

TEACHING GUIDE

DESARROLLO DE HABILIDADES LINGÜÍSTICAS Y LECTOESCRITURA I

GRADO EN EDUCACIÓN INFANTIL (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 24-06-2026



I.-Subject Identification

Type	OBLIGATORIA
Teaching period	2 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

Por la importancia del lenguaje en todos los aspectos del desarrollo infantil (cognitivos, afectivos, sociales, etc.), el personal docente requiere conocimientos sólidos sobre la estructura y el funcionamiento del lenguaje en los primeros ciclos de Educación Infantil (0 a 6 años). En esta asignatura se enseñan los aspectos teóricos y prácticos de la enseñanza de la lectoescritura que favorecen el aprendizaje y el desarrollo de las habilidades lingüísticas, sea cual sea el ámbito curricular que se trabaje.

III.-Learning outcomes

CGI1. Ability to analyse and synthesise.
 CGI2. Organisation and planning skills
 CGI6. Information management skills
 CGP1. Teamwork
 CGP3. Interpersonal Relations Skills
 CGP5. Critical reasoning.
 CGS7. Creativity.
 CE1. Ability to understand the complexity of educational processes in general and of teaching-learning processes in particular.
 CE2 Knowledge of the course contents to be taught, understanding their epistemological singularity and the specificity of their didactics.
 CE4 Ability to analyse and to questioning the conceptions of education derived from Research, as well as curricular proposals of educational administration.
 CE5 Respect for cultural and personal differences of students and other members of the educational community.
 CECEI2 Effectively approach to an early childhood learning situations from a globalising and integrating perspective of the different cognitive, emotional, social, motor, linguistic and self-regulation dimensions. (globalising perspective)
 CECEI3 Create learning environments that favour empathy, social behaviour, autonomy and multicultural coexistence by systematically observing the social, family and school environment. (Contextual and social-natural perspective).
 CECEI4 Design and apply and evaluate didactic actions aimed at the development of physical, cognitive, socio-affective, motor and linguistic skills, knowing the biological, psychological, social and creative factors that determine learning. (early learning perspective and play methodology)
 CECEI6 Detect possible difficulties that pupils may present and to elaborate didactic strategies and curricular adaptations that take into account the diversity of students, promoting their educational and social inclusion. (Attention to diversity perspective)
 CECEI7 Design didactic actions related to understand the space and time in schoolchildren. (space-time perspective)
 CECEI8 Design and develop educational communication and expression approaches using gestural and verbal-iconic strategies. (Basic or instrumental learning).
 CECEI16 Understand the basic principles of language and communication sciences.
 CECEI17 Knowing the learning process of written language and its pedagogy.
 CECEI18 Know the process of acquisition and development of linguistic and literary competence at level 0-6 years old.
 CECEI19 Develop and evaluate the contents of the Spanish language curriculum using appropriate didactic resources and promote the corresponding competencies between the students.
 CECEI20 Understand the transition from oral to written language and know the different registers and uses of the language.
 CECEI21 Know the learning and writing process and how to teach both
 CECEI22 Recognise and value the appropriate use of verbal and non-verbal language
 CECEI23 Knowing and making appropriate use of resources for encouraging reading and writing.
 CECEI24 Acquire literary training and, in particular, knowledge of children's literature.
 CECEI25 Knowing the texts of oral tradition and their role in literary education.
 CECEI26 Encourage speaking and writing skills
 CECEI27 Know and master oral and written expression techniques

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

Bloque I: Desarrollo y adquisición de las habilidades lingüísticas: el lenguaje oral y escrito

Unidad 1: Desarrollo y adquisición de las habilidades lingüísticas

- El lenguaje infantil
- La adquisición del lenguaje
- Las fases de la evolución
- Factores que posibilitan la adquisición

Unidad 2: El lenguaje oral: escuchar, hablar y conversar

- Competencia oral (comprensión y expresión oral)
- Lengua oral: desarrollo de la lengua oral en educación infantil

Unidad 3: El lenguaje escrito: aproximación a la lengua escrita

- Competencia escrita (comprensión y expresión escrita)
- Lengua escrita: desarrollo de la lengua escrita en educación infantil
- La enseñanza de la lecto-escritura: legislación actual
- La Agenda 2030 para el desarrollo sostenible

Bloque II: Métodos, actividades, contenidos y recursos para el desarrollo de las habilidades lingüísticas

Unidad 4: Métodos, actividades, contenidos y recursos para el desarrollo de la lengua oral

- Orientaciones generales para la didáctica de la lengua oral en educación infantil
- Actividades y recursos en la enseñanza de la lengua oral

Unidad 5: Métodos, actividades, contenidos y recursos para el desarrollo de la lengua escrita

- Actividades y recursos en la enseñanza de la lengua escrita y su interrelación con la lengua oral
- Literatura infantil
- Componentes de la interacción pedagógica

IV.B.-Training activities

Type	Title
Practical sessions	Desarrollo de habilidades y destrezas relacionadas con los contenidos teóricos de la asignatura mediante la clase práctica.
Academic tutorials	Tutorías académicas: intercambio de ideas y resolución de dudas con el profesor correspondiente sobre los contenidos de cada tema y la realización de los trabajos prácticos.
Test and/or exams	Realización de pruebas escritas evaluables.
Theoretical sessions	Adquisición de conocimientos teóricos sobre los contenidos desarrollados en la asignatura.



Group work	Realización de trabajos grupales cooperativos.
Lectures	Lecturas relacionadas con la asignatura.

V.-Student workload	
Theoretical sessions	36
Resolution of exercises, problems, case studies, etc.	20
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	4
Academic tutorials	46
Related activities: conferences, seminars, etc.	2
Preparation of theoretical sessions and self-study	38
Preparation of practical tasks, exercises, case studies, projects, etc.	24
Preparation for tests and/or exams	10
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 1 to Week 14	Clases teóricas sobre los contenidos de la asignatura.
Tests and/or exams	Week 1 to Week 14	Realización de pruebas escritas evaluables.
Academic tutorials	Week 1 to Week 14	Tutorías académicas.
Other activities	Week 1 to Week 14	Lecturas relacionadas con la asignatura.
Practical sessions	Week 1 to Week 14	Clases prácticas.
Group work	Week 1 to Week 14	Trabajos grupales evaluables.



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

ASSESSMENT METHODS

Exam 1: In-person written exam, at the end of the first thematic block. It assesses the acquisition of the content covered in Units 1, 2, and 3. It will take place at the location and on the date established by the lecturer during the same semester.

Retake possible: YES (in the resit/extraordinary call).

Weighting: 30%.

Minimum passing grade: 5/10.

Exam 2: In-person written exam, at the end of the second thematic block. It assesses the acquisition of the content covered in Units 4 and 5. It will take place at the location and on the date established at the institutional level by URJC according to the academic calendar (both in the ordinary and extraordinary calls).

Retake possible: YES (in the extraordinary call).

Weighting: 30%.

Minimum passing grade: 5/10.

Group assignments: Throughout the course. In order to be included in the final grade, they must be submitted on the established dates and in the required format (as group work). Assignments completed in pairs or individually will not be accepted.

Retake possible: YES (provided they are submitted as group work). Retake activities will not necessarily be the same as those in the ordinary call.

Weighting: 40%.

Minimum passing grade: 5/10 for the set of activities.

ADVANCED CALL: The assessment method will be the same as the general system, with the exception that the group assignment will be adapted into an individual assignment.

PLAGIARISM WARNING

Plagiarism will lower the final grade of submitted work, regardless of the rest of the work and its quality. In this regard, the literal copying of substantial parts of other documents without proper citation (whether from assignments from the current or previous academic years, work found online, articles, or printed or electronic books, etc.) will result in failing the course.

The maximum acceptable plagiarism rate is 15%.



VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

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Martín Vegas, Rosa Ana (2009). *Manual de didáctica de la lengua y la literatura*. Madrid: Síntesis.

Narbona García, Juan; y Chevre-Muller, Claude (2012). *El lenguaje del niño: Desarrollo normal, evaluación y trastornos*. Barcelona: Masson.

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Owens, Robert E. (2003). *Desarrollo del lenguaje* [5.ª ed.]. Madrid: Pearson Prentice Hall.

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Yule, George (2004). *El lenguaje*. Madrid: Akal.

Consultation bibliography

Delval, Juan (2008). *Psicología del desarrollo*. Madrid: Siglo XXI.

Durán Rivas, Carmen; López Pérez, Inmaculada; Sánchez-Enciso, Juan; y Sediles Barranco, Yolanda (2009). *La palabra compartida: la competencia comunicativa en el aula*. Barcelona: Octaedro.

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Villiers, Peter A. (1980). *Primer lenguaje*. Madrid: Morata.

IX.-Professors

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Number of sexennia	0
No. of positive evaluations by Docencia	0
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Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
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Academic degree	Doctor
Person responsible for the subject	No
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico



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Academic degree	Doctor
Person responsible for the subject	No
Tutorial timetable	Para consultar las tutorias póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	0
Number of sexennia	0
No. of positive evaluations by Docentia	0