to a communicative approach based on the idea that learning language successfully comes through having to communicate real meaning. This accomplishes learners' real communication for language acquisition. The module covers the main blocks of language acquisition acquired through Listening, Speaking, Reading, and Writing skills referred to as LSRW, which allow the learner to comprehend and produce spoken language for proper and effective interpersonal communication in a balanced literacy programme.

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

### Competences

- a. enable, extend and apply knowledge to scaffold students' learning experiences to become independent learners.
- b. foster and sustain active participation through (early moving to later) progression of literacy stages by applying different media and digital tools.
- c. deploy established techniques of enquiry to support effective teaching of English.
- d. systematically understand key aspects to evaluate, design and carry out English lessons effective activities to sustain communication and engage students actively
- e. teaching techniques in LSRW including a multisensory approach towards acquisition which range from very basic to more advanced skills depending on the specific learning needs of each learner
- f. critically assess, intervene and support the learners' needs.

### Knowledge

- a. determine coherent/detailed knowledge at basic literacy awareness of phonemic and phonic awareness and maintain a balanced literacy programme in the classroom;
- b. foster a lively and warm perceiving atmosphere in the classroom through chants, nursery rhymes, songs, storytelling and stories using different genres;
- c. convey conventions of concept and conventions of print;
- d. systematically understand and comprehend key aspects in LSRW techniques namely Shared; Guided, Paired, Independent using different genres/styles;

- e. foster and maintain enthusiasm and participation in creative writing and reading (through different genres and level appropriate books/comprehension texts);
- f. consolidate knowledge of the stages in the development of reading, writing, speaking and listening stages by means of scaffolding techniques;
- g. deploy established techniques of enquiry and devise arguments and discussion to critically analyse and evaluate a situation given presented in different modes (listening clip, text, you tube clip, etc.);
- h. show appreciation in Creative Writing through Shared Writing, Guided Writing and other Writing techniques thus broadening students to become critical writers;
- i. encourage learners to manage their own writing by using Blogs, wikis etc., to expand and enhance their digital tools;
- j. critically evaluate and assess Multiple Intelligences to value, support and maintain constant support in the processes of English acquisition;
- k. systematically identify different reading and writing strategies and techniques;
- l. initiate discussion, and contribute actively to conversation using a range of appropriate-levelled vocabulary;
- m. explain the different steps of a simple procedure using clear and precise instructions types of writing genres;
- n. understand and practise the conventions of social discourse;
- o. demonstrate ability and efficiency in accessing information from a range of sources.

## Skills

- a. identify key concepts and skills central to English key aspects language content;
- b. discuss the key concepts and skills in the light of their own teaching experience;
- c. focus on the need to continue to develop their understanding and practice of LSRW;
- d. able to analyse and discuss English in the Early and Primary Years using different genres/ styles;
- e. able to understand, organize, plan and develop English based lessons with the covered content;
- f. use the knowledge gained to help students build better communicative language understanding and skills;
- g. judicious use of a wide range of genres through Shared, Paired, Guided and Independent Models used in reading and writing will be acquired;
- h. extend and apply knowledge to enhance Literacy language acquisition across the curriculum;
- i. critically evaluate the new Literacy challenges in the local and global context.

## Assessment Methods

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

## Suggested Readings

### Core Reading List:

1. Mandel Morrow, L.(2014) Literacy Development in the Early Years : Helping Children Read and Write, Pearson UK.
2. Linan-Thompson, S., Vaughn, S. (2007). Research-Based methods of Reading Instruction for English Language Learners, Virginia, USA.
3. Beach, R., Anson, C., Breuch. L., Swiss, T. (2008) Teaching Writing Using Blogs, Wikis, and Other Digital Tools, Rowman & Littlefield USA.
4. Barton, G. (2015), Writing to 14, Oxford Publishing Press.

### Supplementary Reading List:

1. Shiach, D. (2012) Grammar to 14, Oxford Publishing Press.
2. Palmer, S. (2010) How to Teach Writing Across the Curriculum Ages 8 -14, Routledge UK.
3. Wilcox, A. (2017) Descriptosaurus : Supporting Creative Writing for Ages 8- 14, Routledge UK.
4. Hoyt, L. (2008) Revisit, Reflect, Retell : Time-Tested Strategies for Teaching Reading Comprehension , Heinemann USA.
5. Duke, N., Caughlan, S., Juzwik , M., Martin, N. (2011) Reading and Writing Genre with Purpose in K-8 Classroom, Heinemann USA.

### Useful Online Resources:

1. Creating a framework for writing | TeachingEnglish | British Council
2. <https://www.teachingenglish.org.uk/article/creating-a-framework-writing>
3. Communicative approach | TeachingEnglish | British Council |
4. BBC<https://www.teachingenglish.org.uk/article/communicative-approach>
5. [https://www.gov.uk/government/.../Letters\\_and\\_Sounds\\_-\\_DFES-00281-2007.pdf](https://www.gov.uk/government/.../Letters_and_Sounds_-_DFES-00281-2007.pdf)