## Module Details

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|---|---|
| **Module Code:** | EDUC N7009 |
| **Full Title:** | Exploration of Emergent Numeracy and Literacy  APPROVED |
| **Valid From::** | Semester 1 - 2019/20 ( June 2019 ) |
| **Language of Instruction:** | English |
| **Duration:** | 1 Semester |
| **Credits::** | 7.5 |
| **Module Owner::** | Lyn Bowers |
| **Departments:** | Unknown |
| **Module Description:** | The aim of this module is to develop the students' knowledge and understanding of how very young children acquire numeracy and literacy dispositions, knowledge and skills in the early years. It aims to enrich the pedagogical practices of the EC Educator to support children in their emergent literacy and numeracy development. |

| Module Learning Outcome | |
|---|---|
| On successful completion of this module the learner will be able to: | |
| # | Module Learning Outcome Description |
| MLO1 | Discuss the emergent nature of Literacy and Numeracy dispositions from an early childhood context |
| MLO2 | Evaluate Literacy and Numeracy content in National Policy Documents |
| MLO3 | Explore the holistic nature of reading, writing & listening competency development |
| MLO4 | Appreciate the mark making efforts of very young children |
| MLO5 | Demonstrate emergent literacy, numeracy and mark making skill through enriching learning opportunities embedded in practice |

| Pre-requisite learning |
|---|
| **Module Recommendations** |
| *This is prior learning (or a practical skill) that is strongly recommended before enrolment in this module. You may enrol in this module if you have not acquired the recommended learning but you will have considerable difficulty in passing (i.e. achieving the learning outcomes of) the module. While the prior learning is expressed as named DkIT module(s) it also allows for learning (in another module or modules) which is equivalent to the learning specified in the named module(s).* |
| No recommendations listed |

| Module Indicative Content |
| --- |

**Introducing Essentials of Literacy**
Context, enabling environment, key moments, sustained shared thinking, responding to children's cues, constructing knowledge, emergent skills development, nurturing dispositions, encouraging children to share their thoughts and develop active listening skills.

**Methods to Develop Reading for Meaning**
Concepts about print, consolidating letter recognition and identification, developing phonological awareness, developing grapheme/phoneme association, formal and informal strategies to scaffold children's learning, reading for a purpose

**National Documents**
Examine and identify key concepts and discuss main ideas, Apply core principles to practice with children. National Strategy to Improve Literacy and Numeracy among Children and Young People 2011 – 2020. Aistear & Síolta Frameworks. Diversity, Equality & Inclusion Charter 2016.

**Emergent Writing Skills**
Context, Mark making, Functions, the Process, Educator Role, Print Medium, Importance of indoor and outdoor Environment, Writing to convey meaning, formal and informal strategies.

**Children Thinking Mathematically**
Awareness of number, awareness of quantity, linking quantity with numeral, awareness of shape, pattern and measurement. Problem solving, Reasoning, Numeracy in the indoor and outdoor environment, Context for learning / understanding, Formal and informal strategies

## Module Assessment

| Assessment Breakdown | % |
| --- | --- |
| Project | 100.00% |

| Module Special Regulation |
| --- |
|  |

### Assessments

## Part Time On Campus

| No Course Work |
| --- |

| Project | | | |
| --- | --- | --- | --- |
| **Assessment Type** | Project | **% of Total Mark** | 100 |
| **Marks Out Of** | 0 | **Pass Mark** | 0 |
| **Timing** | n/a | **Learning Outcome** | 1,2,3,4,5 |
| **Duration in minutes** | 0 | | |

**Assessment Description**
Students are required to produce a substantial piece of work that meets the learing outcomes for this module, This will incorporate both written and practical elements

| No Practical |
| --- |

| No Final Examination |
| --- |

| Reassessment Requirement |
| --- |

**No repeat examination**
*Reassessment of this module will be offered solely on the basis of coursework and a repeat examination will not be offered.*

## Module Workload

This module has no Full Time On Campus workload.

**Workload: Part Time On Campus**

| Workload Type | Contact Type | Workload Description | Frequency | Average Weekly Learner Workload | Hours |
|---|---|---|---|---|---|
| Lecture | Contact | An oral presentation used to convey information (overview of the main themes, supporting development of understanding of the issues) to a full class group | Every Week | 1.50 | 1.5 |
| Practical | Contact | Arts based learning using creative activity to support theoretical understandings and provide practical ideas for implementation with young children | Once per semester | 0.27 | 4 |
| Directed Reading | Non Contact | Students are guided to materials that provide additional relevant interpretation on topics covered in class and supplementary reading to enhance understanding. | Every Week | 2.00 | 2 |
| Independent Study | Non Contact | Student responsibility to organise and manage | Every Week | 4.00 | 4 |
| | | | | Total Weekly Learner Workload | 7.77 |
| | | | | Total Weekly Contact Hours | 1.77 |

## Module Resources

### Recommended Book Resources

Dr Ann C Browne. (2009), Developing Language and Literacy 3-8, (3rd Ed). Sage Publications Ltd, UK, p.320, [ISBN: 978-1-84787-083-4].

Tina Bruce, Jenny Spratt. (2011), Essentials of Literacy from 0-7, Sage Publications Ltd, UK, p.152, [ISBN: 9781849205986].

Grugeon, E. and Gardner, P. (2000). The Art of Storytelling for Teachers and Pupils: Using Stories to Develop Literacy in Primary Classrooms, David Fulton Publishers, London, [ISBN: 9781853466175].

French, G.. (2012), Early Literacy and Numeracy Matters: Enriching Literacy and Numeracy Experience in Early Childhood, Barnardos, Dublin.

Whitehead, M. (2012), Language and Literacy in the Early Years, 4th. SAGE Publishing, [ISBN: 9781849200080].

### Supplementary Book Resources

Callander, N; Nahmad-Williams, L.. (2010), Communication, Language and Literacy - Supporting Development in the Early Years Foundation Stage, Continnum, [ISBN: 9781441128980].

Nigel Hall. (2003), Exploring Writing and Play in the Early Years, (2nd Ed). David Fulton Publish, UK, p.144, [ISBN: 1-84312-010-0].

P. Beckley,. (2012), Learning in Early Childhood, SAGE Publications Ltd, London, [ISBN: 978-1-84920-405-7].

Maureen Lewis & Susan J Ellis. (2006), Phonics: Practice, Research and Policy, Paul Chapman Educational Publishing, London, [ISBN: 978-1-4129-3086-4].

Caroline McGrath. (2010), Supporting early mathematical development, Routledge, New York, NY, [ISBN: 978-0-415-49161-7.].

Baldwin, P. and Fleming, K. (2003). Teaching Literacy through Drama: Creative Approches, RoutledgeFalmer.

Toye, N; Prendiville, F.. (2000), Drama and Traditional Story for the Early Years, Routledge Falmer, [ISBN: 9780415195362].

Lawrence, L. (1998), Montessori Read and Write: A Parents' Guide to Literacy for Children, Ebury Press, [ISBN: 9780091863517].

### Recommended Article/Paper Resources

G. French. (2007), Children's Early Learning and Development,
 http://www.ncca.ie/en/Curriculum_and_Ass essment/Early_Childhood_and_Primary_Educ ation/Early_Childhood_Education/How_Aist ear_was_developed/Research_Papers/Childr ens_learning_and_dev.pdf

DES. (2011), Literacy and Numeracy for Learning and Life: The National Strategy to Improve Numeracy and Literacy among Children and Young People 2011 - 2020,
 https://www.education.ie/en/Schools-Coll eges/Information/Literacy-and-Numeracy/L iteracy-and-Numeracy-Learning-For-Life.p df

French, G.. (2013), Early Literacy and Numeracy Matters, Journal of Early Childhood Studies, OMEP, 7,
 https://arrow.dit.ie/cgi/viewcontent.cgi ?article=1065&context=aaschsslarts

DES. (2017), Interim Review 2011-2016: Literacy and Numeracy for Learning and Life: The National Strategy to Improve Numeracy and Literacy among Children and Young People 2011-2020. New Targets 2017-2020,
 https://www.education.ie/en/Publications /Education-Reports/pub_ed_interim_review _literacy_numeracy_2011_2020.PDF

National Association for the Education of Young Children. Early Childhood Mathematics, Promoting Good Beginnings, NAEYC, 2002,
 https://www.naeyc.org/sites/default/file s/globally-shared/downloads/PDFs/resourc es/position-statements/psmath.pdf

### Other Resources

website, AistearSíolta Practice Guide,
 http://aistearsiolta.ie/en/

website, Síolta Standards Digests,
 http://siolta.ie/resources.php

Website, Department of Education and Skills.
 http://www.education.ie

Website, National Council for Curriculum and Assessment. Aistear Tool-kit,
 http://www.ncca.ie

Manual, Jill Vaydik. (2011), Storysacks Manual,
 https://www.nwtliteracy.ca/sites/default /files/resources/storysack_manual_nwtlc. pdf

Website, Barnardos. Literacy resources,
 http://www.barnardos.ie

website, Literacy Trust. Literacy Resources,
 https://literacytrust.org.uk/

website, Department of Children and Youth Affairs. (2016), Diversity, Equality and Inclusion Charter and Guidelines for Early Childhood Care and Education, Dublin, Government Publications,
 http://play.aim.gov.ie/wp-content/upload s/2018/03/Charter-and-Guidelines.pdf

website, Early Reading Connects. Literacy Resources for Early Years,
 http://www.earlyreadingconnects.co.uk

Website, National Adult Literacy Agency (NALA).
 http://www.nala.ie/

website, National Literacy Trust. Words for Life,
 http://www.wordsforlife.org.uk/

Link, Library Catalogue,
 https://tinyurl.com/y89n2a25