



Course syllabus

Faculty of Social Sciences

Department of Pedagogy

2PE88U Läs- och skrivinläring för förskollärare som undervisar i förskoleklass, 15 högskolepoäng

Learning to read and write for pre-school teachers who teach in pre-school classes, 15 credits

Main field of study

Education

Subject

Education

Level

First cycle

Progression

G2F

Date of Ratification

Approved 2023-03-06.

Revised 2024-10-07. Change of organisational affiliation to the Department of Pedagogy.

The course syllabus is valid from spring semester 2025.

Prerequisites

Degree of Bachelor of Arts in Pre-School Education in accordance with annex 2 of the Higher Education Ordinance (1993:100), or older equivalent degree. It is also required that you have an employment in teaching in preschool class and your employer (municipality or individual organiser) must approve your application and participation.

Objectives

Module 1 The reading and writing process, 7.5 credits

Upon completion of the module, students should be able to:

- account for theoretical and didactic perspectives on children's language, reading and writing development,
- identify and account for pupils' prior knowledge of reading and its effect on the development of decoding and the further reading and writing development,
- account for the fundamental structure of the Swedish language in relation to the reading and writing process,
- apply knowledge of different forms of assessment by observing, mapping and testing the pupils' reading and writing development, and by analysing the results in relation to theories of the reading and writing process,
- independently analyse teaching based on the needs of all pupils, with particular consideration taken to pupils in need of special support,
- concretize the factors included in an inclusive approach.

Module 2 Reading and writing lessons, 7.5 credits

Upon completion of the module, students should be able to:

- account for how teachers may create learning situations that allow the development of reading and writing skills for all pupils,
- apply a subject didactic approach in terms of different perspectives on methods and models, and analyse how these perspectives may be implemented in the teaching,
- observe and identify any obstacles to the pupils' reading and writing development,
- observe, map, document and assess the reading and writing development of all pupils in order to plan the teaching,
- apply a subject didactic approach on the varying ways pupils think, understand and learn within the field of reading and writing development, and be able to carry out special didactic adaptations for pupils in need of special support,
- based on well-founded theoretical reasoning, draw up short-term as well as long-term plans of the reading and writing teaching tuition.

Content

The reading and writing process 7.5 credits

The aim of the module is that students shall acquire knowledge of the fundamental reading and writing process, and the theories The Simple View of Reading and The Simple View of Writing permeate the entire course. Theories of reading and writing development are emphasised as well as the importance of didactic and methodological choices for all pupils to learn how to read and write. Major emphasis is placed on that the students shall gain an understanding of how pupils who have Swedish as a first or second language develop their reading and writing skills in preschool class and during the following years. The module discusses the relation between play and learning as well as the relation between the different missions in preschool class and compulsory school. The possibilities offered through subject-integrated teaching are discussed.

Early support offered to prevent reading and writing disabilities and special didactic support are studied and discussed in relation to special education and inclusion. Field studies are included in the course in order to strengthen the connection with the placement studies in the programme.

Reading and writing lessons 7.5 credits

The module illustrates and problematises working modes, methods and models for promoting reading and writing development. On the basis of school policy documents, planning of reading and writing tuition, mapping as well as assessment of pupils' reading and writing development are focused upon. Analyses of pupils' texts and textbooks are carried out. The module also aims to make students aware of pupils who display difficulties with reading and writing as well as, on the basis of this, reflect on causes and possible support required.

Type of Instruction

Teaching takes place in the form of lectures, field studies, workshops and seminars.

Examination

The course is assessed with the grades Fail (U) or Pass (G).

In order to receive a grade of Pass in the course, the course objectives must be attained. Examination of module 1 takes place by means of one written concept assignment, one written take-home exam and three written posts in the virtual learning environment. Examination of module 2 takes place by means of one written take-home exam, one oral presentation and three written posts in the virtual learning environment. A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University. Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date. The course evaluation is conducted anonymously.

Required Reading and Additional Study Material

The following course literature applies to both modules:

Ackesjö, Helena, Frank, Elisabeth, & Herrlin, Katarina. (Latest edition).

Förskoleklassens didaktik: möjligheter och utmaningar. Stockholm: Natur & Kultur, (192 p.) Selected parts, 116 pages (pp. 8-124).

Bergh Nestlog, Ewa & Danielsson, Kristina (Latest edition). *Textskapande i grundskolan: utveckla funktionella skrivpraktiker*. Lund: Studentlitteratur. (179 p.) Selected parts, 15 pages (pp. 92–106). Provided by the department.

Börtzell-Szuch, Diana von & Vuorenperä, Sari (eds.) (Latest edition). *Läs- och skrivundervisning utifrån elevers varierade behov*. Malmö: Gleerups. (320 p.) Selected parts, ch. 1, 2, 3, 4, 9, 10, 11, 13 and 14. (148 p.)

Eriksson, Jessica, Engborg, Annsofie & Norén, Sofia (eds.) (Latest edition). *Lära barn att läsa: vägen från fonologisk medvetenhet till god läsförståelse*. Stockholm: LegiLexi. (230 p.) Provided by the department.

Gough, P. B., & Tunmer, William. E. (1986). Decoding, Reading, and Reading Disability. *Remedial and Special Education*, 7(1), 6-10. Provided by the department.

Lindgren, Eva, Hermansson, Carina, Norlund Shaswar, Annika & Areljung, Sofie (eds.) (Latest edition). *Skrivdidaktik i grundskolan*. Lund: Studentlitteratur. (351 p.)

Lundberg, Ingvar & Herrlin, Katarina (Latest edition). *God läsutveckling: kartläggning och övningar*. Third edition. Stockholm: Natur & Kultur. (80 p.)

Lundberg, Ingvar, Rydkvist, Maria & Strid, Anna (Latest edition). *Bornholmsmodellen: språklekar i förskoleklass*. Stockholm: Natur & Kultur. (235 s.)

Pettersson, Karin (Latest edition). *Språk- och kunskapsutvecklande undervisning F–3, Genrepedagogik, ASL och digitala resurser*. Third edition. Stockholm: Hallgren & Fallgren. (260 p.)

Skolverket (2023). *Hitta språket Nationellt kartläggningsmaterial i språklig medvetenhet i förskoleklass*. Available on the Internet.

Skolverket (2023). *Nationellt bedömningsstöd i läs- och skrivutveckling*. Available on the Internet.

Taube, Karin (Latest edition). *Barns tidiga skrivande*. Lund: Studentlitteratur. (157 p.)

Taube, Karin, Fredriksson, Ulf, & Olofsson, Åke. (Latest edition). *Kunskapsöversikt om läs- och skrivundervisning för yngre elever*. Stockholm: Vetenskapsrådet. (130 p.) Available on the Internet.

Westlund, Barbro (Latest edition). *Aktiv läskraft: att undervisa i lässtrategier för förståelse: fk-årskurs 3*. First edition. Stockholm: Natur & Kultur (303 p.) Selected parts, ch. 1-5. (210 p.)

Relevant policy documents, assessment material and scientific publications comprising approximately 100 pages.