



Growing together to achieve international success

Extract from the didactic programming for the area of Spanish Language and Literature

1st year of Primary Education
Year 2023/2024

SPANISH INSTITUTE VICENTE CAÑADA BLANCH

LONDON

1. Extract from the didactic programme for the area of LANGUAGE 1st year of Primary Education.

EVALUATION CRITERIA	BASIC KNOWLEDGE
<p>1.1 Show interest in and respect for the different languages and dialectal varieties of their environment, valuing equality in differences.</p> <p>1ST QUARTER</p>	<p>A. Languages and their speakers.</p> <ul style="list-style-type: none"> - Personal linguistic biography and linguistic map of the classroom. - Ethnocultural and linguistic diversity as a richness and a tool for interlinguistic reflection. - Identification, with accompaniment, of linguistic prejudices and stereotypes. - Use of non-discriminatory language that respects differences.
<p>1.2 Recognise, in an accompanied way and in close contexts, some very frequent linguistic and cultural prejudices and stereotypes.</p> <p>1ST QUARTER</p>	

<p>2.1. Understand the meaning of simple oral and multimodal texts, recognising the main ideas and the simplest explicit and implicit messages, and initiating, in an accompanied way, the evaluation of the content and the most elementary non-verbal elements.</p> <p>1ST QUARTER 2ND QUARTER 3RD QUARTER</p>	<p>II. Communication</p> <p><u>1. Context</u> - The impact of the components (situation, participants, intention) on the communicative act.</p> <p><u>2. Discursive genres</u> - Textual typologies: narration, description and dialogue. - Textual properties: basic strategies for coherence and cohesion. - Discursive genres specific to the personal and educational sphere. Content and form.</p> <p><u>3. Processes</u> - Listening comprehension: identification of the most relevant ideas and interpretation of the overall meaning. Detection of clearly discriminatory uses of verbal and non-verbal language.</p>
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<p>3.1. produce coherent oral and multimodal texts, with accompanied planning and using elementary non-verbal resources.</p> <p><u>1ST QUARTER</u> <u>2ND QUARTER</u> <u>3RD QUARTER</u></p>	<p>II. Communication</p> <p><u>2. Discursive genres</u></p> <ul style="list-style-type: none"> - Textual typologies: narration, description and dialogue. - Textual properties: elementary strategies for coherence and cohesion. - Discursive genres specific to the personal and educational sphere. Content and form. <p><u>3. Processes</u></p> <ul style="list-style-type: none"> - Oral interaction: appropriate oral interaction in informal contexts, active listening, assertiveness, dialogic conflict resolution and linguistic politeness. Empathetic expression and listening. - Oral interaction: appropriate oral interaction in formal and informal contexts, active listening, assertiveness, dialogical conflict resolution and linguistic politeness. Speaking and listening. - Oral production: pronunciation and intonation. Postural attitude. Construction and communication of knowledge through the planning and production of simple oral and multimodal texts.
<p>3.2. Participate in spontaneous oral interactions, incorporating elementary strategies of active listening and linguistic politeness.</p> <p><u>1ST QUARTER</u> <u>2ND QUARTER</u> <u>3RD QUARTER</u></p>	

<p>4.1. Understand the overall meaning and relevant information of close, written and multimodal texts, using basic comprehension strategies before, during and after reading.</p> <p><u>1ST QUARTER</u> <u>2ND QUARTER</u> <u>3RD QUARTER</u></p>	<p>II. Communication</p> <p><u>1. Context</u></p> <ul style="list-style-type: none"> - the impact of the components (situation, participants, intention) on the communicative act. <p><u>2. Discursive genres</u></p> <ul style="list-style-type: none"> - textual typologies: narration, description and dialogue. - Discursive genres specific to personal and educational contexts. Content and form. <p><u>3. Processes</u></p> <ul style="list-style-type: none"> - Reading comprehension: elementary reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the overall meaning. Identification of graphic and paratextual elements in the service of comprehension. Shared reading. Detection of clearly discriminatory uses of verbal and non-verbal language. <p><u>4. Reflection on language and its uses within the framework of proposals for the production and comprehension of oral, written or multimodal texts.</u></p> <ul style="list-style-type: none"> - Elementary vocabulary acquisition procedures. Contextualised reflection on the relationship of meaning between some words and others.
<p>4.2. Analyse, in an accompanied manner, the content and elementary formal and non-formal aspects of simple written and multimodal texts, assessing their content and structure.</p> <p><u>1ST QUARTER</u> <u>2ND QUARTER</u> <u>3RD QUARTER</u></p>	

5.1. Produce simple and coherent written and multimodal texts in different media, from the different stages of the evolutionary process of writing, adjusting to given models and mobilising, in an accompanied way, elementary strategies, individual or group, of planning, textualisation and revision.

1ST QUARTER
2ND QUARTER
3RD QUARTER

II. Communication

2. Discursive Genres

- Textual typologies: narration, description and dialogue.
- Textual properties: basic strategies for coherence and cohesion.
- Discursive genres specific to the personal and educational sphere. Content and form.

3. Processes

- Written production: conventions of the written code and natural spelling. Textual coherence. Elementary strategies, individual or group, for planning, textualisation, revision and self-correction. Use of elementary graphic and paratextual elements. Writing in digital support accompanied by verbal and non-verbal writing.

Literary education. - Creation of texts of literary intent based on given models.

Reflection on language and its uses within the framework of proposals for the production and comprehension of oral, written or multimodal texts - Establishment of generalisations about elementary linguistic aspects based on the observation, comparison and transformation of words and sentences, paying special attention to the existence of different types of words and their concordance relationships - Relationship between communicative intention and sentence modality.

- Basic mechanisms of textual coherence and cohesion, with special attention to temporal connectors.

- Basic punctuation marks as a mechanism for organising written text.

6.1. Locate, select and contrast information from different sources, including digital sources, citing and recreating them by creatively adapting given models.

2ND QUARTER
3RD QUARTER

6.2. Share the results of a simple individual or group research process on a topic of personal interest, carried out in an accompanied manner.

2ND QUARTER
3RD QUARTER

II. Communication

3. Processes

- Media and information literacy: elementary strategies for guided information search. Communication of information. Recognition of authorship. Guided use of the library as well as digital resources in the classroom.

<p>6.3. Adopt habits of critical, safe, sustainable and healthy use of digital technologies in relation to the search for and communication of information.</p> <p><u>3RD QUARTER</u></p>	
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<p>7.1. Read with progressive autonomy texts by different authors according to their tastes and interests, selected in an accompanied way, from the different stages of the evolutionary process of reading.</p> <p><u>1ST QUARTER</u> <u>2ND QUARTER</u> <u>3RD QUARTER</u></p>	<p>III. Literary Education</p> <ul style="list-style-type: none"> - Accompanied reading of varied and diverse works or fragments of children's literature appropriate to their interests and organised into reading itineraries. - Strategies for the accompanied and shared interpretation of works through literary conversations. - Relation of the texts read with other artistic and cultural manifestations. - Beginning of the construction of individual reading itineraries. Strategies for the expression of tastes and interests. - Expressive reading, dramatisation or interpretation of fragments according to comprehension processes and level of development. - Accompanied use of the classroom or school library as a setting for shared literary activities.
<p>7.2. Orally share the experience and enjoyment of reading by participating in school reading communities.</p> <p><u>1ST QUARTER</u> <u>2ND QUARTER</u> <u>3RD QUARTER</u></p>	

<p>8.1. Listen to and read oral and written texts of children's literature, which include a diversity of authors, establishing in an accompanied way elementary relations between them and with other artistic or cultural manifestations.</p> <p><u>1ST QUARTER</u> <u>2ND QUARTER</u> <u>3RD QUARTER</u></p>	<p>III. Literary Education</p> <ul style="list-style-type: none"> - Reading accompanied by varied and diverse works or fragments of children's literature appropriate to their interests and organised in reading itineraries. - Texts from the oral and written tradition in Cantabria: romances, stories, legends, proverbs, riddles, popular sayings, trovas. - Strategies for the accompanied and shared interpretation of works through literary conversations. - Relationship, in an accompanied manner, between the essential constituent elements of the literary work (theme, characters, plot, space) and the construction of the meaning of the work. - Expressive reading, dramatisation or interpretation of fragments according to the processes of comprehension and level of development. - Creation of texts of literary intention from given models.
<p>8.2. Produce, in an accompanied manner, simple individual or collective texts with literary intent, adapted to the different stages of the evolutionary process of writing, adjusting to given models, in different media and complementing them with other artistic languages.</p> <p><u>1ST QUARTER</u> <u>2ND QUARTER</u> <u>3RD QUARTER</u></p>	

<p>9.1. Formulate elementary conclusions about the functioning of language, paying particular attention to the concordance and meaning relationships between words, from the observation, comparison and transformation of words and utterances, in an accompanied process of production or comprehension of texts in meaningful contexts.</p> <p>1ST QUARTER 2ND QUARTER 3RD QUARTER</p>	<p>II. Communication</p> <p><u>2. Discursive genres</u></p> <ul style="list-style-type: none"> - Discursive genres specific to the personal and educational sphere. Content (topic, fixed formulae, lexis) and form (structure, format, images). <p><u>4. Reflection on language and its uses within the framework of proposals for the production and comprehension of oral, written or multimodal texts.</u></p> <ul style="list-style-type: none"> - Establishment of generalisations about elementary linguistic aspects based on observation, comparison and transformation of words and sentences, paying special attention to the existence of different types of words and their concordance relations. - Elementary differences between spoken and written language. - Elementary vocabulary acquisition procedures. Contextualised reflection on the relationship of meaning between some words and others. - Relationship between communicative intention and sentence modality. - Basic mechanisms of textual coherence and cohesion, with special attention to temporal connectors. - Basic punctuation marks as a mechanism for organising written text.
<p>9.2. Revise and improve own texts and remedy some reading comprehension problems, in an accompanied manner, based on metalinguistic and interlinguistic reflection and using the appropriate basic linguistic terminology.</p> <p>2ND QUARTER 3RD QUARTER</p>	

<p>10.1. Reject the discriminatory linguistic uses identified on the basis of accompanied group reflection on the elementary verbal and non-verbal aspects of communication, taking into account a gender perspective.</p> <p>2ND QUARTER 3RD QUARTER</p>	<p>I. Languages and their speakers</p> <ul style="list-style-type: none"> - Ethnocultural and linguistic diversity as a richness and a tool for interlinguistic reflection. - Identification, with accompaniment, of linguistic prejudices and stereotypes. - Use of non-discriminatory language that respects differences. <p>II. Communication</p> <p><u>3. Processes</u></p>
<p>10.2. Mobilise, with the necessary planning and accompaniment, elementary strategies for active listening, assertive communication and consensus, initiating in the dialogical management of conflicts.</p> <p>2ND QUARTER 3RD QUARTER</p>	<ul style="list-style-type: none"> - Oral interaction: appropriate oral interaction in informal formal contexts, active listening, assertiveness, dialogue-based conflict resolution and linguistic politeness. Empathetic expression and listening to one's own and others' needs, experiences and emotions.

Timing of projects

The school's project for the current academic year will be "Around Spain in 80 days".

<u>DRAFT 1</u>	Getting to know Andalusia, Galicia, Cantabria, Navarre, Asturias and Basque Country	7 September- 20 December 1st Quarter.
<u>DRAFT 2</u>	We travel to the Canary Islands, Balearic Islands, Valencia, Aragon, Extremadura and Castilla-Leon.	8 January - 28 March 2nd Quarter
<u>DRAFT 3</u>	We finish our journey through Catalonia, Madrid, Castilla La Mancha, La Rioja, Murcia and the autonomous cities of Ceuta and Melilla.	15 April - 4 July 3rd Quarter

2. Methodology

Methodological principles of the centre

The methodological principles valid for all areas, activities and projects are:

- The globalising approach of the contents, so that the activities carried out by the pupils involve an interrelation between the different areas and proposals.
- The motivation of pupils in the teaching-learning process will be based on situations that provoke their interest and hold their attention, either because they respond to their experiences and needs or because of their playful and imaginary significance.
- The need to guarantee functional learning, ensuring its use by the learner when needed, both in the practical application of the knowledge acquired and in its use to carry out new learning.
- To favour group and team learning in order to promote relations between equals, providing guidelines that allow for confrontation and modification of points of view, coordination of interests, collective decision-making, mutual help and overcoming conflicts through dialogue and cooperation, thereby overcoming all forms of discrimination.
- Teaching will be active: understood in a double sense (on the one hand, as a way for pupils to learn autonomously and, on the other hand, to establish strategies that lead to activity in all aspects: manipulative, motor and cognitive).

- The diversity of the pupils will be taken into account, taking into account the peculiarities of each group, the characteristics of children of different origins and abilities, of different learning pace, etc.
- Adapt the use of different resources (materials, manipulatives, texts, audiovisual and computer) to the objectives pursued.
- The evaluation will serve as a reference point for pedagogical action in order to adapt the teaching process to the real progress of the pupils.
- The aim of education is the full development of the pupils' integral personality. In this development, at least two main aspects can be distinguished: cognitive development and emotional development. This is why we must dedicate time to work on the following objectives:
 - Acquire a better understanding of one's own emotions.
 - Identifying the emotions of others.
 - Develop the ability to control one's own emotions.
 - Prevent the harmful effects of negative emotions.
 - Develop the ability to generate positive emotions.
 - Develop greater emotional competence.
 - Develop the ability to be self-motivated.
 - Adopt a positive attitude towards life.

3. Cross-cutting content: British values and protected characteristics.

The area will work transversally on the so-called "British values", common to the transversal elements included in our regulations:

- Democracy:

-Carrying out democratic voting during the development of the classes in the area for the taking of different collective decisions.

-The rule of law

-Poster in the classroom, in a visible place, showing: "The rule of law".

-Individual liberty:

Encouragement of individual decision-making, through the choice of different projects, personal work and in-depth studies to be carried out in the area.

-Mutual respect for the tolerance of those with different faiths and beliefs and for those without faith:

-Respect for cultural differences, beliefs and levels of intellectual and motor development that students may present during the development of classes in the area.

In addition, attention will also be paid to respect for protected characteristics (race,

religion or belief, gender reassignment, pregnancy and maternity and disability), fostering respect for all persons and non-discrimination on grounds of sex, race, religion, beliefs and whatever the personal circumstances of the members of the educational community.

4. Evaluation

Procedures

	DIRECT OBSERVATION	COOPERATIVE WORK	TESTS	INDIVIDUAL PRODUCTIONS
ORAL EXPRESSION	Heading	Heading	--	Heading
WRITTEN EXPRESSION	Heading	Heading	Written	Heading
ORAL COMPREHENSION	Questions	Questions	--	Questions
READING COMPREHENSION	Questions	Questions	Escritas	Questions
LOGICAL-MATHEMATICAL REASONING	Heading	Heading	Escritas	Heading
ARTISTIC EXPRESSION	Questions	Productions	Productions	Heading

Evaluation moments

- **Initial.**
- Its main objective is to analyse the situation of each student before starting a specific teaching-learning process.
- Its purpose is to raise awareness (teachers and pupils) of the starting points, so that the process can be adapted to the needs detected.
- **It continues.**
- It consists of carrying out tests periodically throughout the project, in order to assess the students' learning process and improve it as the course progresses and the projects advance.
- Its purpose is to evaluate the pedagogical evolution of the pupil and to improve the teaching-learning process itself, both for the teacher and the pupils.

- **Final.**
- It is carried out when the period of time dedicated to the teaching of a certain content has come to an end. It serves to detect what the student has not yet internalised, as well as certain aspects of the teaching that should be modified.
- Its purpose is qualification, although it can also have a formative-regulatory function by proposing tasks to the students for the aspects to be improved.

		INITIAL	DURING THE DEVELOPMENT OF THE PROJECT (CONTINUED)	FINAL
EVALUATION MOMENTS	WHEN?	Start of the project	Central development weeks	During and at the end of each project

Techniques and instruments

- **The observation, carried out through:**
 - Checklists (daily tasks).
 - Observation scales (to check the level of involvement in teamwork).
 - Daily work in the classroom.
 - Classroom participation.
 - Project workbook (to check construction of personal 'textbook')
 - Classroom assemblies (to deal with day-to-day issues and for conflict resolution).
- **Task analysis, through:**
 - Feedback (for performance improvement)
 - Analysis of digital or paper productions (individual or collective).
 - Analysis of oral presentations (individual or collective).
 - Analysis of the tasks reported in the classroom.
- **The evidence, through:**
 - Digital or paper-based cooperative composition and development tests.
 - Digital or paper-based individual composition and development tests.
 - Objective tests, short in form and with a choice of answers.
 - Digital time-response tests (Kahoot/Plickers)
- **Self-assessment, through:**
 - Evaluation targets
- **Co-evaluation, through:**
 - Teamwork rubrics (to determine the evolution and functioning of the group in the project).
 - Evaluation targets (to determine the involvement of each team member in the teamwork)

		PARTICIPATION IN THE CLASSROOM	REFERENCES	EVALUATION TARGETS	PROJECT WORKBOOK	DIGITAL NOTEBOOK
ASSESSMENT TOOLS						
		DRIVE FORMS	DIGITAL APPLICATIONS	DIGITAL CO-OPERATIVE TESTING	INDIVIDUAL DIGITAL TESTS	INDIVIDUAL TESTS ON PAPER
		PAPER-BASED COOPERATIVE TESTING	ORAL PRESENTATIONS	DIGITAL PRODUCTS	PAPER PRODUCTS	DIRECT OBSERVATION
		DAILY CLASSROOM WORK	TASKS			

The weighting for the qualification of each term will be carried out in the different evaluation criteria (point 1) marked for the first cycle of primary school by the LOE-LOMLOE.