



English Phonics,  
Reading and Writing  
**Grado en Educación  
Primaria**



UNIVERSIDAD  
**NEBRIJA**

## TEACHING GUIDE

**Subject :** English Phonics, Reading and Writing

**Qualification:** Degree in Primary Education

**Character:** Optional

**Language:** English

**Modality:** On-site/Distance

**Credits:** 6

**Course:** 4th

**Semester:** 8th

**Professors / Teaching Staff:** Dr. Mrs. Elsa del Campo Ramirez

### 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

**CG1** Ability to use skills specific to intellectual work (understand, synthesize, outline, explain, present, organize).

**CG3** Ability to manage information.

**CG7** Ability for self-initiative, self-motivation and perseverance.

**CG10** Ability for interpersonal communication, awareness of one's own capabilities and resources.

**CG12** Ability to recognize diversity and respect multiculturalism.

##### Specific skills

**CEC1** Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and the body of didactic knowledge around the respective teaching and learning procedures.

**CEC2** Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals at the center.

**CEC3** Effectively address language learning situations in multicultural and multilingual contexts.

**CEC12** Assume the educational dimension of the teaching role and promote democratic education for active citizenship.

**CEM41** Acquire literary training and learn about children's literature.

**CEM47** Deal with language learning situations in multilingual contexts.

**CEM48** Express yourself, orally and in writing, in a foreign language.

**CEM55** Acquire practical knowledge of the classroom and its management.

**CEM56** Know and apply the processes of interaction and communication in the classroom and master the social skills and abilities necessary to foster a classroom climate that facilitates learning and coexistence.

**CEM57** Control and monitor the educational process and in particular the teaching-learning process by mastering the necessary techniques and strategies.

**CEM66** Develop and evaluate curriculum content using appropriate teaching resources and promote corresponding competencies in students.

## 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.
- Deal 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 contents

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

### 2.3. Training activities

On-site modality :

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. Work in small groups	7	100%
AF6. Individual study and independent work	85	0%
AF7. Assessment activities	5	100%

<b>TOTAL NUMBER OF HOURS</b>	<b>150</b>
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Distance modality :

<b>TRAINING ACTIVITY</b>	<b>HOURS</b>	<b>PERCENTAGE OF PRESENCE</b>
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%
<b>TOTAL NUMBER OF HOURS</b>	<b>150</b>	

#### 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	Carry out a project to solve a problem and apply 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	Heteroassessment	Student evaluation by the teacher
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### 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 "Matricula de Honor" may be awarded to students who have obtained a grade equal to or greater than 9.0.

The number of honorary matriculation awards 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: On-site

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

Modality: Distance

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

##### Extraordinary call

Modality: On-site

Evaluation systems	Percentage
Activities	40%
Final exam	60%

Modality: Distance

Evaluation systems	Percentage

Activities	40%
Final exam	60%

### 3.3. Restrictions

#### Minimum rating

In order to average the above weightings, it is necessary to obtain at least a grade of 5 in the final test.

#### Assistance

The student who, without justification, fails to attend more than 25 % of the 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

The Universidad Antonio de Nebrija will not tolerate plagiarism or copying under any circumstances. It will be considered plagiarism the reproduction of paragraphs from texts other than the student's audit (Internet, books, articles, papers of colleagues...), when the original source is not cited. *The use of quotations cannot be indiscriminate. Plagiarism is a crime.*

If this type of practice is detected, it will be considered a Serious Misconduct and the sanction foreseen 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. 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.

McCarthy, M. & O'Dell, F. (2008) *Academic Vocabulary in Use*. Cambridge University.

Murphy, R. (2005). *English grammar in Use*. CUP

Vince (2007). *First Certificate Language Practice*. Macmillan.

Vince (2007). *Advanced Language Practice*. Macmillan.

## 5. TEACHING STAFF DATA

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-primaria/#masInfo#profesores>