

## Liverpool John Moores University

Title: LITERACY IN THE EARLY YEARS  
Status: Definitive  
Code: **6501ECCUGP** (115383)  
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Stockport College

Team	Leader
Sharron Galley	Y

**Academic Level:** FHEQ6      **Credit Value:** 24.00      **Total Delivered Hours:** 71.00  
**Total Learning Hours:** 240      **Private Study:** 169

### Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	36.000
Seminar	20.000
Tutorial	13.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	AS1	Seminar Paper	25.0	
Essay	AS2	Essay	50.0	
Exam	AS3	Examination	25.0	2.00

### Aims

*This module begins with a review of what it is to be literate and how policy makers and educationalists define literacy. The module then focuses on how it is that children come to recognise, understand and use symbols to represent spoken language in the form of reading and writing. Theoretical models are explored and analysed; the practical implications of these models are also reviewed. The*

*influences of family, society, culture and educational settings on the development and use of literacy skills and knowledge are also evaluated.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Evaluate different definitions of 'literacy' and the significance of literacy for children and their families;
- 2 Assess a range of models that seek to account for a child's developing literacy skills and knowledge;
- 3 Critically discuss approaches to the teaching and assessment of reading and writing in early years settings;
- 4 Judge the significance of family background, gender and other social and cultural factors on a child's knowledge and use of literacy skills.

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

Seminar Paper	4	
Essay	2	3
EXAM	1	

## **Outline Syllabus**

*Review definitions of literacy and the value attached to literacy in society; consider some of the theoretical models that seek to explain a child's literacy development, for example Gesell, Thorndike, Piaget, Bourdieu; models suggesting sequences of literacy development, e.g. Chall, Browne, Frith, Goswami; approaches to teaching reading – phonics, contextualised methods; evidence on literacy standards and achievement, e.g. PIRLS; search journal articles that report on how, for example, gender, social class, family background and expectations may shape children's ideas about, and use for, literacy skills and knowledge.*

## **Learning Activities**

Evaluate different definitions of 'literacy' and the significance of literacy for children and their families;

## **References**

<b>Course Material</b>	Book
<b>Author</b>	Armstrong, M.
<b>Publishing Year</b>	2006
<b>Title</b>	Children Writing Stories.

<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Maidenhead. Open University.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Baldock, P.
<b>Publishing Year</b>	2006
<b>Title</b>	The Place of Narrative in the Early Years.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London. Routledge.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Barratt-Pugh, C. & Rohl, M. (eds).
<b>Publishing Year</b>	2000
<b>Title</b>	Literacy Learning in the Early Years.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Maidenhead. Open University.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Bearne, E., Dombey, H. & Grainger, T. (eds.)
<b>Publishing Year</b>	2003
<b>Title</b>	Classroom Interactions in Literacy.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Maidenhead. Open University.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Hunt, P. (ed.)
<b>Publishing Year</b>	2005
<b>Title</b>	Understanding Children's Literature.
<b>Subtitle</b>	
<b>Edition</b>	2nd ed.
<b>Publisher</b>	London. Routledge.
<b>ISBN</b>	

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## Notes

This module builds on, and completes, a strand of study of children's use of and knowledge of language that began at Level 1 with the Holistic Child and Early Years Curriculum module. At Level 2 there is a module, Speaking and Listening in the Early

Years. The strand is completed with this focus on the symbolic representation and use of spoken language.