

**COURSE DATA****DATA SUBJECT**

**Code:** 33660  
**Name:** Language and literature planning at primary school  
**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	4	First quarter

**SUBJECT-MATTER**

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

**COORDINATION**

GOMEZ DEVIS MARIA BEGOÑA

PARDO COY ROSA MARIA

**SUMMARY**

The general objective of this subject is that future teachers acquire the necessary skills to plan and develop the stage, cycle and classroom teaching task that they will have to carry out in their professional life.

Among these strategies we highlight the acquisition of information on the theoretical and practical aspects of language teaching and learning, the use of this information as a basis for developing a personal approach to teaching, the design of activities and their implementation, the reflection on the relationship between theory and practice, the cooperative work in planning and reflection and the recognition that developing didactic strategies is a long-term company.

This is the last subject of the Degree and is intended to group all the knowledge acquired in previous courses in order to project them, in a coherent and adequate way, to the different cycles and courses of the Primary 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

Relationship with other subjects of the same degree

You have not specified enrolment restrictions with other subjects in the curriculum.

Other requirements

- A 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 discourses in the language in which the subject is taught in a coherent and appropriate way to the academic field.
- Basic skills in computer science and in recovering and analyzing information from different bibliographic and computer sources.

## COMPETENCES / LEARNING OUTCOMES

-

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.

Know the theories about language acquisition and development.

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. The curricular framework of language and literature in Primary Education**

1. The basis of the curriculum of Language and Literature in Primary Education: 1.1. The object of teaching-learning. Competency in linguistic communication

1.2. .The purposes of teaching language and literature in Primary Education.

1.3. The curriculum of Language and Literature.

2. The sociolinguistic reality of the Valencian Community and its impact on education.

3. The integrated treatment of the languages of the curriculum.

4. The linguistic project of the centre.

5. The centre's reading plan.

6. Practical proposals: analysis and comparison of different aspects of the curriculum, identification in didactic materials of some elements of the curriculum.



## **2. Teaching planning in language and literature**

1. The sequence of linguistic and literary knowledge by cycles:
  - 1.1. The development of competencies.
  - 1.2. The development of linguistic and communicative skills.
  - 1.3. The development of the metaling and literary capacity.
2. Classroom programming:
  - 2.1. The organization of learning in units or sequences from learning situations.
  - 2.2. The organization of learning through work projects and/or areas.
  - 2.3. Interdisciplinarity in language and literature learning: globalized projects, complementary activities inside and outside the center, etc.

## **3. The methodological principles for linguistic and literary education:**

- 3.1. The integration of the components of linguistic and literary learning.
- 3.2. Literary education: the development of reading habits and literary instruction.
- 3.3. The classroom and other educational and learning contexts.
- 3.4. The organization of learning and attention to the diversity of students.
4. Resources: didactic material and complementary resources. The use of the media and information and communication technologies.
5. Practical proposals: analysis of sequencing criteria and organization of knowledge in textbooks, preparation of a classroom programming...

## **3. Attention to diversity in linguistic and literary learning from the perspective of Universal Design of Learning (DUA)**

1. Attention to individual differences in programming and inclusive schooling.
2. Individualized curricular adaptations in language and literature.
3. Practical proposals: case analysis (access adaptations), analysis of significant and non-significant curricular adaptations, realization of adaptations of curriculum contents.



**4. Competential assessment of linguistic and literary learning**

1. The evaluation of linguistic and literary learning. The functions, types and objects of the evaluation.
2. The evaluation criteria of linguistic and literary learning:
  - 2.1. The formative evaluation of the learning of linguistic and literary skills.
  - 2.2. The evaluation of knowledge, specific competences and key competences.
  - 2.3. Evaluation and qualification.
3. The evaluation instruments and their relationship with the different aspects of linguistic and literary learning.
4. Practical proposals: analysis and design of evaluation criteria for Language and Literature activities; design of evaluation guidelines for oral or written and multimodal texts of primary school students, etc.

4.

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	45,00
<b>Total hours</b>	<b>45,00</b>

**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
<b>Total hours</b>	<b>67,00</b>

**TEACHING METHODOLOGY**

**EVALUATION****REFERENCES**

- FIGUERAS, N. (2005). "Llensenyament de la llengua catalana. Marc Europeu Comú de Referència per a les llengües: aprendre, ensenyar, avaluar. Implicacions per al disseny curricular i la programació". Materials de la UOC per a llensenyament de la llengua catalana.
- GUASCH, O. (coord.) (2010). El tractament integrat de les llengües. Barcelona: Graó.
- MARTÍN, E.; COLL, C. (eds.) (2003). Aprender contenidos, desarrollar capacidades. Intenciones educativas y planificación de la enseñanza, Barcelona: Edebé.
- NOGUEROL, A. (coord.) (2006). Ensenyar i aprendre llengua i comunicació en una societat multilingüe i multicultural. Barcelona: Departament d'Ensenyament. Generalitat de Catalunya.
- RODRÍGUEZ, C. (2008). La lengua escrita y los proyectos de trabajo. Propuestas para el aula, Catarroja: Perifèric edicions.
- ANTÚNEZ, S. i altres (1992). Del Proyecto Educativo a la Programación de Aula. Barcelona: Graó.
- BENEJAM, P. (2010). Els mestres i les competències. Articles de Didàctica de la Llengua i de la Literatura, núm. 51, (abril), (p.9-18).
- CAMPS, A. (comp.) (2003). Seqüències didàctiques per aprendre llengua. Barcelona: Graó.
- CASSANY, D.; LUNA, M.; SANZ, G. (1993). Ensenyar llengua. Barcelona: Graó.
- CONSELL d'Europa (2001). Marc Europeu Comú de Referència per a les Llengües: aprendre, ensenyar, avaluar. Consell d'Europa-Language Policy División. (Per a la versió en català: Generalitat de Catalunya-Ministeri d'Educació d'Andorra-Conselleria d'Educació del Govern de les Illes Balears, 2003).
- DOLZ, J.; SCHNEUWLY, B. (2006). Per un ensenyament de l'oral. València/Barcelona: IIFVPAM.
- ELORZA ALDAL, I.; GARAGORRI YARZA, X.; ALDASORO AGIRRE, M. (2011): Referents per a la selecció de situacions dús i aprenentatge de les llengües. Guix, núm. 378 (Octubre).



- LLUCH, G. (2001). La programació dels aprenentatges literaris. Articles de Didàctica de la Llengua i de la Literatura, núm. 25 (juliol). (pp.9-18).
- ORIOL GUASCH, O.; MILIAN, M.;RIBAS,T. (2006). Interacció i aprenentatge en la formació de mestres per al plurilingüisme. Articles de Didàctica de la Llengua i de la Literatura, núm. 38 (gener). (pp.101-118).
- VILÀ, M.; DURAN, C. (2010). Competències lingüístiques. Competències en didàctica de la llengua. Competències i didàctica de la llengua. Articles de Didàctica de la Llengua i de la Literatura, núm. 51 (abril). (pp.5-8).
- VILÀ, N. (2006). Llegir, escriure i aprendre en l'espai virtual. Articles de Didàctica de la Llengua i de la Literatura. núm. 39. (pp.86-99).
- PASCUAL, V. (2006). El tractament de les llengües en un model d'educació plurilingüe per al sistema educatiu valencià. València: Generalitat Valenciana.
- SANTOLÀRIA, A. & RIBERA, P. (2017). Escrivim. Seqüències didàctiques per a l'escola. Picanya: Edicions del Bullent.
- TRUJILLO, F. (2017). Aprenentatge basat en projectes: línies d'avenç per a una innovació centenària. Articles de Didàctica de la llengua i la literatura, núm. 75. (pp.42-48) // Aprendizaje basado en proyectos. Una innovación centenaria. Textos, n. 78 (pp.42-48)
- FERNÁNDEZ CAMPOS, A.; GONZÁLEZ MENDIZÁBAL, I.; PÉREZ GÓMEZ, M. del M. (2018). entorns digitals a les classes de llengua. Articles de didàctica de la llengua i la literatura, núm. 77. (pp.21-28). // Entornos digitales en las clases de lengua. Textos, n. 88. (pp.21-28).
- MARGALLO, A. M. (2012). La educación literària en los proyectos de trabajo. Revista Iberoamericana de Educación, n. 59. (pp.139-156).
- CASSANY, D. (2021). L'art de fer classe. Anagrama
- DÍAZ TENZA, P. J. (2022). Programación Didáctica y Situaciones de Aprendizaje desde la LOMLOE. Independiente.
- ELIZONDO CARMONA, C. (2020). Ámbitos para el aprendizaje. Octaedro
- DDAA. (2022). Planificació didàctica en llengua i literatura. (Monogràfic).Articles de didàctica de



la llengua i la literatura, n. 94.