Module specification

1. Factual information			
Module title	NC4209: A Focus on Children's Literature		
Module tutor	Lucy Krebs	**Level**	4
Module type	Taught	**Credit value**	5
Mode of delivery	100% face-to-face		
Notional learning hours	50 notional hours, made up of: Lectures: 5 hours Guest speakers: 2 hours Independent study: 43 hours		

2. Rationale for the module and its links with other modules
Although early literacy and phonics will be taught in NC4204: Learning, Development and Pedagogical Theory, this module will focus on practical ways to support children's literacy and phonics.

3. Aims of the module
Children are surrounded by language, and stories are the way many children are introduced to the written word. For some children, this will be a great joy that will lead them onto mark-making, then writing, but others might be a little more reluctant. This optional module will explore the mechanics of reading and writing and establish the strategies students can use to promote positive engagement with literacy.

4. Pre-requisite modules or specified entry requirements
None.

5. Is the module compensatable?
No.

6. Learning, teaching and assessment strategy for the module
Lectures Independent research activity

6. Learning, teaching and assessment strategy for the module
Group tasks

| **7. Intended learning outcomes** *At the end of the module, learners will be expected to:* ||||

1.   Demonstrate how children's literature promotes children's early literacy.

2.   Explain the use of literature to support children's understanding of the world.

A: Knowledge and understanding	**B: Cognitive skills**	**C: Practical and professional skills**	**D: Key transferable skills**
A1		C1	D2

8. Indicative content *This should provide an overview of content over the number of weeks of module delivery*

Week 1: Story-telling and Promoting Early Literacy (LO1)

Week 2: Books and Understanding the World (LO2)

This module provides opportunities for you to evidence the Early Childhood Graduate Practitioner Competencies https://www.ecsdn.org/wp-content/uploads/2021/09/ECSDN-Booket-Rev-July-2020.pdf.

9. Assessment

Assessment rationale

Students will demonstrate an activity or resource that supports the development of reading and writing. Students must submit referenced notes to support their ideas.

Assessment task/s	Weighting	Week submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
Demonstration: Demonstration of activity/resource related to literacy	100%	T3, Week 5	%	All

9. Assessment

- 5 mins (300 words equivalent)				
- Notes (200 words equivalent)				
- Reference list				

10. Teaching staff associated with the module

Name and contact details
Lucy Krebs lucy.krebs@norland.ac.uk
Ciara Walsh ciara.walsh@norland.ac.uk

11. Core reading list

Author	Year	Title	Location	Publisher
Cunningham, K.E.	2015	*Story: Still the Heart of Literacy Learning*	Maine	Stenhouse Publishers
Meddlicott, M.	2018	*Storytelling and Story-Reading in Early Years: How to Tell and Read Stories to Young Children*	London	Jessica Kingsley Publishers
Neaum, S.	2017	*What comes before phonics?*	Los Angeles	Learning Matters

12. Other indicative text (e.g., websites)

Campbell S. (2021) 'What's Happening to Shared Picture Book Reading in an Era of Phonics First?' Reading Teacher. Vol. 74. P.757-767

Fellasufah, F., and Mustadi, A. (2021) 'A Scrapbook of Child Stories as a Media to Improving the Story-Telling Skill' Journal of Education and Learning (EduLearn), Vol. 15, p.195–201

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

Document Control Information	
Policy Title:	NC4209 Module specification
Version number:	V3.0/RD/04-09-23
Owner:	Head of Learning, Teaching & Research
Approving Body:	Academic Board
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