

**COURSE DATA****DATA SUBJECT****Code:** 33658**Name:** Learning to read and write**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	3	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Teaching language and literature in primary education	COMPULSORY

COORDINATION

REIG GASCON AINA

SANTOLARIA ORRIOS ALICIA

SUMMARY

Learning to read and write is one of the basic objectives of compulsory education and, consequently, constitutes a subject in which student teachers must be adequately trained. With this objective in mind, the didactic proposal for the teaching-learning of reading and writing is formulated from a broad perspective which considers the theoretical and practical approaches in force in the current state of knowledge. Strategies and resources are provided for the teaching-learning of the alphabetic writing system and the textual aspects of a communicative and functional approach, always within the framework of the inclusive and multilingual school that society requires.

The first block of content frames the subject in relation to the current concept of literacy and with knowledge of the curriculum, as a legislative framework for Primary Education.

The second block focuses on the initial literacy period, generally between the ages of three and eight, from the contributions that underpin the functional perspective (importance of use, notion of phonological awareness...), without forgetting the review of the so-called reading methods.



The third block, on the other hand, deals with the teaching of reading comprehension and written composition beyond the initial learning period, taking into account the need to develop these skills in relation to texts of different genres, with different purposes and progressively more complex.

In these two blocks, special attention is paid to the interrelation of reading and writing skills and to the setting of meaningful tasks in diversified classrooms, so as to involve pupils in the self-regulation of learning. Attention is also paid to the identification and prevention of difficulties in learning the written language.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

- 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 oral and written discourse in the language in which the subject is taught in a coherent and appropriate manner in the academic environment.
- Basic information retrieval and analysis skills from different bibliographic and computer 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; multicultural and intercultural issues; 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 through appropriate teaching resources and promote the corresponding competences in students.

Develop curriculum content through the media and ICT resources.

Develop language and communication skills by means of appropriate teaching resources.



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 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 languages and literature school curriculum.

Know the processes of interaction and communication in the classroom.

Know the processes of learning and teaching the written language.

Promote cooperative work and individual work and effort.

Promote reading and encourage writing.

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.

Use information and communication technologies effectively as usual working tools.

DESCRIPTION OF CONTENTS

1. Written language and literacy

1.1 The concept of literacy nowadays

1.2 The language curriculum (Catalan-Valencian / Spanish) in Primary Education. Teaching and learning in a multilingual education system



2. Teaching and initial learning of reading and writing

2.1. Initial learning to read and write Review of methods: contributions and limits. The functional perspective

2.2 Phonological awareness and its development in the classroom. The correspondence between the phonological system and the graphic system The graphic system. Typefaces and spellings. Activities for the development of phonological awareness

2.3. Learning to write texts in early literacy learning

3. Didactics of reading comprehension and written expression

3.1. Reading and writing, two complex processes

3.2. The teaching of reading comprehension. The teaching of reading strategies. The evaluation of the reading process

3.3. The teaching of written composition. The teaching of written composition. Writing with meaning: writing tasks, projects and didactic sequences. The evaluation of school productions. Self-regulation of learning

3.4. Learning difficulties in reading and writing

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
Individual or group project	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 objectives of this subject, an active methodology will be used, which makes student involvement essential. A critical approach to the different theoretical postulates will be encouraged, without excluding the lectures that the subject may require.



Academic practice in this subject is structured at various levels:

Classroom activities (40% of the total workload)

1. Theoretical-practical classes (30%)

Theoretical-practical classes in which the contents of the subject will be presented, debated and activities will be carried out using different teaching resources: lectures, seminars, workshops, working groups, etc.

The guidelines and materials necessary for the development of these activities will be provided to students either in the classroom sessions or in the virtual classroom.

2. Group work (5%)

The purpose of the work is to highlight the importance of cooperative learning and its complementary nature to individual learning. The defence of these works, individually or collectively, can be done in the classroom or in tutorials and seminars with reduced audiences.

3. Tutorials (5%)

Tutorials will be used to coordinate students in individual and group tasks, as well as to evaluate individual progress, activities and teaching methodology. They may also be used to monitor oral expression, which is essential to pass the course.

Non-face-to-face activities (60% of the total workload)

4. Study and independent work (60%)

The teaching model of in-class research focuses the individual activity of students on the formulation of relevant questions and on the search for, analysis, elaboration and subsequent communication of information. In this sense, there will be individual and cooperative work, all of which will be guided, supervised and assessed by the lecturers.

EVALUATION

At the end of the course, the student should be able to:

- Reflect on reading and writing considered as an object of study.
- Demonstrate the level achieved in the acquisition of knowledge, skills and strategies on the teaching of reading and writing.



- To express oneself adequately orally and in writing, in formal situations typical of an academic environment.

In the final evaluation of the course, the following will be taken into account:

- The level achieved in the acquisition of knowledge and skills in the teaching of reading and writing.
- The mastery of methods, techniques and other skills and abilities of a student teacher.
- Attitude towards the subject and respect for fellow students, participation in classes, interest and perseverance in achieving the learning objectives, and the ability to work in groups.
- The student's linguistic and communicative competence, both oral and written, in relation to level C1 of the European Framework of Reference for Languages, especially in the language in which the subject is taught.

The acquisition of these criteria will be observed through the following assessment instruments:

- A final written test (50%-60% of the overall mark), recoverable in the second sitting, the passing of which will be essential to take into account the rest of the marks.
- Group work (30% of the overall mark, not recoverable) which will be guided in the classroom through specific oral or written tasks carried out in the classroom and will be complemented through non-attendance and autonomous work.
- Participation in the classroom through oral or written activities (10% of the overall grade), not recoverable. These activities are programmed to be carried out in the classroom during class sessions, so they are not recoverable, i.e., they can only be evaluated positively or negatively if they have been carried out in this space.

In the written tests and assignments, due account will be taken of the appropriate presentation as well as the coherence and cohesion of the texts (in accordance with level C1 of the Common European Framework of Reference for Languages (CEFR)). In oral tests and assignments, account will be taken of correct expression in the formal oral variant of the language used (also C1 of the CEFR). The language in which the subject is taught will be the language that students will use in class and in all assessment tests.

The participation of the students in the activities of the complementary weeks that are considered to be related to the subject will also be taken into account.

In those cases in which the course has not been followed normally (minimum attendance required: 80%), a final individual test of the whole subject will be carried out.

ATTENTION: In accordance with article 15 of the UV Education and Grading Regulations, plagiarism or the improper use of artificial intelligence tools will be sanctioned. Plagiarism of any work will lead to immediate failure in the subject and the opening of an academic record. Plagiarism is understood to be the reproduction of paragraphs or expressions from other people, taking them as one's own; that is to say, the use of any paragraph or text from another person, whose source is not cited as a reference. Improper or unauthorised use of artificial intelligence tools will be considered in the same way in the marking.

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