

## **I.E.S. ASTURICA AUGUSTA**

**CURSO 2024 / 2025**

**DEPARTAMENTO DE**

**INGLÉS**

**PROGRAMACIONES DIDÁCTICAS DEL ÁREA CORRESPONDIENTES A:**

**1º, 2º, 3º, y 4º ESO**

**Programa BRITISH COUNCIL**

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## **1. LEGISLACIÓN GENERAL Y ESPECÍFICA DE LA MATERIA**

- **ORDEN EDU/585/2014, de 1 de julio**, creó secciones lingüísticas de lengua inglesa en institutos de educación secundaria de Castilla y León, entre los que se encuentra IES Astorga
- **Real Decreto 717/2005, de 20 de junio**, por el que se regula la ordenación de las enseñanzas en los centros docentes acogidos al Convenio de colaboración de 18 de abril de 2013, entre el Ministerio de Educación, Cultura y Deporte y el British Council,
- **Ley Orgánica 8/2013, de 9 de diciembre**, para la Mejora de la Calidad Educativa (LOMCE).
- **ORDEN ECD/65/2015, de 21 de enero (BOE 29-1-2015)** por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato.
- **ORDEN EDU/362/2015, de 4 de mayo** (currículo, implantación, evaluación y desarrollo de la ESO)
- **ORDEN EDU/590/2016, de 23 de junio**, por la que se concretan los Programas de mejora del aprendizaje y del rendimiento que se desarrollan en los centros que imparten Educación Secundaria Obligatoria en la Comunidad de Castilla y León y se regula su puesta en funcionamiento y el procedimiento para la incorporación del alumnado.
- **DECRETO 32/2019, de 19 de agosto**, por el que se establece el currículo correspondiente al título de Técnico en Gestión Administrativa en la Comunidad de Castilla y León.
- **Resolución de 7 de julio de 2020**, de la Secretaría General Técnica, por la que se publica el Convenio con la Delegación en España de la Fundación British Council y la Comunidad de Castilla y León, para la realización de proyectos curriculares integrados y actividades educativas conjuntas.

## **2. PROGRAMA BRITISH COUNCIL**

### **Marco legal**

La Junta de Castilla y León, por la **ORDEN EDU/585/2014, de 1 de julio**, creó secciones lingüísticas de lengua inglesa en institutos de educación secundaria de Castilla y León, entre los que se encuentra IES Asturica Augusta.

El apartado 3 de dicha Orden establece el Currículo a impartir en las secciones lingüísticas, citando textualmente:

*“...En las secciones lingüísticas a las que se refiere la presente orden se cursará el currículo integrado vigente, correspondiente a los sistemas educativos español y británico, según lo previsto en las cláusulas primera a quinta del Convenio de colaboración de 18 de abril de 2013, entre el Ministerio de Educación, Cultura y Deporte y el British Council para la realización de proyectos curriculares integrados y actividades educativas conjuntas.*

*La distribución de las diferentes áreas en los distintos cursos, así como su organización horaria se adecuará a las características específicas de las enseñanzas del currículo integrado...”*

Una parte de las enseñanzas del currículo integrado se desarrollará en lengua inglesa, en los términos previstos en el artículo 5 del Real Decreto 717/2005, de 20 de junio, por el que se regula la ordenación de las enseñanzas en los centros docentes acogidos al Convenio de colaboración de 18 de abril de 2013, entre el Ministerio de Educación, Cultura y Deporte y el British Council.

Por otra parte, el Ministerio de Educación ha enviado al Instituto las “Orientaciones pedagógicas para el desarrollo del Currículo Integrado de Lengua Inglesa en 1º, 2º de ESO” –Integrated Curriculum for Secondary Education English -Years 1 and 2, que sirven de base para confeccionar la siguiente programación del área.

## **2.1. General introduction**

**Literacy:** Literacy is much more than just the teaching of the mechanics of reading. It is the ability to extract meaning from texts and to manipulate language for a specific purpose. It encompasses the four skills of language: understanding, speaking, reading and writing. An integration of these skills provides the pupil with greater success in English because the more literate the students become the more independent, they become as learners. In addition, learning through an integrated curriculum gives students the opportunity to apply these skills to other subjects. As students become more confident and literate, their knowledge of, and control over language will become more secure.

**How should Literacy be developed within a Whole-School Context?:** Literacy is essential but must not be confined to the English lesson. It must be developed in the other subject areas being taught in English. As Literacy cannot be taught using traditional EFL methodology or textbooks, schemes of work must be produced using the objectives and contents of this curriculum alongside authentic texts.

**How should Speaking and Listening be encouraged?:** Speaking and listening with confidence depends upon pupils’ motivation and involvement. They speak and listen best when the information is meaningful and interesting to them and has a clear purpose. It must not be forgotten that speaking and listening are skills which should be taught and assessed using the curriculum objectives.

**How should Writing be encouraged?:** Students should practise modelling their writing from given texts and using writing frames (e.g. sentences, linking words, story sequencers...). It is essential

that students should be taught to draft and redraft, peer evaluate and self-evaluate their work and be responsible for their own development as writers.

**How do we encourage students to become Independent Language Learners?** Students must always speak in English in class which will encourage them to find coping strategies to communicate their message. They should also be encouraged to speak in English to project teachers outside of the classroom. In their free time, especially during the long summer break, students should be advised to watch films, read books and listen to English on the Internet. In Reading and Writing, students will become more independent language learners through the skills gained through Word, Sentence and Text level Objectives in the Curriculum. The objectives focus on Word Formation, Learning to Learn Strategies, Grammar Competence and Sentence Construction and Punctuation. Where possible, students should have access to a wide range of books dedicated to the project. They should be able to select books to read at home on a regular basis. Internet access should be provided wherever possible.

### **Roles of teachers in the project**

The bilingual project has been most successful in those primary schools in which it has been perceived as an integrated programme involving heads, all teachers, and parents. This was possible due to the coordination between all members of staff. Where teachers had time and opportunity to meet, plan and obtain feedback, it was noticeable how much higher the standards were.

The transition to Secondary Education has similarly shown that coordination is still an essential element for the bilingual project to be successful. However, coordination in Secondary Education is to be undertaken along two dimensions:

With the Primary school. It is essential for Secondary teachers to keep in touch with their Primary colleagues so as to obtain maximum feedback and information about the students themselves and knowledge of materials, skill development, and methodology. Many Secondary schools initiated this type of contact even before receiving the first class of bilingual students (by means of visits, meetings with their Primary colleagues or even joint teaching sessions). It is therefore essential for this contact to continue now that the bilingual project has passed into Secondary education.

Secondary teachers must coordinate among themselves. This involves:

- English teachers meeting often enough for everyone to be aware of progress. In the development and evaluation of the bilingual project, the English department should be involved as a whole.
- Teacher coordination amongst English and Science and/or Geography and History teachers to discuss the way the bilingual project as a whole is developing. This

interdepartmental coordination becomes increasingly essential in order to cater for more complex learning needs. Issues which traditionally have not been part of subjects, such as linguistic awareness for Science or Geography and History teachers, or non-fiction texts, for English teachers must be dealt with and require co-operative planning and negotiation.

### **“Literacy”**

Más específicamente en la asignatura de inglés, se insiste en el concepto de “literacy”, que implica bastante más que simplemente la enseñanza y adquisición de la mecánica de la lectura.

“Literacy”, para empezar, engloba las cuatro habilidades del idioma: comprensión, habla, lectura y escritura.

La integración de estas habilidades proporciona al alumno una mayor probabilidad de supervivencia en inglés y estimula su autoestima, su autoidentidad y su desarrollo emocional.

Facilita el acceso a materiales de ficción y de no ficción que formarán y desarrollarán el intelecto del alumno.

Además, el aprendizaje a través de un currículo integrado proporciona al alumno la oportunidad de adquirir experiencias sociales y culturales de los dos mundos.

Por último, a medida que el alumno adquiere más confianza en sí mismo y se hace más culto, sus conocimientos del idioma y su control sobre el mismo se hacen más individualizados y personalizados. Como consecuencia de estas premisas, la enseñanza de las cuatro habilidades ha de estar planeada de suerte que se enseñen de forma equilibrada e integrada

#### **2.1.1. Attainment targets for 1st, 2nd 3rd and 4th year.**

At the end of the 1<sup>st</sup> and 2<sup>nd</sup> year of ESO, there should be an approximate profile for each class:

Band 1: 20% (lowest)

Band 2: 70%

Band 3: 10% (highest)

#### **2.1.2. Objectives**

##### **2.1.2.1. Objectives in the Secondary Education Level**

The specific objectives of the Project in the Secondary education level are to:

- Continue the acquisition and learning of both languages through an integrated content-based curriculum. Continuar la adquisición y el aprendizaje de los dos idiomas a través de un currículo que contiene una base común a ambas culturas, con una metodología que utiliza lo mejor de ambas.

- Encourage awareness and understanding of the diversity of both cultures. Impulsar la concienciación y la comprensión de la diversidad de ambas culturas.
- Facilitate the exchange of teachers and students. Facilitar el intercambio de alumnos y profesores.
- Encourage the use of modern technologies in learning other languages. Impulsar el uso de modernas tecnologías en el aprendizaje de otros idiomas.
- Promote the certification of studies under both educational systems, if and when appropriate. Promover la titulación de los estudios bajo los dos sistemas educativos siempre que sea posible y recomendable.

#### 2.1.2.1.1. Objectives for Year 1 and Year 2

##### **Listening and Speaking objectives for Year 1**

To listen, understand and respond to others, all pupils will be able to:

- Sustain their attention.
- Listen in a variety of situations.
- Listen to recordings or other media. Ask relevant questions to clarify understanding and extend ideas.
- Listen for specific information, identify key points in discussion and evaluate what is heard...
- Identify the gist.
- Show understanding of important features of a variety of texts.
- Identify the features of different types of texts, and identify the purpose (to persuade, instruct or entertain) and audience.
- Listen and respond to others appropriately, taking into account what is said and showing respect.

To **speak** with growing confidence in a range of contexts, pupils will be able to:

- Speak audibly and clearly.
- Read aloud a variety of texts.
- Re-tell and attempt to paraphrase.
- Choose and use relevant vocabulary.
- Use question forms correctly.
- Respond to questions appropriately and justify answers.
- Organise ideas coherently.
- Begin to express complex ideas.
- Speak in a range of contexts (formal, informal); adapting what is said (register) to purpose and audience.



- Describe experiences and feelings.
- Argue and persuade.
- Give instructions.
- Analyse their own performance to improve.
- Take a variety of roles in group interaction.

### **Listening and Speaking objectives for Year 2**

To **listen**, understand and respond to others, students should be taught to:

- Listen in a variety of situations
- Identify the gist and key points when listening to readings, radio, T.V. etc.
- Identify features of different types of texts, and identify the purpose (to persuade, instruct or entertain) and audience.
- Ask and answer relevant questions to demonstrate and clarify understanding and extend ideas.
- Begin to understand explicit and implicit meanings.
- Identify the main methods used to explain, persuade, instruct or argue a case. E.g. emotive vocabulary, verbal humour, tone of voice and body language.
- Listen and respond to others appropriately, taking into account what it is said.
- Listen for and begin to recognise different types of questions (open, closed, leading, rhetorical etc.).

To **speak** with confidence in a range of contexts, adapting what they say to purpose and audience, students should be taught to:

- Speak audibly, clearly and confidently.
- Speak in a range of contexts (formal, informal); adapting what is said (register) to purpose and audience, with confidence.
- Read aloud from a variety of texts.
- Re-tell and attempt to paraphrase. Consider how oral and written narrative differs.
- Tailor vocabulary and delivery of a talk or presentation so that listeners can follow it.
- Use question forms correctly, both in structure and purpose.
- Respond to questions correctly, and justify answers fully.
- 
- Convey complex ideas and share experiences and feelings.
- Draw on vocabulary from other subject areas and sources.

## Reading and writing objectives for year 1 and year 2

WORD	SENTENCE	TEXT
<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Use grammatical, contextual and graphic knowledge to decipher unknown words when reading texts.</li><li>• Organise words with similar patterns or related meanings and classify words into banks.</li><li>• Recycle new words and previously studied vocabulary in their writing.</li><li>• Use a dictionary or spell check and/or thesaurus to improve their writing.</li><li>• Analyse how different text types use specific vocabulary for effect.</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Analyse how different text types use different sentences for specific effects.</li><li>• Adapt their writing to the intended reader for a specific purpose, by changing vocabulary, tone and sentence structures to suit, e.g.re-writing as a newspaper article and diary entry.</li><li>• Draft their written compositions.</li><li>• Peer-evaluate each other's work; reading once to evaluate the content and creativity; then a second reading for accuracy.</li><li>• Proof-read their own work; looking for only one type of mistake in every reading.</li><li>• Edit their own work.</li><li>• Use a dictionary and/or thesaurus when necessary.</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• Read different types of text analysing the following:<ul style="list-style-type: none"><li>• Audience. Purpose.</li><li>• Generic features of a text.</li><li>• Structure. Sequence. Themes.</li></ul></li><li>• Layout/design/use of illustrations.</li><li>• Author's intention.</li></ul>

### 2.1.2.1.2. Objectives for Year 3

#### **Listening and Speaking objectives for year 3**

To listen, understand and respond to others, students should be taught to:

- Listen to somebody reading from a book.
- Identify the gist and key points when listening to readings, radio, T.V. programmes, etc., and recall them to use this information to explore, reflect and argue about these topics.
- Answer relevant questions to demonstrate and clarify understanding and extend ideas.
- Begin to identify explicit and implicit meanings paying attention to tone of voice and body language.

- Identify the main methods used by presenters to explain, persuade, amuse, or argue a case. E.g., emotive vocabulary, humour, transition words.
- Listen and respond appropriately to others (peer group, visiting speakers, teachers), taking into account what they say.
- Recognise the features of a variety of day-to-day situations (offerings, requests, suggestions, advice, instructions, directions, and explanations) such as vocabulary, tone, grammar structures.
- Listen to and recognise different types of questions (open, closed, leading, rhetorical, etc). [ref. Teaching Tip 1]

To speak with confidence in a range of contexts, adapting what they say to purpose and audience, students should be taught to:

- Read aloud from a variety of texts.
- Recount or summarize and identify the differences between the oral and the written version of a story, anecdote or experience.
- Prepare and give short oral presentations with certain fixed features:
- Search and organisation information (most students will need some guidance) o Audience awareness.
- Consideration to language features
- Delivery (body language, eye contact, intonation, speed)
- Structure (introduction, body, conclusion and evaluation of experience) o Topic and subtopics
- Evaluation of own and others' presentations
- Use question forms correctly, both in structure and purpose. [ref. Teaching Tip 1]
- Reply to questions justifying answers and using logical connectors in a correct way.
- Use day-to-day language for a variety of situations (offerings, requests, suggestions, advice, instructions, directions, and explanations).
- Draw on vocabulary from other subject areas and sources.
- Consolidate the use of persuasive language.

### **Group dialogue and interaction targets**

Students should be taught to talk effectively as members of a group by:

- Assuming different responsibilities in discussion, such as acting as group leader, secretary, and observer.
- Contributing in a relevant way to promote, oppose, explore and question within a discussion.
- Using language to perform a variety of functions to expand thinking, such as:
  1. Speculating
  2. Making deductions

3. Justifying opinions and actions Evaluating ideas Reporting
4. Explaining and clarifying .
5. Researching.
6. Planning.
7. Coping with disagreement and negotiating distribution of task and deadline.

### **Reading and writing objectives for year 3.**

#### **Text level work**

General Skills students will be able to:

- Consolidate reading skills: skimming, scanning, inferring ..
- Make clearly-organised notes: using key words, bullet points, abbreviations, etc.
- Plan and organise the contents of their writing (whether fiction or non-fiction), bearing in mind purpose, audience, paragraphing, etc, and using a range of methods to organise and explore ideas (flow charts, lists, Venn diagrams, mind- maps, spider diagrams).
- Draft and proof-read their writing according to the purpose and audience, by using checklists and other devices.
- Be responsible for the legibility of handwriting and layout and improve presentation.
- Retrieve information from different sources in an effective way: using indexes, glossaries, hot links, diagrams, web pages.
- Consolidate the skills required to divide texts into paragraphs.
- Recognise and use cues to start new paragraphs – change of time, viewpoint and topic.
- Identify the main idea in a paragraph and how the rest of the sentences support or illustrate it: facts, opinions, examples, appeal to authority, etc.
- Recognise and use cohesion techniques in the organisation of paragraphs: introduction (attention-catching and thesis statement) body conclusion (rewording or restatement of thesis and main points and call for action or give some “food for thought” for the reader).
- Reinforce the use of IT to improve written work – plan, revise, edit, acknowledge sources, etc.
- Notice the different ways in which information can be given to create meaning by comparing and contrasting web pages, printed texts, flow charts, presentations, graphs, moving images, etc
- Learn to systematically state sources of information.
- Use significant reading approaches to make sense of texts: making connections, questioning and predicting, visualizing, inferring and synthesizing.
- Identify the key points of a given text and be able to summarize it. [ref. Teaching Tip 5].
- Consolidate ways to distinguish explicit and implicit points of view (“reading between the lines”) – irony, word choice, understatement, etc.

- Recognise different points of view in a text: author or narrator, sources, characters in a novel or play, agents.
- Be aware of the techniques that an author uses to adapt texts to a given purpose and audience – that is, the style: choice of vocabulary, register, rhetorical devices, etc.
- Bear in mind different strategies to adapt writing to audience and purpose and transform one genre into another.
- Consolidate the ability to recognise elements of fact and opinion.
- Analyse texts using appropriate terminology, such as: plot, theme, character, structure, viewpoint, restatement of thesis, conclusion, audience, purpose, style ...
- Work out the meaning of new words using context, etymology, morphology, compound patterns and sounding.

### **Fiction**

Students will be able to:

- Develop a critical reflection and personal response to a selection of literary texts by means of keeping journals, discussing ideas with others, relating them to their own lives. [ref. Teaching Tip 6]
- Reflect about themes and language styles in the different genres.
- Investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs; Identify these features by reference to the text.
- Consider and evaluate these features in relation to their own experience.
- Identify different points of view and tone in a fiction text (novels, short stories, poems, plays) by e.g.: Identifying the narrator.
- Explaining how this influences the reader.
- Explaining how events might look from a different point of view.
- Recognising different tones: ironic, cynical, joyful, sad, pessimistic, mysterious...
- Identify and use description, dialogue, and action to portray characters, directly and indirectly.
- Consolidate aspects of narrative structure and how they are used and developed by the writer, e.g.: How chapters in a book (or paragraphs in a short story or chapter) are linked together; How authors handle time, e.g. flashbacks, stories within stories, dreams.
- How the passing of time is conveyed to the readers.
- Compare texts of similar type (i.e. suspense) and understand how the writer has made it effective.
- Write effective openings and endings to stories based on previous reading, focusing on the quality and effectiveness of writing.

- Explore and experiment different devices to make poems effective: rhythm, rhyme, line length, alliteration, imagery, etc. 28. Read short scripts or extracts from longer plays and compare their structure with other genres.
- Write a short script based on the class reader, a poem, a persuasive text, or based on their own experience.

## **Non-Fiction**

### **Non-fiction: Information, Explanation, Instruction.**

Students will be able to:

- Consolidate understanding of biography and autobiography and draw on this in their own writing. (Historical characters/ figures could be used by History teachers).
- Use inference and deduction to be aware of implicit and explicit points of view and the differences between the two.
- Read and start to use a range of non-fiction texts (Science, History, Geography) identifying the characteristic features of impersonal style and start to use them in their writing. Complex sentences Use of passive voice technical vocabulary. Hypothetical language (conditionals). Use of connectives: sequential, causal, logical Distinguish between fact and opinion, bias and objectivity.
- Secure knowledge of instructional texts in terms of their purpose; organisation and layout; clarity and usefulness.
- Use understanding of recounted texts to write chronological and non-chronological reports (such as sports reports, diaries, police reports) including the following:
  - Structuring introduction and closing paragraph to orientate reader; Chronological sequencers, sentence markers and logical connectors; Supporting examples.
  - Secure the non-chronological style of journalistic reporting considering: Selection and presentation of information.
  - Balance and ethics
  - Fact and opinion.

### **Non-fiction: Persuasion.**

Students will be able to:

Collect and analyse examples of persuasive devices from reading and start to use them in their own writing:

1. Exaggeration
2. Rhetorical questions o Repetition
3. Statistical evidence of Testimonies
4. Deliberate ambiguity
5. Appeal to authority

6. Answer to potential objections to an argument.
7. List of three
8. Sequence and linking of points.
9. An awareness of the known views of the audience.

### **Non-fiction: Discursive writing.**

Students will be able to:

- Use visual aids to plan opposing arguments before developing them (mind maps, Venn diagrams, fish-bone diagram, grids...)
- Clarify viewpoints before writing.
- Use persuasive devices to write the arguments,

#### 2.1.2.1.3. Objectives for Year 4

### **Listening and Speaking objectives for year 4**

#### **Listening**

To listen, understand and respond to others, students should be taught to:

- Identify key points (themes, implications and issues) when listening to reading, radio, T.V. programmes, etc., and recall them in order to use this information to explore, reflect and argue.
- Answer relevant questions to demonstrate and clarify understanding: open, closed, leading and rhetorical.
- Recognise changes in direction of the conversation or argument.
- Identify explicit and implicit meanings paying attention to tone of voice, intonation and body language.
- Recognise the main intonation patterns for questions, conversation fillers, requests, and other purposes as well as word and sentence stress.
- Listen to differences in the main regional and international varieties of English.
- Respond to the main methods used by speakers to explain, persuade, amuse, or argue a case (emotive vocabulary, humour, transition words...) and start to recognise bias (ambiguity and omission of information).
- Be active listeners in different situations (peer group, visiting speakers, teachers), considering what they say by nodding, looking at the speaker, showing respect and support.
- Recognise the features of vocabulary, tone and grammar structures to be able to respond to a variety of day-to-day situations.

## **Speaking**

To speak with confidence in a range of contexts, adapting what they say to purpose and audience, students should be taught to:

- Recount or summarize and identify the differences between the oral and the written version of a story, anecdote or experience.
- Prepare and give oral presentations with certain fixed features in an effective way. Encourage the use of IT to present their material.
- Show enough confidence to recover from their mistakes.
- Respond to changes in the direction of the conversation or argument.
- Use question forms correctly, both in structure and purpose and reply using logical connectors.
- Plan linked questions to use in interviews.
- Use day-to-day language for a variety of formal and informal situations (offerings, requests, suggestions, advice, instructions, directions, and explanations).
- Use the main intonation patterns for questions, conversation fillers, requests, and other purposes. (See annex).
- Improve their pronunciation and stress patterns paying especial attention to: consonant clusters, final consonants, long vowels, silent letters, etc.
- Draw on taught vocabulary from English and other subject areas and sources.
- Revise the use of persuasive language.
- Show control of their speech by using a growing variety of structures and extending vocabulary to enrich the meaning avoiding empty words.

## **Group dialogue and interaction targets**

Students should be taught to talk effectively as members of a group by:

- Working in-group situations assuming different responsibilities in discussion, such as acting as group leader, secretary and observer to plan, evaluate and solve problems.
- Making significant individual contributions to promote, oppose, explore and question within a discussion and develop their argumentative skills.
- Consolidating the use of language to perform a variety of functions to solve problems and expand thinking, such as:
  1. Reporting
  2. Explaining and clarifying
  3. Researching
  4. Planning
  5. Speculating
  6. Making deductions
  7. Contrasting and comparing



8. Arguing and persuading
9. Justifying opinions and actions
10. Evaluating ideas

- Reaching agreements by reflecting on evidence from different viewpoints and coping with disagreement.
- Adopting communication strategies to negotiate meaning in conversational situations: shifting the turn taking, coping with misunderstandings, asking for explanations and repetitions when they do not understand, using conversation fillers to keep dialogue flowing, etc. (See annex).

### **Reading and writing objectives for year 4**

#### **Text level work**

General Skills students will be able to:

- Consolidate reading skills: skimming, scanning, inferring, back reading, etc.
- Consolidate note-taking skills in terms of speed and accuracy and organisation (using key words, bullet points, abbreviations, etc.
- Increase the speed and accuracy in planning and structuring their writing (whether fiction or non-fiction), bearing in mind purpose, audience, text type, paragraphing, etc, and using a range of methods to organise and explore ideas.
- Draft and proof-read their writing according to the purpose and audience, by using checklists and other devices.
- Be responsible for the legibility of handwriting and layout and improve presentation. Retrieve information from different visual / verbal sources such as indexes, glossaries, hot links, diagrams, web page, public notices, signs, advertisements, timetables, brochures... and synthesise it to produce material suitable for a particular audience.
- Analyse and write texts using appropriate paragraph breaks. Use IT to produce written work – plan, revise, edit, select and acknowledge sources, etc. in a more systematic and critical way.
- Evaluate the different ways in which information can be given to create meaning by comparing web pages, printed texts, flow charts, presentations, graphs...
- Consolidate the habit of systematically stating sources of information.
- Consolidate the use of significant reading approaches to make sense of texts: making connections, questioning, and predicting, visualizing, inferring, synthesizing, summarizing, relating to personal experience, evaluating.
- Identify the key points of a given text and be able to summarize it either orally or in writing, using skills such as:
  1. Paraphrasing
  2. Selecting key information

3. Using the correct register and restructuring the information to suit the audience and purpose (topical, chronological, logical, hierarchical)
  4. Writing objectively (not giving opinions)
  5. Writing concisely.
- Consolidate ways to distinguish explicit and implicit points of view (“reading between the lines”) – irony, word choice, understatement, etc.
  - Recognise different points of view in fiction and non-fiction texts (author or narrator, sources, characters in a novel or play).
  - Analyse the techniques that an author uses to adapt texts to a given purpose and audience – that is, the style: choice of vocabulary, register, rhetorical devices, etc.
  - Consider and start using different strategies to adapt writing to audience and purpose and transform one genre into another.
  - Consolidate the ability to recognise elements of fact and opinion.
  - Analyse fiction and non-fiction texts using appropriate terminology, such as: plot, theme, character, structure, viewpoint, conclusion, audience, purpose, style ...
  - Work out the meaning of new words using context, etymology, morphology, compound patterns and sounding.
  - Produce responses in sentence and/or paragraph form within specified time.
  - Produce a variety of fiction and non-fiction texts: academic essays, advertisements, descriptions, stories, poems, sketches...
  - Use different strategies to improve their writing: vary sentence length and beginnings; avoid unnecessary repetition of words and ideas, etc.

## **Fiction**

Students will be able to:

- Develop and consolidate a critical reflection and personal response to a selection of literary texts by means of keeping journals, discussing ideas with others, relating them to their own lives.
- Reflect about themes and language styles in the different genres.
- Investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs: Identifying these features by reference to the text Considering and evaluate these features in relation to their own experience Producing written responses: a letter to a character or to the author, a persuasive essay, a spin-off, et
- Read significant texts or extracts from different periods and reflect on their appeal over time (e.g. read an extract from “Romeo and Juliet” and then consider the film directed by Baz Luhrman starring Leonardo di Caprio and Clare Daines).
- Analyse different points of view and tone in a fiction text (novels, short stories, poems, plays) by e.g.: Identifying the narrator Explaining how this influences the reader Explaining how events

might look from a different point of view Recognising different tones: ironic, cynical, joyful, sad, pessimistic, mysterious... Analysing events from different characters' perspectives.

- Analyse and use description, dialogue and action to portray characters, directly and indirectly.
- Consolidate aspects of narrative structure and how they are used and developed by the writer, e.g.: How chapters in a book (or paragraphs in a short story or chapter) are linked together How authors handle time, e.g. flashbacks, stories within stories, dreams How the passing of time is conveyed to the readers Compare texts of similar type (i.e. suspense) and understand how the writer has made it effective
- Explore and experiment different devices to make poems effective: rhythm, rhyme, line length, alliteration, imagery, etc.
- Read short scripts or extracts from longer plays and compare their structure with other genres and layouts (story, comic, etc).
- Write a script or short play based on the class reader, a poem, a persuasive text, or based on their own experience.

## **Non-Fiction**

### **Non-fiction: Information, Explanation, Instruction**

Students will be able to:

- Reinforce understanding of biography and autobiography and use it in their own writing. (Historical characters/ figures could be used in History lessons).
- Use inference and deduction to understand implicit and explicit points of view and apply them in oral and/or written communication.
- Apply knowledge of non-fiction texts (Science, History, Geography) identifying the characteristic features of impersonal style, such as Complex sentences Use of passive voice Technical vocabulary Hypothetical language (conditionals) Connectives: sequential, causal, logical Difference between fact and opinion, bias and objectivity Paragraphing for purpose
- Secure knowledge of instructional texts in terms of their purpose and audience, organisation and layout, clarity and usefulness.
- Write chronological and non-chronological reports (such as sports reports, diaries, police reports, newspaper reports):
- Selecting and presenting information Considering balance and ethics Distinguishing between fact and opinion.
- Structuring introductory and closing paragraph to orientate reader
- Using chronological sequencers, sentence markers and logical connectors Providing examples.

### **Non-fiction: Persuasion**

Students will be able to:

- Revise and use examples of persuasive devices from reading in their own writing; structuring and linking their arguments in a logical way.
- Use persuasive techniques to start counter-arguing.

### **Non-fiction: Discursive writing**

Students will be able to:

- Use visual aids and writing frames to clarify viewpoints and plan opposing arguments before developing them.
- Present different sides of an issue in a balanced way.

## **2.2. Contents**

### **2.2.1. Targets for Year 1**

#### **Word classes**

Students should:

- Begin to expand their knowledge and use of different parts of speech: verbs, adverbs, adjectives, nouns and connecting words.
- Identify, understand, classify, and use the new vocabulary in context in a variety of texts.

#### **Parts of speech: word formation**

Students should:

- Work on word roots to learn to decipher meaning and spelling rules.
- Use texts to identify and classify common prefixes e.g.: anti-, auto-, bi-, circum-, co-, ex-, mis-, non-, trans, tele-; use the knowledge of these prefixes to generate words from root words, e.g. mislead, misplace.
- Use texts to identify and classify common suffixes; -ly, -ful, -less; use the knowledge to clarify typical spelling mistakes and to generate words from root words, e.g. hope /hopeful / hopeless.
- Practice transforming root words into some of the following examples: tenses: -ed, -ing; negation: un-, im-, il-; comparatives: -er, -est, -ish; verbs to nouns, e.g. -ion, -ism, -ology; nouns to verbs: ise, -ify, -en.
- Students should work on connecting words and phrases by:
  1. Studying how points are typically connected in different kinds of texts.
  2. Classifying useful examples for different types of text, for example, by position (besides, nearby, by), sequence (firstly, secondly...), logic (therefore, so, consequently); writing these connecting words or phrases in their own writing.

### **Learning to Learn Strategies on Spelling**

Some of the following learning to learn strategies have briefly been mentioned in the general word level aims.

Students should:

- Correct their misspelled words, identified by the teacher, in their own writing.
- Use dictionaries and thesauruses to:
  1. understand unknown words; students should only refer to monolingual dictionaries.
  2. understand the meaning but gradually to write the definition of unknown words in their own words.
  3. some use of bilingual dictionaries may be appropriate in individual writing by weaker students.
  4. understand the purpose and organisation of the thesaurus and make use of it to find synonyms.
  5. use synonyms to improve the quality of their own writing.
  6. develop precision and accuracy in expression when redrafting.
- Encourage students to keep personal vocabulary books to collect and define new words in all subject areas; and recycle, when possible, the new words in other subject areas.
- Practise brainstorming the words/ideas they will need before they approach planning and drafting their writing.

### **Vocabulary extensión**

Students should:

- Become aware of the difficulties when choosing a synonym because of the different shades of meaning e.g. thin, slim, skinny.
- Build up a word bank where very basic, commonly used words (from Primary school) are now substituted by synonyms, and their corresponding shades of meaning.
- Explore homonyms which have the same spelling but different meaning. Explain how they can be distinguished in context. E.g. form (shape or document).
- Practise and extend vocabulary through poetry, exploring the rhetorical devices used and their effect on the reader. E.g. onomatopoeia.
- Collect, in their vocabulary book, idiomatic phrases, clichés, metaphorical expressions, collocations, common expressions.

### **Grammatical competence**

Students should use the conventions of standard English correctly:

1. Subject + verb agreement.
2. Identify and classify examples of the 1st, 2nd and 3rd person from readings.
3. Correct and consistent use of tense (past, present, present perfect and future active).
4. Analyse how different tenses are used in different texts.
5. Use the tenses in context in their own writing.
6. Consolidate the use of be, have got.
7. Consolidate the use of modal verbs (followed by infinitive); auxiliary + infinitive.
8. Consolidate previous work on sentences, by changing statement to question; questions to imperative; positive to negative forms.

Understand the difference between direct and reported speech through:

1. Finding examples and work on the above from a text.
2. Discussing contexts and reasons for using forms and their effects.
3. Transforming direct speech into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added.
4. Experimenting with transforming tense/ form/person in these examples.

### **Sentence construction and punctuation**

Students should further their awareness of sentence structure effectively by:

- Clarifying meaning using full stops, capital letters, apostrophes, commas, colons, and speech marks.
- Varying the length of their sentences. Simple and compound.
- Understanding how and why paragraphs are used, and paragraph their own work.

### **Reading**

- Identify typical story themes and narrative order.
- Read stories from other cultures and identify the social, moral, and cultural issues.
- Identify and discuss main and recurring characters, evaluate their behaviour, and justify views.
- Understand how settings influence events in stories and how they affect characters' behaviour.
- Understand the use of expressive and descriptive language.
- Recognise different points of view, both implicit and explicit, in a text.
- Learn about a variety of authors and share and discuss their views.
- Start to identify how writers use literary devices to achieve effects on the reader.
- Start to identify different layers of meaning in a text.

- Prepare, read, and perform play scripts, charting the build-up of a play scene and noting differences between genres.
- Identify and start to comment on different types of texts, including content, structure, vocabulary, style, layout, purpose (to persuade, inform, and explain) and intended audience.
- Understand and use the terms fact and opinion and distinguish the two when reading.
- Use skimming and scanning skills.
- Identify and read a range of non-literary texts (e.g. Instructional) for their impact, appeal, honesty, and presentation.
- Develop information gathering skills.

## **Writing**

Write openings and endings, scenes, and characters.

- Develop settings.
- Focus on language to create effects, e.g. building tension, suspense, creating moods, setting scenes.
- Use figuratively language.
- Use paragraphs to organize and develop detail.
- Use different ways of planning writing, e.g. brainstorming, notes and diagrams.
- Organise text showing development and structure.
- Describe characters effectively.
- Convey feelings, reflections, or moods in a poem through the careful choice of words and phrases.
- Write poems, based on themes from books and personal experience.
- Write play scripts based on own reading, oral work, and personal experience in order to persuade and advise.
- Write book reviews for a specified audience, based on evaluations of plot, characters and language.
- Collect information from a variety of sources and present it in a one simple format such as a wall chart or labelled diagram.
- Use IT, discussing relevance of layout, font, etc.
- Experiment with recounting the same event in a variety of ways.
- Plan, write, and edit short explanatory texts, focusing on clarity, conciseness, and impersonal style.
- Write clear instructions.
- Make clear notes through identifying purpose, key points, and abbreviation and write them into connected prose.

- Summarise in writing the key ideas from a paragraph, a chapter or a leaflet.
- Present a point of view in writing, e.g. in the form of a letter, a report or a script, linking points persuasively.
- Write newspaper style reports by composing headlines, using IT to draft and layout reports, organising writing into paragraphs.
- Look at the purpose of advertising and analyse the importance of image.
- Draft an individual, group or class letter for real purposes, e.g. put a point of view, comment on an emotive issue, protest; edit and present to finished state.

### **2.2.2. Targets for Year 2**

#### **Word classes**

Students should:

- Consolidate on their knowledge and use of different parts of speech: verbs, adverbs, adjectives, nouns and connecting words.
- Identify, understand, classify, and use the new vocabulary in context in a variety of texts.
- Parts of speech: word formation.

Students should:

- Work on word roots to learn to decipher meaning and spelling rules.
- Invent or use mnemonics for irregular or difficult spellings.
- Use texts to identify and classify common **prefixes** e.g.: ir\_, un\_- ; use the knowledge of these prefixes to generate words from root words.
- Use texts to identify and classify common **suffixes**; -ing, -ful, -less; use the knowledge to clarify typical spelling mistakes and to generate words from root words.
- Work on the origins and derivations of words.

Students should continue to work on connecting words and phrases by:

Studying how points are typically connected in different kinds of texts; and build banks for their own writing by classifying useful examples for different types of text –for example, by position (besides, nearby, by), sequence (furthermore), logic (therefore, notwithstanding)–, writing these connecting words or phrases in their own writing.

#### **Learning to Learn Strategies on Spelling**

Some of the following learning to learn strategies have briefly been mentioned in the general word level aims.

Students should:



- Correct their misspelled words, identified by the teacher, in their own writing.
- Use dictionaries and thesauruses to:
  - understand unknown words; students should only refer to monolingual dictionaries.
  - understand the meaning but gradually to write the definition of unknown words in their own words (some use of bilingual dictionaries may be appropriate in individual writing by weaker students).
  - understand the purpose and organisation of the thesaurus and make use of it to find synonyms.
  - use synonyms to improve the quality of their own writing.
- Develop precision and accuracy in expression when redrafting.
- Keep personal vocabulary books to collect and define new words in all subject areas; and recycle, when possible, the new words in other subject areas.
- Practise brainstorming the words/ideas they will need before they approach planning and drafting their writing.

### **Vocabulary extensión**

Students should:

- Become aware of the origins of proper names (e.g. place names, surnames, days of the week/months, names of products).
- Continue to work on choosing a synonym because of the different shades of meaning e.g. thin, slim, and skinny.
- Continue to build up a word bank where very basic, commonly used words (from Primary school) are now substituted by synonyms, and their corresponding shades of meaning.
- Continue to explore homonyms which have the same spelling but different meaning. Explain how they can be distinguished in context. E.g. form (shape or document).
- Practise and extend vocabulary through poetry, exploring the rhetorical devices used and their effect on the reader. E.g. onomatopoeia.
- Collect, in their vocabulary book, proverbs, idiomatic phrases, clichés, metaphorical expressions, collocations, common expressions.

### **Grammatical competence**

- Students should:
  - use the conventions of standard English correctly:
  - Use standard English correctly.
  - Use the conventions of Subject + verb agreement; and a variety of word orders that follow.
  - Identify and classify examples of the 1st, 2nd and 3rd person from readings.
  - Correct and consistent use of tense (past, present, present perfect and future active).

- Analyse how different tenses are used in different texts.
- Use the tenses in context in their own writing.
- Use different word classes correctly when redrafting.
- Consolidate the use of modal verbs (followed by infinitive); auxiliary + infinitive in the present and past.
- Consolidate previous work on sentences, by changing statement to question; questions to imperative; positive to negative forms.
- Investigate conditionals: find examples from a text; and work on conditionals. Discuss contexts and reasons for using particular conditionals and their effect.
- Begin to construct complex sentences; identify main clauses, ways of connecting clauses using the correct punctuation (e.g. non defining relative clauses); transform simple sentences into complex ones.
- Further their understanding and the use of active and passive verbs for a particular effect.
- Experiment with transforming tense/form/person in these examples and transforming tense/form/person for a particular effect.
- Revise language conventions and grammatical features for different types of texts (e.g. narrative, recounts, instructional, reports, explanatory, persuasive, discursive).

### **Sentence construction and punctuation**

- Students should further their awareness of sentence structure effectively and:
- Consolidate the use of: full stops, capital letters, apostrophies, commas, colons and speech marks. Practice: dash, semi colon, quotation marks and brackets.
- Vary the length of their sentences, simple, compound and complex.
- Consolidate how and why paragraphs are used; and paragraph their own work using topic sentences and supporting data for each paragraph.
- Work on contracting sentences for: note-making and summaries but understanding the format and abbreviations are only for informal use or studying.
- Be aware of proverbs, dialect (slang), headlines.

### **Reading**

- Identify typical story themes and narrative order and text of similar type.
- Read and investigate a range of texts from other cultures considering the social, moral or cultural issues and how they differ from the students' own.
- Identify and investigate how characters are presented through dialogue, action, description; and reflect on how the reader responds to them.
- Explore the influence of settings in stories.
- Explore the use of expressive and descriptive language.

- Recognise different points of view, both implicit and explicit, in a text, understanding how they influence the reader.
- Learn about a variety of authors and share and discuss their views.
- Identify how writers use literary devices to achieve effects on the reader.
- Be able to identify different layers of meaning in a text.
- Prepare, read and perform play scripts, charting the build-up of a play scene and noting differences between genres.
- Identify and comment on different types of texts, including content, structure, vocabulary, style, layout, purpose (to persuade, inform, and explain) and intended audience.
- Be able to distinguish fact and opinion.
- Use skimming and scanning skills.
- Identify, read and evaluate a range of non-literary texts (e.g. instructional) for their impact, appeal, honesty and presentation.
- Develop information gathering skills. Identify typical story themes and narrative order and text of similar type.

### **Writing**

- Develop characters and settings, using models from texts.
- Continue to reinforce different ways of planning writing.
- Experiment with ordering paragraphs to organise, develop detail paying attention to the appropriate connectives.
- Continue to use figurative language to create effect.
- Write poems experimenting with words, phrases and poetical devices such as personification.
- Write about books read, evaluating characters, plot and language, experiment with biographical and autobiographical writing.
- Continue to collect information from different sources and use it for a purpose.
- Use IT developing their skills to plan, revise and edit.
- Summarise a passage in a given number of words.
- Plan, write and edit chronological reports using heading and subheadings (cross-curricular link to science).
- Write instructional texts and test them out.
- Continue to write clear notes in connected prose.
- Present an argument, linking ideas persuasively, e.g. essay form or letter.

to look at advertising, analysing image and slogan.

### **2.2.3. Targets for Year 3**

#### **Sentence level work**

#### **Grammatical awareness and Sentence construction and punctuation.**

Students should be taught to:

- Discuss, proofread, and edit their own writing for clarity and correctness: Use different word classes correctly.
- Use correct word order in sentences.
- Expand their knowledge and use of complex sentences by:
  - identifying them in texts (main and subordinate clauses, connectives, appropriate punctuation.)
  - learning the functions of the different types of subordinate clauses (relative, adverbial) being able to use subordinate clauses in a variety of positions within the sentence.
- Make sure the subject and the verb agree.
- Check use of singular and plural “These books are mine”.
- Check for ambiguity in sentences e.g. unclear use of pronouns, word order ...
- Investigate the use of active and passive verbs further:
- Analyse examples of active and passive verbs in texts understanding their effects Transform sentences in different tenses (present, past and future) from active to passive and vice versa. Noting how word order is affected.
- Consolidate the language conventions and grammatical features of the different types of text such as:
  1. Narrative (e.g. stories and novels) using past simple, past continuous and past perfect.
  2. Recounts (e.g. anecdotes, accounts of observations, experiences) using past tense, clear chronology, connectives, and sequences Instructional texts (e.g. instructions and directions) clearly sequenced using the imperative.
  3. Reports (e.g. factual writing, description, science report)
  4. Explanatory texts (how and why) using present tense and impersonal voice in a clear structure.
  5. Persuasive texts (e.g. opinions, promotional literature) emphasizing logical links Discursive texts (e.g. balanced arguments)
  6. Recognise use of proverbs, dialect (slang), headlines.
  7. Investigate the use connecting words and phrases:
  8. Classify and use examples from reading and thesauruses.
  9. Identify connectives which have multiple purposes (e.g. since, for, as, but).
- Recognise the value of using a variety of sentence lengths for effect such as short sentences to build up tension.

- Use texts to analyse features of complex sentences: identifying main and subordinate clauses, ways of connecting clauses, appropriate use of punctuation and non-finite clauses.
- Work on contracting sentences for: note making, editing, and summarising.
- Consolidate conditionals through texts:
  1. ask students to consider scientific truths, etc (general conditionals)
  2. ask students to speculate, threaten, promise, etc: what will happen next if ? then, might, could, would; (real conditionals)
  3. hypotheses using if would; (hypothetical conditionals)
- Use punctuation marks correctly to clarify meaning: colon, semi-colon; inverted commas, dashes, brackets and speech punctuation. Avoid overuse of commas.
- Revise and extend the work on different verbal tenses:
  1. Present versus present continuous to narrate, recount, describe or inform.
  2. Different tenses to express future, intentions, arrangements and predictions (future simple, present simple, going to, present continuous)
  3. Present perfect and past to speak about experiences, and in descriptive, informative, and explanatory writing.

Revise and extend the work on modal verbs for discursive writing, to speculate, to instruct, to infer and deduce.

### **Word level work**

Students should be taught to:

- Continue to use spelling strategies from 2o ESO and check new vocabulary and individual errors. Use analogy as a spelling strategy.
- Consolidate the knowledge and spelling of prefixes and suffixes stressing similar sounding endings such as –cian, -sion, -tion.
- Revise the spelling of common homophones.
- Continue working on derivations and origins of words. Be aware of the origins of proper names (cross curricular links) place names such as – borough or – chester, surnames MacDonald, days of the week, months of the year, names of products...
- Secure the use of the apostrophe: possessive apostrophe (plurals and nouns ending in “-s”)
- Use adverbs in context with the audience in mind. Concentrate especially on: “never, ever, just” combined with the Present Perfect.
- “Too, enough” Adverbs of frequency
- Understand the use of figurative language in texts: simile, metaphor, onomatopoeia, alliteration, oxymoron, hyperbole, etc
- Collect a word bank of proverbs, idioms, phrasal verbs and connectors.

- Make effective use of a variety of dictionary resources (monolingual, bilingual, etymology, collocations and thesauruses both on paper and on-line) and other ICT based resources.

#### **2.2.4. Targets for Year 4**

##### **Sentence level work.**

##### **Grammatical awareness and Sentence construction and punctuation**

Students should be taught to:

- Discuss, proof-read and edit their own writing for clarity and accuracy: Use different word classes correctly:
  - Use correct word order in sentences.
  - Expand their knowledge and use of complex sentences by:
    - identifying them in texts (main and subordinate clauses, connectives, appropriate punctuation...)
    - learning the functions of the different types of subordinate clauses (relative, adverbial) being able to use subordinate clauses in a variety of positions within the sentence Make sure the subject and the verb agree.
  - Check use of singular and plural “This books are mine”
  - Check for ambiguity in sentences, e.g. unclear use of pronouns, word order ...
  - Consolidate the use of active and passive structures.
  - Consolidate the language conventions and grammatical features of the different types of text:
    - Narrative (e.g. stories and novels) using past simple, past continuous and past perfect
    - Recounts (e.g. anecdotes, accounts of observations, experiences) using past tense, clear chronology, connectives and sequences.
    - Instructional texts (e.g. instructions and directions) clearly sequenced using the imperative.
    - Reports (e.g. factual writing, description, science report) Explanatory texts (how and why) using present tense and impersonal voice in a clear structure.
    - Persuasive texts (e.g. opinions, promotional literature) emphasizing logical links Discursive texts (e.g. balanced arguments.
    - Recognise proverbs, dialect (slang), headlines...
    - Use connecting words and phrases with simple or multiple purposes (e.g. since, for, as, but...)
    - Use and vary sentence length and starters for effect.
    - Use complex sentences accurately.
    - Work on contracting sentences (i.e., dropping out non-key words) for: note making editing summarizing.
    - Use all types of conditional structures.

- Use punctuation marks correctly to clarify meaning and to integrate speech, reference and quotation: colon, semi-colon; parenthetic commas, dashes, brackets and speech punctuation. Avoid overuse of commas.
- Consolidate and extend the work on different verbal tenses.
- Revise and extend the work on modal verbs for discursive writing, to speculate, to instruct, to infer and deduce and to refer to the past.

### **Word level work**

Students should be taught to:

- Use spelling strategies from previous years (analogy, mnemonics, word origins, families and morphology).
- check new vocabulary and use individual spelling dictionaries.
- Consolidate the knowledge and spelling of prefixes and suffixes; revise the spelling of common homophones.
- Continue researching origins of words and make significant links with other languages.
- Reinforce the use of the apostrophe.
- Consolidate the use of figurative language in texts: simile, metaphor, onomatopoeia, alliteration, oxymoron, hyperbole, etc.
- Collect useful word banks.
- Make effective use of a variety of dictionary resources (monolingual, bilingual, etymology, collocation and thesauruses both on paper and on-line) and other ICT based resources.
- Recognise implied meaning and connotations in the writer's choice of words.

## **2.3. Transition unit: Primary to Secondary**

### **Introduction**

This unit has been designed so that Y6 primary and Y1 secondary lessons are linked through a series of activities covering objectives related to all skills and are dependent on each other. To teach near the end of the school year when the pupils are restless, and the summer holidays are almost there and as a warmup to welcome the new students in Y1 secondary. Listening, speaking, group interactions, writing of book reviews and oral presentations are all considered.

The unit seeks to promote social skills and constructive interaction as well as independence and reflection through shared work (high level of teacher support); guided work (students working in pairs and small groups); independent work.

Y6 primary students will be given a framed letter to be addressed to secondary school during the summer to tell the new teacher some personal details, and what they have enjoyed reading most and why. The letters will be used to create a display as a quick way to personalize the

classroom and make students feel at home when they arrive. Alternatively, they can be put in a ring binder.

Oral presentations of favourite books will be given by students in 1st year of secondary following presentations given by both the primary and secondary teachers, followed by the writing of a book review. Giving marks to pupils is not perhaps the best way to encourage a reflective view. Better give them a list of self-assessment criteria (see R3). Students should be trained and modelled for it after discussing what makes a presentation “good”. Peer and teacher assessment are equally important as outer references. Ideally a fragment of the oral presentation should be transcribed for the pupil to reflect on their performance.

The unit comprises three lessons in primary and six in secondary which mirror the ones in primary and extend the work further. The time allowed for each activity is only approximate, but activities should be done at a brisk pace. Depending on your group of students, you might like to spend some more time training at word and sentence level: powerful adjectives, verbs, and adverbs; language for greeting and thanking, etc.

The unit will be assessed through teacher’s observations, students’ reports and teacher self-evaluation.

### **3. OBJECTIVES**

#### **3.1. Language and Literacy curriculum of the MEC / British Council Bilingual Project**

##### **Listening**

To listen, understand and respond to others, children will be able to:

- Sustain their attention.
- Listen and respond appropriately individually and in groups to the teacher giving detailed explanations, presentations and telling stories. Recall and re-present important features of a talk (oral presentations). Ask relevant question to clarify understanding and extend ideas. Listen and respond to others appropriately, taking into account what they say.

##### **Speaking**

To speak with growing confidence in a range of contexts, children will be encouraged to:

- Speak audibly and clearly.
- Choose and use relevant vocabulary.
- Use question forms correctly.
- Focus on the main point and reply to questions appropriately using “because”
- Organise what they say. Use vocabulary and syntax to express more complex ideas.
- Speak in a range of contexts, adapting what they say to purpose and audience.



- Describe experiences and feelings.
- Give oral presentations to the class, with an introduction and a conclusion.
- Reflect on their own presentation.
- Begin to use basic summary skills.

### **Group dialogue and interaction targets**

- To talk effectively as members of a group, children will be able to:
- Make contributions relevant to a topic and take turns in a discussion.
- Convey ideas and share experiences.
- Give reasons for opinions and actions.
- Make plans, investigate, predict, explain, report, evaluate, select and sort.
- Start using language to agree and disagree (Resources should be devised only if the students need them to carry out the main tasks in this unit).
- Reading and writing.
- Pupils will be able to:
- Describe and review own reading habits and widen reading experience.
- Write book reviews for a specified audience, based on evaluations of plot, characters and language.
- Understand and use the terms fact and opinion and begin to distinguish the two when reading.
- Summarise in writing the key ideas from a paragraph, a chapter or a leaflet.
- Revise and extend the work on verb tenses from Y6. (Resources should be devised only if the students need them to carry out the main tasks in this unit).
- To identify adverbs and understand their functions in sentences. (Resources should be devised only if the students need it to carry out the main tasks in this unit).
- Revise work from Y6 on sentence type. Changing a statement into a question, a question into an order and a positive statement into a negative. (Resources should be devised only if the students need it to carry out the main tasks in this unit).
- Recognise and use prepositions of place and time. (Resources should be devised only if the students need it to carry out the main tasks in this unit).
- Use mono-lingual and bilingual dictionaries to learn or check spellings and definitions of words.
- Understand the purpose and organisation of the thesaurus and make use of it to find synonyms. (Resources should be devised only if the students need it to carry out the main tasks in this unit).

## **4. TEMPORALIZACIÓN**

### **4.1. 1ºESO**

#### **FIRST TERM**

##### **Word level**

- Begin to expand the students' knowledge and use of different parts of speech: verbs, adverbs, adjectives, nouns, etc.
- Practise transforming root words like: tenses (-ed, -ing), comparatives (-er, -est). Study how points are connected in different kinds of texts.
- Correct the misspelled words in their writings.
- Use dictionaries to:
- Understand unknown words
- Write the definition of unknown words in their own words.
- Find synonyms and antonyms for some words given.
- Become aware of the difficulties when choosing a synonym because of their different meanings.
- Build up a word bank where very basic words are now substituted by synonyms and their different meaning.

##### **Sentence level**

- Students should use the conventions of standard English:
- Subject+verb agreement.
- Identify and classify examples of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person from readings.
- Correct and consistent use of tenses (Present Simple and present Continuous)
- Analyse how different tenses are used in different texts.
- Use the tenses in their own writings.
- Consolidate the uses of be and have got.
- Correct use of adverbs of frequency.
- Correct use of adverbs: not at all, a bit, quite, very, really
- Use of compound adjectives and order of adjectives.
- Past simple and Past continuous.
- Expressing opinions and starting common topics for discussion.
- Writing reviews
- Practise pronunciation through phonetic symbols and try to improve their pronunciation for specific words related to geography, history and science.

### **Text level**

- Understand the use of expressive and descriptive language.
- Read and make descriptions based on the vocabulary studied.
- Use skimming and scanning skills.
- Use paragraphs to organize and develop details.
- Use different ways of planning writing.
- Collect information from a variety of sources and present it on a one simple format.

### **Information and Communication Technology**

- Become regular users of ICT.
- Draft and redraft their writing using ICT tools.

## **SECOND TERM**

### **Word Level**

- Identify, understand, classify, and use the new vocabulary in context in a variety of texts.
- Use texts to identify and classify common suffixes: -ly, -ful, -less.
- Classify useful examples for different types of text, for example, by position (nearby, by...), sequence (firstly, secondly...), logic (so, therefore...)
- Write these connecting words or phrases in their own writing.
- Encourage students to keep personal vocabulary books to collect and define new words in all subject areas.
- Explore homonyms which have the same spelling but different meaning. Learn to distinguish them in context.

### **Sentence level**

- Consolidate previous work on sentences.
- Adverbs of quantity.
- Defining relative clauses.
- Compare ideas, items, etc.
- Clarify meaning using full stops, capital letters, etc.
- Vary the length of the sentences. Simple and compound.
- Practice pronunciation and get familiar with the sounds of the English language.

### **Text level**

In the second term, the students will read an unabridged book. Throughout the reading, the students will be able to:

- Read stories from other cultures and identify the social, moral and cultural issues.
- Identify and discuss main and recurring characters, evaluate their behaviour and justify views.
- Understand how settings influence events in stories and how they affect characters' behaviour.
- Start to identify how writers use literary devices to achieve effects on the reader.
- Write openings, endings, scenes and characters.
- Develop settings.
- Focus on language to create effects, e.g. building tension, suspense...
- Use figurative language.
- Describe characters effectively.
- Present a point of view in writing, e.g. in the form of a letter, a report or a script.
- Writing to a newspaper.

### **ICT**

- Use ICT as a very useful tool to learn confidently, creatively but also safely and responsibly.
- Use ICT tools safely and responsibly to find information.

### **THIRD TERM**

#### **Word level**

- Use texts to identify and classify common prefixes e.g.: anti-, auto-, bi-, co-, ex-, mis-, non-, and use the knowledge of these prefixes to generate words.
- Practise brainstorming the words/ ideas the students will need before they approach planning and drafting their writing.
- Practise and extend vocabulary through poetry, exploring the rhetorical devices used and their effect on the reader.
- Collect, in their vocabulary book, idiomatic phrases, clichés, metaphorical expressions, collocations, etc.

#### **Sentence Level**

- Use the Present perfect.
- Ever and Never.
- Watch and write about news.
- Understanding how and why paragraphs are used.
- Practice pronunciation and get familiar with the sounds of the English language.

#### **Text level**

- Identify typical story themes and narrative order.

- Recognise different points of view, both, implicit and explicit in a text.
- Start to identify different layers of meaning in a text.
- Identify and start to comment on different types of texts, including content, structure, vocabulary, style, purpose...
- Identify and read a range of non-literary texts.
- Organise text showing development and structure.
- Convey feelings, reflections or moods in a poem through the careful choice of words or phrases.
- Write play scripts based on own reading, oral work and personal experience in order to persuade and advise.
- Write book reviews for a specific audience, based on evaluations of plot, characters and language.
- Summarise in writing the key ideas from a paragraph, a chapter or a leaflet.
- Look at the purpose of advertising and analyse the importance of image.

## **ICT**

- Use and refine their search methods to gather relevant information for the task they have been given, e.g., an oral presentation, a speech, a biography.
- Be critically aware of the reliability of the source and not take all information at face value.
- Explore ways to use ICT techniques to present their information for a particular: purpose, audience and effect.

## **4.2. 2ºESO**

Durante los tres trimestres se animará al uso de diccionarios monolingües y “thesaurus” en internet.

## **FIRST TERM**

- Classroom language and classroom rules.
- Parts of speech.
- Estrategias de lectura: skimming and scanning.
- Word formation: prefixes: un-, in-, im- and suffixes: -er, -or, less.
- Synonyms.
- Word families.
- Writing an email.
- Writing biographies.

- Punctuation and paragraph planning.
- Iniciación a la fonética con vocabulario de social sciences and natural sciences.
- Irregular plurals from Latin origin.
  1. Trabajo de gramática:
  2. irregular verbs.
  3. Present simple/continuous revision.
  4. The past simple/continuous revision.
  5. Present perfect simple
  6. Making comparisons
  7. Tense consistency: atención especial a la consistencia verbal: se presentarán a los alumnos distintos tiempos verbales a través de la reflexión de los distintos tipos de texto y de sus usos.

## **SECOND TERM**

- Animación a la escritura de un diario con la intención de mantenerlo durante todo el curso.
- Word formation: prefixes: re-, dis-, mis-, il- and suffixes: -ian, -wide -ful.
- Derivations: generate words from root words.
- Proverbs.
- Origin of words.
- Figuras retóricas y su efecto sobre el lector: image, simile and metaphor.
- Refuerzo de la animación a la lectura: los alumnos tendrán que leer un libro no adaptado en versión original y tendrán que escribir reseñas sobre el mismo / presentarlo a la clase.
- Breve introducción a la poesía: acrostic poem and haiku.
- Joining sentences: connectives.
- Diferenciar facts de opinipnss.
- Writing an opinión essay.
- Writing a formal letter.
- Trabajo de gramática:
  1. Refuerzo de los tiempos verbales.
  2. Present perfect versus Past simple.
  3. Present Perfect Continuous.
  4. Modals.
  5. Refuerzo de tense consistency.

## **THIRD TERM**

- Word formation: prefixes: inter-, il- and suffixes: -able, -ing, -ous, -ly.

- Collocations: verb+noun.
- Homonyms.
- Idiomatic phrases.
- Metaphorical expressions.
- Figuras retóricas y su efecto sobre el lector: onomatopeya and personification.Aspectos textuales: genre, setting and characters.
- Writing a review.
- Narrative Compositions.
- Trabajo de gramática:
  1. Conditional sentences
  2. Passive voice
  3. Refuerzo de los tiempos verbales
  4. La Voz Pasiva.
  5. Tense revisión through texts.

#### **4.3. 3ºESO**

Durante los tres trimestres se animará al uso de diccionarios monolingües y “thesaurus” en internet. También se requerirá con cierta regularidad a los alumnos el uso de las nuevas tecnologías de forma responsable y segura para elaborar trabajos, buscar información, hacer deberes...

#### **FIRST TERM**

- Skimming and scanning Punctuation
- How to create Smart Targets
- Noun Phrase, Clause and Sentence.
- Types of sentences: simple, compound, complex and compound-complex. Connectives.
- Reading: Culture & CLIL 7, 8, 9. Everyday Listening and speaking: 1,2,3
- First Language English: Part 1 - unit 1, Part 5- unit 13 Gramática:
- suffixes: -er, -or
- tense revision
- second conditional
- like & would like
- modals: can, could, be able to. Describing pictures.
- Fiction texts: points of view, language styles, narrative structure. Vocabulary: books and films.
- Phonetics:
- -/h/ at the beginning of words.

- /d/ /id/ /t/
- Sentence stress

## **SECOND TERM**

- Skimming and scanning Punctuation
- Spelling strategies Figurative language in texts Synonyms
- Phrasal verbs
- Everyday Listening and speaking.
- Non-fiction texts: information, explanation, instruction & persuasion.
- Gramática:
  1. The passive: affirmative, negative and questions.
  2. Tense revision Phonetics:
  3. marking word stress
  4. strong and weak forms: have-has
  5. just and yet
  6. have and have to

## **THIRD TERM**

- Group dialogue and interaction targets: 1, 2, 3, 4. Non-fiction texts: discursive writing
- Note taking, editing summarising Homophones.
- Proverbs and idioms
- First Language English: Part 2-units 4, 5, 6.
- Grammar:
  1. non-finite clauses
  2. modal verbs: for discursive writing, to speculate, to instruct, to infer and deduce. Phonetics:
  3. c sounds
  4. a sounds
  5. strong and weak forms: can and can't

### **4.4. 4°ESO**

## **FIRST TERM**

- Summary questions
- Vocabulary: work and education
- Explicit and implicit reading comprehension News report
- Fiction and non-fiction texts Papers



- Letters
- Informative non-fiction accounts Imaginative descriptive writing

## **SECOND TERM**

- Summary
- Biographies (informative accounts) Persuasive writing, advertishing
- Narrative writing: plot, space and structure, setting and atmosphere, opening and ending.
- Summary skills, recognition of implicit meaning Vocabulary building

## **THIRD TERM**

- Technology
- Argumentative and discursive responses Spelling strategies
- Pairs of punctuation marks Continuous writing in narrative
- Individual talk for different purposes
- Group discussion, expressing and supporting opinions

### **4.5. Conocimientos y aprendizajes mínimos para alcanzar evaluación positiva a final de curso**

**Mínimos 1ºESO:** Serán los criterios de evaluación (level of attainment) establecidos dentro de la Banda 1 (Band 1).

**Mínimos 2ºESO:** Serán los criterios de evaluación (level of attainment) establecidos dentro de la Banda 1 (Band 1).

**Mínimos 3ºESO:** Serán los criterios de evaluación (level of attainment) establecidos dentro de la Banda 1 (Band 1).

**Mínimos 4ºESO:** Serán los criterios de evaluación (level of attainment) establecidos dentro de la Banda 1 (Band 1).

## **5. METHODOLOGY**

- It implies that the students are constantly participating actively during the classes and the language-English- is being used all the time not only to teach it as the main objective to be taught but also as a means of communication inside the classroom.

- Teachers always address students in English.
- ICT is used as a great help in our classes.
- An English environment will be ensured.
- The literacy teacher will coordinate constantly with the natural science and social studies teachers.
- Any special event happening both in Spain or in England will be used as a good excuse to promote awareness of both our culture and Anglo-Saxon culture.
- All four skills- listening, speaking, reading and writing- will be developed as well as awareness of the language.

Partiendo de los objetivos propuestos, ***la metodología ha de ser principalmente comunicativa y totalmente en inglés***; es decir que las actividades que se desarrollen en el aula y fuera de ella han de ir encaminadas a la adquisición de buenos hábitos lingüísticos que sirvan al alumno para comunicarse con los demás: para entender y hacerse entender principalmente audio-oralmente.

Por ello la metodología tiene que partir de:

1. Trabajo en el aula y fuera exclusivamente en la lengua inglesa, sin recurso por parte del alumno ni del profesor al castellano, con la excepción de algún caso aislado de traducción de términos técnicos.
2. Ejercicios de fonética correctiva: repetición de sonidos, aisladamente y en la cadena hablada, y de entonación y expresión adecuadas. Para este cometido es de inestimable ayuda la profesora auxiliar de conversación.
3. Ejercicios de sustitución. Con ellos conseguimos resultados mecánicos y, así, automatismo y fluidez.
4. El dictado como ejercicio de reflexión sobre el idioma escrito.
5. La audición y luego lectura en voz alta afianzando a los alumnos en la pronunciación y entonación correctas.
6. La audición de textos a partir de audiolibros, así como las películas en versión original y con subtítulos para nuevo vocabulario y estructuras y también buena entonación.
7. La gramática se utiliza, principalmente, como medida descriptiva encaminada a reforzar la “competencia” de las estructuras utilizadas en el lenguaje comunicativo. Su enfoque es, pues, principalmente descriptivo.
8. Uso de una carpeta archivadora/funda plástica donde cada alumno va almacenando sus fichas, así como su producción, es decir, todos aquellos trabajos que presenta al profesor y que este corrige y devuelve; en este material, alumnos y padres pueden ir observando el progreso alcanzado.

### **5.1. Las TIC como recurso didáctico**

Las nuevas Tecnologías de la Información y la Comunicación (TIC) se incorporan a la práctica docente en el aula como una de las herramientas habituales de comunicación y aprendizaje. En este sentido, las TIC se nos presentan como una ventana abierta al mundo y, mediante ellas, será más fácil desarrollar actitudes de interés, respeto, tolerancia y aceptación de otras realidades culturales diferentes.

Las TIC se utilizarán en la clase de inglés como:

- fuente de información para la elaboración de materiales didácticos por parte del profesorado
- fuente de documentación e información para la elaboración de trabajos de clase y fuera de clase por parte de los alumnos
- herramienta para comprender, asimilar, repasar y afianzar contenidos por parte de los alumnos

Se utilizará para ello las plataformas corporativas facilitadas por la Junta de Castilla y León, Teams o Moodle, así como las páginas de educacyl y de British Council. Igualmente, se utilizarán otros recursos online no corporativos como son los ejercicios en línea ofrecidos por la editorial, así como otras páginas web y aplicaciones como son: Wordreference, Kahoot, Quizizz, Quizlet, YouTube, etc. Todo ello con el fin de fomentar la autonomía del alumnos y el buen uso de las TIC a través del aprendizaje a la vez que se favorece la adquisición de nuevas habilidades para la sociedad actual.

## **6. ASSESSMENT**

Education is concerned with a wide range of aspects of learning. It involves not only the knowledge and skills as specified in this integrated curriculum but also the attitudes, values and interests that are to be encouraged in pupils. Assessment relates to all these aspects of education.

### **Evaluation or Assessment?**

Although both terms are often used synonymously, they are different:

- Evaluation is the informal process of ascertaining a pupil's progress;
- Assessment is the formal practice of establishing the level of a specific performance.

### **Assessment should be:**

- Balanced and comprehensive – incorporating both fluency and accuracy in the four skills;
- Individually-oriented – i.e. it must reflect a variety of learning styles;
- Valid – reflecting what has been taught and the way it has been taught;
- Continuous – i.e. it must be an ongoing process, both formal and informal;
- Informative – teachers and pupils should obtain data about their teaching and learning from the assessment;
- Practical – tasks and frequency of assessment tasks should be realistic;

- Accountable – the assessment process must be transparent for teachers, students, parents and institutions;
- Positive – focusing on achievement rather than on failure.

### **What can we assess?**

- Students' knowledge and understanding of language; assessment should not be heavily focused on grammar and vocabulary.
- Linguistic skills (ability to produce and understand oral and written texts);
- Attitude towards learning.

### **When to assess?**

Since virtually any single activity can become the source of assessment, it is possible to assess a student's performance continuously. Tradition has established several key assessment moments: at the beginning of the academic year, at the end of every term, at the end of the academic year. This range can and should be extended, for assessment is a process that should take place as often as possible. However, it is also useful to remember that assessment does not have to take place all the time: although it is important to have a wide and comprehensive record of every student, teachers do not have to assess all the students in every single activity.

### **How to assess?**

Assessment is often based around tests and exams – however, tests should not be the only assessment technique teachers use. Other suggestions can include: presentations, self-evaluation and individual record-keeping, group work, coursework and projects.

The more varied and diverse the teachers' assessment techniques, the better; this way the teacher will adapt to every type of student in their class and thus will cater for every individual need.

### **Who should we assess?**

Part of the teachers' role is to assess their students' progress. Pupils themselves should also become part of the process using self-assessment.

### **Why should we assess?**

- To inform students, parents, teachers and future teachers.
- To facilitate better planning and teaching practices.
- To measure students' progress.

## **6.1. ASSESSMENT CRITERIA**

(Tablas en las páginas siguientes)

### 6.1.1. 1º ESO

Bands of Attainment for ESO Year 1					
Reading					
	Beginners	Band1	Band 2	Band 3	Extended
<b>Identifying texts</b>	Can recognise familiar words in simple texts.	<i>Can generally read simple texts accurately showing understanding.</i>	<i>Can read a range of texts fluently and accurately, and show understanding.</i>	<i>Can usually read and understand fluently and accurately a range of texts, and show understanding.</i>	Can thoroughly understand a wide range of texts.
<b>Understanding meaning</b>	Can use their knowledge of letters and sound-symbol relationships in order to read words and establish meaning occasionally with support.	<i>Can use more than one strategy (phonic, graphic, syntactic, and contextual) in reading unfamiliar words and establishing meaning.</i>	<i>Can use appropriate strategies in order to read independently and establish meaning.</i>	<i>Can use appropriate strategies in order to read a range of texts independently and establish meaning.</i>	Can use appropriate strategies in order to read a wide range of texts independently and establish meaning.
<b>Response to a variety of texts</b>	Can express their response to poems, stories and non-literary texts by identifying aspects they like.	<i>Can express opinions about major events or ideas in stories, poems and non-literary texts.</i>	<i>Can show understanding of the main points of a variety of literary and non-literary texts, and express preferences when responding to them.</i>	<i>Can show understanding of significant ideas, themes, events and characters when responding to a range of texts.</i>	Can select key points and respond to texts identifying features, themes, character and setting.
<b>Comprehension of non-fiction texts</b>	Can read non-literary texts and make some comment about their features.	<i>Can read non-literary texts and show some awareness of layout, purpose and audience.</i>	<i>Can read non-literary texts, identify purpose and audience.</i>	<i>Can read non-literary texts and comment on features: layout, purpose, audience, structure.</i>	Can read a range of non-literary texts and comment on features: layout, purpose, audience, structure.
<b>Identifying gist</b>	Can recognise the gist of a text.	<i>Can recognise the gist of a text.</i>	<i>Can refer to gist to explain their ideas.</i>	<i>Can refer to the text when explaining their views.</i>	Can select relevant words, phrases and information to support their views.
<b>Language manipulation</b>	Can read texts and repeat some content.	<i>Can read texts and repeat some important details.</i>	<i>Can read texts and repeat all important details.</i>	<i>Can read texts and attempt to paraphrase content.</i>	Can read texts and summarise content.
<b>Writer's effects</b>	Can make some use of the words they are given.	<i>Can begin to recognise with support that certain words cause effects on the reader.</i>	<i>Can recognise with support that certain words cause effects on the reader.</i>	<i>Can recognise that certain words cause effects on the reader.</i>	Can suggest words and phrases which cause an effect on the reader.
<b>Reference skills</b>	Can retrieve information using basic strategies.	<i>Can occasionally locate and retrieve information in more than one format.</i>	<i>Can usually locate and retrieve information from more than one source.</i>	<i>Can locate and use ideas and information on a specific topic effectively from more than one source.</i>	Can retrieve and collate information from a range of sources.
<b>Inference and deduction</b>	*only for advanced students	<i>*only for advanced students</i>	<i>*only for advanced students</i>	<i>Can begin to use inference and deduction when responding to a range of texts.</i>	Can use inference and deduction.



## Bands of Attainment for 1ºESO

### Writing

	Beginners	Band 1	Band 2	Band 3	Extended
<b>Meaning and form</b>	Can communicate meaning through simple words and phrases.	<i>Can communicate meaning, showing some awareness of form and reader.</i>	<i>Can produce organized, clear writing, adapting their writing to the reader.</i>	<i>Can produce lively writing in a range of forms.</i>	Can produce varied and interesting writing which conveys meaning clearly in a range of forms for different readers, using a more formal style where appropriate.
<b>Sentence structure and Ideas</b>	Can occasionally write in simple sentences.	<i>Can sometimes develop ideas in sentences, coherently.</i>	<i>Can usually use sequences of sentences to develop ideas.</i>  <i>Can organize words into paragraphs.</i>	<i>Can sustain and develop ideas.</i>  <i>Can use organised writing for purpose, and to engage the reader's interest.</i>  <i>Can state opinions and support them with some reasons.</i>  <i>Can use paragraphs effectively.</i>	Can sustain and develop opinions from ideas.  Can express opinions, supported by reasons.  Can organise simple and complex ideas into paragraphs.
<b>Vocabulary</b>	Can use basic and appropriate vocabulary.	<i>Can use appropriate and interesting vocabulary.</i>	<i>Can choose words for variety and interest.</i>	<i>Can make adventurous word choices, sometimes using words for effect.</i>	Can make imaginative word choices and use words precisely.
<b>Spelling</b>	Can usually spell simple, monosyllabic words correctly and any inaccurate alternative is phonetically plausible.	<i>Can usually spell accurately including polysyllabic words.</i>	<i>Can use their knowledge of word patterns to spell new words correctly.</i>	<i>Can spell accurately, in general and any inaccurate alternative conforms to regular patterns.</i>	Can spell complex words correctly.
<b>Punctuation</b>	Are aware of how full stops are used.	<i>Can produce sequences of sentences, appropriately punctuated.</i>	<i>Can accurately punctuate simple sentences.</i>	<i>Can usually punctuate complex sentences and begin to use punctuation within the sentence, including inverted commas for speech.</i>	Can use a range of punctuation accurately.
<b>Handwriting</b>	Can produce legible handwriting.	<i>Can produce legible handwriting and adequate presentation.</i>	<i>Can produce legible handwriting and present work well.</i>	<i>Can produce clear, legible handwriting and adapt presentation to task.</i>	Can produce legible, well presented work.
<b>Redrafting</b>	Will accept others' ideas to improve their writing.	<i>Will accept others' ideas to improve their writing and will adapt work appropriately.</i>	<i>Can revise and redraft writing, following instructions.</i>	<i>Can revise and redraft writing, with support.</i>	Can revise and redraft writing independently.
<b>Language accuracy</b>	Can occasionally use suitable language structures for the task.	<i>Can sometimes use suitable language structures for the task.</i>	<i>Can usually use suitable language structures for the task.</i>	<i>Can use suitable language structures for the task.</i>	Can use language structures creatively.

## 6.1.2. 2º ESO

Levels of Attainment for year 2 – Oracy / Speaking and Listening						
	Beginners 1	Beginners 2	Band 1	Band 2	Band 3	Extended
<b>General talking and listening</b>	Can talk about matters of immediate interest.	Can talk and listen with some confidence particularly where topics interest them.	<i>Can talk and listen confidently in various contexts, exploring and communicating ideas.</i>	<i>Can talk and listen confidently in different contexts, exploring and communicating ideas.</i>	<i>Can talk and listen confidently in a wide range of contexts, including some that are of a formal nature.</i>	Can adapt their talk to the demands in the appropriate register with growing confidence.
<b>How you speak</b>	Can convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.	Can speak clearly and use a growing vocabulary when developing and explaining their ideas.	<i>Can begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail.</i>	<i>Can suggest changes in vocabulary and style which would improve talk.</i>	<i>Can engage the interest of the listener, beginning to vary expression and vocabulary.</i>  <i>Can evaluate talk and understand how changes in vocabulary and style can improve its quality.</i>	Can vary vocabulary, expression and tone to engage the interest of the listener.  Can evaluate their own and others' performance as speakers and can suggest ways to improve.
<b>Question forms</b>	Are aware of question forms.	Are aware of question forms and use them on occasion.	<i>Can use some question forms, appropriately.</i>	<i>Can sometimes use a variety of question forms.</i>	<i>Can use a variety of question forms confidently.</i>	Can use a variety of accurate question forms confidently.
<b>Purpose and audience</b>	Can convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.	Can show awareness of the needs of the listener by sometimes including relevant detail.	<i>Can adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail.</i>  <i>Can express an opinion simply.</i>	<i>Can adapt talk to purpose and audience: developing and organising ideas thoughtfully, describing events and conveying their opinions clearly, including reasons on occasion.</i>	<i>Can develop talk purposefully and when expressing opinions provide reasons to support their views.</i>	Can express opinions and can use evidence to support their views.
<b>Register</b>	Are aware of basic differences between formal and informal situations.	Are aware that in some situations a more formal language and tone of voice are used.	<i>Are beginning to be aware of standard forms and when they are used.</i>	<i>Can use appropriately some of the features of standard English vocabulary and grammar.</i>	<i>Can begin to use standard English in formal situations.</i>	Can use standard English fluently in formal situations.



## Levels of Attainment for year 2 – Oracy / Speaking and Listening (cont.)

	<b>Beginners 1</b>	<b>Beginners 2</b>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Extended</b>
<b>Active listening skills</b>	Can listen and sometimes respond appropriately to others.	Can listen carefully and respond appropriately to what others say.	<p><i>Can show they have listened carefully, through relevant comments and questions.</i></p> <p><i>Can show understanding of the main points of a discussion.</i></p>	<i>Can listen carefully in discussion, making contributions and asking questions that are responsive to others' ideas, needs and views.</i>	<i>Can pay close attention to what others say in discussion, asking questions to develop their talk purposefully and making contributions that take into account others' views.</i>	<p>Can show understanding of ideas and can consider how and when to respond to others.</p> <p>Can take an active part in discussion, using evidence to support their views.</p> <p>Can take roles in discussion, e.g., speaker, leader, listener.</p>
<b>Comprehension</b>	Can listen to texts and repeat some content.	Can listen to texts and repeat some important details.	<i>Can listen to texts and repeat all important details.</i>	<i>Can listen to texts and attempt to paraphrase content.</i>	<i>Can listen to texts and paraphrase content.</i>	Can listen to texts and paraphrase content effectively.
<b>Text features</b>	Can listen to texts and make a few comments about their features.	Can listen to texts and show some awareness of purpose and audience.	<i>Can listen to texts and identify purpose and audience.</i>	<i>Can listen to texts and comment on features and identify purpose and audience.</i>	<i>Can listen to texts and begin to analyse features and identify purpose and audience.</i>	Can listen to texts and analyse features and identify purpose and audience.



## Levels of attainment for year 2 – Reading

	<b>Beginners 1</b>	<b>Beginners 2</b>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Extended</b>
<b>Identifying texts</b>	Can recognise familiar words in simple texts.	Can generally read simple texts accurately showing understanding.	<i>Can read a range of texts fluently and accurately, and show understanding.</i>	<i>Can usually read and understand fluently and accurately a range of texts, and show understanding.</i>	<i>Can often understand a wide range of texts.</i>	Can understand a wide range of texts with little or no difficulty.
<b>Understanding meaning</b>	Can use their knowledge of letters and sound-symbol relationships in order to read words and establish meaning occasionally with support.	Can use more than one strategy (phonic, graphic, syntactic, and contextual) in reading unfamiliar words and establishing meaning.	<i>Can use appropriate strategies in order to read independently and establish meaning.</i>	<i>Can use appropriate strategies in order to read a range of texts independently and establish meaning.</i>	<i>Can use appropriate strategies in order to read a wide range of texts independently and establish meaning.</i>	Can give personal responses to both literary and non – literary texts, referring to aspects of language, structure, themes, images and ideas in justifying their views.  Can identify different layers of meaning in text.
<b>Response to a variety of texts</b>	Can express their response to poems, stories and non-literary texts by identifying aspects they like.	Can express opinions about major events or ideas in stories, poems and non-literary texts.	<i>Can show understanding of the main points of a variety of literary and non-literary texts, and express preferences when responding to them.</i>	<i>Can show understanding of significant ideas, themes, events and characters when responding to a range of texts.</i>	<i>Can select key points and respond to texts identifying features, themes, character and setting.</i>	Can select relevant words, phrases and information in order to comment on their significance and effect.
<b>Comprehension of non-fiction texts</b>	Can read non-literary texts and make some comment about their features.	Can read non-literary texts and show some awareness of layout, purpose and audience.	<i>Can read non-literary texts identify purpose and audience.</i>	<i>Can read non-literary texts and comment on features: layout, purpose, audience, structure.</i>	<i>Can read a range of non-literary texts and comment on features: layout, purpose, audience, structure.</i>	Can read a range of non-literary texts and analyse features: layout, purpose, audience, structure.
<b>Identifying gist</b>	Can recognise the gist of a text.	Can recognise the gist of a text.	<i>Can refer to gist to explain their ideas.</i>	<i>Can refer to the text when explaining their views.</i>	<i>Can select some relevant words, phrases and information to support their views.</i>	Can select relevant words, phrases and information to support their views.
<b>Language manipulation</b>	Can read texts and repeat some content.	Can read texts and repeat some important details.	<i>Can read texts and repeat all important details.</i>	<i>Can read texts and attempt to paraphrase content.</i>	<i>Can read texts and summarise content.</i>	Can read a range of texts and summarise content.
<b>Writer's effects</b>	Can make some comment on words they are given.	Can begin to recognise with support that certain words cause effects on the reader.	<i>Can recognise with support that certain words cause effects on the reader.</i>	<i>Can recognise that certain words cause effects on the reader.</i>	<i>Can suggest words and phrases which cause an effect on the reader.</i>	Can select words and phrases independently which cause an effect on the reader.

## Levels of attainment for year 2 – Reading (cont.)

	<b>Beginners 1</b>	<b>Beginners 2</b>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Extended</b>
<b>Reference skills</b>	Can retrieve information using basic strategies.	Can occasionally locate and retrieve information in more than one format.	<i>Can usually locate and retrieve information from more than one source.</i>	<i>Can locate and use ideas and information on a specific topic effectively from more than one source.</i>	<i>Can retrieve and collate information from a range of sources.</i>	Can summarize a range of information from different sources.
<b>Inference and deduction</b>	*only for advanced students.	*only for advanced students.	*only for advanced students	<i>Can begin to use inference and deduction when responding to a range of texts.</i>	<i>Can often use inference and deduction.</i>	Can use inference and deduction.

## Levels of attainment for year 2 – Writing

	<b>Beginners 1</b>	<b>Beginners 2</b>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Extended</b>
<b>Meaning and form</b>	Can communicate meaning through simple words and phrases.	Can communicate meaning, showing some awareness of form and reader.	<i>Can produce organized, clear writing, adapting their writing to the reader.</i>	<i>Can produce lively writing in a range of forms.</i>	<i>Can produce varied and interesting writing which conveys meaning clearly in a range of forms for different readers, using a more formal style where appropriate.</i>	Can produce writing which engages and sustains the reader's interest.  Can adapt style and register to different forms on occasion, including an impersonal style where appropriate.
<b>Sentence structure and ideas</b>	Can occasionally write in simple sentences.	Can sometimes develop ideas in sentences, coherently.	<i>Can usually use sequences of sentences to develop ideas.</i>  <i>Can organize words into paragraphs.</i>	<i>Can sustain and develop ideas.</i>  <i>Can organise writing for purpose, and to engage the reader's interest.</i>  <i>Can state opinions and support them with some reasons.</i>  <i>Can use paragraphs effectively.</i>	<i>Can sustain and develop opinions from ideas.</i>  <i>Can organise simple and complex ideas into paragraphs.</i>  <i>Can express opinions, supported by reasons.</i>	Can present information for various purposes and express opinions, developing some points in support of a point of view.  Can organise ideas into effective paragraphs.  Can use a range of sentence structures to create effects.



## Levels of attainment for year 2 – Writing (cont.)

	<b>Beginners 1</b>	<b>Beginners 2</b>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Extended</b>
<b>Vocabulary</b>	Can use basic and appropriate vocabulary.	Can use appropriate and interesting vocabulary.	<i>Can choose words for variety and interest.</i>	<i>Can make adventurous word choices, sometimes using words for effect.</i>	<i>Can make imaginative word choices and use words precisely.</i>	Can use varied vocabulary to create effects.
<b>Spelling</b>	Can usually spell simple, monosyllabic words correctly and any inaccurate alternative is phonetically plausible.	Can usually spell accurately including polysyllabic words.	<i>Can use their knowledge of word patterns to spell new words correctly.</i>	<i>Can spell accurately, in general and any inaccurate alternative conforms to regular patterns.</i>	<i>Can spell complex words correctly.</i>	Can spell complex and irregular words correctly.
<b>Punctuation</b>	Are aware of how full stops are used.	Can produce sequences of sentences, appropriately punctuated.	<i>Can accurately punctuate simple sentences.</i>	<i>Can usually punctuate complex sentences and begin to use punctuation within the sentence, including inverted commas for speech.</i>	<i>Can often use a range of punctuation to clarify meaning.</i>	Can use a range of punctuation correctly to clarify meaning.
<b>Handwriting</b>	Can produce legible handwriting.	Can produce legible handwriting and adequate presentation.	<i>Can produce legible handwriting and present work well.</i>	<i>Can produce clear, legible handwriting and adapt presentation to task.</i>	<i>Can produce legible, well presented work.</i>	Can produce legible, well presented work.
<b>Redrafting</b>	Will accept others' ideas to improve their writing.	Will accept others' ideas to improve their writing and will adapt work appropriately.	<i>Can revise and redraft writing, following instructions.</i>	<i>Can revise and redraft writing, with support.</i>	<i>Can often revise and redraft writing independently.</i>	Can revise and redraft writing independently.
<b>Language accuracy</b>	Can occasionally use suitable language structures for the task.	Can sometimes use suitable language structures for the task.	<i>Can usually use suitable language structures for the task.</i>	<i>Can use suitable language structures for the task.</i>	<i>Can use language structures creatively.</i>	Can use a wide range of language structures creatively.

### **6.1.3. 3º ESO**

#### **Listening and Speaking**

##### **Band 1**

- Students speak audibly and clearly.
- They talk and listen with growing confidence within the range of contexts and subjects that have been taught.
- They begin to speak in formal situations and recognise differences between informal and formal language.
- They begin to engage the interest of the listener as they include a range of taught vocabulary and vary their expressions. They begin to use discussion techniques and pay attention to what is being said by others.
- In interaction they listen carefully, make contributions, and ask questions that are responsive to other's ideas and views.
- They can develop ideas, describe events and convey opinions.
- They show an increasing awareness of grammar and are using taught tenses more confidently.
- They continue to demonstrate an awareness of standard English vocabulary.

##### **Band 2**

- Students talk and listen with increasing confidence within the range of contexts and subjects that have been taught.
- They are able to use formal language when appropriate and can recognise and use informal language.
- They engage the interest of the listener as they naturally include a wide range of taught vocabulary and vary their expressions.
- In discussion, they pay close attention to what is being said.
- During discussions they ask questions to develop ideas and make contributions that consider others' ideas and views. They begin to show fluency in the use of grammar and use tenses confidently.

##### **Band 3**

- Students talk, listen and adapt their language confidently to the range of contexts and subjects that have been taught.
- They are able to use formal and informal language when appropriate.
- They are able to engage the interest of the listener using a variety of taught vocabulary, expression and intonation.

- During discussion, students show sensitivity and understanding of others' ideas by asking questions and responding appropriately. Students speak fluently using Standard English, grammar, and tenses.

## **Reading**

### **Band 1**

- Students respond to a range of fiction and non-fiction texts, They begin to select key points from these texts independently.
- They begin to use inference and deduction.
- They begin to respond to key features, themes and characters, selecting sentences, phrases and relevant information to support their ideas.
- They retrieve and collate information from a range of sources. Students can read aloud with expression.

### **Band 2**

- Students show understanding of a range of fiction and non-fiction texts. They select essential points from these texts.
- They use inference and deduction where appropriate.
- They respond to key features, themes and characters, selecting sentences,

### **Band 3**

- Students can phrase and add relevant information to support their ideas.
- They retrieve and collate information from a range of sources with growing confidence.
- Students begin to show understanding of the ways in which information and meaning are conveyed in a range of texts both fiction and non-fiction.
- Students can select aspects from these texts and respond personally to language, structure, and themes in texts.
- They justify their views using aspects of the texts to support them.
- They can identify layers of meaning and comment on their effect and significance.
- They can summarise information from a range of texts.
- They show understanding of how social, cultural and historical contexts relate to what is written.
- Students can make simple comparisons between texts.

## **Writing**

### **Band 1**

- Students' writing, in a range of forms, is becoming interesting and thoughtful.

- They begin to produce writing for an audience and a purpose. The basic grammatical structure of sentences is usually correct.
- Complex sentences begin to take form. They use taught vocabulary appropriately.
- Vocabulary choices are beginning to be more adventurous, and words are beginning to be used for effect. They usually use punctuation accurately.
- Handwriting is legible.

### **Band 2**

- Students use a range of forms in their writing which are interesting and thoughtful.
- Their ideas are sustained and organised in paragraphs.
- Students begin to use vocabulary choices are imaginative and generally spelled correctly. They use punctuation accurately.

### **Band 3**

- Students write using a range of forms and registers which is engaging and interesting.
- Students can use impersonal style where appropriate.
- Pupils can use a range of sentence structures, complex and compound, correctly. Spelling is generally accurate, including some irregular words.
- Punctuation is used accurately.
- Ideas are organised into clearly structured paragraphs. Varied vocabulary is used to create effects.

#### **6.1.4. 4ºESO**

The bands of attainment described are for the end of the fourth year of E.S.O and are organised as follows:

- Listening and Speaking
- Reading
- Writing

There are three bands (Band 1 being the lowest). Approximate estimations would be:

- Band 1 - 20%
- Band 2 - 70%
- Band 3 - 10%

## **Listening and Speaking**

### **Band 1**

Students speak clearly and audibly.

- They talk and listen confidently within the range of contexts and subjects that have been taught.
- They can use formal language when appropriate and can recognise and use informal language.
- They engage the interest of the listener as they naturally include a wide range of taught vocabulary and vary their expressions.
- In discussion, they pay close attention to what is being said.θ During discussions they ask questions to develop ideas and make contributions that consider others' ideas and views.
- They begin to show fluency in the use of Standard English in simple structures occasionally attempting more complex ones.
- They are aware that stress and intonation patterns aid communication.
- They can keep a conversation going without too much prompting.θ They start to use self-correction techniques.

### **Band 2**

- Students talk, listen, and adapt their language with increasing confidence to the range of contexts and subjects that have been taught.
- They can use formal and informal language when appropriate.θ They are able to engage the interest of the listener using a variety of taught vocabulary, expression and intonation.
- During discussion, students show sensitivity and understanding of others' ideas by asking questions and responding appropriately and at length. They are able to state opinions, recount facts, describe and recognise attitude.
- Students speak fluently using Standard English, using mostly simple structures and some more complex ones.θ Stress and intonation patterns are generally accurate.
- They can use self-correction techniques with growing confidence.

### **Band 3**

- Students talk, listen and adapt their language with confidence to a range of contexts and subjects, including those that are unfamiliar.
- They are able to shift from formal to informal language when required by the circumstances.
- They are able to engage the interest of the listener by using precise and creative vocabulary, expression stress and intonation.
- They are able to organize their discourse and develop discussion, showing varying degrees of sophisticated discourse.

- They show assured and fluent use of Standard English.
- During discussion, students show sensitivity and understanding of others' ideas by making significant contributions and varying how and when they participate.
- They use self-correcting techniques naturally.

## **Reading**

### **Band 1**

- Students can read aloud with expression.
- Students show understanding of a range of fiction and non-fiction texts.
- They select essential points from these texts.
- They use inference and deduction where appropriate.
- They independently show responses to key features, themes and characters, selecting sentences, phrases and relevant information to support their ideas.
- They retrieve and collate information from a range of sources with growing confidence.

### **Band 2**

- Students begin to show understanding of the ways in which information and meaning are conveyed in a range of texts both fiction and non-fiction.
- Students can select aspects from these texts and respond personally to language, structure and themes in texts.
- They justify their views using aspects of the texts to support them.
- They acknowledge and use a range of sources from which to retrieve and collate information.
- They can identify layers of meaning and comment on their effect and significance.
- They can summarise information from a range of texts.
- They are aware of how social, cultural, and historical contexts relate to what is written and to their own experiences.
- Students can make simple comparisons between texts.

### **Band 3**

- Students show understanding of the ways in which information and meaning are conveyed in a range of texts both fiction and nonfiction and can evaluate their effectiveness.
- They select, synthesise, and compare aspects from texts and respond personally to language, structure and themes.
- They articulate personal and critical responses using aspects of the texts to support them.
- They draw inferences, identify layers of meaning and comment on their effect and significance.
- They summarise information from a range of texts.



- They show understanding of how social, cultural and historical contexts relate to what is written and to their own experiences.
- Students can make comparisons between texts.

## **Writing**

### **Band 1**

- Students' writing, in a range of forms, is becoming interesting and thoughtful.
- Their basic grammatical structure of sentences is usually correct.
- Their vocabulary choices are more adventurous, and words are used for effect.
- They usually use punctuation accurately.
- They begin to use a range of presentational techniques appropriately.
- Their ideas are sustained and organised in paragraphs.
- They begin to use impersonal style where appropriate.
- They often use complex sentences well.
- They show recognition of audience and purpose.
- Their vocabulary choices are imaginative and generally spelled correctly.

### **Band 2**

- Students' writing in a range of forms and registers is engaging and interesting. They can use impersonal style where appropriate.
- They are able to use a range of sentence structures: complex and compound. Spelling is generally accurate, including some irregular words.
- Punctuation is generally used accurately. Ideas are organised into clearly structured paragraphs. Varied vocabulary is used to create effects.
- They use a range of presentational techniques appropriately.

### **Band 3**

Students' writing in a range of forms and registers is accurate, engaging and interesting.

- They express and link complex ideas clearly.
- They use impersonal style where appropriate.
- They can use a range of sentence structures, complex and compound, correctly.
- Their spelling and punctuation are accurate.
- Ideas are organised into clearly structured and coherent paragraphs.
- They use varied vocabulary to achieve fine distinctions and emphasis.
- They use a wide range of presentational techniques appropriately.
- Their writing is creative and mature.
- They have a strong sense of purpose and audience.

## **6.2. Procedimientos**

### **1º y 2º ESO**

1. Se realizará una **evaluación inicial** en cada curso con el fin de detectar los conocimientos previos de los alumnos, sus dificultades y su actitud hacia la materia.
2. La evaluación, a lo largo del ciclo, será continua y, por tanto, el profesor valorará, mediante una **OBSERVACIÓN SISTEMÁTICA**, las distintas actividades realizadas por el alumno - trabajos orales y escritos-, así como su interés por el aprendizaje, su participación en las tareas propuestas, su respeto por los aspectos socio- culturales de la lengua, su actitud positiva o negativa, su colaboración en el aprendizaje del resto de los compañeros, realización de deberes, aportación del material necesario, etc. Respecto a su actuación oral, y en consecuencia con los criterios de evaluación expuestos, se observará y valorará la comprensibilidad de lo que expresa, el grado de fluidez al expresarse, la capacidad de improvisación, la frecuencia de los fallos cometidos y el talante de éstos. Respecto a su actuación escrita se observará y se tendrá en cuenta la coherencia y la lógica del mensaje, la presentación, la ortografía, la estructuración del texto, la riqueza del vocabulario, el grado de dominio de las funciones estudiadas y la creatividad.
3. Esta OBSERVACIÓN SISTEMÁTICA, utilizada como instrumento de evaluación constituirá el **30% de la calificación global del alumno**. El 15% hará referencia a aspectos actitudinales, el otro 15% hará referencia al resto de los aspectos mencionados en el párrafo anterior.
4. Además, todos los alumnos realizarán **PRUEBAS OBJETIVAS** a lo largo del trimestre. Se valorarán las cuatro destrezas: “reading”, “writing”, “listening” y “speaking”.

Los ejercicios que compondrán las pruebas se asemejarán a los previamente practicados en clase; en el caso de la prueba de gramática y vocabulario, los alumnos conocerán con antelación los contenidos de los que van a ser evaluados y, en el caso de las cuatro destrezas, los alumnos deben entender que se enfrentan a un nivel determinado. Asimismo, las pruebas serán lo suficientemente diversificadas, con el fin de que puedan medir los diversos aspectos contemplados en los criterios de evaluación programados.

5. Estas PRUEBAS OBJETIVAS proporcionarán el otro **70% de la nota**.

Writing 15%

Reading 15%

Listening 15%

Speaking 15%

Grammar and Vocabulary 10%

Los alumnos tendrán que leer un libro de lectura obligatoria, preferiblemente dicha lectura se hará en la segunda evaluación, salvo imposibilidad. En dicho trimestre, la distribución del 70% destinado a las pruebas objetivas quedará de la siguiente forma:

Writing 12,5%

Listening 12,5%

Speaking 12,5%

Grammar and Vocabulary 10%

Reading Book 10%

6. Como la evaluación es continua y acumulativa la nota final para los alumnos que tengan superado el curso por evaluaciones será básicamente la de la tercera evaluación aunque se tendrá en cuenta la obtenida en las anteriores. En ningún caso se realizará prueba para subir nota.

### **Observaciones:**

Se procederá a la retirada del examen, obteniendo una nota de cero en el mismo, si están en posesión de cualquier tipo de dispositivo electrónico durante la realización del examen.

### **3º y 4º ESO**

1. Se realizará una **evaluación inicial** en cada curso con el fin de detectar los conocimientos previos de los alumnos, sus dificultades y su actitud hacia la materia.
2. La evaluación, a lo largo del ciclo, será continua y, por tanto, el profesor valorará, mediante una **OBSERVACIÓN SISTEMÁTICA**, las distintas actividades realizadas por el alumno - trabajos orales y escritos -, así como su interés por el aprendizaje, su participación en las tareas propuestas, su respeto por los aspectos socio- culturales de la lengua, su colaboración en el aprendizaje del resto de los compañeros, etc. Respecto a su actuación oral, y en consecuencia con los criterios de evaluación expuestos, se observará y valorará la comprensibilidad de lo que expresa, el grado de fluidez al expresarse, la capacidad de improvisación, la frecuencia de los fallos cometidos y el talante de éstos. Respecto a su actuación escrita se observará y se tendrá en cuenta la coherencia y la lógica del mensaje, la presentación, la ortografía, la estructuración del texto, la riqueza del vocabulario, el grado de dominio de las funciones estudiadas y la creatividad.
3. Esta OBSERVACIÓN SISTEMÁTICA, utilizada como instrumento de evaluación constituirá el **20% de la calificación global del alumno**.
4. Además, todos los alumnos realizarán **PRUEBAS OBJETIVAS** a lo largo del trimestre. Se valorarán las cuatro destrezas: “reading”, “writing”, “listening” y “speaking”.

Los ejercicios que compondrán las pruebas se asemejarán a los previamente practicados en clase; en el caso de la prueba de gramática y vocabulario, los alumnos conocerán con antelación los contenidos de los que van a ser evaluados y, en el caso de las cuatro destrezas, los alumnos deben entender que se enfrentan a un nivel determinado. Asimismo, las pruebas serán lo suficientemente diversificadas, con el fin de que puedan medir los diversos aspectos contemplados en los criterios de evaluación programados.

5. Estas PRUEBAS OBJETIVAS proporcionarán el otro **80% de la nota**.

Writing 17%

Reading 17%

Listening 17%

Speaking 17%

Grammar and Vocabulary 12%

Los alumnos tendrán que leer un libro de lectura obligatoria, preferiblemente dicha lectura se hará en la segunda evaluación, salvo imposibilidad. En dicho trimestre, la distribución del 80% destinado a las pruebas objetivas quedará de la siguiente forma:

Writing 14,5%

Reading 14,5%

Listening 14,5%

Speaking 14,5%

Grammar and Vocabulary 12%

Reading Book 10%

En caso de que el tiempo apremie, la profesora podrá decidir que la parte del 14,5% del Reading se sume a la del Reading book siempre y cuando el número de sesiones en el aula dedicado a trabajar la lectura del libro sea tan alto que haga imposible poder realizar dicha otra prueba.

6. Como la evaluación es continua y acumulativa la nota final para los alumnos que tengan superado el curso por evaluaciones será básicamente la de la tercera evaluación, aunque se tendrá en cuenta la obtenida en las anteriores. En ningún caso se realizará prueba para subir nota.

#### **Observaciones:**

Se procederá a la retirada del examen, obteniendo una nota de cero en el mismo, si están en posesión de cualquier tipo de dispositivo electrónico durante la realización del examen.

### **6.3. Instrumentos**

- Cuaderno del alumno/a. Cada alumno/a deberá tener un cuaderno dedicado al área de inglés. Formarán parte del cuaderno las fichas que el profesorado entregue, así como las producciones del alumno.
- Observación directa por parte de la profesora Creemos que se trata de un instrumento fundamental, ya que, a través de la observación diaria en clase, podemos recabar gran cantidad de información que nos permita evaluar el proceso enseñanza-aprendizaje.
- Pruebas orales y/o escritas que permitirán determinar el nivel de asimilación de contenidos. Dichas pruebas guardarán una coherencia con la metodología seguida y se adecuarán a los contenidos trabajados. Resaltamos que el hecho de realizar pruebas no implica que éstas ni sus resultados prevalezcan sobre otros instrumentos de evaluación, que se combinarán para tener una visión global del proceso enseñanza-aprendizaje.
- Materiales que produzca el alumno. Se valorarán todos aquellos materiales producidos por los alumnos, ejercicios de clase, fichas de vocabulario, workbook, projects, dado que todos estos materiales pueden darnos muestras del grado de consecución de objetivos. Los trabajos deberán ser originales y personales, en ningún caso se aceptarán plagios, copias o documentos obtenidos de internet. Será el profesor quien determine la correspondiente penalización en el supuesto de que algo así sucediera.

#### **6.3.1. Sistemas de recuperación de los aprendizajes durante el año en curso**

1. La recuperación, al tratarse de una evaluación continua, se realizará mediante pruebas de evaluación globalizadas, es decir, con acumulación de contenidos de evaluaciones anteriores, a fin de recuperar los contenidos pendientes de superación.
2. Los alumnos que no superen la materia podrán presentarse a una prueba extraordinaria en el mes de junio. Dicha prueba incluirá ejercicios relacionados con las mismas destrezas trabajadas durante el curso junto con gramática y vocabulario. Para poder superar la materia, se exigirá una calificación igual o superior a 5.
3. No se realizará ninguna prueba objetiva fuera de la fecha previamente anunciada, salvo que el alumno presente una justificación médica debidamente acreditada, o bien su no asistencia al examen sea justificada personalmente por sus padres.

#### **6.3.2. Sistemas de recuperación de materias pendientes de cursos anteriores**

Con el planteamiento que se presenta, el alumno con la asignatura pendiente tiene la oportunidad de repasar y ampliar los contenidos de una forma constante, con material suficiente tanto en su libro de texto como en el libro de ejercicios que lo acompaña. De todas formas, cada profesor se

encargará de sus propios alumnos con el área pendiente supervisándoles su trabajo y con aquellas medidas que se crean pertinentes según las circunstancias.

Los alumnos con el área de inglés pendiente de cursos anteriores recuperarán dicha área **sólo si consiguen calificación positiva en las dos primeras evaluaciones del presente curso; de no ser así, deberán realizar trabajos, proyectos o tareas específicas. Será el profesorado del presente curso quien informará a sus alumnos.**

Los alumnos que no superen la materia podrán presentarse a una prueba extraordinaria en el mes de junio. Para poder superar la materia, se exigirá un mínimo de valoración positiva en cada apartado, así como una calificación final al menos de 5.

No se realizará ninguna prueba objetiva fuera de la fecha previamente anunciada, salvo que el alumno presente una justificación médica debidamente acreditada, o bien su no asistencia al examen sea justificada personalmente por sus padres.

## **7. MEDIDAS DE ATENCIÓN A LA DIVERSIDAD**

⇒ La intervención educativa debe contemplar como principio la diversidad del alumnado, entendiendo que de este modo se garantiza el desarrollo de todos ellos a la vez que una atención personalizada en función de las necesidades de cada uno.

⇒ Los mecanismos de refuerzo que deberán ponerse en práctica tan pronto como se detecten dificultades de aprendizaje, serán tanto organizativos como curriculares. Entre estas medidas podrán considerarse el apoyo en el grupo ordinario, los agrupamientos flexibles o las adaptaciones del currículo.

⇒ Para que el alumnado con necesidad específica de apoyo educativo al que se refiere el artículo 71 de la Ley Orgánica 2/2006, de 3 de mayo, de Educación, pueda alcanzar el máximo desarrollo de sus capacidades personales y los objetivos de la etapa, se establecerán las medidas curriculares y organizativas oportunas que aseguren su adecuado progreso.

⇒ Las administraciones educativas, con el fin de facilitar la accesibilidad al currículo, establecerán los procedimientos oportunos cuando sea necesario realizar adaptaciones que se aparten significativamente de los contenidos y criterios de evaluación del currículo, a fin de atender al alumnado con necesidades educativas especiales que las precisen, a los que se refiere el artículo 73 de la Ley Orgánica 2/2006, de 3 de mayo, de Educación.

### **Materiales de diferentes niveles**

Los alumnos empiezan los estudios con distintos niveles de conocimiento de la lengua, por lo que proporcionamos tests de diagnóstico para ayudar al profesor a evaluar las necesidades individuales de cada uno antes de iniciar el curso.

Como punto de partida hemos tomado en cuenta cuatro ámbitos de diversidad:

- La capacidad para aprender

Cada alumno/a tiene su propio ritmo de aprendizaje. Partimos de la base de que todos son capaces de alcanzar un nivel mínimo siempre que sigan un ritmo sostenido de trabajo, que puede ser diferente para cada uno. Hemos considerado este aspecto tanto en la investigación inicial como en todo el desarrollo del curso y así lo reflejan las actividades en el *Student's Book* y en el *Workbook* al incluir un repaso continuo de estructuras y vocabulario. Ambos ofrecen tareas con diferentes niveles de dificultad para poder integrar a los distintos tipos de alumnos/as. Por otro lado, el *Teacher's Resources Pack* incluye amplias oportunidades de refuerzo para los alumnos/as con capacidades menos desarrolladas y a la vez, materia de ampliación para los de nivel más avanzado. Con este conjunto de material fotocopiable a su alcance, el profesorado puede elegir y adecuar las tareas al nivel concreto de cada alumno/a.

- La motivación para aprender

La motivación del alumno/a para aprender es muy diversa, sobre todo cuando se trata de un idioma, puesto que depende mucho del historial de éxito o de fracaso que haya tenido hasta ese momento. En muchas ocasiones, la motivación está directamente condicionada por el ambiente y el contexto en el que los alumnos se desenvuelven.

En nuestro curso hemos tomado en cuenta tanto este factor como las diferencias en el ambiente sociocultural del que proceden los alumnos/as, pues todo ello influye notablemente no solo en el nivel de sus motivaciones individuales sino también en la forma más lógica y funcional de presentarles los contenidos. Para seleccionar los temas incluidos en este curso hemos realizado una amplia investigación, abarcando no solo el punto de vista del profesor/a a través de cuestionarios sino también el propio punto de vista de los alumnos/as, para adaptarlos a sus edades, experiencias y entorno. Se han seleccionado temas que hacen posible la implicación emocional de los alumnos/as dado nuestro convencimiento de que cuando se apela a lo que directamente les afecta e interesa, la respuesta ante el estímulo está asegurada.

- Los estilos de aprendizaje

A lo largo de los últimos años se han llevado a cabo toda clase de estudios sobre los diversos estilos de aprendizaje a la hora de estudiar un idioma. Como es bien sabido, el alumno/a puede ser reflexivo o impulsivo cuando se enfrenta a sus tareas escolares. Unos pueden reaccionar muy rápidamente y sin embargo necesitar varios intentos para asimilar una idea, mientras que otros pueden trabajar más concienzudamente y aprender más despacio obteniendo el mismo resultado. Este factor se ha tenido en cuenta sistemáticamente. Por ejemplo, a la hora de enseñar las

estructuras se incluyen tablas y ejercicios para aprender y repasar la gramática paso a paso, al igual que una amplia repetición y práctica en distintas situaciones para los alumnos/as que no usen tanto el estilo analítico cuando aprenden.

Pensando en los diferentes estilos y niveles de desarrollo de las capacidades de aprendizaje se han diseñado varios tipos de actividades que dan cabida a los distintos estilos de aprendizaje, enmarcadas en una secuenciación de estrategias para que desarrollen su autonomía en cada destreza comunicativa. Por ello desde la primera unidad promovemos la reflexión de los alumnos/as sobre su propio aprendizaje, para que no solo sean conscientes de su progreso, sino que también aprendan de manera más efectiva, lo cual implica mayor motivación y responsabilidad por parte del alumnado.

- Los intereses de los alumnos/as

Es un hecho que los intereses de los alumnos/as se diversifican mucho más en Bachillerato. Su interés por aprender un idioma varía mucho dependiendo de su motivación y/o necesidad de hacerlo. Por ello hemos incluido una gran variedad de temas, intentando que sean de interés para la mayoría.

Además, se ha llevado a cabo una cuidadosa selección de funciones con el fin de que las puedan poner en práctica en un futuro próximo, tales como las necesarias para responder un test de cultura general, mantener conversaciones informales, escribir correos electrónicos, entender a los jóvenes de su edad de otros países, etc.

Por último, hemos considerado importante de cara al profesorado no solo que pueda reconocer el tipo de diversidad que tiene en una determinada clase, sino también que pueda preverla. A este respecto, hemos incluido en el *Teacher's Resources Pack* numerosas sugerencias que le ayudarán a establecer los diferentes grados de conocimiento y autonomía de sus alumnos/as y las diversas maneras en que puede presentarles los contenidos.

**Programa British:** por razón de la naturaleza del proyecto no se especifica ninguna medida para la adaptación curricular. Sin embargo, se atenderá a la diversidad del alumnado en la medida que se manifieste serio desnivel o retraso de algún alumno en el proyecto o la programación diseñada para este curso.

Las medidas de atención a la diversidad deben estar orientadas a responder a las necesidades educativas concretas del alumnado y a la consecución de los resultados de aprendizaje incluidos en los módulos profesionales de un título profesional básico y no podrán, en ningún caso, suponer una discriminación que les impida alcanzar dichos objetivos y la titulación correspondiente.

Para ello, en el material del Área de Inglés, se proponen las siguientes medidas de atención a la diversidad:



- Actividades básicas, para cubrir lagunas de conocimientos que puedan impedir la construcción de un aprendizaje significativo. En cada unidad didáctica se proponen este tipo de actividades, recogidas en el material del profesor donde se plantea el bloque más idóneo donde llevarlas a cabo-
- Actividades de refuerzo, que permiten incidir sobre los contenidos tratados en cada una de las páginas con el objetivo de que aquellos alumnos que lo necesiten puedan practicar más.
- Actividades de ampliación diseñadas para aquellos alumnos que alcanzan los objetivos marcados y que por intereses, capacidad o motivación pueden alcanzar otros objetivos. Hemos de tener en cuenta que los intereses y las motivaciones pueden ser parciales, es decir, que se refieran a aspectos concretos del currículo y no a todo el área. Por ello se han propuesto actividades de ampliación en cada unidad didáctica.

Para aquellos alumnos que, a pesar de las medidas llevadas a cabo en cada unidad didáctica, no alcancen los resultados de aprendizaje marcados, diseñaremos unas medidas de recuperación o refuerzo. Estas medidas se planificarán en función de los resultados de aprendizaje que el alumno no ha alcanzado e irán enfocadas a detectar la causa de por qué no las alcanza. Para ello, se pueden emplear diferentes recursos: lecturas de textos que consideramos que les ayudan a entender conceptos básicos, el visionado de material gráfico que les permita entender los contenidos mediante la imagen y, si se ve conveniente, la interacción con otros compañeros en las actividades de enseñanza-aprendizaje. Hemos de aprovechar, que siempre hay en el aula alumnos motivados y éstos son un excelente recurso para aquellos que no alcanzan los objetivos, analizando la conveniencia de trabajos conjuntos en los que podamos generar sinergias de trabajo, pero cuidando que las dificultades de unos coincidan con los puntos fuertes del otro, de lo contrario la medida puede ser improductiva.

### **7.1. Medidas de Refuerzo Educativo.**

Para atender a los **alumnos con necesidades educativas especiales**, el profesor que tenga en sus grupos algún alumno con estas características deberá redactar por escrito la adaptación curricular correspondiente partiendo del Informe psicopedagógico que le será remitido por el Departamento de Orientación. La evaluación del grado de cumplimiento de la correspondiente adaptación curricular se llevará a cabo al finalizar cada trimestre. Criterios de evaluación de los ACNEAEs:

- 1) Se valorará el nivel de cumplimiento de los criterios de evaluación individualizados que figuren en su propuesta curricular.
- 2) Se evaluará de forma continua y formativa.

- 3) Se valorará el nivel de esfuerzo y realización de las tareas encomendadas.
- 4) Se valorarán la consecución de procedimientos y valores.

Dado que el Centro integra alumnos de educación secundaria obligatoria con necesidades especiales que precisan adaptaciones curriculares individuales significativas, el Departamento de Inglés se compromete a colaborar con el Departamento de Orientación y la psicóloga psicoterapeuta en la elaboración de las medidas educativas especiales y/o adaptaciones curriculares pertinentes.

Desde el área de inglés, se intentará contribuir a la formación integral del alumno, procurando realizar un seguimiento del proceso de enseñanza-aprendizaje y del estilo de aprendizaje que mantienen, evaluándolos en función del nivel de competencia curricular alcanzado y de sus propias posibilidades de progreso.

#### **7.1.1. Planes de Ampliación y de Refuerzo.**

Los alumnos que hayan adquirido los objetivos y competencias realizarán proyectos ***significativos y relevantes con el objetivo de fomentar la integración de las competencias trabajadas a lo largo del curso académico, de acuerdo a lo previsto en el artículo 26.2 de la Ley Orgánica 2/2006, de 3 de mayo, de Educación, conforme a lo que se establezca en las correspondientes programaciones didácticas. Estos proyectos serán tenidos en cuenta en la evaluación final a efectos exclusivamente de mejora de la nota en las diferentes materias.***

Se presentarán en formato digital o en papel.

#### **• Criterios de calificación de los proyectos:**

Los proyectos tendrán 1 punto de valor en la nota final.

- Diseño: 0,3 puntos
- Presentación: 0,4 puntos
- Gramática: 0,15 puntos
- Vocabulario: 0,15 puntos

#### **7.1.2. Planes de Refuerzo y Recuperación**

En los planes de refuerzo y recuperación, las medidas adoptadas por el departamento para la preparación de las pruebas finales serán a través de **Flipped Classroom o aula invertida; es decir, los alumnos preparan y estudian en casa el material que el profesor les proporcione y en el aula se hacen los deberes. Los alumnos van a ser evaluados atendiendo a los mínimos previstos en la programación:**

Los ejercicios que compondrán las pruebas finales se asemejarán a los previamente practicados en clase y los alumnos conocerán con antelación los contenidos de los que van a ser evaluados. Asimismo, las pruebas serán lo suficientemente diversificadas, con el fin de que puedan medir los diversos aspectos contemplados en los criterios de evaluación programados.

### **7.1.3. Pruebas Finales**

En la convocatoria extraordinaria, no habrá pruebas orales (ni listening ni speaking) ni examen del libro de lectura. **Se valorará el trabajo, interés o participación.** Las pruebas serán escritas y constarán de un texto de comprensión o varios con diferentes ejercicios (4 puntos), un writing o varios (2 puntos) y ejercicios varios de gramática y vocabulario (4 puntos).

Se tendrá en cuenta la asistencia continuada, el esfuerzo y dedicación del alumnado, la realización de todas las actividades, trabajos y pruebas propuestas por el profesor, incluidas las pruebas finales.

## **8. MEDIDAS PARA EL FOMENTO DE LA LECTURA Y LA COMPRENSIÓN LECTORA**

Se promoverá la lectura extensiva de libros apropiados a cada nivel como medio “para fomentar la afición a esta actividad, adquirir nuevo vocabulario y posibilitar el perfeccionamiento individual fuera del aula”. Se utilizarán principalmente lecturas complementarias, ya que el Departamento cuenta con una colección bastante completa y puede facilitar material a los alumnos. Estas publicaciones aportan ejercicios complementarios que ayudan al alumno a comprobar la comprensión de la lectura en cuanto a que mejora su capacidad de expresarse correctamente en inglés.

- Valoración y participación en actividades literarias en la clase.
- Aprecio de la literatura como fuente de placer siendo capaz de mostrar una actitud crítica hacia ella.
- Desarrollo de la autonomía lectora.

El *Student's Book* contiene en todas sus unidades un texto. Forma parte de las estrategias lectora de la unidad. Éstas tienen como objetivo incrementar la eficacia lectora de los alumnos y su comprensión de los textos. Estos textos, con atractivas ilustraciones, ofrecen a los alumnos oportunidades para discutir algún aspecto del tema tratado. El *Workbook* contiene también una actividad extra de lectura que amplía el tema de la unidad. Los alumnos pueden escoger entre leer el texto o escucharlo en el CD de audio. Además, en la segunda evaluación se leerá y trabajará con un libro de lectura.

## 9. MATERIALES Y RECURSOS DIDÁCTICOS

- **Grupos colaborativos** (Teams) que permiten el trabajo autónomo de los alumnos, tanto en enseñanza presencial como a distancia.
- **Aula Virtual** del IES Astorga, dentro de la plataforma de la Consejería de Educación de la Junta de Castilla y León.
- **Correo electrónico corporativo** de Educacyl.
- **Libro de texto y workbook:**
  - 1º ESO: Burlington International English. A2.** Student's Book. Second Edition. ISBN 9789925304974. Workbook. Second Edition ISBN 9789963514212
  - 2º ESO: Burlington International English. A2+.** Student's Book. Second Edition. ISBN 9789925304929. Workbook. ISBN 978-9925304936
  - 3º ESO: Burlington International English. B1.** Student's Book. Second Edition. ISBN 978-9925305025 Workbook. ISBN 9789963514267
  - 4º ESO: Burlington International English. B2.** Student's Book Second Edition. ISBN 978-9925307494. Workbook. ISBN 978-9925307494

1ª Audición y lectura de textos.

Al explotar estos textos, insistimos en que los alumnos los utilicen para:

- buscar información concreta (scanning for specific information);
- encontrar las ideas principales (reading for gist);
- ejercitar la coherencia y la cohesión en las ideas (coherence and cohesion)
- realizar resúmenes de puntos concretos (summarising or précis).

2ª El alumnado trabaja cada uno de estos temas:

- Escuchando y leyendo en silencio y en voz alta.
- Escribiendo redacciones y diálogos (role-plays) que exponen y representan en clase; para lo cual tienen que prepararlos individualmente y por parejas (a veces en grupos más numerosos), en clase (las representaciones se ensayan, se representan y se califican principalmente los días en que están presentes las auxiliares de conversación) y en casa.
- Los ejercicios de redacción pretenden que los alumnos se ejerciten en la organización (división en párrafos, organización de las ideas dentro de los mismos) conveniente para transmitir información.
- La escritura de diálogos o ejercicios de "role-play" pretende profundizar en aspectos no sólo escritos sino principalmente orales: utilización del lenguaje coloquial con interpretación, delante de los demás compañeros, para dar la entonación y la expresión adecuadas en cada diálogo, como si se tratara de situaciones reales.

- **Diccionarios:** monolingüe y bilingüe. De forma especial el monolingüe, a fin de que se familiaricen directamente con los significados de las palabras sin tener que acudir, necesariamente, a la traducción española.

- **Libros de lectura obligatoria para el alumno:**

**1ºESO: “James and the Giant Peach” (Roald Dahl) ISBN 978-0141369358. Puffin.**

**2º ESO: “The wrestling game” (Ellen Raskin) ISBN: 987-0142401200 Penguin Young Readers.**

**3º ESO: “The boy in the stripped pyjamas” (John Boyne) ISBN: 978-0198326762. Oxford University Press.**

**4º ESO: (no hay libro de lectura recomendado).**

Son de lectura y adquisición obligatorias para trabajo en clase. Ambos son libros recomendados por el M.E.C. y el British Council.

El procedimiento de trabajo consiste en actividades de:

- audición;
- lectura en voz alta;
- dictados tomados del texto leído y con insistencia en la corrección de los errores más generales;
- respuestas a preguntas de comprensión sobre el texto;
- estudio del vocabulario apropiado para los alumnos: han de buscar la palabra o expresión en el diccionario monolingüe y anotar y explicar su definición en inglés;
- cuando es conveniente se busca la correspondencia apropiada en español en el diccionario bilingüe;
- resumen y comentario de algunos capítulos, tanto de forma escrita como oral;
- probable escenificación de un pasaje concreto que sirva para interpretación en clase con intervención de varios personajes: un guión de teatro con la estructura adecuada, que incluye:
  - descripción de lo que ocurre en la escena (“flow chart” o “time line”); lista de los nombres de los personajes y su
  - descripción (“cast list”);
  - descripción del escenario: lugar y tiempo;
  - guión propiamente dicho con nombres de los personajes y direcciones de escena (“playscript with stage directions”);

- **Como libros auxiliares, aunque no obligatorios para los alumnos:**

- “Back to Basics”. English. Book two. Letts Educational. Sheila Lene and Marion Kemp
- “Horrid Henry Rules the World”. Orion Books. Francesca Simon. Developing Literacy. Sentence Level. Year 8 Developing Literacy. Word Level. Year 8
- “Cambridge Checkpoint English”. Coursebook and Workbook. Marian Cox.

- “OUP First Language English”. Coursebook, Workbook and Teacher’s resource book. Marian Cox. OUP.

Se ha escogido este material por las siguientes razones:

- Los temas bajo los cuales se presentan las funciones y estructuras son adecuados a los intereses de los alumnos de esta edad.
- Integra las cuatro destrezas.
- Ofrece actividades de repaso y consolidación.
- Introduce a los alumnos en técnicas de aprendizaje autónomo.
- Facilita la diversidad en el aula, ofreciendo actividades de refuerzo y ampliación.
- Facilita la introducción de los temas transversales.
- **Diccionarios:** - monolingüe y bilingüe. De forma especial el monolingüe para el grupo British a fin de que se familiaricen directamente con los significados de las palabras sin tener que acudir, necesariamente, a la traducción española. Diccionario on line: Wordreference.
- **Material escrito y gráfico** sacado de revistas, periódicos, folletos, etc., con el fin de que los alumnos manejen material auténtico que les permitirá un acercamiento gradual a la realidad socio- cultural de los países de habla inglesa.
- **El encerado, el proyector, la pizarra digital y el panel digital** se utilizarán, además de como apoyo para la presentación de nuevas funciones y explicaciones gramaticales, para actividades de “warming-up” “brainstorming”, iniciación de mapas léxicos, recogida de datos en encuestas de clase, etc.
- **Material audiovisual.** Se procurará que los alumnos vean alguna película en versión original, a lo largo del curso, ya sea como actividad complementaria durante las horas previas a los periodos vacacionales, ya sea como refuerzo del uso de algunas estructuras, visionando y trabajando sobre escenas concretas.
- **Pizarra digital y soporte informático:** Si el aula asignada dispone de ello.
- **Juegos.** Este material se considera propio para la edad y el nivel de los alumnos, así como muy útil para consolidar, reforzar o simplemente repasar estructuras y vocabulario.
- **Libros de consulta y de actividades complementarias** Se hará uso de este material principalmente como complemento de las actividades y explicaciones del libro de texto y sobre todo para contribuir al tratamiento de la diversidad, aportando al aula actividades de refuerzo y ampliación para los alumnos que en cada caso lo demanden.
- **Material fotocopiado:** Las actividades complementarias aludidas en el apartado anterior, así como cuadros y aclaraciones gramaticales, elaborado por el profesor, que se consideren útiles para el uso de los alumnos, se facilitarán en fotocopias.
- **Auxiliar de conversación:** tendrá un horario de 12 horas semanales, por lo que solo es posible para el programa British.

## **10. DECISIONES METODOLÓGICAS Y DIDÁCTICAS**

Se emplearán recursos que permitan la impartición de contenidos tanto de forma presencial como a distancia, dando prioridad a aquellos que favorezcan el desarrollo de la competencia de aprender a aprender.

Al ser el inglés una lengua viva con gran influencia en todos los órdenes de la vida, la tarea inicial del profesor es conseguir motivar a sus alumnos para que sientan la necesidad de aprender a manejar y utilizar esa lengua como medio de comunicación imprescindible en el mundo laboral y social de hoy.

Es un hecho cotidiano ver películas en inglés, encontrar en esa lengua las instrucciones para manejar muchos electrodomésticos, o material deportivo, escuchar las canciones de moda, viajar al extranjero, o entender a inmigrantes que nuestro país acoge.

Estos argumentos pueden suponer un incentivo para los alumnos en lugar de considerar el idioma como una simple asignatura.

La metodología será activa, flexible, globalizada y centrada en el alumno, el cual pasará a ser el elemento activo y el profesor el mediador y promotor de la actividad.

En un aprendizaje significativo de la lengua es esencial el desarrollo de las cuatro destrezas lingüísticas (speaking, listening, reading and writing), no de una manera aislada sino guardando el equilibrio e interrelación entre ellas. Aunque a menudo será necesario centrar la actividad en una destreza concreta, el fin último será la integración de las cuatro.

Para el desarrollo de la comprensión auditiva se presentan conversaciones entre adolescentes en situaciones parecidas a las que viven habitualmente nuestros estudiantes; a continuación, se proponen actividades para comprobar la comprensión del texto y para enlazar con la actividad siguiente, que a menudo consiste en una breve conversación en parejas.

En la clase, el profesorado debe tratar de no ser el centro de atención continuo, dejando paso a la iniciativa de los alumnos y su espontánea participación. Se propiciarán actividades que provoquen situaciones comunicativas reales. El trabajo por parejas y en pequeños grupos puede servir para que los alumnos experimenten el hecho comunicativo, adquiriendo confianza para hablar después en grupos más grandes. Los errores deberán utilizarse para sacar de ellos el máximo provecho, nunca como recriminación. Se tratará de corregir sin interrumpir el proceso comunicativo, sin romper la confianza y espontaneidad.

Para desarrollar la comprensión lectora, se presentan textos adaptados a su nivel. Se pretende también enseñar cosas más allá de la lengua inglesa a través de ella: costumbres inglesas relacionadas con el tema, algunos hechos científicos, vidas de personas interesantes, la historia de ciertas cosas, hechos curiosos, la vida de adolescentes en otros países, etc, siempre buscando el interés y la formación integral de nuestros alumnos. El cuaderno de trabajo o Workbook también insiste en la lectura por medio de una historia, seguida de ejercicios de

comprensión. Y en consonancia con este método globalizado que proponemos, se relaciona el estudio del vocabulario, tanto con los textos de lectura como con los temas de conversación, de modo que el vocabulario, tal como sucede en la comunicación real, está contextualizado.

El estudio de la gramática es cíclico, de modo que en cada libro se retoman los puntos gramaticales más importantes de los anteriores, aumentando la dificultad de presentación y uso de estos y variando el enfoque. Los ejercicios propuestos están contextualizados y se plantean tareas comunicativas muy variadas para que una vez entendida la estructura concreta de cada unidad se practique de forma comunicativa, es decir, el estudio de la gramática se plantea como un medio de mejorar la capacidad comunicativa de nuestros alumnos.

En la comunicación tanto escrita como oral, se observará la fluidez más que la absoluta corrección, aunque se exigirá cierto rigor de acuerdo con el nivel. En la comunicación oral se evitará corregir al alumno en exceso, esto facilitará la confianza en sí mismo para expresarse en inglés y así perderá el miedo al error, esta participación activa se considerará como evidencia de su participación en el proceso de aprendizaje. Aquí podemos señalar la importancia del profesor para señalar y ayudar a corregir errores; podemos ver que la diferencia entre un hablante nativo de la lengua y un profesor u oyente conocedor de los dos registros es que, mientras el primero escucha al hablante esperando completar la idea que este espera transmitirle, es decir, espera recibir un mensaje completo en su propio código, el segundo, conocedor de ambos códigos (el de la lengua materna del hablante y el extranjero) puede ir ayudando al hablante a concluir su mensaje, ya que puede predecir e interpretar ideas que podrían ser confusas por falta de corrección, actuando así de un modo más interactivo. Así pues, los „errores“ que cometa el alumno no serán considerados como fallos, sino como un indicador fundamental de su progresión.

Las enseñanzas se realizarán en la medida de lo posible en inglés durante la mayor parte de los periodos lectivos, sin embargo, cuando el profesor lo considere oportuno se producirán explicaciones y aclaraciones en la lengua materna.

Utilizar el inglés en clase en la medida de lo posible ayudará a crear una atmósfera propicia, lo cual le hará ver que el idioma no es solo una asignatura sino una parte importante del mundo que nos rodea (actitudes).

Para desarrollar la comprensión oral, fundamental para la comunicación, el alumno deberá acostumbrarse a captar la esencia del mensaje y desechar el resto de la información irrelevante que se le proporciona. Para que el alumno se habitúe a oír y comprender varias voces se hará también uso del material audiovisual.

De todo ello irá el profesor tomando nota de manera que quede registrado el cumplimiento de las tareas, así como la evolución del alumno y su competencia en las cuatro destrezas lingüísticas.



## **11. RELACIÓN DE ACTIVIDADES COMPLEMENTARIAS Y EXTRAESCOLARES**

- Una **representación de teatro interactivo**, que estará destinada a alumnos de Bachillerato, ESO y Ciclos Formativos.
- Asistencia a una **obra de teatro o musical**, dentro o fuera de la provincia. Destinada a todos los alumnos interesados.
- **Visitas guiadas en inglés** a diferentes puntos de la provincia. Destinado a los Grupos British.
- **Posibilidad de intercambio escolar** (alumnado, postal...) con alumnos de otros países.
- **Programa de inmersión lingüística** dentro de España, destinada a los alumnos de ESO.
- Además, el departamento está abierto a cualquier otra actividad de orden puntual de cualquier entidad pública o privada que surja a lo largo del curso y que pueda ser de interés para los alumnos del centro.

## **12. PROCEDIMIENTOS DE EVALUACIÓN DE LAS PROGRAMACIONES Y DE LA PRÁCTICA DOCENTE**

Con el fin de mantener la debida coordinación y poder replantearse, si fuese necesario, algunos aspectos de la Programación de este nivel, el profesorado del Departamento realizará reuniones al final de cada trimestre para evaluar y analizar los siguientes aspectos:

1. La oportunidad de la selección, distribución y secuenciación de los contenidos.
2. La idoneidad de la metodología empleada.
3. La idoneidad de los de los libros de texto y otros materiales y recursos didácticos empleados.
4. La atención a la diversidad.
5. La adecuación de los criterios de evaluación y de calificación.
6. Los resultados académicos de cada evaluación.

Estas reuniones tendrán lugar entre los profesores que impartan el nivel. Posteriormente, comunicarán sus valoraciones al resto de los miembros del Departamento y el jefe del mismo las recogerá en el libro de actas con el fin de que puedan ser revisadas en la siguiente reunión trimestral sobre este tema.

Además, los profesores que impartan este nivel mantendrán coordinación semanal de todas las incidencias que consideren oportunas.

En las últimas reuniones del Departamento en el mes de junio, junto con los criterios anteriores, se valorará el grado de cumplimiento de los objetivos por curso y por ciclo.

## Hoja de evaluación de la programación

<b>1. OBJETIVOS</b>	S/N
1. Los objetivos generales están adaptados a la realidad del centro.	S/N
2. Los contenidos se explicaron correctamente.	S/N
3. Los profesores conocen los objetivos que deben alcanzar en cada bloque.	S/N
4. El contenido seleccionado contribuye al desarrollo de los objetivos de etapa	S/N
5. Las actividades se programaron de acuerdo con el nivel de dificultad	S/N
6. Según los resultados, se debería realizar una adaptación de los contenidos.	S/N
COMENTARIOS	
<b>2. TEMPORALIZACIÓN</b>	S/N
1. La programación se siguió como estaba planeado.	S/N
2. La planificación inicial se modificó.	S/N
3. La temporalización fue correcta a lo largo de curso.	S/N
4. Se recomienda un cambio en la temporalización.	S/N
COMENTARIOS	
<b>3. CRITERIOS DE EVALUACIÓN</b>	
1. Los criterios eran claros y bien definidos.	S/N
2. Los profesores eran conscientes de lo que tenían que evaluar.	S/N
3. Según los resultados, los criterios deberían rediseñarse.	S/N
4. La evaluación muestra que los contenidos fueron lo suficientemente claros para conseguir los objetivos.	S/N
COMENTARIOS	
<b>4. PROCEDIMIENTOS DE EVALUACIÓN</b>	
1. La evaluación fue continua.	S/N
2. El profesor usó los procedimientos adecuados para evaluar el tema.	S/N
3. Los profesores diseñaron estrategias específicas para evaluar el tema.	S/N
4. Entre los objetos de evaluación, el más adecuado es ...	S/N
COMENTARIOS	
<b>5. MATERIAL Y RECURSOS DIDÁCTICOS</b>	
1. Los criterios generales sobre el uso de materiales y recursos fueron los adecuados.	S/N

2. Los materiales y recursos diarios fueron los adecuados.	S/N
3. Se debería considerar la introducción de nuevos materiales y recursos.	S/N
4. Todos los materiales y recursos se utilizaron a lo largo del curso.	S/N
3. Según los resultados, los criterios deberían rediseñarse.	S/N
4. La evaluación muestra que los contenidos fueron lo suficientemente claros para conseguir los objetivos.	S/N
COMENTARIOS	
<b>6. ASPECTOS METODOLÓGICOS</b>	
1. La metodología era la adecuada a la clase.	S/N
2. Los alumnos fueron participativos.	S/N
3. Se fomentó el trabajo en grupo.	S/N
4. Se fomentó la interacción alumno-profesor.	S/N
5. Se necesitó un mayor uso de las nuevas tecnologías.	S/N
COMENTARIOS	
<b>7. ACTIVIDADES COMPLEMENTARIAS</b>	
1. Las actividades complementarias se diseñaron y temporalizaron correctamente.	S/N
2. Las actividades complementarias fueron las adecuadas para conseguir los objetivos.	S/N
3. Los alumnos conocían la existencia de estas actividades.	S/N
COMENTARIOS	
<b>7. ACTIVIDADES COMPLEMENTARIAS</b>	
1. Las actividades complementarias se diseñaron y temporalizaron correctamente.	S/N
2. Las actividades complementarias fueron las adecuadas para conseguir los objetivos.	S/N
3. Los alumnos conocían la existencia de estas actividades.	S/N
COMENTARIOS	
<b>8. CRITERIOS DE CALIFICACIÓN</b>	
1. Los alumnos conocían claramente que las notas eran el resultado de la aplicación de los instrumentos de evaluación.	S/N
2. Los alumnos conocían claramente los procedimientos realizados para	S/N

conseguir los resultados.	
3. Se debería considerar un cambio en los criterios de calificación.	S/N
COMENTARIOS	