



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1410203 **Name:** Written Language in Early Childhood Education

Credits: 6,00 **ECTS Year:** 2 **Semester:** 1

Module: Language learning and literacy

Subject Matter: Learning to read and write **Type:** Compulsory

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

Language learning and literacy

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|----------------------------|-------|-----------------------------------------------|------|---------------|
| Language learning | 12,00 | Development of Oral Language | 6,00 | 1/1 |
| | | Literary Background for Teachers | 6,00 | 3/2 |
| Learning to read and write | 6,00 | Written Language in Early Childhood Education | 6,00 | 2/1 |
| Modern language | 6,00 | English | 6,00 | 1/2 |

Recommended knowledge

Understands, interprets and evaluates with a critical attitude oral, written or multimodal texts in the educational and professional fields in order to participate in different contexts in an active and informed way and to construct knowledge.

Autonomously apply all kinds of strategies for searching, selecting, managing and editing information in order to broaden knowledge in a responsible way, compare and evaluate information from different sources, taking into account the context and the communicative intention, and use it, citing sources and respecting the principles of intellectual property. Expresses him/herself orally, in writing or multimodally with coherence, correctness and appropriateness to different social contexts, and participates in communicative interactions with a cooperative and respectful attitude both to exchange information, create knowledge and transmit opinions.



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student in written tests demonstrates knowledge of the passage from orality to writing, as well as the uses and singularities of each of the communication channels.
- R2 The student, through written or oral tests, demonstrates knowledge of the learning process of reading and writing, the factors that condition it, as well as a sufficient variety of resources and activities for its development.
- R3 The student demonstrates knowledge and recognition of the different methodologies for teaching written language through the analysis of materials.
- R4 The student elaborates didactic proposals in which he/she demonstrates to know how to apply specific didactics and to know the curricular contents on written language at this stage.
- R5 The student demonstrates in all his/her productions an advanced level of communicative competence in Spanish.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

| BASIC | | Weighting | | | |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CB1 | That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study. | | X | | |
| CB2 | That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study. | | | | X |
| CB3 | That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues. | | | | X |
| CB4 | That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences. | | | | X |
| CB5 | That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy. | | | X | |
| GENERAL | | Weighting | | | |
| | | 1 | 2 | 3 | 4 |
| G1 | To know the objectives, curricular contents and evaluation criteria of Early Childhood Education. | | | | X |
| G2 | To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions. | X | | | |



| | | | | | | | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|---|
| G6 | To know the evolution of language in early childhood, know how to identify possible dysfunctions and ensure their correct evolution. To deal effectively with language learning situations in multicultural and multilingual contexts. Express themselves orally and in writing and master the use of different techniques of expression. | | | | | | | X |
| G11 | To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students. | | | | | | | X |

| SPECIFIC | | Weighting | | | |
|----------|--------------------------------------------------------------------------------------------------------------------|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| E43 | To know the language and literacy curriculum for this stage. | | | | X |
| E44 | To know the theories on the acquisition and development of the corresponding learning. | | | | X |
| E45 | To encourage speaking and writing skills. | | | | X |
| E46 | To know and master oral and written expression techniques. | | X | | |
| E48 | To understand the transition from orality to writing and to know the different registers and uses of the language. | | | | X |
| E49 | To know the process of learning to read and write and how to teach it. | | | | X |
| E50 | To cope with language learning situations in multilingual contexts. | | X | | |
| E52 | To acquire literary training and especially knowledge of children's literature. | | | X | |



Assessment system for the acquisition of competencies and grading system

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| R1, R2, R3, R4, R5 | 80,00% | Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc. |
| | 0,00% | Oral presentation of group and individual work. |
| R1, R2, R3, R4, R5 | 20,00% | Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials. |

Observations

a) The written evaluation consists of the following elements:

Final written test. It consists of a theoretical-practical exam, with a variable number of essay questions and the elaboration of practical proposals. 50 % Lecture control. 10% Elaboration of a didactic sequence. 20 % It is necessary to pass the final written test with a mark equal to or higher than 5/10, as well as to obtain an overall average in all the assessment instruments equal to or higher than 5/10 in order to obtain a pass mark in the subject.

b) Since the teacher has to be proficient in the language, the order ECI 3857/2007 of 27 December 2007, establishes the requirement of a C1 level (Council of Europe 2002) for students of this degree. As a consequence of this, in the course, correct written expression must be demonstrated in the written papers, and this will be a necessary condition for successfully completing the course. Specifically, it is a necessary condition for passing the subject not to commit more than five mistakes in spelling. Each spelling mistake, without exceeding the permitted limit, will result in a penalty of -0.25 points (out of 10) of the final grade of the test. Repetitions of the same error and punctuation marks (except for the comma between subject and predicate) will not be taken into account.

In the rest of the tests, depending on criteria such as length, time or available resources, the teacher will specify the type of penalty.

In addition, taking into account the aforementioned language level and the descriptors established therein, the course will contribute to the development of competences such as the following:

Writes clear, well-structured expositions on complex topics highlighting the main ideas.

Can expand at some length and defend points of view with appropriate supporting ideas, reasons



and examples. Can understand most lectures, discussions and debates with relative ease. Can take detailed notes during a lecture dealing with subjects in his/her field, transcribing the information so accurately and closely to the original that the notes could also be useful to others. Can understand in detail a wide range of long and complex texts likely to be encountered in social, professional or academic life, and identify subtle details including implicit as well as explicit attitudes and opinions.

c) Individual monitoring of attendance and active participation:

During the sessions, activities are presented to demonstrate active participation in the sessions. These activities have a specific date of execution, which must be respected for their assessment. Classroom activities in which the process is assessed are graded on a scale of pass vs. fail / done vs. not done. The correction of the result is carried out in a large group and the student must be able to check whether the result of his/her exercise coincides with the one presented by the teacher as correct. Classroom activities in which the result is assessed are marked numerically and the student receives specific indications about his/her exercise.

d) Works based on simple copying, uncritical textual summaries, etc., will be penalised. Plagiarism or the use of illicit means will lead to the student's failure.

e) All material presented and worked on during the classes will be considered examination material.

f) The content of the presentations is an index of the aspects to be dealt with, which are developed during the lectures and in the recommended bibliography. Consequently, the content of the presentations, as expressed therein, is in no way sufficient to answer the questions asked in the final written exam. It is the responsibility of the student, and part of the development of the competence of autonomous learning, to establish the strategies and instruments (explanations given in the classroom, recommended bibliography...) to be able to develop these contents.

g) Essential reading for passing the subject:

Bigas, M. and Correig, M. (2000). *Didáctica de la lengua en la educación infantil*. Madrid, Síntesis, chap. 4-7. Fons Esteve, M. (2004). *Leer y escribir para vivir. Alfabetización inicial y uso real de la lengua escrita en la escuela*. Barcelona. Grao.

h) In order to achieve success in the subject, students are recommended to maintain a constant habit of study and do the work set out, access the platform daily to consult materials, notices and activities and, finally, ask the teacher any doubts that they have not been able to resolve independently.

i) Criteria for the awarding of Honours Degrees: An Honours Degree will be awarded on the basis of an overall mark of >9.2 and with the discretionary consideration supported by the teacher in charge.



CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 PARTICIPATIVE MASTERCLASS
- M2 CLASSROOM PRACTICES
- M8 INDIVIDUAL TUTORING
- M10 COOPERATIVE AND COLLABORATIVE WORK



IN-CLASS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------|-------------|
| Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1, M2 | R1, R2, R3, R4 | 56,00 | 2,24 |
| Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M8 | R3, R4 | 2,00 | 0,08 |
| Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M1, M2, M10 | R1, R2, R3, R4, R5 | 2,00 | 0,08 |
| TOTAL | | 60,00 | 2,40 |



LEARNING ACTIVITIES OF AUTONOMOUS WORK

| | LEARNING OUTCOMES | HOURS | ECTS |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------|-------------|
| Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M1, M2, M10 | R1, R2, R3, R4, R5 | 30,00 | 1,20 |
| Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M1, M2, M10 | R1, R2, R3, R4, R5 | 60,00 | 2,40 |
| TOTAL | | 90,00 | 3,60 |

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

| Content block | Contents |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction to written language | Oral language and written language The concepts of Reading and Writing Writing systems |
| The process of learning the written language | Conditioning factors in literacy learning Reading routes: characteristics and evolution Learning stages in the process of learning to read and write |
| The teaching and learning of reading and writing: methods | Synthetic, analytical and mixed methods Literacy learning from a socio-constructivist approach |
| Curriculum and didactic proposals | The legal framework: reading and writing in the current curriculum. Didactic proposals in reading and writing |



Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|-----------------------------------------------------------|--------------------|-------|
| Introduction to written language | 6,00 | 12,00 |
| The process of learning the written language | 8,00 | 16,00 |
| The teaching and learning of reading and writing: methods | 9,00 | 18,00 |
| Curriculum and didactic proposals | 7,00 | 14,00 |



References

- Bigas, M. y Correig, M. (2001). *Didáctica de la lengua en la educación infantil*. Madrid: Síntesis.
- Calsamiglia Blancafort, H.; Tusón, A. y Tusón Valls, A. (2007): *Las cosas del decir: Manual de análisis del discurso*. Barcelona: Ariel.
- Carmena López, G. (2002). *La enseñanza inicial de la lectura y la escritura en la Unión Europea*. Madrid: Ministerio de Educación.
- Clemente Linuesa, M. (2004): *Lengua y cultura escrita*. Madrid: Ed. Morata.
- Clemente, M. y Ramírez Orellana, E. (2008). *Primeros contactos con la lectura, leer sin saber leer*. Salamanca: Fundación Sánchez RuiPérez.
- Clemente, M. y Rodríguez, I. (2014). Enseñanza inicial de la lengua escrita. De la teoría a la práctica. *Aula*, 105-121.
- Díez De Ulzurrun, Ascen, et al. (coord.). (2009). *El aprendizaje de la lectoescritura desde una perspectiva constructivista. Vol. I: Actividades para hacer en el aula: textos funcionales y cuentos*. Barcelona: Graó. 10ª reimpr.
- Díez De Ulzurrun, Ascen, et al. (coord.). (2009). *El aprendizaje de la lectoescritura desde una perspectiva constructivista. Vol. II: Actividades para hacer en el aula: lenguaje publicitario, periodístico, del cómic, popular, poético y de la correspondencia*. Barcelona: Graó. 10ª reimpr.
- Ferreiro, E. y Teberosky, A. (1991). *Los sistemas de escritura en el niño*. Madrid: Siglo XXI.
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- Fons Esteve, M. (2018). *Leer y escribir para vivir. Alfabetización inicial y uso real de la lengua escrita en la escuela*. Barcelona: Graó. 15ª reimpr.
- Fons Esteve, M. (2016). *Didáctica de la lengua y la literatura en Educación Infantil*. Madrid: Síntesis.
- Galera Noguera, F. (2009). *La enseñanza de la lectura y la escritura*. Granada: Grupo Editorial Universitario.
- González Landa, C. y Álvarez Angulo (dirs.), T. (2004): *Leer y escribir desde la educación infantil y primaria*. Col. Aulas de Verano. Ministerio de Educación y Ciencia: Madrid.
- Guzmán-Simón, F., Navarro-Pablo, M. y García-Jiménez, E. (2015): *Escritura y lectura en Educación Infantil. Conceptos, secuencias didácticas y evaluación*. Manual. Madrid: Pirámide.
- Guzmán-Simón, F., Navarro-Pablo, M. y García-Jiménez, E. (2015): *Escritura y lectura en Educación Infantil. Conceptos, secuencias didácticas y evaluación*. Cuadernillo. Madrid: Pirámide.
- Maruny Curto, Ll., Ministrál Morillo, M. y Miralles Teixidó, M. (1995). *Escribir y leer. Materiales curriculares para la enseñanza y el aprendizaje del lenguaje escrito, de tres a ocho años*. Madrid: Edelvives-MEC.
- Snowling, M. y Hulme, C. (2005). *The Science of Reading. A Handbook*. Malden, MA: Blackwell Publ.