

**COURSE DATA****DATA SUBJECT****Code:** 33617**Name:** Introduction to reading and writing**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	3	First quarter
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	3	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	Language learning and literacy	COMPULSORY
1324 - Degree in Preschool Education (Ontinyent)	LEARNING LANGUAGES AND LITERACY	COMPULSORY

COORDINATION

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SUMMARY

The learning of reading and writing is one of the most important objectives in compulsory education. Consequently, it is essential that student teachers are properly trained in this area.

The course begins with a historical overview of the social necessity of literacy and progresses to the present day. The study of teaching methods that have been part of our culture complements this vision. The official curriculum provides the framework and elements deemed appropriate by educational authorities to address both individual and societal needs regarding written language.

Students delve into the concepts of reading and writing, their necessary interaction, identifying learning difficulties, assessment, and other related topics.

The teaching learning proposal for literacy is presented from a broad perspective, considering current



theoretical and practical approaches. Strategies and resources are provided for teaching alphabetic writing systems and the textual aspects of a communicative and functional approach, all within the context of inclusive and multilingual schools as required by today's society.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

Relation with other courses in the program

- Sufficient linguistic and communicative competence (oral and written), corresponding to level C1 of the Common European Framework of Reference for Languages, in the official languages.
- Ability to produce coherent oral and written discourse appropriate to the academic context.
- Basic computer skills and ability to retrieve and analyze information from various bibliographic and digital sources.
- For the 1324 program (Ontinyent), additional competencies include:
- Proper oral and written expression in the official languages of the Autonomous Community.
- Proficient use of information and communication technologies as standard work tools.
- By the end of this course, students should be able to:
- Critically analyze the curriculum and its application in teaching materials across different early childhood education levels.
- Develop teaching proposals that consider the interrelationships between oral and written language, as well as reading and writing.
- Select learning content appropriate to students' level, and personal and social interests.
- Create a classroom environment rich in diverse written language.
- Develop teaching proposals using written texts suitable for early childhood education, integrating media and ICT.
- Use appropriate resources, strategies, and materials for introducing the alphabetic writing system.
- Detect learning difficulties and implement curricular adaptations.
- Conduct formative and continuous assessment of students' approach to reading and writing, and of the teaching-learning processes.
- Use Spanish and Catalan, both orally and in writing, with normative correctness, coherence, and register appropriate to formal language.
- Model and teach legible, appropriate handwriting.
- Design and carry out simple research projects focused on student development and related teaching-learning processes.
- Analyze and critically incorporate key societal issues affecting family and school education: social and educational impact of audiovisual media and screens; changes in gender relationships; multiculturalism and interculturality; discrimination and social inclusion; sustainable development; and promote educational actions fostering active and democratic citizenship committed to equality.
- Promote cooperative work, as well as individual effort.



- Accept that teaching must continually improve and adapt to scientific, pedagogical, and social changes.
- Understand classroom interaction and communication processes.
- Recognize the identity and cognitive, psychomotor, communicative, social, and affective characteristics of each educational stage.
- Plan, implement, and assess teaching activities and learning in multicultural and coeducational classroom contexts.
- Collaborate as part of a multidisciplinary team within and beyond the school in addressing students' needs and in planning learning sequences and classroom/play space organization.
- Apply basic educational research methodologies and design innovation projects with evaluation indicators.
- Understand that systematic observation is a basic tool for reflecting on practice and contributing to innovation and improvement in education.

At course completion, students will be able to:

- Critically analyze the curriculum and its application in teaching materials for early childhood education.
- Propose teaching activities integrating oral and written and reading and writing relationships.
- Choose suitable learning content based on students' levels and interests.
- Establish a classroom environment with varied written language presence.
- Design activities using appropriate written texts and ICT for early childhood.
- Provide resources, strategies, and materials for alphabetic writing initiation.
- Identify learning challenges and create curricular adaptations.
- Conduct continuous, formative assessments of reading and writing approaches and teaching processes.
- Use Spanish and Catalan correctly in formal academic registers.
- Model appropriate handwriting.
- Plan and execute simple classroom-based research projects related to student learning and teaching processes.

COMPETENCES / LEARNING OUTCOMES

1324 - Degree in Preschool Education (Ontinyent)

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Deal with language learning situations in multilingual contexts.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.



Develop and evaluate curriculum content in a comprehensive manner by using appropriate teaching resources and promote the corresponding competences in students.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know and master oral and written expression techniques.

Know and properly use resources to stimulate reading and writing.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the basic sources of research in the field of language and literature teaching and identify the object and methodology used.

Know the processes of interaction and communication in the classroom.

Know the processes of learning and teaching reading and writing.

Know the processes of learning and teaching the written language.

Know the school curriculum for this stage as regards language learning, reading and writing.

Know the theories on the acquisition and development of oral and written language.

Promote cooperative work and individual work and effort.

Promote speaking and writing skills.

Recognise and value an appropriate use of verbal and non-verbal language.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Understand the transition from oral to written language and know the different registers and uses of the language.

Use information and communication technologies effectively as usual working tools.



DESCRIPTION OF CONTENTS

1. Evolution of the social use of written language and its teaching

- 1.1 Social and cultural needs throughout history; text genres and their evolution; media and ICT.
- 1.2 Changes in the concept of literacy.
- 1.3 Key teaching methods and authors in our educational tradition.
- 1.4 Reading and writing in the early childhood curriculum.
- 1.5 Communication and conventional signs: written language and writing system usage.
- 1.6 Dimensions involved in reading and writing.

2. The use of written texts

- 2.1 Children's entry into written language: recognition activities and approaches.
- 2.2 Written text production: from orality to writing, dictation, production process, revisions.
- 2.3 Reading comprehension: phases, processes, interactive model, development strategies.
- 2.4 Assessment of teaching-learning process: self-regulation; identification of learning difficulties.

3. Introduction to alphabetic writing system learning

- 3.1 Learning stages.
- 3.2 Phonological awareness.
- 3.3 Letter types and handwriting.



3.4 Activities, resources, and teacher intervention strategies.

3.5 Assessment, self-regulation, difficulty detection.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Individual or group project	45,00
Independent study and work	67,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	112,00

TEACHING METHODOLOGY

Active methodology requiring student engagement, critical analysis of theoretical proposals complemented by lectures, seminars, workshops, and group work. Materials and guidance will be provided during sessions or via virtual platforms.

A total workload of 112 hours is split into:

- In-person activities (40%)

Theoretical/practical classes: 45hours (100% on-site)

Group work: 5%

Tutorials: 5%



- Out-of-class activities (60%)

Study and independent work: 67 hours

EVALUATION

Students must be able to:

- Reflect on reading and writing as study subjects.
- Demonstrate acquired knowledge, skills, strategies, and techniques pertinent to future teachers.
- Show continuous linguistic and communicative competence, both orally and in writing.
- Express themselves suitably in formal situations.
- Final evaluation components:
 - Written exam (40-60% of final grade; must be passed to include other components).
 - Individual and group oral/written assignments.
 - Attendance (at least 80%), participation, and in-class activities.
 - Formal oral and written language use in line with Catalan and Spanish language department criteria.
- **The language in which the subject is taught will be the one that students must use in class in all assessment instruments.**

In the second exam call, previously completed evaluable activities will be considered. Students missing the initial exam or not meeting attendance and assignment submission criteria may take a written test, **with a maximum grade of 5/10.**

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