

## FFL – THE FOUNDATIONS OF A FAMILY LITERACY INTERVENTION PROGRAMME (AWARD)

MQF Level: 7

ECTS Value: 12 ECTS

Duration: 24 Sessions  
Self-Study Hours: 144

Contact Hours: 60  
Assessment Hours: 96

### Programme Description

This training course will allow educators to obtain an awareness and a deep understanding of how all students can acquire literacy skills. They will be able to understand the causes of literacy difficulties and to adapt their teaching to suit the needs of students in their class. They will also gain a working knowledge to support students, identify their literacy difficulties and plan a systematic, intervention programme such to address their difficulties.

The course will be framed within a family literacy, parental empowerment model. Parents/caregivers are essential stakeholders in their child's educational trajectory and are an integral part of Nwar service provision. The training course will help participants reflect on ways to work with parents/caregivers, with a focus on the involvement of parents/caregivers within Nwar sessions or other similar intervention programmes.

### Entry Requirements

Applicants interested in following this programme are to satisfy one of the minimum eligibility criteria:

1. An MQF Level 6 qualification in Teaching or Inclusive Education.
2. An MQF Level 5 qualification with a minimum of 60 ECTS in Education/Inclusive Education together with three (3) years relevant work experience. Applicants applying under this criteria will be asked to attend an interview and present a portfolio of their work together with a written task.
3. An MQF Level 5 qualification with a minimum of 30 ECTS in Education/Inclusive Education together with five (5) years relevant work experience. Applicants applying under this criteria will be asked to attend an interview and present a portfolio of their work together with a written task.

## Overall Objectives and Outcomes

The objectives of this short programme are for participants to be able to:

- a) apply the knowledge learnt to support students in literacy which includes balanced literacy theory and practice, language use and function in a bilingual class, reading and spelling strategies, phonological awareness, phonic skills, reading development, paired, shared and guided reading, using meaningful texts, fluency and comprehension, vocabulary building, and writing skills;
- b) apply all acquired skills in their teaching within their classroom;
- c) identify the underpinning causes of literacy difficulties through theoretical knowledge to inform on their teaching and classroom practices;
- d) use and elicit the teaching skills and sub-skills both explicitly and implicitly and establish the place of such skills in the curriculum and their plan of work;
- e) empower parents/guardians with skills and strategies that will enhance their child's teaching and learning process within a family literacy intervention programme such as the Nwar family literacy programme;
- f) understand the different multi-cultural perspectives that educators face in class.

## Programme Structure

This programme is composed of the following modules:

- The National Literacy Strategy and Balanced Literacy: Theory and Practice (1 ECTS)
- Phonological Awareness Skills as a Precursor to Literacy Development (1 ECTS)
- Language Development: Use and Function in a Bilingual Class (1 ECTS)
- Reading and Spelling Strategies (2 ECTS)
- Reading Development (3 ECTS)
- Writing Process Methodology (1 ECTS)
- Creating Multisensory and Digital Resources (2 ECTS)
- Planning a Family Literacy Intervention Session (1 ECTS)

For further details regarding delivery and assessment, kindly refer to the individual module descriptors below and on the IfE Portal.

## Certification

Upon successful completion of this programme, course participants will be conferred an accredited certification.

## Further Learning Opportunities and Career Progression

Upon successful completion of this programme, course participants may apply for the position of Nwar Tutor with the Malta National Literacy Agency. This certification may also be used to apply for

Recognition of Prior Learning for accredited programmes. Teachers may use this certification in their application for accelerated programme.

## FFL01 – The National Literacy Strategy and Balanced Literacy: Theory and Practice

MQF Level: 7

ECTS Value: 1 ECTS

Duration: 2 Sessions

Contact Hours: 5

Self-Study Hours: 12

Assessment Hours: 8

### Module Description

This module will give participants an overview of the National Literacy Strategy for All and introduce the components of a balanced literacy approach (read aloud, shared reading, modelled reading, guided reading, independent reading, modelled writing, shared writing, guided writing, independent writing and word study.)

A balanced literacy approach can be used with all students to address their literacy difficulties. Participants will be introduced to a balanced literacy approach to teaching and learning within a theoretical and practical framework both in the classroom and within an after-school literacy programme. This module will also touch on the involvement of parents/caregivers within a balanced literacy approach.

### Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

### Competences

- a) enhance aspects of a balanced literacy approach they are currently utilising in their teaching;
- b) deliver literacy lessons integrating at least one of the components of a balanced literacy approach within their own classroom.

### Knowledge

- a) describe key literacy strategies and components of balanced literacy, mentioned in the National Literacy Strategy for All, including read aloud, shared reading, modelled reading, guided reading, independent reading, modelled writing, shared writing, guided writing, independent writing and word study;
- b) demonstrate an understanding of the pedagogy and methodology of a balanced literacy approach;
- c) develop knowledge of the teacher's role in the teaching and learning process focusing on explicit modelled instruction, scaffolded learning and gradual release of responsibility;
- d) demonstrate an understanding of the theoretical underpinnings of a balanced literacy approach;
- e) develop knowledge on the impact of learning difficulties that may hinder children from attaining literacy.

## Skills

- a) identify and explain the components of a balanced literacy approach;
- b) analyse their own classroom practice to determine what balanced literacy components they are implementing in their teaching;
- c) select at least one component of a balanced literacy approach they can implement within their classroom context or group;
- d) adopt a multi-sensory, hands-on and scaffolded methodology in the delivery of literacy lessons with the possible inclusion of parents/caregivers.

## Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

## Assessment Methods

This module will be assessed through: Assignment

## Suggested Readings

### Core Reading List

- 1) Bodman, S & Franklin, G (2014). *Which Book and Why*, Institute of Education Press, University of London.
- 2) Cecil, N. L. (2011) *Striking a Balance: A comprehensive approach to Early Literacy*. Holcomb Hathaway, United States.
- 3) Ministry for Education and Employment, (2014). *A National Literacy Strategy for all in Malta and Gozo*. Available online: <http://education.gov.mt/en/Documents/Literacy/ENGLISH.pdf>
- 4) Ministry for Education (2012). *The National Curriculum Framework for All*. Available online: <http://curriculum.gov.mt/en/resources/the-ncf/pages/default.aspx>.

### Supplementary Reading List

- 1) Mermelstein, L.; foreword by Calkins, L. (2006) *Reading/Writing Connections in the K-2 Classroom: Find the Clarity and then Blur the Lines*. Pearson Education Inc.
- 2) Rief, S.F. & Heimburge, J.A (2007). *How to Reach and Teach all Children through Balanced Literacy*. John Wiley & Sons Inc.
- 3) Tompkins, G.E. (2006) (4th ed.) *Literacy for the 21st Century: A Balanced Approach*. Pearson, New Jersey.

## FFL02 – Phonological Awareness Skills as a Precursor to Literacy Development

MQF Level: 7

ECTS Value: 1 ECTS

Duration: 2 Sessions  
Self-Study Hours: 12

Contact Hours: 5  
Assessment Hours: 8

### Module Description

Competence in phonological development provides a strong and successful foundation for later reading and writing skills as it is one of the precursors of literacy skills. The necessary components to develop the skills in this area require a knowledgeable teacher who understands this development, and who can help students develop such skills through explicit and implicit teaching. Some students do not develop these phonology skills naturally and these gaps need to be addressed as a lack of these skills will impact the development of reading and writing. It is generally agreed that phonological deficit is the main cause of dyslexia (Blomert and Willems, 2010; Ziegler and Goswami, 2005).

The module will focus on the following key areas:

- a) theories and science underlying phonological awareness;
- b) the development of phonological skills related to age acquisition;
- c) assessing phonological awareness skills - identification of students' phonological skills and difficulties;
- d) phonological awareness skills and strategies to support students within a whole language approach.

### Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

#### Competences

- a) assess students' phonological awareness skills and difficulties;
- b) develop phonological awareness skills and implement strategies using a pedagogical approach based on theory and research to address students' difficulties;
- c) respond to students' phonological awareness needs and adapt teaching skills and strategies accordingly;
- d) assist parents/caregivers to implement phonological awareness skills strategies at home.

#### Knowledge

- a) describe the theories underpinning phonological awareness;
- b) demonstrate an understanding of the language processing in phonological awareness;
- c) articulate the sounds in Maltese and English in a clear manner;
- d) outline the phases of a phonological awareness developmental progression.

## Skills

- a) identify students' phonological awareness skills and difficulties;
- b) use the phonology of the Maltese and English languages;
- c) identify students' phonological awareness skills and difficulties;
- d) use the phonology of the Maltese and English languages;
- e) plan phonological awareness lessons using a pedagogy based on research;
- f) organize and teach phonological skills explicitly and systematically through a hierarchal approach linked to students' development;
- g) support parents/caregivers within the family literacy intervention session.

## Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

## Assessment Methods

This module will be assessed through: Case-Study

## Suggested Readings

### Core Reading List

- 1) Cassano, C. & Steiner, L. (2016) Exploring assessment demands and task supports in early childhood phonological awareness assessments In *Literacy Research: Theory, Method and Practice*. Vol 65, Issue 1, pp. 217 – 235
- 2) Grech, H. & Dodd, B. (2008) Phonological acquisition in Malta: a bilingual language learning context, *International Journal of Bilingualism*, vol. 12, (3): 155-171, no. 3, pp. 155--177.
- 3) Sammut, R. (2015) *The design of a Maltese Literacy Programme for the early years*. Malta Review of Educational Research. Volume 9, No.1, Special Issue, pp. 5-23 Faculty of Education, UoM.
- 4) Xuereb, Rachael, Grech, Helen, & Dodd, Barbara. (2011) The Development of a Literacy Diagnostic Tool for Maltese Children. *Clinical Linguistics & Phonetics*, 25(5), pp. 379-398.

### Supplementary Reading List

- 1) Mathes, P. G. Torgesen, J. K. & Allor, J. H. (2001) The effects of peer-assisted literacy strategies for first grade readers with or without additional computer assisted instruction in phonological awareness In *American Educational Research Journal*. Vol. 28 No. 2, pp. 371 – 410
- 2) Ramus, F. & Szenkovits, G. (2008) What phonological deficit? In *The Quarterly Journal of Experimental Psychology*. Vol 6, Issue 1 pp. 129 - 14

- 3) Ziegler, J. C. & Goswami, U. (2005) Reading acquisition, developmental dyslexia, and skilled reading across languages: A psycholinguistic grain size theory In *Psychological Bulletin*. Vol. 131, No. 1, pp. 3–29

## FFL03 – Language Development: Use and Function in a Bilingual Class

MQF Level: 7

ECTS Value: 1 ECTS

Duration: 2 Sessions

Contact Hours: 5

Self-Study Hours: 12

Assessment Hours: 8

### Module Description

During this module, participants will become familiar with bilingual development within the local educational context. Participants will become familiar with the theoretical underpinnings to foster bilingualism and will become more knowledgeable on the role of language mediation and translanguaging within Maltese classrooms

The module will focus on the following key areas:

- 1) bilingual development and education within a local context;
- 2) models of bilingual education to foster bilingualism;
- 3) key theoretical issues underpinning bilingualism and translanguaging;
- 4) the role of language mediation and translanguaging in the bilingual classroom.

### Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

### Competences

- a) focus on theories and latest research pertaining to language acquisition and bilingual development;
- b) reflect on language use within his/her classroom and how this can promote bilingual development in learners within the classroom;
- c) respond to the language needs of his/her students, and evaluate and adapt his/her teaching and language use accordingly;
- d) ensure students' home language is acknowledged and celebrated in his/her classroom and within an Nwar setting or other similar intervention programmes

### Knowledge

- a) develop an awareness of language education policies and their implication for practice;
- b) demonstrate an understanding of the theories of language acquisition and bilingual development;
- c) define the role of language mediation in his/her classroom and within an Nwar setting or other similar literacy intervention programmes;
- d) develop a deeper understanding and appreciation of the language realities within his/her classroom, school, home and/or within an Nwar setting or other similar literacy intervention programmes;

## Skills

- a) assess their own language use (oral and written) within their classroom and its implications for children's bilingual development;
- b) evaluate how educators can use language mediation and translanguaging in their classrooms;
- c) evaluate their students' language needs through concrete strategies and provisions;
- d) design language and literacy activities which address students' language needs;
- e) create a learning environment ensuring that language is not a barrier for students to access the curriculum;
- f) evaluate own language learning to enhance their professional growth.

## Module Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IFE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

## Assessment Methods

This module will be assessed through: Assignment

## Suggested Readings

### Core Reading List

- 1) Mifsud C.L., Vella L.A. (2018) To Mix Languages or Not? Preschool Bilingual Education in Malta. In: Schwartz M. (eds.) *Preschool Bilingual Education. Multilingual Education*, Vol 25. Springer, Cham
- 2) Mifsud C.L., Vella L.A. (2018) *Teacher agency and language mediation in two Maltese preschool bilingual classrooms, Language, Culture and Curriculum*, DOI: [10.1080/07908318.2018.1504400](https://doi.org/10.1080/07908318.2018.1504400)
- 3) Ministry of Education (2016). *A language Policy for the Early Years in Malta and Gozo*.
- 4) Vella, L. A., Mifsud, C.L. & Muscat, D. (2018). *Language use in Early Childhood Education Years in Malta. A Report*. National Literacy Agency, Ministry for Education and Employment, Malta

### Supplementary Reading List

- 1) Baker, C. (2011). *Foundation of bilingual education and bilingualism* (5th ed.). Bristol: Multilingual Matters.
- 2) Camilleri Grima, A. (2013). A select review of bilingualism in education in Malta. *International Journal of Bilingual Education and Bilingualism*, 16(5), 553–569.
- 3) Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal*, 94(1), 103–115.
- 4) Sciriha, L. (2001) Trilingualism in Malta: Social and Educational Perspectives. In *International Journal of Bilingual Education and Bilingualism*. Vol. 4, 2001, Issue 1, pp. 22 – 37

- 5) The Council of Europe (2015). *Language Education Policy Profile. Malta*. The Language Policy Unit. Available online: [http://www.coe.int/t/dg4/linguistic/Source/Profile-Malta\\_final2015\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Profile-Malta_final2015_EN.pdf)

## FFL04 – Reading and Spelling Strategies

MQF Level: 7

ECTS Value: 2 ECTS

Duration: 4 Sessions

Contact Hours: 10

Self-Study Hours: 24

Assessment Hours: 16

### Module Description

Educators require strategies to be able to use and implement a balanced literacy approach in their classroom. During this module, participants will become familiar with phonics and word study, which are essential elements that need to be included when teaching students with reading difficulties.

The module will focus on the following key areas:

- 1) reading and spelling strategies;
- 2) phonics and word work;
- 3) identification of student's difficulties in reading and how to address these difficulties.

### Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

### Competences

- a) plan and develop reading and spelling strategies within a scaffolded literacy programme with the involvement of parents/caregivers;
- b) explicitly and effectively teach concepts of word recognition and phonics;
- c) effectively teach all steps in a decoding and encoding lesson, including single word reading and connective text that is read fluently, accurately and with appropriate intonation and expression;
- d) direct students' attention to speech sounds, reading, spelling and vocabulary instruction during reading instruction.

### Knowledge

- a) determine 1<sup>st</sup> and 2<sup>nd</sup> language phonemic systems as appropriate and identify the most challenging sounds;
- b) define grapheme as a functional correspondence unit or representation of a phoneme;
- c) explain how to order phonic concepts from easier to more difficult;
- d) explain common orthographic rules and patterns in English and Maltese;
- e) understand the reciprocal associations of phoneme processing, reading, spelling and vocabulary;
- f) distinguish the difference between high frequency words and tricky/irregular words;
- g) identify printed words that are the exception to regular patterns and spelling principles;
- h) describe reading and spelling development and which areas require attention (decoding, word building, phonological awareness and comprehension);
- i) outline a complete lesson format, from the introduction of a word recognition concept to taught application in meaningful reading and writing activities.

## Skills

- a) understand and analyse the principles of explicit and direct reading: model, lead, guided practice and review;
- b) anticipate which sounds may be most challenging for 2<sup>nd</sup> language learners and the difference in the two systems;
- c) accurately map graphemes and phonemes in any English and Maltese word;
- d) plan lessons with a cumulative progression of word recognition skills;
- e) apply concepts to reading style words and phrases, and connected text.

## Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

## Assessment Methods

This module will be assessed through: Practical Task and Analysis

## Suggested Readings

### Core Reading List

- 1) Firman, C. (2009) Perspectives from Malta. *Perspectives on Language and Literacy*, 35(1), pp. 28-31.
- 2) Johnson, P., Keier, K. (2010) 'Beyond "Shout It Out"', in Johnson, Keier, P. K. ed. (2010) *Catching Readers Before They Fall: Supporting Readers Who Struggle, K-4*. USA: Stenhouse, pp. 51-69.
- 3) Moats, L. (2009) Knowledge Foundations for Teaching Reading and Spelling in *Read Writ 22*: pp. 379–399 [Online] DOI 10.1007/s11145-009-9162-1, Springer Science+Business Media B.V.
- 4) Sammut, R. (2015) *The design of a Maltese Literacy Programme for the early years*. Malta Review of Educational Research. Volume 9, No.1, Special Issue, pp. 5-23 Faculty of Education©, UoM.
- 5) Rupley, W., Blair, T., Nichols, W. (2009) 'Effective Reading Instruction for Struggling Readers: The Role of Direct/Explicit Teaching, Reading & Writing Quarterly'. *Overcoming Learning Difficulties* [Online] 25, (2-3) pp. 125-138.

### Supplementary Reading List

- 1) Firman, C. (2007) *A Study of Word-level Decoding Skills of 7-year-old Maltese Children in a Bilingual Environment*.
- 2) Firman C. (1984) *Reading and Writing Difficulties Encountered by Some Children: Dyslexia?*
- 3) Westwood, P. (2014) 'Word study', *Teaching Spelling: Exploring commonsense strategies and best practices* (Westwood, ed) UK: Routledge, pp. 33-38.
- 4) Williams, C., et al. (2009) Word Study Instruction in the K–2 Classroom in *The Reading Teacher*, [Online] 62(7), pp. 570–578, International Reading Association, DOI:10.1598/RT.62.7.3

- 5) Williams, C., Lundstrom, R. P. (2007) Strategy Instruction During Word Study and Interactive Writing Activities in *The Reading Teacher*, [Online] 61 (3), pp. 204–2, International Reading Association, DOI:10,1598/RT.61.3
- 6) Kieffer, M. J., Lesaux, N.K. (2007) Breaking Down Words to Build Meaning: Morphology, Vocabulary, and Reading Comprehension in the Urban Classroom in *The Reading Teacher*, [Online] 61 (2), pp. 134–14, International Reading Association, DOI:10,1598/RT.61.2

## FFL05 – Reading Development

MQF Level: 7

ECTS Value: 3 ECTS

Duration: 6 Sessions

Contact Hours: 15

Self-Study Hours: 36

Assessment Hours: 24

### Module Description

During this module, participants will become familiar with reading development and the different types of reading strategies. Participants will obtain the necessary skills and competences to implement these reading strategies in their classroom. They will understand the theory behind reading development and can scaffold learning activities to improve reading instruction.

The module will focus on the following key areas:

- 1) reading development focusing on key reading strategies: read aloud, paired, shared and guided reading;
- 2) the theory behind guided reading;
- 3) reading running records;
- 4) the structure of a guided reading lesson;
- 5) planning a guided reading lesson;
- 6) planning a low level guided reading lesson with the inclusion of parents/caregivers.

### Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

#### Competences

- a) conduct reading running records to establish students' instructional reading levels;
- b) deliver guided reading sessions within a family literacy context and within a classroom setting;
- c) implement reading strategies within the classroom;
- d) assist parents/caregivers to implement paired reading at home.

#### Knowledge

- a) demonstrate an understanding of key reading strategies most predominantly paired, read aloud, shared and guided reading;
- b) determine different reading strategies and how to implement them within the classroom;
- c) develop an understanding of the educator's role within each reading strategy;
- d) detail a scaffolded programme pertaining to reading competences;
- e) explain the value of authentic texts/books and skill-based learning in the development of reading.

## Skills

- a) identify areas of difficulty in reading and select appropriate intervention strategy;
- b) apply the principles of a balanced literacy and teaching model within his/her classroom and plan, develop and deliver a range of reading literacy lessons;
- c) identify and assess students' instructional reading levels using reading running records and evaluate their difficulties;
- d) demonstrate an ability to plan and deliver read aloud, shared and guided reading sessions selecting appropriate intervention strategies;
- e) support parents/caregivers to empower them to implement paired reading with their child at home.

## Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

## Assessment Methods

This module will be assessed through: Practical Tasks and Reflection

## Suggested Readings

### Core Reading List

- 1) Bodman, S., & Franklin G. (2014). *Which Book and Why*, Institute of Education Press, University of London.
- 2) Flanigan K., Hayes L., Templeton, S., Bear D., Invernizzi M., Johnston F. (2011) 'The Within Word Pattern Stage', in Flanigan, Hayes, Templeton, Bear, Invernizzi, Johnston, ed. (2011) *Words their way with Struggling Readers - Word study for Reading, Vocabulary, and Spelling Instruction, Grades 4-12*. USA: Pearson, pp. 93-124.
- 3) Flanigan K., Hayes L., Templeton, S., Bear D., Invernizzi M., Johnston, F. (2011) 'The Syllables and Affixes Stage', in Flanigan, Hayes, Templeton, Bear, Invernizzi, Johnston, ed. (2011) *Words their way with Struggling Readers - Word study for Reading, Vocabulary, and Spelling Instruction, Grades 4-12*. USA: Pearson, pp. 125-159.
- 4) Fountas, I., Pinnel, G. (2009) *Guided Reading: Good First Teaching for All Children*. Heinemann, Portsmouth.
- 5) Rupley, W., Blair, T., Nichols, W. (2009) 'Effective Reading Instruction for Struggling Readers: The Role of Direct/Explicit Teaching, Reading & Writing Quarterly'. *Overcoming Learning Difficulties* [Online] 25, (2-3) pp. 125-138
- 6) Westwood, P. (2014) 'General principles for teaching spelling', in *Teaching Spelling: Exploring commonsense strategies and best practices* (Westwood, ed). UK: Routledge, pp. 20-24.

## Supplementary Reading List

- 1) Johnson, P., Keier, K. (2010) 'Beyond "Shout It Out"', in Johnson, Keier, P. K. ed. (2010) *Catching Readers Before They Fall: Supporting Readers Who Struggle, K-4*. USA: Stenhouse, pp. 51-69.
- 2) Duke N., Pearson P. (2009) 'Effective Practices for developing Reading Comprehension '. *Journal of Education* [Online] 189, (1/2) pp. 75-9
- 3) McCormick, Calkin, L. (2001) *The Art of Teaching Reading*. USA: Addison-Wesley Education Publishers Inc.
- 4) Rasinski, T.V., Samuels, S. J. (2011) 'Reading Fluency: What It Is and What It Is Not', in Samuels, S.J., Farstrup, A. E. ed. (2011) *What Research Has to Say About Reading Instruction* (4th edition). USA: International Reading Association, pp. 94-114. Soltiya, J., Vousden, J. (2009) 'Real books vs reading schemes: a new perspective from instructional psychology'. *Educational Psychology* [Online] 29, (4) pp. 469-511
- 5) Sultana, J. (2008) *Low-progress Readers Experiencing Phonological Processing Deficits: The Effects of an Intensive Literacy Intervention Programme*. University of Malta.
- 6) Westwood, P. (2014) 'Word study', *Teaching Spelling: Exploring commonsense strategies and best practices* (Westwood, ed.) UK: Routledge, pp. 33-38.

## FFL06 – Writing Process Methodology

MQF Level: 7

ECTS Value: 1 ECTS

Duration: 2 Sessions

Contact Hours: 5

Self-Study Hours: 12

Assessment Hours: 8

### Module Description

During this module, participants will become familiar with writing process methodology, focusing on writing as a process starting from drafting to publishing. They will be able to scaffold learning to improve writing instruction.

The module will focus on the following key areas:

- 1) writing process methodology within a balanced literacy approach;
- 2) responding to children's writing through peer response;
- 3) modelling and guiding emergent writing.

### Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

### Competences

- a) implement writing process strategies in his/her classroom and within a family literacy intervention programme;
- b) demonstrate key classroom practices which promote development in writing;
- c) assist students with difficulties to expand their sentences/writing;
- d) deliver writing activities to address identified student difficulties within an Nwar setting or similar literacy intervention programmes;
- e) assist parents/caregivers to implement writing strategies at home.

### Knowledge

- a) demonstrate a critical understanding of writing process methodology most predominantly pre-writing strategies, revising and editing strategies;
- b) demonstrate an understanding of modelling and guiding students to write independently;
- c) develop knowledge on a balanced literacy approach to the teaching of writing including modelled, shared, guided and independent writing;
- d) identify students' difficulties in writing and how to address these difficulties;
- e) describe the implementation of scaffolded writing activities within an Nwar setting or similar literacy intervention programmes.

## Skills

- a) plan and implement a range of writing activities to enhance literacy learning within a balanced literacy and teaching model;
- b) pace writing activities from modelled writing activities to guide students to write independently;
- c) show an ability to select appropriate writing strategies to tackle students' difficulties;
- d) plan appropriate intervention writing strategies to address students' strengths, difficulties and learning needs;
- e) support parents/caregivers to implement writing strategies with their child at home.

## Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

## Assessment Methods

This module will be assessed through: Practical Tasks

## Suggested Readings

### Core Reading List

- 1) Berninger, V.W., Lee, Y., Abbott, R.D. & Breznitz, Z. (2013) Teaching children with dyslexia to spell in a reading-writers' workshop, *Annals of Dyslexia*, vol. 63, no. 1, pp. 1-24.
- 2) Damron, L., Sanders, J. (2016) *They're All Writers: Teaching Peer Tutoring in the Elementary Writing Center*. USA: Teachers' College Press
- 3) Feil, A. (2016) *Reluctant Writers in Elementary Schools: A Problem with a Solution*. Retrieved from [file:///C:/Users/Schools\\_home/Downloads/235-818-1-PB.pdf](file:///C:/Users/Schools_home/Downloads/235-818-1-PB.pdf)
- 4) Gibson, S.A. (2009) An Effective Framework for Primary-Grade Guided Writing Instruction, *The Reading Teacher*, vol. 62, no. 4, pp. 324-334.

### Supplementary Reading List

- 1) Dunn, M.W. & Finley, S. (2010) Children's Struggles with the Writing Process: Exploring Storytelling, Visual Arts, and Keyboarding to Promote Narrative Story Writing, *Multicultural Education*, vol. 18, no. 1, pp. 33-42.
- 2) Letter, T. (2014) *5 strategies for inspiring reluctant writers*. Retrieved from [https://www.iste.org/explore/articleDetail?articleid=225&utm\\_source=Facebook&utm\\_medium=Social&utm\\_campaign=EdTekHub](https://www.iste.org/explore/articleDetail?articleid=225&utm_source=Facebook&utm_medium=Social&utm_campaign=EdTekHub)
- 3) Proett, J., & Gill, K. (1986) *The Writing Process in Action: A Handbook for Teachers*. National Council of Teachers of English, Illinois, USA.

## FFL07 – Creating Multisensory and Digital Resources

MQF Level: 7

ECTS Value: 2 ECTS

Duration: 4 Sessions

Contact Hours: 10

Self-Study Hours: 24

Assessment Hours: 16

### Module Description

During this module, participants will create a range of multisensory and digital resources which can be used within an Nwar setting or similar literacy intervention programmes to enhance learning and ensure the session is fun, multisensory and well-paced. Participants will value multisensory and digital resources as a tool to entice children with learning difficulties to be involved in their learning process. Participants will obtain the necessary skills and competences to select and create their own multisensory and/or digital resources.

The module will focus on the following key areas:

- 1) create attractive multisensory and/or digital resources;
- 2) ensure resources are individualised and tailor-made for children depending on their learning needs and learning outcomes;
- 3) develop a critical disposition to multisensory and digital resources.

### Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

### Competences

- a) plan and create a range of basic multisensory resources such as letter cards, reading ruler, picture-sound cards etc.
- b) plan and create multisensory and/or digital resources for each of the targeted literacy skills;
- c) develop a critical disposition to digital resources which are readily available;
- d) reflect on the use of multisensory and digital resources within an Nwar setting or similar literacy intervention programmes;
- e) guide parents/caregivers to create their own multisensory resources at home.

### Knowledge

- a) demonstrate an understanding of the qualities of multisensory and digital resources;
- b) identify the most appropriate resource for a given task or learning objective;
- c) demonstrate an ability to develop games and resources which enable the active involvement of parents/caregivers in the family literacy intervention session;
- d) develop knowledge on digital resources which are freely available, and ability to select most suitable resources.

## Skills

- a) examine readily available multisensory and digital resources and select the most appropriate resources that suit their learners;
- b) demonstrate an ability to produce their own tailor-made multisensory and digital resources;
- c) actively involve parents/caregivers in family literacy intervention sessions to support them to become more familiar with multisensory and digital resources, and how such resources make learning fun;
- d) assist parents/caregivers to create multisensory resources at home.

## Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

## Assessment Methods

This module will be assessed through: Practical Tasks and Reflection

## Suggested Readings

### Core Reading List

- 1) Biancarosa, G. & Griffiths, G. G. (2012) Technology Tools to Support Reading in the Digital Age In *The Future of Children*. Vol. 22, No. 2, Literacy Challenges for the Twenty-First Century, pp. 139-160.
- 2) Callahan, C. (2014) Designing digital resources to effectively scaffold teachers' learning In *Journal of Educational Multimedia and Hypermedia*, 23(4), pp. 309-334. Waynesville, NC USA: Association for the Advancement of Computing in Education (AACE). Retrieved August 30, 2018 from <https://www.learntechlib.org/primary/p/147299/>
- 3) Muscat, D. & Mamo, C. (2010) *Iċ-Cavetta: Il-Manwel tal-Għalliema*. Paulo Freire Institute, Five Star Printing & Design Ltd. Malta.
- 4) Schlesinger, N.W. & Gray, S. (2017) The impact of multisensory instruction on learning letter names and sounds, word reading, and spelling, *Annals of Dyslexia*, vol. 67, no. 3, pp. 219-258.

### Supplementary Reading List

- 1) Abbott, C. (2007) *E-inclusion: Learning Difficulties and Digital Technologies*. Futurelab Series, Report 15, Kings College, London
- 2) Guernsey, L., Levine, M., & Vaala, S. (2015) *3 truths and a fib about language and literacy apps for children* [Web log post]. Retrieved from <https://www.edsurge.com/news/2015-10-20-3-truths-and-a-fib-about-language-and-literacy-apps-for-children>
- 3) Kosnik, C, White, S, & Beck, C (eds) (2016) *Building Bridges: Rethinking Literacy Teacher Education in a Digital Era*, Sense Publishers, Rotterdam. Available from: ProQuest Ebook Central.
- 4) Oblinger, D.G., (2004) The Next Generation of Educational Engagement. In *Journal of Interactive Media in Education*. 2004(1), p. Art. 10. DOI:<http://doi.org/10.5334/2004-8-oblinger>

## FFL08 – Planning a Family Literacy Intervention Session

MQF Level: 7

ECTS Value: 1 ECTS

Duration: 2 Sessions

Contact Hours: 5

Self-Study Hours: 12

Assessment Hours: 8

### Module Description

Literacy difficulties may contribute to early school leaving. Through the previous modules, participants will have gained skills and strategies to help students presenting with literacy difficulties. This final module will consolidate previously acquired knowledge to serve as a guide to systematically plan, both long-term and daily plans in a family literacy intervention programme.

This module will also focus on the importance of parental empowerment in education, most particularly in an after-school intervention programme. Participants will be guided to reflect on practical examples to showcase the active involvement of parents/guardians in an Nwar setting or within other intervention programmes.

### Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

### Competences

- a) show an understanding of the common learning difficulties and the related impact which may hinder children to attain literacy skills;
- b) identify students' literacy strengths, difficulties and needs;
- c) critically evaluate appropriate strategies and approaches to teach students effectively and address their literacy strengths, difficulties and needs;
- d) empower parents/guardians to be active participants in their child's learning;
- e) implement a range of strategies to involve parents/guardians actively in a session and carry out follow-up literacy activities at home.

### Knowledge

- a) outline the principles of effective instruction during intervention programmes which are required to be fast-paced, include scaffolded leaning, over-learning and motivation;
- b) examine and identify the most appropriate strategies to deal with the difficulties and strengths of each student;
- c) demonstrate detailed knowledge of the challenges of working with parents/guardians and ways to overcome these difficulties and involve them actively in family literacy intervention sessions;
- d) demonstrate the ability to utilise systemic skills to enable participants to engage parents/caregivers;
- e) describe the format and development of a family literacy intervention session.

## Skills

- a) analyse assessment outcomes and develop a long-term plan which includes phonological awareness, word work, reading and spelling, writing, reading and comprehension and memory skills;
- b) plan and develop short and long-term plans depending on the student's needs, progress and response;
- c) prepare a lesson which is focused and systematically covers the student's literacy strengths, difficulties and needs with the inclusion of parents/caregivers;
- d) co-construct literacy activities with the involvement of parents/caregivers.

## Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

## Assessment Methods

This module will be assessed through: Practical Assignment

## Suggested Readings

### Core Reading List

- 1) Bower, H. A. & Griffin, D. (2011) Can the Epstein Model of Parental Involvement Work in a High-Minority, High-Poverty Elementary School? A Case Study. In *Professional School Counseling*, v15 n2 pp. 77 – 87.
- 2) Brock, S. & Edmunds, A.L. (2010) Parental Involvement: Barriers and Opportunities, *EAF Journal*, vol. 21, no. 1, pp. 48-1.
- 3) Mayo, P. (2007) Learning communities: schools, parents and challenges for wider community involvement in schools In *International Journal about Parents in Education* Vol..1, No. 0, pp. 256-26.
- 4) Rupley, Blair, Nichols, W., T., W. (2009) 'Effective Reading Instruction for Struggling Readers: The Role of Direct/Explicit Teaching, Reading & Writing Quarterly' *Overcoming Learning Difficulties* [Online] 25, (2-3) pp. 125-138. Available at <http://overcoming literacy difficulties>.

### Supplementary Reading List

- 1) Anderson, K. J. & Minke, K. J. (2007) Parent Involvement in Education: Toward an Understanding of Parents' Decision Making. In *The Journal of Educational Research*. [Vol. 100 (No. 5)]
- 2) Epstein, J. L, Sanders, M. G., Simon, B. S., Salinas, K. C, Jansorn, N. R., & Van Voorhis, F. L. (2009). *School, family, and community partnerships: Your handbook for action*. Thousand Oaks, CA: Corwin Press
- 3) Jeynes, W. H. (2011) *Parent involvement and academic success*. New York, NY: Routledge
- 4) Pomerantz, E. M., Moorman, E. A & Litwack, S. D. (2007) The How, Whom, and Why of Parents' Involvement in Children's Academic Lives: More Is Not Always Better. In *Review of Educational Research*. Vol. 77, No. 3, pp. 373 – 410.