

MODULE HANDBOOK

ECAD5016

Professional and Pedagogic Studies:
Deepening Practice: **Reading & Children's Literature**

BA (Hons) Primary Education with Qualified Teacher Status

Level 5

Number of credits Credits 20

Yr Athrofa

2025-2026

Revalidated October 2023 for first intake September 2024

1. Point of contact

Module Lead: jayne.morgan@uwtsd.ac.uk

2. Our Expectations

We hope you enjoy the module and programme. We are here to help.

You should:

- Make good use of the University facilities and resources
- Attend and participate in sessions
- Act responsibly
- Meet assignment deadlines
- Engage and participate in all sessions

Please read the University [Regulations for Students](#) and the Athrofa Engagement Policy.

3.Aims and Learning Outcomes

AIM(S)

To provide student-teachers with a deepened understanding of Reading in the Curriculum for Wales framework and the knowledge of theory, research and good practice to enable them to effectively lead learning and collaborate with colleagues in this area.

LEARNING OUTCOMES

Upon the successful completion of this module, the student-teacher should be able to:

- identify the role and responsibilities of an evidenced based practitioner;
- show a deepened understanding of the complex nature of the learning environment in order to deliver effective teaching and learning;
- secure an understanding of transformative practice through evaluating their own pedagogical practices in collaboration.

INDICATIVE CONTENT

- Exploration of the skills needed to plan, deliver and evaluate creative and innovative learning experiences which facilitate pupils' progression through the Area of Learning and Experience(s).
- Integration of the key aspects of the CfW framework e.g. integral skills and cross curricular skills into the Area of Learning and Experience(s).
- A deeper consideration of pedagogical content knowledge.
- Opportunities to connect and collaborate with Partnership schools and other agencies to deepen practical/applied knowledge and develop innovative pedagogies within a specialist area.
- The pedagogical approaches that support pupils' holistic Reading development.
- How to apply acquired knowledge in authentic contexts to support pupil progression in Reading.

During this module, students will look at a wide range of children's literature, ranging from the classics to contemporary more inclusive literature. They will consider the characteristics of a "good" book. They will also think about how they might use literature in the classroom, including poetry. The module will go on to look at how schools can instil a love of reading in children. Looking at the work of the Reading for Pleasure group, students will learn about how they can develop an enthusiasm for reading amongst their pupils and try out some of these ideas for themselves.

4. Assessment Information

STUDY TIME ALLOCATION

There are 30 scheduled learning hours for this module.

The study time for the module is divided as follows:

Activity Type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	150	75%
Placement learning	20	10%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	1375 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	10 minutes	50%

ASSESSMENT SUMMARY

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

5. Module Content

Plan for Sessions			
Session number	Date		Content
1	Friday, 28 th November 2025	Plans	• What do you want to get out of this module? • Sharing the draft plan • Reading list
D1 2 & 3	Wednesday, 22 nd April 2026	Learning to read	• How do we teach children to read? • How do we teach them? • Shared and guided reading
D2 4, 5 & 6	Friday, 24 th April 2026	Children's literature	• Sharing books we have read • Deciding upon what makes a good book Looking at a range of children's literature • Compiling a portfolio (electronic or otherwise)
D3 7, 8 & 9	Monday, 27 th April 2026	Using books in school	• Literature-based cross-curricular planning
D4 10 & 11	Wednesday, 29 th April 2026		• The role of the LLC lead
			• Reading for pleasure – class story
D5 12 & 13	Friday, 1 st May 2026	Reading for pleasure	• Reading for pleasure
D6 14 & 15	Wednesday, 6 th May 2026		• Reading for pleasure – a school book club <i>Present portfolio and module feedback. TBC!</i>

6.Assessment Tasks and Guidance

Please see the Assessment Specification for this module that can be found in Moodle under "Assessment Information".

PORTFOLIO – of reading and reflections on reading undertaken on the modules. Ideas on how the texts might be used.

PRESENTATION – interview for the role of Languages, Literacy and communication Coordinator in a primary school

13th May 2025 @ 23.59

INDICATIVE READING LIST

Please use Leganto for the most up-to-date list.

Module Code	ECAD5016	
Module Title	Professional and Pedagogic Studies: Deepening Practice: Reading & Children's Literature	
Classification	Reading List entry	Electronic*
	Essential Reading	
	Chetty, D. & Sands O'Connor, K. (2024) <i>Beyond the Secret Garden: Children's Literature and Representations of Black and Racially Minoritised People</i> . London: English & Media Centre	Y
	Cremin, T., Reedy, D. & Bearne, A. (2006) <i>Teaching English Creatively</i> . London: Routledge.	
	Cremin, T. & Scholes, L. (2024) 'Reading for pleasure: scrutinising the evidence base – benefits, tensions and recommendations', <i>Language and Education</i> , 38(4), pp. 537–559.	Y
	Gamble, N. (2019) <i>Exploring Children's Literature: Reading for Knowledge, Understanding and Pleasure</i> . 4th edn. London: SAGE Publications Ltd	
	Medwell, J.A., Wray, D. and Minns, H. (2014) <i>Primary English: Teaching theory and practice</i> . United Kingdom: SAGE Publications	
	Spufford, F. (2002) <i>The Child That Books Built</i> . London: Faber & Faber.	
	Such, C. (2025) <i>Primary Reading Simplified: A Practical Guide to Classroom Teaching and Whole-School Implementation</i> . London: SAGE Publications	
	Tennent, W., Reedy, D., Hobsbaum, A. & Gamble, N. (eds.) (2016) <i>Guiding Readers – Layers of Meaning: A handbook for teaching reading comprehension to 7-11-year-olds</i> . London: UCL IOE Press.	
	Waugh, G. & Neaum, J. (2015) <i>Children's Literature in Primary Schools</i> . London: SAGE Publications.	

	Wyse, D. and Hacking, C. (2024). Balancing Act: An Evidence-based Approach to Teaching Phonics, Reading and Writing. Abingdon: Routledge.	Y
	https://ourfp.org/ Reading for Pleasure website Please look at the Publications tab	