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TRABAJO DE FIN DE GRADO

4º Educación Primaria

PROGRAMACIÓN GENERAL ANUAL

“Once upon a lesson”

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2. THEORETICAL JUSTIFICATION

Planning a syllabus is one of the most important parts of being a foreign language teacher. Preparing a yearly plan that takes into account all of the necessities of your students and the goals that you want them to achieve, requires thoughtful consideration and flexibility.

In order to create this syllabus, I have followed both the national and regional regulations for the English subject. Firstly, I have followed the Royal Decree 157/2022 which establishes the minimum requirements the students should have by the end of each of the three cycles of Primary Education.

Since the school I have chosen for this syllabus is in Madrid, I have also followed the Regional Decree 61/2022, of the Community of Madrid, which establishes the curriculum for each Primary School Education cycle. This degree emphasizes the importance of learning other languages, especially English, since it opens a wide range of opportunities for the students. Furthermore, to promote the multilingual competence, the Community of Madrid incorporates a mandatory Second Foreign Language subject into the curriculum of all cycles.

On the other hand, I focus on the importance of storytelling as a medium to teach English in an effective and engaging way in order for the students to acquire the communicative competence. To support this, I have referenced the Royal Order EFP/678/2022, which outlines in article 7, that one of the main pedagogical principles is that all cycles should work on reading comprehension, oral, and written expression; skills that are effectively developed with the storytelling approach.

Ultimately, the purpose of this syllabus is to create a guide for English teachers with the aim of ensuring they can effectively follow the yearly plan and teach the English foreign language with a storytelling approach, that is engaging and inclusive to all students (with the possibility of being able to add changes if deemed necessary to fit their specific class and school context).



3. COMPETENCES

The key competencies taken from Article 9 of the Royal Decree (157/2022) that will be developed in the lessons will be:

a) Competence in linguistic communication:

The linguistic communication competence involves knowing how to effectively interact with others in various contexts and for different purposes which means understanding and interpreting messages while avoiding manipulation and misinformation. This competence is key to promote the appreciation of language's aesthetic value and enjoyment of literary culture.

This competence is worked mainly in the communication that the students will need to have in order to work together, it is also used during the storytelling, since they will have to understand and interpret the message of each story to participate in the activities.

b) Plurilingual competence.

The plurilingual competence involves using different languages appropriately and effectively for learning and communication. It also involves respecting the individual linguistic competences of others and valuing the cultural diversity of society.

Plurilingualism is a given in a language class since the native Spanish students are using the English language to communicate with each other. But it is also important to underline the importance of **respecting the individual abilities of their peers to communicate in English.**

c) Personal, social and learning-to-learn competence

This competence implies the ability of the student to reflect about themselves, to try to grow, learn, and know how to deal with adversities and adapt to complex situations, in order to become more responsible and emphatic.

The personal, social and learning-to-learn competence is addressed in the many group and individual activities the students will have to do during the year. They will develop their ability to reflect about themselves and others while doing feedback tasks after the projects they will do throughout the year.

d) Entrepreneurial communication

The Entrepreneurial competence involves using a variety of different strategies in order to make decisions based on information and knowledge to collaborate in an effective and empathetic way with others.

This competence will be used by the students in their group projects since they will have to be able to communicate in a respectful manner with each other, as well as the individual projects, since they will have to present their personal ideas and respect the ideas of others; knowing how to receive and give useful and respectful feedback.

