



COURSE DATA

DATA SUBJECT

Code: 33618
Name: Language and literature planning at nursery school
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

| Degree | Center | Acad. year | Period |
|--|--------------------------------------|------------|---------------|
| 1304 - Degree in Preschool Education | Facultat de Formació del Professorat | 4 | First quarter |
| 1324 - Degree in Preschool Education (Ontinyent) | Facultat de Formació del Professorat | 4 | 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 general objective of this course is for future teachers to acquire the necessary competencies to plan and develop the teaching tasks of the stage, cycle, and classroom that they will carry out in their professional life.

Among these strategies, we highlight acquiring information about the theoretical and practical aspects of language teaching and learning, using this information as a basis to develop a personal approach to teaching, designing activities and putting them into practice, reflecting on the relationship between theory and practice, working cooperatively in planning and reflection, and recognizing that developing teaching strategies is a long-term endeavor.

This is the final course of the degree and is designed to bring together all the knowledge acquired in previous courses in order to project them, in a coherent and appropriate manner, to the different cycles and courses of the Early Childhood stage.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

- A sufficient linguistic and communicative competence, both oral and written, corresponding to level C1 of the Common European Framework of Reference for Languages, in the official languages.
- Ability to produce oral and written discourse in the language in which the course is taught, in a manner that is coherent and appropriate for the academic context.
- Basic computer skills and the ability to retrieve and analyze information from different bibliographic and digital sources.

COMPETENCES / LEARNING OUTCOMES

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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.

Have literary education and, especially, know children's literature.

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 oral tradition and folklore.

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. The Curricular Framework of Language and Literature in Early Childhood Education

1. Foundations of the Language and Literature Curriculum in Early Childhood Education:



- The area of Communication and Representation of Reality.
- The object of teaching and learning: competence in linguistic communication.
- The aims of teaching language and literature in Early Childhood Education.
- The Language and Literature curriculum: objectives, key competencies, specific competencies, core knowledge, and assessment criteria.

2. The sociolinguistic reality of the Valencian Community and its impact on education.
3. The integrated treatment of languages and content.
4. The school's Language Project: the Programme for Plurilingual and Intercultural Education.
5. The school reading plan.
6. Practical proposals: analysis and comparison of different aspects of the curriculum, identifying curricular elements in teaching materials.

2. Didactic Planning in Language and Literature

1. Sequencing of linguistic and literary content by educational cycles:
 - 1.1. The development of competencies.
 - 1.2. The development of linguistic and communicative skills.
2. Classroom planning:
 - 2.1. Organising learning into units, sequences, situations, and environments.
 - 2.2. Organising learning through project-based work.
 - 2.3. Corners and workshops as globalising tools for learning.
 - 2.4. Interdisciplinarity in language and literature learning: integrated projects, complementary activities inside and outside the school, etc.
3. Methodological principles for language and literary education:
 - 3.1. Integrating the components of linguistic and literary learning.
 - 3.2. Developing reading habits through literary education.
 - 3.3. The classroom and other educational and learning contexts.
 - 3.4. Organising learning and addressing students' diverse needs.
4. Resources: teaching materials and supplementary resources. The use of media and information and communication technologies.
5. Practical proposals: analysis of sequencing and organisation criteria of core knowledge in curricular materials; development of a classroom plan, etc.

3. Addressing Diversity in Language and Literary Learning

1. Addressing individual differences in lesson planning and inclusive schooling.



- 2. Individualised curriculum adaptations.
- 3. Practical proposals: case analyses (access adaptations), designing curriculum adaptations.

4. Assessment of Language and Literary Learning

- 1. Assessment of language and literary learning: functions, types, and focus of assessment.
- 2. Assessment criteria for language and literary learning:
 - 2.1. Formative assessment of linguistic and literary skills.
 - 2.2. Assessment of core knowledge and competencies.
 - 2.3. Assessment in Early Childhood Education.
- 3. Assessment tools and their relation to different aspects of language and literary learning.
- 4. Practical proposals: analysis and design of assessment criteria for Language and Literature activities; design of assessment guidelines for Early Childhood students; discourse, etc.

WORKLOAD

PRESENCIAL ACTIVITIES

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

NON PRESENCIAL ACTIVITIES

| Activity | Hours |
|---------------------------------------|--------------|
| Attendance at other activities | 0,00 |
| Independent study and work | 67,00 |
| Preparation of lessons | 0,00 |
| Preparation for assessment activities | 0,00 |
| Resolution of case studies | 0,00 |
| Total hours | 67,00 |

TEACHING METHODOLOGY

In order to achieve the competencies set out in this course, an active methodology will be employed, making the involvement of students essential. A critical approach to the various theoretical perspectives presented will be encouraged, without excluding lectures that the subject matter may require.



Academic practice in this course is structured at several levels:

On-site activities (40% of the total workload)

1. **Theoretical-practical classes (30%)**

On-site theoretical-practical classes in which the course content will be studied, discussed, and activities carried out using various teaching resources: lectures, seminars, workshops, group work, etc.

The guidelines and materials necessary for carrying out these activities will be provided to students either during in-person sessions, via the reprography service, or through the virtual classroom.

2. **Attendance at seminars and complementary activities (6%)**

3. **Office hours (4%)**

Individual and group office hours are periods dedicated to student support, intended to guide students in both individual and group tasks, as well as to evaluate individual progress, activities, and the teaching methodology.

Office hours will also be used to monitor oral expression skills, which are essential to pass the course.

Off-site activities (60% of the total workload)

4. **Independent study and work**

Preparation of assigned tasks (summaries, critical reviews, etc.) and completion of specific guided work. The model applied will be the research-based model, so that students focus their activity on researching, locating, analysing, handling, processing, and sharing information.

The purpose of completing assignments is to highlight the importance of cooperative work and to reinforce individual learning, as well as to introduce students to the processes of research, analysis, and internalisation of information, foster personal relationships, and share experiences to engage with the course content and discussion.

Students will carry out a research project in small groups, which will be guided and supervised by the instructor.

EVALUATION



Assessment will be continuous and comprehensive, with a formative and guiding purpose, and must take into account the ability to analyse both individual and collective learning processes.

By the end of the course, students must be able to:

- Demonstrate an adequate level in the acquisition of subject-specific knowledge and skills.
- Master the methods, techniques, and other capacities and competencies expected of Teacher Education students.
- Show an appropriate attitude toward the subject and respect for fellow classmates; attend and participate in class sessions; demonstrate interest and consistency in achieving positive progress; and show the ability to work in groups.
- Have linguistic and communicative competence, both oral and written, equivalent to level C1 of the Common European Framework of Reference for Languages (CEFR), particularly in the language in which the course is taught.

The acquisition of these competencies will be assessed through the following instruments:

1. Class participation through oral and/or written work (25%¿35%)
2. Group projects (25%¿35%)
3. Development of a final teaching unit or curriculum plan (40%¿50%)

Students must obtain a minimum grade of 5 (out of 10) on this final project in order to have the rest of the percentages counted. These percentages will also apply in the second examination session.

4. Participation in complementary week activities may also be taken into account.

In all written assignments and exams, appropriate academic presentation will be required, along with orthographic, lexical, and grammatical accuracy, as well as textual appropriateness, coherence, and cohesion. In this regard, the criteria set by the Teaching Unit will apply. The language in which the course is taught must be used in all class activities and assessment instruments.

Plagiarism or improper use of artificial intelligence tools may be sanctioned in accordance with Article 15 of the *Regulations for Assessment and Grading* of the University of Valencia.

In-class tasks and group work are not recoverable.

Students who do not meet the minimum attendance requirement (80%) will be entitled to take a final exam covering the entire content of the course, both in the first and second examination sessions.

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**Basic**

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Further reading

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