

Extract from the Language and Literature programme - 6th year of Primary Education.



**EXTRACT FROM THE PROGRAMME OF THE LANGUAGE AND LITERATURE AREA
FOR YEAR 6 OF PRIMARY EDUCATION**



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

FIRST TERM

Learning situation	Basic knowledge
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<p>1. Geology Spain</p>	<p>A.Languages and their speakers. - Personal linguistic biography and linguistic map of the environment. - Ethnocultural and linguistic diversity as a richness and a tool for interlinguistic reflection. Approach to sign languages. - Strategies for identifying linguistic prejudices and stereotypes. - Use of language that is non-discriminatory and respectful of differences. B.Communication. 1. Context. - Interactions between the components of the communicative event (situation, participants, communicative purpose, channel, register). 3.Processes. - Listening comprehension: identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Detection of discriminatory uses of verbal and non-verbal language. - Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Identification of graphic and paratextual elements at the service of comprehension. Shared and expressive reading. Detection of discriminatory uses of verbal and non-verbal language. - Written production: regulated spelling in textualisation and self-correction. Coherence, cohesion and textual adequacy. Basic strategies, individual or group, for planning, textualisation, revision and self-correction. Use of graphic and paratextual elements in the service of comprehension. Accompanied writing in digital support. - Strategies for observing and making generalisations about accentuation.</p>
<p>2. I relate (well) in networks</p>	<p>A.Languages and their speakers. - Use of language that is non-discriminatory and respectful of differences. B.Communication. 2. Discursive genres - Discursive genres specific to the personal, social and educational spheres. Content and form. Social networks and their risks 3.Processes.</p>

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	<ul style="list-style-type: none">- Media and information literacy: strategies for searching for information in different documentary sources and with different media and formats. Recognition of authorship. Comparison, organisation, critical evaluation and creative communication of information. Progressively autonomous use of the library, as well as digital resources in the classroom.C.Literary education.- Expressive reading, dramatisation or interpretation of fragments according to comprehension processes and developmental level.
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SECOND TERM

Learning situation	Basic knowledge
<p>3. Modern Age</p>	<p>3.Processes</p> <ul style="list-style-type: none"> - Listening comprehension: identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Detection of discriminatory uses of verbal and non-verbal language. - Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Identification of graphic and paratextual elements at the service of comprehension. Shared and expressive reading. Detection of discriminatory uses of verbal and non-verbal language. - Media and information literacy: strategies for searching for information in different documentary sources and with different media and formats. Recognition of authorship. Comparison, organisation, critical evaluation and creative communication of information. Progressively autonomous use of the library, as well as digital resources in the classroom.
<p>4. Contemporary Age</p>	<p>3.Processes</p> <ul style="list-style-type: none"> - Listening comprehension: identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Detection of discriminatory uses of verbal and non-verbal language. - Reading comprehension: reading comprehension strategies before, during and after reading. Identification of the most relevant ideas and interpretation of the overall meaning, making the necessary inferences. Critical evaluation. Identification of graphic and paratextual elements at the service of comprehension. Shared and expressive reading. Detection of discriminatory uses of verbal and non-verbal language. - Media and information literacy: strategies for searching for information in different documentary sources and with different media and formats. Recognition of authorship. Comparison, organisation, critical evaluation and creative communication of information. Progressively autonomous use of the library, as well as digital resources in the classroom.

2.- Methodological and didactic principles

The methodological principles that will guide teaching practice are set out in Royal Decree 157/2022 of 1 March, which establishes the organisation and minimum teaching standards for Primary Education. In the area of Spanish Language and Literature, the acquisition of specific competences must be based on the articulation of the knowledge of all the blocks of the area, in a coordinated and interrelated manner, promoting at all times communicative interaction and the collaboration of students with each other and with the other agents involved in the teaching-learning processes.

The linguistic diversity of most school contexts and the undeniable need for a multilingual education for all pupils invites the integrated treatment of languages as an excellent way of stimulating interlinguistic reflection and approaching real social uses, in which two or more languages often have to be handled simultaneously.

Progress in learning in the area should enable students to respond to real communicative situations in the personal, social and educational spheres. Hence the importance of structuring the classroom programme around a set of contextualised, meaningful and relevant learning situations, paying attention to their gradation and complementarity, so that by the end of the school year all the basic knowledge included in the curriculum has been worked on in a proportionate manner. In any case, interdisciplinary work, which requires the mobilisation of knowledge from more than one area, will add value to learning by enhancing its competency-based nature.

3.- Transversal contents. British Values and protected characteristics

Cross-cutting content: British values and protected characteristics.

From the area of Spanish Language and Literature, the development and acquisition of the so-called "British Values" will be promoted, coinciding with the Principles and aims set out in our regulations. In general, the following aspects will be taken into consideration:

- Democracy: democratic voting for the taking of different collective decisions.
- The rule of law: classroom poster showing the rule of law.
- Individual liberty: encouraging individual decision-making and the capacity for free expression in the writing of texts and in oral participation in debates and discussions,

Mutual respect for the tolerance of those with different faiths and beliefs and for those without faith: respect for the cultural differences and levels of development, skills and abilities of individual pupils.

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 belief will be encouraged in the development of Spanish Language and Literature classes.

4.- Evaluation

4.1. Assessment procedures and instruments

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<p>Various tasks of the pupil carried out in the daily activity of the class. Various student assessment activities (book, photocopiable worksheets, written test...) Work in cooperative groups. Murals, posters, projects, ... ICT activities: interactive. Digital productions. Notebook.</p>	<ul style="list-style-type: none"> - Individual and collective questions. - Dialogue. - Oral presentation. - Individual oral test. - Observation and assessment of the degree of participation of each pupil and the quality of their interventions. 	<ul style="list-style-type: none"> - Daily observations. - Rubric for the notebook. - Order, cleanliness, quality. - Compliance with rules. - Attitude in class. - Attitude in cooperative learning dynamics.
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4.2. Qualification criteria

PROCEDURE	INSTRUMENTS OF EVALUATION	PERCENTAGE IN THE RATING
Observation	• Checklist	20%
Experimentation (Specific tests)	• Headings	20%
Production (Final products)	• Written test	20%
	• Oral test	40%
	• Notebook	
	• Productions: ◦ technological	
	◦ other media	