



School of Education  
EDST6781 English 1  
Term 1, 2020



## **1. LOCATION**

Faculty of Arts and Social  
Sciences School of Education  
EDST 6781 English 1 (6 units of credit)  
Term 1, 2020

## **2. STAFF CONTACT DETAILS**

Course Coordinator: Kate Butson  
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## **3. COURSE DETAILS**

**Course Name** Primary English Method 1

## STUDENT LEARNING OUTCOMES

Outcome





	using the Literacy Progressions, including Kindergarten early literacy assessments.	
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Module 6 31 March	Teaching Phonics and Spelling Systematic teaching of reading and spelling through synthetic phonics.	
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## Assessment Details

**Pre-assessment:** Read and reflect on some of the key debates in the media about teaching early literacy, in particular in relation to phonics and whole language. As a teacher, how will you respond to these debates in your choice of classroom strategies? Upload your 500-word response to Moodle before the beginning of the course.

**Assessment 1: Lesson Plan.** Develop a lesson plan which deals with teaching an early literacy topic, using the lesson plan template provided (see Moodle). Consider how you need to differentiate a range of student needs and the typical diversity

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Assessment Task 1: Lesson Plan

<b>SPECIFIC CRITERIA</b>	(-) -----> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Develop a lesson plan which deals with teaching an early literacy topic, using the lesson plan provided (see PE Handbook)</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Consider how you need to differentiate a range of student needs and the typical diversity of backgrounds, including EAL/D, Indigenous students and those with some delays in critical aspects of language acquisition and processing</li> <li>• Include a rationale explaining how you address such diversity, including how you assess and respond to delays/differences in language and literacy development in the one class</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Appropriate research references to support responses</li> <li>• Sound range of research references</li> </ul>					

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Assessment Task 2: Portfolio

**SPECIFIC CRITERIA**