

## BPRI320- Literacy and Language Development

ECTS Value: 5 ECTS  
Self-Study Hours: 60

Contact Hours: 25  
Assessment Hours: 40

### Overall Objectives and Outcomes

Upon completion of this module, participants will become familiar with a balanced literacy methodology which can be utilised in the primary classroom and which can be used with all students to address their literacy difficulties. Participants will gain a deeper understanding of how students acquire literacy skills, the literacy difficulties children may experience, and how to support such student.

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

### Competences

- a. plan literacy lessons integrating at least one of the components of a balanced literacy approach within their own classroom
- b. plan and develop reading and spelling strategies within a scaffolded literacy programme
- c. devise reading running records and guided reading sessions
- d. employ reading and writing strategies within one's planned lessons;
- e. research further on theories and latest research pertaining to language acquisition and bilingual development;

### Knowledge

- a. identify and explain the components of a balanced literacy approach
- b. reflect on own practice to determine what balanced literacy components s/he is implementing in his/her teaching
- c. describe reading and spelling development and which areas require attention (decoding, word building, phonological awareness and comprehension)
- d. demonstrate an understanding of the language processing in phonological awareness
- e. demonstrate an understanding of key reading strategies, most predominantly read aloud, paired, shared and guided reading and how to implement them within the classroom
- f. demonstrate an understanding of a scaffolded programme pertaining to reading
- g. develop an understanding of writing process methodology, most predominantly pre-writing strategies, revising and editing strategies
- h. develop knowledge of a balanced literacy approach to the teaching of writing including modelled, shared, guided and independent writing
- i. develop an awareness of language education policies and their implication for practice
- j. demonstrate an understanding of the theories of language acquisition and bilingual development
- k. define the role of language mediation in his/her classroom
- l. identify students' phonological awareness skills and difficulties, and plan phonological awareness lessons

### Skills

#### Applying knowledge and understanding

The learner will be able to:

- a. apply the principles of a balanced literacy and teaching model;
- b. use reading running records to evaluate students' instructional reading levels and difficulties
- c. demonstrate an ability to plan read aloud, shared and guided reading sessions
- d. plan a range of writing activities to enhance literacy learning
- e. plan writing activities from modelled writing activities, guiding students to write independently
- f. plan appropriate writing strategies to address students' strengths, difficulties and learning needs
- g. reflect on own language use (oral and written) and its implications for children's bilingual development
- h. evaluate how educators can use language mediation and translanguaging in their classrooms

## Assessment Methods

This module will be assessed through: Reflection Task, Assignment and Resources.

## Suggested Readings

### Core Reading List

1. Bodman, S., & Franklin G. (2014). *Which Book and Why*, Institute of Education Press, University of London.
2. Feil, A. (2016) *Reluctant Writers in Elementary Schools: A Problem with a Solution*. Retrieved from file:///C:/Users/Schools\_home/Downloads/235-818-1-PB.pdf
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. Mifsud C.L., Vella L.A. (2018) To Mix Languages or Not? Preschool Bilingual Education in Malta. In: Schwartz M. (eds.) *Preschool Bilingual Education. Multilingual Education*, Vol 25. Springer, Cham
7. Mifsud C.L., Vella L.A. (2018) *Teacher agency and language mediation in two Maltese preschool bilingual classrooms, Language, Culture and Curriculum*, DOI: 10.1080/07908318.2018.1504400

### Supplementary Reading List

1. Baker, C. (2011). *Foundation of bilingual education and bilingualism* (5th ed.). Bristol: Multilingual Matters.
2. Cecil, N. L. (2011) *Striking a Balance: A comprehensive approach to Early Literacy*. Holcomb Hathaway, United States.
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. Rasinski, T. (2012) 'Why Reading Fluency Should Be Hot!' *The Reading Teacher* [Online] 65, (8) 516-522

5. Vella, L. A., Mifsud, C.L. & Muscat, D. (2018). *Language use in Early Childhood Education Years in Malta. A Report*. National Literacy Agency, Ministry for Education and Employment, Malta