

A large, light gray, stylized profile of a man with a cap and curly hair, facing right, serving as a background for the top half of the page.

English Phonics: Reading
and Writing

Degree in Early
Childhood Education



UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

Subject: English Phonics: Reading and Writing

Qualification: Degree in Early Childhood Education

Character: Optional

Language: English

Modality: On-site /Distance

Credits: 6

Course: 4th

Semester: 8th

Teachers / Teaching Staff: Dra. Dña. Ana de Biase

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 Ability to apply knowledge professionally to work or vocation, demonstrate argumentation skills, and resolve problems within the field 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 Ability to understand language development in early childhood, to identify possible disorders, and to support its proper development; to effectively address language learning situations in multicultural and multilingual contexts; and to demonstrate proficiency in oral and written expression, mastering diverse techniques of communication.

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.

- Ability to recognize, 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, considering 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.
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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 lecture	Structured presentation of the topic by the teacher to facilitate information to students, transmit knowledge and activate cognitive processes. Active student participation is encouraged through debate, discussion of cases, questions and presentations.
MD2	Individual study	Autonomous and reflective work of the student, to deepen the acquisition of the 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 significant learning in a cooperative way.
MD4	Troubleshooting	Active methodology that allows to exercise, rehearse and put into practice previous knowledge.
MD5	Case studies	Analysis of a real or simulated case to learn about it, interpret it, solve it, generate hypotheses, contrast data, reflect, complete 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. Face-to-face or through the use of technological tools such as forums, mail or videoconferences.
MD8	Apprenticeship contract	Develop autonomous learning.
MD9	Self-evaluation	Assessment of one's own knowledge, skills and acquisition of competencies.
MD10	Heteroevaluation	Teacher's evaluation of the student

3. EVALUATION SYSTEM

3.1. Grading system

The final grading system will be expressed numerically, in accordance with Article 5 of Royal Decree 1125/2003 of September 5 (BOE, September 18), which establishes the European Credit

Transfer System (ECTS) and the official grading scale for university degrees, valid throughout the national territory.

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

The distinction of "**Matrícula de Honor**" (**Honors**) may be awarded to students who achieve a grade of 9.0 or higher. The number of Honors awarded may not exceed 5% of the students enrolled in a given course during the academic year. If fewer than 20 students are enrolled, only one Honors distinction may be granted.

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 qualification

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

Attendance

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 regular exam.

Writing standards

Special attention will be paid to the papers, practices and written projects, as well as in the exams to both the presentation and the content, considering grammatical and spelling aspects. Failure to meet the minimum acceptable standards may result in points being deducted on such work.

3.4. Plagiarism warning

Universidad Antonio de Nebrija will not tolerate plagiarism or any form of academic dishonesty under any circumstances. Plagiarism includes the reproduction of text from external sources (internet, books, articles, classmates' papers, etc.) without proper citation of the original source. The use of quotations must be appropriate and not excessive. Plagiarism constitutes a serious offense. If such practices are detected, they will be classified as Serious Misconduct, and the corresponding sanctions established 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>