English Phonics:

Reading and Writing

Degree in Early Childhood Education

UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

1.   COMPETENCES AND LEARNING OUTCOMES

1.1. Competencies

Basic skills
CB1 Students are able to possess and understand the knowledge in an area of study that is based on general secondary education, and is usually found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.
CB2 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 the resolution of problems within their area of study.
CB3 Students should have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.
CB4 Students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.
CB5 Students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

General skills
CG3 Understand the complexity of educational processes in general and teaching-learning processes in particular.
CG7 Oral and written communication in the mother tongue and in a second language

Specific skills
CEC1 Know the objectives, curricular contents and evaluation criteria of Early Childhood Education.
CEC4 Understand the development of language in early childhood, identify possible dysfunctions and ensure its correct development. Effectively address language learning situations in multicultural and multilingual contexts. Express oneself orally and in writing and master the use of different expression techniques.
CEM41 Know the language and literacy curriculum for this stage as well as the theories on the acquisition and development of the corresponding learning.
CEM42 Promote speaking and writing skills.
CEM47 Deal with language learning situations in multilingual contexts.
CEM50 Acquire literary training and especially learn about children's literature.
CEM51 Be able to promote a first approach to a foreign language.

1.2. Learning outcomes

Upon completion of this subject, the student must:

- Be able to express oneself orally and in writing correctly in Spanish and English.
- Know, value and communicate the importance of the literature and culture of the Spanish and English languages.
- Be able to teach content corresponding to the English language.
- Know how to use literacy promotion techniques appropriate to the educational level, taking into account different multilingual and multicultural realities.
- Dealing with language learning situations in multilingual contexts.
- Develop and evaluate curriculum content using appropriate teaching resources and promote corresponding competencies.
- Acquire literary training and learn about children's literature in English.

2. CONTENTS

2.1. Prerequisites

None.

2.2. Description of content

- The English sound system and the International Phonetic Alphabet
- Synthetic Phonics: Theoretical principles
- Synthetic Phonics: from theory to practice
- Didactic resources for the work in the classroom.

2.3. Training activities

In-person mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF1. Synchronous theoretical classes	17	100%
AF3. Practical classes. Seminars and workshops	22	100%
AF4.Tutorials	14	100%
AF5. Working in small groups	7	100%
AF6. Individual study and independent work	85	0%
AF7. Assessment activities	5	100%
TOTAL NUMBER OF HOURS	150	

Distance learning mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF2. Asynchronous theoretical classes.	10	0%
AF3. Practical classes. Seminars and workshops	14	0%
AF 4. Tutorials	12	0%
AF6. Individual study and independent work	112	0%
AF7. Assessment activities	2	100%
TOTAL NUMBER OF HOURS	150	

2.4. Teaching methodologies

The teaching staff may choose between one or more of the following methodologies detailed in the verified degree report:

Code	Teaching methodologies	Description
MD1	Expository method. Master class	Structured presentation of the topic by the teacher in order to provide information to students, transmit knowledge and activate cognitive processes. Active student participation is encouraged through debate activities, case discussions, questions and presentations.
MD2	Individual study	Independent and reflective work by the student, in order to deepen the acquisition of associated skills (preparation of classes and exams; use of information sources; completion of assignments, presentations; use of ICT; participation in discussion forums, etc.)
MD3	Collaborative learning	Develop active and meaningful learning in a cooperative manner.
MD4	Troubleshooting	Active methodology that allows you to exercise, rehearse and put into practice previous knowledge.
MD5	Case study	Analysis of a real or simulated case with the aim of understanding it, interpreting it, solving it, generating hypotheses, contrasting data, reflecting, completing knowledge, etc.
MD6	Project-oriented learning	Carrying out a project to solve a problem, applying acquired skills and knowledge.
MD7	Tutoring (individual and/or group)	Methodology based on the teacher as a guide for student learning. In person or through the use of technological tools such as forums, email or videoconferences.
MD8	Apprenticeship contract	Develop autonomous learning.
MD9	Self-assessment	Assessment of one's own knowledge, skills and acquisition of competencies.

MD10	Teacher assessment	Student evaluation by the teacher

3. EVALUATION SYSTEM

3.1. Grading system

The final grading system will be expressed numerically, in accordance with the provisions of art. 5 of Royal Decree 1125/2003, of 5 September (BOE, 18 September), which establishes the European Credit System and the Grading System for official university degrees and their validity throughout the national territory.

> 0 - 4.9 Fail (SS)
> 5.0 - 6.9 Pass (AP)
> 7.0 - 8.9 Excellent (NT)
> 9.0 - 10 Outstanding (SB)

The mention of "matrícula de honor" may be awarded to students who have obtained a grade equal to or greater than 9.0.

The number of Honors may not exceed 5% of the students enrolled in a subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one Honors may be awarded.

3.2. Evaluation criteria

Ordinary call

Modality: In person

Evaluation systems	Percentage
Partial evaluation	20%
Activities	20%
Participation	10%
Final exam	50%

Modality: Distance learning

Evaluation systems	Percentage
Activities	30%
Participation	10%
Final exam	60%

Extraordinary call

Modality: In person

Evaluation systems	Percentage
Activities	40%
Final exam	60%

Modality: Distance learning

Evaluation systems	Percentage
Activities	40%
Final exam	60%

3.3. Restrictions

Minimum rating
In order for there to be an adequate average with the previous weights, it is necessary to obtain at least a grade of 5 on the final test.

Attendance
The student who, unjustifiably, stops attending more than 25% of the face-to-face classes may be deprived of the right to take the exam in the ordinary call.

Writing rules
Special attention will be paid to the presentation and content of written assignments, practical exercises and projects, as well as to exams, taking into account grammar and spelling. Failure to comply with the minimum acceptable standards may result in points being deducted from said assignment.

3.4. Warning about plagiarism

Antonio de Nebrija University will not tolerate plagiarism or copying in any case. The reprodicution of paragraphs from audit texts other than that of the student (Internet, books, articles, works of colleagues …) will be considered plagiarism, when the original source from which they come is not cited . *The use of citations cannot be indiscriminate. Plagiarism is a crime.*

In case of being detected of this type of practice, it will be considered a Serious Fault and the sanction provided for in the Student Regulations may be applied.

4. LITERATURE

Basic bibliography

Harrison, L., Cushen , C. & Hutchison, S. (2006). *Achieve IELTS 2. English for International Education. Upper intermediate-Advanced. Heinle Cengage Learning: National Geographic Learning*. London: Marshall Cavendish Education.

Bibliografía recomendada

Black, M. (2006) *Objective: IELTS: self - student's book: intermediate. 1st. ed.* C.U.P.
Cullen, P. (2008) *Cambridge Vocabulary for IELTS. 1st.* ed. C.U.P.
Downing & Locke (2006) *A University Course in English Grammar*. Routledge.
Gear, J. (2010) *Cambridge Preparation for the TOEFL test*. Cambridge.
Higby & Hudon, E. (2009). *TOEFL iBT*. New York: Kaplan.
Kenny (2011) *Cambridge Advanced Certificate*. Longman. London.
Mc Carthy, M. & O'Dell, F. (2008) *Academic Vocabulary in Use*. Cambridge University.
Murphy, R. (2005) *English grammar in Use*. C.U.P.
Vince (2007) *First Certificate Language Practice.* Macmillan.
Vince (2007) *Advanced Language Practice*. Macmillan.

5. DATOS DEL EQUIPO DOCENTE

You can consult the teachers' email and the academic and professional profile of the teaching team at: https://www.nebrija.com/carreras-universitarias/grado-educacion-infantil/#masInfo#container3