

Module specification

1. Factual information			
Module title	NC4209: A Focus on Children’s Literature		
Module tutor	Kate Gingles	Level	4
Module type	Taught	Credit value	10
Mode of delivery	100% face-to-face		
Notional learning hours	100 notional hours: Module contact hours include lectures and scheduled support sessions, and may include individual and group tutorials, support sessions, workshops and value-added curriculum activities such as external speakers and trips. Independent study: 90 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?			
Yes – at module level.			
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*

Storytelling and Promoting Early Literacy (LO1)

Books and Understanding the World (LO2)

This module provides opportunities for you to evidence the [Early Childhood Graduate Practitioner Competencies](#).

9. Assessment

Assessment rationale

Students will perform a reading that supports engagement with children literature and promotes development and learning.

Students will explain the value of the literature and the act of reading by applying knowledge from the taught content and independent reading evidenced by the submission of a bibliography. The submission will include an annotated self-assessment rubric that is completed by the student within lectures.

Assessment task/s	Weighting	Week submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<i>Annotated self-assessment rubric:</i> Reading of children's literature.	100%	T3	%	All



9. Assessment

- Annotated self-assessment rubric (1000 word equivalent)

10. Teaching staff associated with the module

Name and contact details

Kate Gingles Kate.Gingles@norland.ac.uk

11. Core reading list

Author	Year	Title	Location	Publisher
Cunningham, K.E.	2015	<i>Story: Still the Heart of Literacy Learning</i>		Stenhouse Publishers
Hayes	2016	<i>Language , Literacy and Communication in the Early Years : A Critical Foundation</i>		Critical publishing
Meddlcott, M.	2018	<i>Storytelling and Story-Reading in Early Years: How to Tell and Read Stories to Young Children</i>		Jessica Kingsley Publishers
Neaum, S.	2017	<i>What comes before phonics?</i>		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

Olson, A. (2025) 'What I Wish I Knew Earlier about Wordless Books' *Kentucky English Bulletin*, 73(2), 22–24.

Qiu, Z. Y., & Yoke, S. K. (2024). The impact of gender stereotypes in children's picture books on children: a review. *International Journal of Academic Research in Business and Social Sciences*, 14(8), 2106-2118.

Rosen, M. (2025) *Adventures in Wonderland – An introduction to the theory and history of children's literature*. Gold Publishing.

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Section 1	Increase of credit value to 10 from 5, notional hours to 100 from 50 with appropriate changes to proportion of time in lectures & independent study reflected accordingly. Also removed the guest speaker session.	19/03/2025
Section 8	Indicative content elaborated upon.	19/03/2025
Section 9	Further detail provided on assessment rationale & reference list replaced with bibliography & annotated self assessment rubric on assessment criteria. Time permitted for presentation increased to 10 minutes from 5, now equivalent to 1000 words rather than 500.	19/03/2025
Section 1	Changed module leader from Lucy Krebs to Kate Gingles	20/03/2025
Section 10	Changed teaching staff to include Kate Gingles	20/03/2025
Section 9	Changed assessment type from 'Performance' to 'Live Practical Project' and noted that assessment is due to take place in trimester 3. Removed reference to bibliography & time limit for assessment, noting it should be the equivalent of 1000 words.	18/07/2025
Section 9	Changed assessment format from 'Live Practical Project' to 'Annotated Self-assessment rubric'.	03/07/2026



Document Control Information	
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Approving Body:	Programme & Module Modification Panel
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Date of approval:	3 rd July 2026
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