

EDU340

# Teaching Reading and Writing

**School:** School of Education and Tertiary Access

2025 | Semester 1

UniSC Sunshine Coast  
UniSC Moreton Bay  
UniSC Fraser Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

The course introduces you to reading and writing models, theories, and approaches in Australian contexts. The teaching of reading and writing is adapted according to developmental needs, giving consideration to phonics, fluency, whole language approaches, neuroscience, and critical literacy. Developmental progressions in oracy, reading and writing are explored, and effective instruction techniques are practiced, including auditory and visual processing strategies. Systems for meaning making are studied alongside strategies for differentiation. Students learn how to assess a Year One student's reading and writing competence, evaluate the recorded evidence and propose ways to improve the student's reading and writing at text, word, and letter level.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – You are required to engage with learning materials, accessed through Canvas.	2hrs	Week 1	9 times
<b>Tutorial/Workshop 1</b> – On campus tutorials.	2hrs	Week 1	10 times

### 1.3. Course Topics

- Models, theories, and approaches, including the science of reading, that impact teaching reading and writing
- Developmental progressions in oracy, reading and writing
- Teaching reading and writing in an effective manner
- Systematic and explicit teaching practices
- Phonemic awareness, phonics, phonological awareness, fluency, vocabulary, comprehension, oral language
- Auditory and visual processing strategies that include attending, searching, confirming, self-correcting.
- Cueing systems - grapho-phonetic (phonics, phonemic and phonological awareness), syntactic (grammar), semantic (meaning, vocabulary, comprehension) pragmatic (Standard and non-Standard English), and paralinguistic (punctuation, layout, captions)
- Matching teaching strategies to children's developmental needs
- Assessment, reporting and records keeping practices in reading and writing

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 Demonstrate knowledge and understanding of the range of theories, models, and practices (including the science of reading) that have impacted the Australian Curriculum: English and reading, writing, and speaking teaching practices.	Knowledgeable Creative and critical thinker Information literacy	2.1, 2.3, 2.5, 3.2, 3.3, 3.4, 3.6, 5.4
2 Produce a Portfolio of Language Teaching Strategies that can be used to teach reading, writing, and speaking across a range of year levels, and accounts for processing strategies, cueing systems and English curriculum learning outcomes.	Knowledgeable Empowered Applying technologies	1.5, 2.1, 2.3, 2.5, 3.2, 3.3, 3.4, 3.6
3 Analyse a student's responses to five reading and writing assessment tasks, and plan appropriate future instruction at text, word, and letter level by using the Australian Curriculum: English, explicit teaching strategies and drawing upon research-based literature.	Knowledgeable Empowered Communication Information literacy	2.1, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.6, 5.4
4 Communicate in oral and written forms using appropriate, coherent, and cohesive English language at text, word, and letter level.	Communication Information literacy	2.5, 3.6, 5.4

### \* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

CODE	COMPETENCY
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.6	Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Enrolled in Program ED303, ED304, UB009

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

EDU640

### 5.4. Specific assumed prior knowledge and skills (where applicable)

You will have achieved a Pass in Senior English

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Early feedback will be provided on preservice teachers' personal language skills. This will take the form of a written task in the first week of tutorials. A Practice Quiz will be held in Week 2.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	20%	100 minutes	Week 4	In Class
All	2	Portfolio	Individual	35%	1500-1800 words	Week 8	Online Assignment Submission with plagiarism check
All	3	Report	Individual	45%	2000 words	Week 10	Online Assignment Submission with plagiarism check and in class

### All - Assessment Task 1: English theory and curriculum

<b>GOAL:</b>	The goal of this task is to have you demonstrate from research and the curriculum your knowledge, of the factors which contribute to current influences on the teaching of reading, writing, and speaking.		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	The test comprises multiple-choice and short answer questions. You are encouraged to bring one page of single-sided notes to class.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Knowledge and understanding of the theoretical influences, including neuroscience research, that impact the teaching of reading and writing	1
	2	Content knowledge of the Australian Curriculum: English.	1
	3	Communicates in written forms using appropriate, coherent, and cohesive English language at text, word, and letter level.	4
<b>GENERIC SKILLS:</b>	Communication		

### All - Assessment Task 2: Portfolio of Teaching Strategies

<b>GOAL:</b>	The goal of this task is for you to produce a portfolio of reading and writing teaching strategies that can be used to develop student's English skills at a nominated year level.		
<b>PRODUCT:</b>	Portfolio		
<b>FORMAT:</b>	<p>At the completion of this task, you can demonstrate to a School Principal your thinking on 'how' to teach reading, writing and oral language systematically and explicitly, in a year level of your choice (F-6).</p> <ul style="list-style-type: none"> <li>You will choose a range of teaching strategies (12 in total) to effectively teach reading, writing, and oral language.</li> <li>On CANVAS, a range of teaching strategies is provided, choose 12 strategies from what is given and describe how each strategy can be used to address the Content Descriptors/Elaborations in ACARA: English in Early, Middle, and Upper Primary.</li> <li>When assembling the portfolio (one strategy per page), remember to: include four (4) strategies each for reading and writing and oral language, explain the purpose of each strategy, the procedure to be adopted, provide a justification for choice that relates to how it can develop student's use of cueing systems, and processing strategies (brain research) in relation to the Australian Curriculum: English Learning Outcomes. A comment is required on modifications for use with a range of learners.</li> <li>You are required to support each teaching strategy with references and research.</li> </ul>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Explanation of each teaching strategy, and a justification for its use and the procedure to be adopted for its implementation. An appropriate range of teaching strategies is chosen for nominated year levels.	2
	2	Explanation of the links between teaching strategies, theories of how children learn to read and write, and the Australian Curriculum; English.	1 2 4
	3	Organisation of the portfolio for a professional audience ( ie. Principal ready).	2 4
	4	Writes using academic literacies including English expression at text, word and sentence level, and correct APA 7 referencing.	2 4
<b>GENERIC SKILLS:</b>	Communication, Organisation, Information literacy		

### All - Assessment Task 3: Report

<b>GOAL:</b>	The goal of this task is for you to analyse one child's responses to a range of English assessment tasks.		
<b>PRODUCT:</b>	Report		
<b>FORMAT:</b>	<p>The final assessment piece requires you to analyse a Year 1 child's responses to a range of English assessment tasks in reading and writing and write a report to communicate your findings.</p> <ul style="list-style-type: none"> <li>You will assess the child's strengths and weaknesses according to the specific assessment tasks and then apply your understanding of research, language learning theory (which includes neuroscience research) and teaching strategies (Tasks 1 &amp; 2) to propose a future teaching plan for the student.</li> <li>You are required to link the proposed teaching to the Australian Curriculum: English year level learning outcomes.</li> </ul>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Demonstrated knowledge of how to assess and analyse one child's responses to a range of Year One reading and writing tasks.	1 3
	2	Applies research literature, information from Australian Curriculum: English documents, and knowledge of teaching strategies to plan for the student's future language development	1 3
	3	Provides detailed analysis of the child's strengths and weaknesses in reading and writing.	1 3
	4	Communicates in written forms using appropriate, coherent, and cohesive English language at text, word, and letter level	4
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Information literacy		

#### 6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
2020 AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS				
All delivery modes	Portfolio	Portfolio of Teaching Strategies	2.1	Taught
			2.3	Practiced
			2.5	Practiced
			3.3	Practiced
			3.4	Practiced
	Quiz/zes	English theory and curriculum	2.1	Taught
			2.3	Taught
			2.5	Taught
	Report	Report	2.1	Practiced
			2.3	Practiced
			2.5	Practiced
			3.2	Taught
			3.3	Taught
			3.6	Practiced
			5.4	Taught, Practiced

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Gail E. Tompkins	2016	Literacy for the 21st Century	4	Pearson

### 8.2. Specific requirements

Lap tops

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty  
From 15 minutes to 30 minutes: 20% penalty  
More than 30 minutes: 100% penalty

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

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