

Teaching Written Language and Literature in Early Childhood Education

Code: 103680

Credits: 7

2026/2027

Degree programme	Type	Course
Early Childhood Education	OB	3

Contact lecturer

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Group languages

You can consult this information at the [end](#) of the document.

Prerequisites

Students are advised to have taken and passed the course entitled Teaching Oral Language in Early Childhood Education, offered during the second year of this study program, before enrolling in this course.

Objectives

The course focuses mainly on the following areas,

- a) the features of written language discourse and the nature of reading and writing;
- b) children's learning processes concerned with the development of reading and writing skills;
- c) teaching and learning how to write and how to organize written tasks in the classroom;
- d) the different purposes of literary education at early ages, especially in the context of language immersion schools;
- e) the characteristics of children books and literature: types and formats of printed and digital books.
- f) the value of children books as educational tools to promote adult-children interaction: selection criteria to

meet diverse educational goals.

g) the importance of knowing and applying evidence-based practices for the teaching of written language and literature.

At the end of the course, students must,

- Possess (linguistic, psycholinguistic, sociolinguistic and didactic) knowledge related to the processes of acquiring, teaching, and learning how to read and write.
- Know how children acquire written language and how teachers should support early readers/writers.
- Recognize effective methods for early literacy instruction and distinguish them from pedagogical approaches with low efficacy.
- Understand the purposes of early literary education and be familiar with the various characteristics of children's books.
- Have made a proposal on the kind of criteria they would use to select books for a classroom library.
- Have sketched a literary educational plan on how they would mobilise a classroom library. Some of the proposals in the plan should be implemented.
- Appreciate the value of and be skilled in searching, critically reading, and applying evidence-based practices for teaching written language and literature in the early-years classroom.

Learning outcomes

1. Acquire knowledge of the written language curriculum at this stage as well as theories on the acquisition and development of learning related to it.
2. Having the knowledge and knowing how to use the methodological strategies that aid and stimulate the development of children's capacities for acquiring written language.
3. Using verbal interaction in the classroom to promote an exchange of ideas about literary texts that teach children to talk about books and to interpret them.
4. Knowing how to use the oral tradition and also folklore in the process of acquiring written language.
5. Understand oral tradition and folklore and evaluate them with literary and educational criteria.
6. Master the formal and colloquial registers for professional use in oral and written Catalan and Spanish.
7. Adapt the use of language to social contexts and communicative situations in the professional field.
8. Knowing how to use the different registers and uses of oral Catalan language.
9. Understand the different registers and uses of written language and recognize, in children's written productions, the shift from orality to writing
10. Analyse situations for learning written language. Analyse and defend the proper use or not of written, oral verbal and nonverbal language.
11. Know about resources to encourage reading and writing and appreciate their contribution to literary education.
12. Recognising the literary techniques pertaining to narration and poetry.
13. Apply the knowledge gained to the selection, reading and interpretation of literary texts.
14. Acquire literary education and especially to be familiar with children's literature.
15. Know about books for young readers and have adequate criteria for school selection on the basis of formal and literary characteristics.
16. Learning how to use children's literature in relation to oral language learning, first learning of written language and literary education with didactic devices appropriate to their objectives.
17. Master the use of different expression techniques and express oneself adequately both orally and in writing in situations in the professional field.
18. Recognising and evaluating the social reality and the interrelationship of the factors involved, as a necessary prelude to action.
19. Demonstrate knowledge of the evolution of the educational implications of the information and communications technology and in particular of television in early childhood.

20. Orally and in writing explain the objectives, curriculum content and evaluation criteria of spoken language in infant education.
21. Know and use information and communications technology (ICT) and technologies for learning and knowledge relating to the use of oral language at school.
22. Know and appreciate appropriate educational software and web sites for the teaching and learning of infant literature.
23. Recognising and, knowing how to analyse and produce the discursive genres pertaining to the academic and professional sphere with enough theoretical and argumentative foundation.
24. Acquire a thorough knowledge of the social and cognitive dimensions of written language and the various dynamics of orality.
25. Know and use the main resources and tools of inquiry for one's language.
26. Knowing how to analyse and manage information relating to the professional sphere in order to make decisions.
27. Integrate a respectful attitude to the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
28. Express oneself and know how to use different languages ??for educational purposes: corporal, musical, audiovisual.
29. Know and appreciate the characteristics of audiovisual and digital literary products for early readers.
30. Communicate using language that is not sexist or discriminatory.
31. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.

Contents

SECTION 1: WRITTEN LANGUAGE

Sessions magistral. The object of knowledge: written language

- 1.1. The concept of "best practices" for the teaching of written language.
- 1.2. Value and social functions of written language.
- 1.3. What is writing? The writing process.
- 1.4. What is reading? The process of reading.

Seminars. Learning and teaching written language in the early-years

- 1.5. Early written productions and non-conventional readings.
- 1.6 Evidence-based literacy instruction in the early years.

SECTION 2: LITERATURE

2.1 Books and literature for children

- Type in the production of books and literature for children and non-readers to readers first.

Books and printed literature, audiovisual and digital.

- The assessment of the quality of texts in different codes and elements.

Children's literature as a reflection of the world value proposition educational situation in the artistic trends of the time and situation in Catalan cultural tradition, including the gender perspective.

2.2. The planning of school literature at the early-years stage

- The functions of the literary education: language development, cognitive, emotional and artistic, cultural socialization, access to the collective imagination and social cohesion.
- Educational planning literary library and classroom space, orality, exploration and reading independently, guided and shared reading.
- The selection criteria of literary texts by quality, educational objectives and recipients.
- The interaction between books, adult and children. Teach you to talk about books and interpret them.

Learning reading and writing literary texts.

- The relationship between the school and family literary activities.

All these contents are worked on in the gender perspective.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Study hours, searching for materials, readings, preparation of activities and elaboration of the various assignments	87	3.48	1, 2, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31
Face-to-face seminar sessions	35	1.4	1, 2, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31
Theory	18	0.72	1, 2, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31
Preparation and elaboration of evaluation activities and assignments	35	1.4	1, 2, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31

The methodology of the course is planned on the premise that the student is the protagonist of the teaching-learning process, as shown in the following table:

Activity	Hours	Methodology	Learning Results
Theory	18	Lectures on the contents and key issues in the course followed by discussions in which students are expected to participate actively.	TF.8, EI.13, DDIL.1.1, DDIL.2.1, DDIL.3.1, DDIL.3.2, DDIL.3.3, DDIL.4, DDIL.5, DDIL.7, DDIL.8, DDIL.8.1, DDIL.8.2, EI.11.3, EI.11.4,
			TF.8, DDIL.3.1, DDIL.3.2, DDIL.3.3, DDIL.4,

Half-group seminars	35	Seminar sessions in split groups to discuss the practical application of theoretical content.	DDIL 4.1, DDIL.6, EI.1.1, EI. 9.1, EI.10.1, EI.11.1, EI. 11.2, EI.11.3, TF.1.1
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Either independently and/or through supervised tuition, students must spend a significant number of study hours to the preparation for the class activities to be presented in class, reading literature on the issues discussed, and elaborating the various assignments (see the section on assessment).

Towards the end of the semester, each seminar group will devote 15 minutes of the class to complete students' satisfaction questionnaires of the subject and of the teaching staff.

Annotation: within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Block 2. Analysis and teaching proposal (individual)	10%	0	0	3, 4, 5, 6, 7, 12, 14, 16, 17, 22, 26, 29, 30
Block 2. Written exam (individual)	20%	0	0	3, 4, 5, 6, 7, 11, 12, 13, 14, 15, 17, 22, 29, 30
Block 1. Seminar activities on literacy instruction (individual/in groups)	20%	0	0	1, 2, 6, 7, 8, 9, 10, 17, 18, 20, 23, 25, 26, 30, 31
Block 1. Written exam (individual)	30%	0	0	1, 2, 3, 4, 6, 7, 16, 17, 20, 23, 25, 26, 28, 30, 31
Block 2. Written assignment and oral presentation (in groups)	10%	0	0	1, 3, 5, 6, 8, 10, 11, 12, 13, 16, 17, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31
Block 2. Selection and reading aloud (individual)	10	0	0	3, 4, 6, 8, 12, 13, 14, 15, 22, 28, 29, 30

PREREQUISITES*

Achievement of Level 2 in Catalan Language for Teachers of Early Childhood and Primary Education is an essential requirement in order to pass the course. To show that they have this level, students must pass the Level 2 test held at the end of the semester for students enrolled in the course, or have passed it in one of the sittings held during the month of June.

Students who hold the C2-level Catalan Language Certificate issued by the Directorate-General for Language Policy or by the UAB Language Service will be exempt from taking the test, since the level will be accredited by submitting this certificate.

If the student has not achieved Level 2 in Catalan Language for Teachers of Early Childhood and Primary Education, the grade recorded in the official mark sheet will be 3 (three).

If the student passes the rest of the course but still has this Level 2 pending, in the following academic year they must prove that they have achieved it by means of a certificate. With regard to the course as a whole, they will have to take the written exam corresponding to the section on the teaching of written language in early childhood education, and the final exam for the section on the teaching of literature in early childhood education.

ASSESSMENT (ONLY ONCE THE PREREQUISITES HAVE BEEN MET)

Continuous assessment will take place throughout the first semester through a series of learning evidence items detailed in the table below.

The course assessment will be obtained from the simple average of each of the two blocks that make up the course: written language and literature. However, a minimum grade of 5 must be obtained in each block; if this condition is not met, the final course grade will be the grade of the failed block. Details of how each block will be assessed are included below.

Description of the assessment activity	% grade	Assessment and recovery date
Written language block		
Seminar activities on the teaching of written language, individual and group-based	20%	Seminars in October, November and December, according to the schedule. Non-recoverable activity.
Individual written exam	30%	Assessment: 21 December. Group 61: 8:00-13:00. Group 62: 16:00-21:00. Recovery: 18 January, 18:00-21:00, for both groups.
Literature block		
Selection and reading aloud (individual)	10%	Selection and reading aloud: October and November seminars. Non-recoverable activity.
Analysis and teaching proposal (individual)	10%	Analysis and teaching proposal: 16 November. Recoverable activity. Recovery: 18 January.
Bibliographic selection and presentation of a project (in groups)	10%	Seminar on 14 December. Non-recoverable activity.
Written exam (individual)	20%	Assessment: 21 December. Group 61: 8:00-13:00. Group 62: 16:00-21:00. Recovery: 18 January, 18:00-21:00, for both groups.

Block 1. Written Language

In order to pass this part of the course, each activity must have been passed with a grade of 5 (out of 10); that is, the written exam and the simple average of the seminar activities. It should be noted, however, that the exam may be recovered, but the seminar activities may not. The final grade for the block will be the weighted average of the two assessments (exam and overall seminar grade), provided that both have been passed separately. If this condition is not met (e.g. the exam and/or the recovery exam has not been passed, but the seminars have), the final grade for the section will be the grade of the failed activity.

On seminar days, there will always be an assessable activity. Only students who are present for the entire seminar may receive a grade for this activity; otherwise (absence), they will receive a grade of 0 for that seminar. It is important to bear in mind that, whether justified or not, an absence will prevent the student from obtaining a grade for that seminar, since the activities are designed to be carried out and assessed in class. In order to pass this activity (seminars), students are advised to attend most classes.

Block 2. Literature

In order to pass this part of the course, students must have obtained at least 5 points (out of 10) in each assessment activity in the block.

The individual assignment will have two parts: a task involving the selection and reading aloud of a work, and its literary analysis together with a classroom teaching proposal. These parts will be assessed separately, and a minimum grade of 5 must be obtained in each in order to pass them.

The group assignment will also consist of two parts: the first corresponds to the selection of 50 books, analysed and accompanied by selection criteria, for the literary education project for a stage or classroom in early childhood education, submitted in writing as a group. The second corresponds to the oral presentation of a literary education project for a stage or classroom in early childhood education by means of an infographic. Both parts must be passed independently, with at least a 5 in each.

The written exam will consist of a theoretical part and a practical part, which must be passed independently, with at least a 5 in each. If one of the two parts is failed, the recovery test for the failed part must be taken. If the condition of obtaining at least 5 points (out of 10) in each assessment activity in the block is met, the block grade will be the result of the average of the grades obtained according to the established percentages. If this condition is not met, the grade for the section will be the grade of the failed assessment activity, even if the other grades are equal to or higher than 5.

The group assignment and the oral part of the individual assignment may not be recovered because they are the result of a long process developed over several months, which channels potential outcomes that cannot subsequently be achieved in a short period of time.

OTHER GENERAL CONSIDERATIONS

(1) Students who have submitted learning evidence with a combined weight equal to or lower than 30% of the course will be considered "Not assessable". This percentage applies to the two blocks jointly.

(2) Students may expect to receive some form of feedback, return and/or grade for assessment activities within a maximum period of 20 working days of the academic calendar from the date on which the activity took place.

(3) In accordance with UAB regulations, any irregularity that may lead to a significant variation in the grade of an assessment act, such as copying or plagiarism, will result in a grade of 0 for that assessment act. If several irregularities occur in the assessment acts of the same course, the final grade for the course will be 0.

(4) A good command of oral and written Catalan will be essential in order to pass the course. The teaching staff may consider adjusting a student's grade if their oral or written expression is inadequate, e.g. multiple spelling mistakes, grammar errors, among others.

(5) In this course, the use of Artificial Intelligence (AI) technologies is permitted as an integral part of the development of the work, provided that the final result reflects a significant contribution by the student in terms of analysis and personal reflection. Students must clearly identify which parts have been generated with this technology, specify the tools used, and include a critical reflection on how these tools have influenced the process and the final result of the activity. Lack of transparency in the use of AI will be considered a breach of academic honesty and may lead to a penalty in the grade for the activity, or to more serious sanctions in severe cases.

(6) Students must show an attitude compatible with the education profession as a requirement for passing the course. This involves active listening, respect, participation, cooperation, empathy, kindness, punctuality, and appropriate and responsible use of electronic devices.

This course does not offer the option of single assessment.

Repeating students. No synthesis test is planned for repeating students. Students repeating the course must contact the course coordinator once their enrolment for the 2026-2027 academic year has been completed.

**This information applies only to students of the Degree in Early Childhood Education. Students of the Double Degree in Early Childhood and Primary Education must take the Catalan language proficiency exam linked to the course Languages and Learning in the Degree in Primary Education.*

Bibliography

Bibliography and other sources of information (elaborated taking into account the gender perspective, with predominance of female authors)

SECTION 1: WRITTEN LANGUAGE

DDAA (2006). "El primer aprenentatge de la lectura i l'escriptura" (monogràfic). *Articles de Didàctica de la Llengua i la Literatura* 40.

Bigas, M. & Correig, M. (eds.) (2000). *Didáctica del lenguaje en la Educación Infantil*. Madrid: Síntesis.

Carlino & Santana, D. (coord.) (1999). *Leer y escribir con sentido: una experiencia constructivista en educación infantil y primaria*. Madrid: Visor.

Diez, C. (2004). *La Escritura colaborativa en educación infantil: estrategias para el trabajo en el aula*.

Barcelona: ICE/Horsori.

Fons, M. (1999). *Llegir i escriure per viure*. Barcelona: La Galera.

Graham, S., MacArthur, C. A., & Fitzgerald, J. (Eds.). (2013). *Best practices in writing instruction. 2nd edition*. Guilford Press.

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Julia, T. (1995). *Encetar l'escriure. Per un aprenentatge lúdic i funcional de la llengua escrita*. Barcelona: Rosa Sensat.

Nemirovsky, M. (2009). *Experiencias escolares con la lectura y la escritura*. Barcelona: Graó.

Nemirovsky, M. (1999). *Sobre la enseñanza del lenguaje escrito y temas aledaños*. Barcelona: Paidós.

Ribera, P. (2008). *El repte d'ensenyar a escriure*. Perifèric Edicions SL.

Snowling, M. J., & Hulme, C. E. (2005). *The science of reading: A handbook*. Blackwell Publishing.

Teberosky, A. (1992). *Aprendiendo a escribir*. Barcelona: ICE/Horsori.

Tolchinsky, L. (1993). *Aprendizaje del lenguaje escrito. Procesos evolutivos e implicaciones didácticas*. Barcelona: Anthropos.

Tolchinsky, L.; Simó, R. (2001). *Escribir y leer a través del currículum*. Barcelona: ICE-Horsori.

Tolchinsky, L. (2003). *The cradle of culture and what children know about writing and numbers before being taught*. Mahwah, NJ: Lawrence Erlbaum.

SECTION 2: LITERATURE

Mandatory readings

Correro, C. & Real, N. (coord.) (2017). *La literatura a l'educació infantil*. Barcelona: Associació de Mestres Rosa Sensat.

Colomer, T. (dir.) (2002). *Siete llaves para valorar las historias infantiles*. Madrid: Fundación Germán Sánchez Ruipérez.

General

Bosch, E. (2020). *Sense paraules. Sis tallers de lectura d'àlbums sense mots per a totes les edats*. Barcelona: Rosa Sensat.

Chambers, A. (2007). *El ambiente de la lectura*. México: FCE.

Chambers, A. (2009). *Dime. Los niños, la lectura y la conversación*. México: FCE.

Colomer, T. (2005). *Andar entre libros. La lectura literaria en la escuela*. México: FCE.

Colomer, T. (2010). *Introducción a la literatura infantil y juvenil actual*. Madrid: Síntesis.

Correro, C., Gil, M. R., Juan, A., & Real, N. (2016). "Joc, llengua i literatura: de l'oralitat a la multimodalitat". Dins Edo, M.; Blanch, S.; Anton, M. (eds.). *El joc a la primera infància* (pp. 109-124). Barcelona: Octaedro.

Correro, C. & Real, N. (2014). Literatura infantil digital 0-6. Present i futur. *Faristol 79*. En línia: http://www.clijcat.cat/faristol/paginas/detall_articulos.php?recordID=294.

Molist, P. (2008). *Dins del mirall. La literatura infantil explicada als adults*. Barcelona: Graó.

Munita, F. & Real, N. (2019). Simple o ximple? Una reflexió sobre la poesia infantil. *Faristol* 89. En línia: https://www.clijcat.cat/faristol/descargas/89/6_89.pdf.

Petit, M. (2024). *Los libros y la belleza: Somos animales poéticos*. Kalandraka.

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Vilà Miquel, N. & Corro, C. (2023). La poesia a les primeres edats. Inici d'un itinerari. Barcelona: Associació de Mestres Rosa Sensat.

Oral tradition literature

Bullich, E. & Maure, M. (1996). *Manual del rondallaire*. Barcelona: La Magrana.

Lluch, G. (ed.) (2000). *De la narrativa oral a la literatura per a infants. Invenció d'una tradició literària*. Alzira: Bromera.

Pelegrín, A. (2004). *La aventura de oír. Cuentos tradicionales y literatura infantil*. Madrid: Anaya.

Books for very young learners

Bonnafé, M. (2008). *Los libros, eso es bueno para los bebés*. México: Océano.

Duran, T. (2002). *Leer antes de leer*. Madrid: Anaya.

Teberosky, A. (2001). *Proposta constructivista per aprendre a llegir i a escriure*. Barcelona: Vicens Vives.

History of Children's Literature

Duran, T. & Luna, M. (2002). *Un i un i un... fan cent!* Barcelona: La Galera.

Valriu, C. (2010). *Història de la literatura infantil i juvenil catalana*. Barcelona: La Galera.

Webs of resources and documentation centres:

- Biblioteca Xavier Benguerel. Centre de Documentació del Llibre infantil:
<http://www.bcn.cat/bibxavierbenguerel>

- CliJCAT (Consell Català del Llibre Infantil i Juvenil): <http://www.clijcat.cat/>

- Fundación Germán Sánchez Ruipérez. Centro de Documentación e Investigación:
<http://www.fundaciongsr.es>

- GRETEL: Pàgina de Literatura infantil de la UAB: <http://www.gretel.cat/>

- JOCS DE FALDA (blog): <https://jocsdefaldablog.wordpress.com/>

- Revista *Faristol*, publicació de referència en l'àmbit de la LIJ a Catalunya:
<http://www.clijcat.cat/faristol/paginas/>

- Per a educació infantil (amb poemes recitats, escrits i il·lustrats per temes i d'autors molt diversos):
<http://www.edu365.cat/infantil/poesia/portada.htm>

- Musiquetes.cat: recull de cançons infantils tradicionals per escoltar en xarxa, forma part d'un dels projectes de la Bressola de la Catalunya Nord: <http://www.musiquetes.cat/canco/num/16>

- Seminari de bibliografia infantil i juvenil de Rosa Sensat (llibres recomanats): <http://www2.rosasensat.org/pagina/el-garbell>
- Canal Lector (FGSR): <http://canallector.com/>
- Una mà de contes: contes per veure i escoltar, que es poden triar a partir del tema, l'autor, l'il·lustrador, l'origen geogràfic...: <http://www.unamadecontes.cat/>
- ANIN: Associació de narradores i narradors: <http://www.anincat.org/narradores-i-narradors/>
- XTEC, web del Departament d'Educació: <http://www.xtec.cat/> 8en podem destacar l'apartat "Escola oberta", que inclou materials de tot tipus per a totes les assignatures i tots els nivells educatius: <http://www.xtec.cat/escola/index.htm>; a l'apartat de llengua catalana: "Una mà de contes", "Racó de contes", "El pou de la goja. Revista interactiva de literatura oral", "Els contes d'en Tom i la Laia", etc.)

Software

Not applicable

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	61	Catalan	first semester	morning-mixed
(TE) Theory	62	Catalan	first semester	afternoon
(SEM) Seminars	611	Catalan	first semester	morning-mixed
(SEM) Seminars	612	Catalan	first semester	morning-mixed
(SEM) Seminars	621	Catalan	first semester	afternoon
(SEM) Seminars	622	Catalan	first semester	afternoon