Extract from the Spanish Language and Literature program for the 3rd year of Primary Education.

GOBIERNO DE ESPAÑA — MINISTERIO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL — ACCIÓN EDUCATIVA EXTERIOR — 50 ANIVERSARIO INSTITUTO ESPAÑOL VICENTE CAÑADA BLANCH

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EXTRACT FROM THE SPANISH LANGUAGE AND LITERATURE AREA PROGRAM

FOR 3rd GRADE OF PRIMARY SCHOOL

1.- Sequencing of the evaluation criteria of the specific competences and associated knowledge.

FIRST QUARTER

Learning situation	Basic knowledge
Committed to the environment In this learning situation different textual typologies will be worked on (description, instruction and information)	B.Communication. Discursive genres - Textual typologies: narration, description, dialogue and exposition. - Textual properties: basic strategies for coherence and cohesion.

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and two final products related to the knowledge and care of the natural environment will be generated. On the other hand, students will be introduced to the knowledge and understanding of the theatrical structure and the basis for the work in this area that will be done during the following learning situation will be established.	3.Processes. - Oral interaction: appropriate oral interaction in formal and informal contexts, active listening, assertiveness, dialogic conflict resolution and linguistic politeness. Empathetic expression and listening of needs, experiences and emotions of self and others. - Oral comprehension: identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences... - Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the global meaning by making the necessary inferences. Identification of graphic and paratextual elements at the service of comprehension. Shared and intoned reading. Detection of possible discriminatory uses of verbal and non-verbal language. - Written production: conventions of the written code and basic regulated spelling. Textual coherence and cohesion. Basic strategies, individual or group, for planning, textualization, revision and self-correction. Use of basic graphic and paratextual elements in the service of comprehension. Accompanied writing in digital support. C.Literary education. - Reading accompanied by varied and diverse works or fragments of children's literature, appropriate to their interests and organized in reading itineraries. - Expressive reading, dramatization or interpretation of fragments according to comprehension processes and developmental level. - Creation of texts of literary intention in a free way, from given models or recreating literary texts.
Becoming actors In this learning situation they will work on the different roles and rules within the theatrical organization. They will also be introduced to theatrical interpretation and	B.Communication Discursive genres. - Textual typologies: narration, description and dialogue. - Textual properties: elementary strategies for coherence and cohesion. - Discursive genres specific to the personal and educational environment. Content and form.

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the importance of the use of clear structures in orality. For this purpose, different exposition and argumentation activities will be carried out before the group/class (debates, oral expositions...). In the part of reflection on language and from the analysis of theatrical texts, unknown words will be analyzed and dictionaries will be used to look them up. **Final product:** theatrical performance of a play given during the last week of this half term.	3.Processes - 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 at the service of comprehension. Shared reading. Detection of clearly discriminatory uses of verbal and non-verbal language. - Written production: conventions of the written code and natural spelling. Textual coherence. Elementary strategies, individual or group, of planning, textualization, revision and self-correction. Use of elementary graphic and paratextual elements in the service of comprehension. Accompanied writing in digital support. C.Literary education - Expressive reading, dramatization or interpretation of fragments according to comprehension processes and developmental level. - Creation of texts of literary intent from given models. - Accompanied use of the classroom or center library as a setting for shared literary activities. D.Reflection on language and its uses within the framework of proposals for the production and comprehension of oral, written or multimodal texts. - Establishment of generalizations on elementary linguistic aspects from the observation, comparison and transformation of statements, paying special attention to the relationships established between nouns, adjectives and verbs. - Elementary strategies for the guided use of dictionaries in different media.

SECOND QUARTER

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Learning situation	Basic knowledge
"Cuenta-lo" In this learning situation, stories will be used as the basis of work, the approach to traditional and contemporary children's literature, in addition to its nuances derived from the geographical area in which they are located or written will be used to address aspects such as the differentiation of verb tenses (present, past and future), synonyms and antonyms from comparative geographical adaptations and the Spanish linguistic variety and plurality (adaptation of the same work to different languages). **Final product:** adaptation and modification of a tale from classical literature to the current reality and its translation into several languages. This process involves an analysis that will be collected in a personal portfolio, which will be presented to the class group.	A.Languages and their speakers. - 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. B.Communication. 1. Context. - Incidence of the components (situation, participants, intention) in the communicative act. Discursive genres. - Textual typologies: narration, description, dialogue and exposition. - Textual properties: elementary strategies for coherence and cohesion 3.Processes. - Written production: conventions of the written code and natural spelling. Textual coherence. Elementary strategies, individual or group, of planning, textualization, revision and self-correction. Use of elementary graphic and paratextual elements in the service of comprehension. Accompanied writing in digital support. - Media and information literacy: basic strategies for guided information search. Communication of information. Recognition of authorship. Guided use of the library, as well as digital resources in the classroom. C.Literary education. - Accompanied reading of varied and diverse works or fragments of children's literature appropriate to their interests and organized in reading itineraries. - Strategies for the accompanied and shared interpretation of works through literary conversations. - Relationship between the texts read and other artistic and cultural manifestations.

Extract from the Spanish Language and Literature program for the 3rd year of Primary Education.

We are news: This learning situation will focus on the work of current affairs, from which some press and/or television news will be selected in order to analyze the structure and development within this textual typology. Final product: to elaborate a newscast, they will have to present the news in oral or written form with a news structure, for this they will search for and compare information, in addition to incorporating an interview with a real or fictitious person related to the news. For the part of reflection on language, they will work on the differentiation between pronouns and determiners in their own productions and in other people's productions.	B.Communication. 1. Context. - Incidence of the components (situation, participants, communicative purpose, channel) in the communicative act. 3.Processes. - Oral interaction: appropriate oral interaction in formal and informal contexts, active listening, assertiveness, dialogic conflict resolution and linguistic politeness. Empathetic expression and listening of needs, experiences and emotions of self and others. - Oral comprehension: identification of the most relevant ideas and interpretation of the global meaning, making the necessary inferences. Detection of possible discriminatory uses of verbal and non-verbal language. - Oral production: basic elements of prosody and non-verbal communication. Construction, communication and evaluation of knowledge through the planning and production of oral and multimodal texts. - Media and information literacy: basic strategies for the guided search of information in varied documentary sources and with different supports and formats. Recognition of authorship. Comparison and creative communication of information. Use of the library, as well as digital resources in the classroom. D.Reflection on language and its uses within the framework of proposals for the production and comprehension of oral, written or multimodal texts. - Elementary vocabulary acquisition procedures. Similarities and differences in form and meaning between words of the same lexical or semantic family. - Relationship between communicative intent and sentence modality.

THIRD TRIMESTER

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Learning situation	Basic knowledge
My first book of poetry. In this learning situation, the fundamental axis will be poetry, so we will work on the different basic linguistic skills based on them. In addition, special emphasis will be placed on the adjective and metaphor (based on semantic fields). **Final product: based on** the reading of my first poetry book (SM) create a poetry book of my own elaboration for the 3rd grade level, in the formulation of poetry under some parameters of language use and using the adjective as a vehicle of description and the search for semantic fields for the creation of metaphors.	B.Communication. 3.Processes. - 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 at the service of comprehension. Shared reading. Detection of clearly discriminatory uses of verbal and non-verbal language. - Written production: conventions of the written code and natural spelling. Textual coherence. Elementary strategies, individual or group, of planning, textualization, revision and self-correction. Use of elementary graphic and paratextual elements in the service of comprehension. Accompanied writing in digital support. C.Literary education. - Accompanied reading of varied and diverse works or fragments of children's literature appropriate to their interests and organized in reading itineraries. - Strategies for the accompanied and shared interpretation of works through literary conversations. - Relationship, in an accompanied way, between the essential constitutive elements of the literary work (theme, characters, plot, space) and the construction of the meaning of the work. - Relationship between the texts read and other artistic and cultural expressions - Creation of texts of literary intent from given models. D.Reflection on language and its uses within the framework of proposals for the production and comprehension of oral, written or multimodal texts. - Elementary vocabulary acquisition procedures. Contextualized reflection on the relationship of meaning between some words and others. - Relationship between communicative intention and sentence modality. - Elementary mechanisms of textual coherence and cohesion, with special attention to temporal connectors.

Extract from the Spanish Language and Literature program for the 3rd year of Primary Education.

	- Basic punctuation marks as a mechanism for organizing written text
CAÑADA is spelled with "C" for comic book In this learning situation, the comic and its different aspects will be used as the backbone. With them we will immerse the students in the different forms of comics and the use of the most frequent linguistic resources, paying special attention to the different types of sentences and their parts. **Final product:** after analyzing different types of comics: classics, manga, etc., teams are asked to create a comic that mixes the different styles. Each box of the comic must comply with a series of premises in terms of sentence typology.	B.Communication. 3.Processes - Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the global meaning, making the necessary inferences. Identification of graphic and paratextual elements at the service of comprehension. Shared and intoned reading. Detection of possible discriminatory uses of verbal and non-verbal language. - Written production: conventions of the written code and basic regulated spelling. Textual coherence and cohesion. Basic strategies, individual or group, for planning, textualization, revision and self-correction. Use of basic graphic and paratextual elements in the service of comprehension. Accompanied writing in digital support. - Media and information literacy: basic strategies for the guided search of information in varied documentary sources and with different supports and formats. Recognition of authorship. Comparison and creative communication of information. Use of the library, as well as digital resources in the classroom. C.Literary education. - Creation of texts of literary intention in a free way, from given models or recreating literary texts. D.Reflection on language and its uses within the framework of proposals for the production and comprehension of oral, written or multimodal texts. - Elementary mechanisms of coherence and cohesion, with special attention to repetitions and synonyms, and to the order of sentences and paragraphs. - Punctuation marks as mechanisms for organizing written text and expressing communicative intent

2.- Methodological and didactic principles

The competency-based approach to Spanish Language and Literature implies going far beyond the direct transfer of basic knowledge. The didactic intervention in this area must be guided by the consideration of language as a tool for understanding and representing reality, as an instrument for relating to others, and as a fundamental aspect in the construction of each child's identity.

The competency-based approach to the curriculum involves mobilizing knowledge through varied, real and meaningful learning situations - understood as contextualized frameworks for action, defined by clear educational purposes and linked to the student's experience - in accordance with the parameters formulated in the evaluation criteria, in order to progress towards the acquisition of specific competencies. Learning situations should be open to interdisciplinary work and be related, whenever possible, to the challenges of the 21st century. The planning of the situations should seek a balance between all the curricular elements linked to them so that the systematization and progression of learning are articulated and prolonged in a complementary manner throughout the entire stage. The methodological proposals can benefit from the inclusive perspective enlightened by the Universal Design for Learning. In accordance with the interest in making knowledge accessible to all children, the forms of access to learning situations should be planned from the beginning in a varied way through texts, audio, multimodal elements, etc.; the work proposals should also offer various possibilities for their resolution (an oral presentation, an expository text, participation in a debate, a story, a triptych, etc.); and motivation should be achieved through various channels and in the best possible way.

3.- Transversal contents. British Values and protected characteristics

- Democracy:

Extract from the Spanish Language and Literature program for the 3rd year of Primary Education.

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

● The rule of law

-Poster in class showing the rule of law.

● Individual liberty:

-Encouragement of individual decision making, through the choice of different types of activities to be developed in the area.

● Mutual respect for the tolerance of those with different faiths and beliefs

and for those without faith:

-Respect for cultural differences and levels of intellectual and motor development that students may present during the development of mathematics classes.

● Sex, race, religion or belief, disability, gender reassignment, pregnancy and

maternity and disability.

- Respect for all people and non-discrimination based on sex, race, religion or beliefs will be encouraged in the development of Mathematics classes.

- The theme of children's rights will be addressed.

4.- Evaluation

4.1. Evaluation procedures and tools

As established in article 14 of Royal Decree 157/2022, of March 1, a variety of assessment instruments will be used, diverse, accessible and adapted to the different learning situations that allow for the objective assessment of all students.

- Written tests
- Reading tests
- Oral tests
- Challenges
- Class notebook
- Daily observation

In this sense, the programming includes different types of activities (open, closed, contests, individual, group, digital activities, etc.) and specific evaluation tools (checklists, rubrics, worksheets, records, test generators, etc.). Specifically, it provides these tools to track activities that are key evidence of student learning:

Rubric my competences (self-assessment)

Interactive self-assessment

Rubric for evaluation of cooperative work (self-evaluation and co-evaluation).

-Evaluation test

4.2. Qualification criteria

The final result of each procedure will be adapted to the following grading criteria:

Extract from the Spanish Language and Literature program for the 3rd year of Primary Education.

LEVEL 3RD GRADE OF PRIMARY SCHOOL

PROCEDURE	EVALUATION TOOLS	PERCENTAGE IN THE RATING
Observation	-Checklist -Rubrics	25%
Experimentation (Specific tests)	-Written test -Oral test	20%

Production (Final products)	-Notebook
	-Productions:
	   ● technology
	   ● other media
		30%

Development of activities related to the Reading Plan		25%
Total qualification		100%