

<b>Module Title:</b>	Areas of Learning: Language and Literacy, and Mathematical Development: Integrated Practice
<b>Module Code:</b>	FDEY05I
<b>Level:</b>	5
<b>Credits:</b>	15
<b>Pre-requisites:</b>	None

**Module Description:**

This module will develop students' knowledge and understanding of the characteristics of cognitive development as children acquire concepts, skills and attitudes in language, literacy and mathematics. Students will explore the relationship between the acquisition of different abstract concepts and skills. They will consider different ways to access these through mark-making, signing, music, etc. They will investigate what the current trends are in developing our understanding of the way children do (or don't) acquire these skills and concepts. Students will have the opportunity to share any particular expertise with their colleagues.

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**Indicative Content:**

- Preverbal communication and early language acquisition
  - Continuing language development
  - Play based activities to promote language development
  - Development of reading and writing
  - The change in emphasis on phonics
  - Developmental constraints on mark making
  - Play based activities to promote the development of reading & writing
  - Foundation stage and Key stage one language and literacy development
  - Young children as mathematical thinkers
  - Attitudes for developing mathematical confidence and competence
  - Non-standard and everyday maths
  - Play based and child led activities which promote mathematical confidence and competence
  - Foundation stage and Key stage one mathematical development
  - Bilingualism
  - Gender / social /cultural expectations and issues in mathematics, language and literacy
  - Research and development in mathematics, language and literacy
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## **Specific Learning Resources**

### **Bibliography**

#### Highly recommended

- Bennett, E. (2014) *The Building Blocks of Early Maths: bringing key concepts to life for 3-6 year olds*, Abingdon: Routledge.
- Bruce, T. and Spratt, J. (2011) *Essentials of Literacy from 0-7*, 2nd edition, London: Sage.
- Corbett, P. and Strong, J. (2016) *Talk for Writing in the Early Years: how to teach story and rhyme, involving families 2-5 years*, Maidenhead: Open University Press.
- Haylock, D. and Cockburn, A. (eds) (2013) *Understanding Mathematics for Young Children: a guide for teachers of children 3-8*, 4th edition, London: Sage
- Neaum, S. (2012) *Language and Literacy for the Early Years*, London: Sage.
- Palmer, S. (2013) *Foundations of Literacy*, 4th edition, London: Featherstone Education.
- Skinner, C. and Stevens, J. (2012) *Foundations of Mathematics: an active approach to number, shape and measures in the early years*, London: Featherstone Education.
- Thomson, I. (ed.) (2008) *Teaching and Learning Early Number*, 2nd edition, Maidenhead: Open University Press.

#### Recommended - Literacy

- Bryce-Clegg, A. (2012) *Get Them Talking, Get Them Writing*, London: Featherstone Education.
- Clipson-Boyles, S. (2001) *Supporting Language and Literacy 0-5: a practical guide for the early years foundation stage*, London: David Fulton.
- Gillen, J. (2003) *The Language of Children*, London: Routledge.
- Whitehead, M. (2010) *Language and Literacy in the Early Years*, 4th edition, London: Sage.

#### Numeracy

- Bennett, E. (2011) *Everyday Maths Through Everyday Provision: developing opportunities for mathematics in the early years*, London: Routledge.
- Montague-Smith, A. and Price, A. J. (2012) *Mathematics in Early Years Education*, 3rd edition, Abingdon: Routledge.
- Sperry Smith, S. (2013) *Early Childhood Mathematics*, 5th edition, Upper Saddle River: Pearson Education.
- Williams, S. and Goodman, S. (2000) *Helping Young Children with Maths*, London: Hodder and Stoughton.

#### Background reading

- Bialystock, E. (2001) *Bilingualism in Development: language, literacy and cognition*, Cambridge: Cambridge University Press.
- Bryce-Clegg, A. (2013) *Getting Ready to Write*, London: Featherstone Education.
- Clark, A. and Moss, P. (2011) *Listening to Young Children: the Mosaic Approach*, London: National Children's Bureau.

- Drury, R., Miller, L. and Campbell, R. (eds) (2000) *Looking at Early Years Education and Care*, London: David Fulton.
- Fox, G. and Halliwell, M. (2000) *Supporting Literacy and Numeracy: a guide for teaching assistants*, London: David Fulton.

## Module Specifications: School of Health & Social Sciences

Rich, D. (2002) *More Than Words: children developing communication, language and literacy*, London: British Association for Early Childhood Education.

Tassoni, P. and Hucker, K. (2005) *Planning Play and the Early Years*, 2nd edition, Oxford: Heinemann.

## Module Learning Outcomes

### Subject Specific Learning Outcomes

On successful completion of this module you will be able to:

<b>LO 1</b>	Evaluate key principles and practices in young children's language, literacy and mathematical development.
<b>LO 2</b>	Using evidence based practice provide well planned and carefully structured opportunities which support and develop young children's communication and mathematics.
<b>LO 3</b>	Analyse what young children know and can do and identify future learning needs in relation to these areas of learning

### Assessment Title or element

### Weighting (%)

#### Portfolio (3,000-word equivalent)

The portfolio is to include the planning and a reflective evaluation of the observed activity.

You need to observe 2 children:

- One child's development in Language and Literacy and another child's progress in Mathematics.
- To encourage critically examination of theory, it is recommended to choose two children of differing ability for the portfolio task.

A key element of the assessment is the observation of an activity in practice. This is mandatory and forms part of a formative assessment. The student is required to submit a plan of their activity prior to the commencement of the observed activity.

Students will need to make a reference to the EYFS outcomes in their plan and reflections. The observation will be ungraded, but the feedback will offer constructive comments and guidance; these can be used, along with the students own reflection, to form part of the portfolio. The portfolio will also contain the analysis and evaluation of additional activities and student observations, as well as contain a strong theoretical base reflective of the requirements of the specified learning outcomes.

100%

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**Module Specifications:** *School of Health & Social Sciences*

Further guidance will be given to students about the assessment during the taught sessions, and discussions concerned with preparing for the observation will be offered as part of the scheduled individual tutorial sessions.\*

Assessment Criteria: All module assessment requires demonstration that the learning outcomes for this module have been achieved.

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*Information correct at point of publication.*