

	<h2>SUBJECT DESCRIPTION</h2>	MODELO PED.012.03
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<i>Course</i>	Master in Preschool Education and in Primary School					
<i>Subject</i>	Didactics of Portuguese Language in Preschool Education and in Primary School					
<i>Academic year</i>	2023/2024	<i>Curricular year</i>	1st	<i>Study period</i>	2nd semester	
<i>Type of subject</i>	Compulsory	<i>Student workload (H)</i>	Total: 162	Contact: 75	<i>ECTS</i>	6
<i>Professor(s)</i>	José Filipe Nunes Pereira Saraiva					
<input checked="" type="checkbox"/> <i>Area/Group Coordinator</i> <input type="checkbox"/> <i>Head of Department</i>	<i>(select)</i> Ana Margarida Godinho Fonseca					

PLANNED SUBJECT DESCRIPTION

1. LEARNING OBJECTIVES

Integrate the contributions of their areas of formation in understanding the complexity of the situations of linguistic and communicative development.

Select strategies and suitable materials to the conception, implementation and assessment of linguistic-communicative paths, bearing in mind the characteristics of the contexts.

Develop autonomous and team work capacity, recognizing the importance of its contribute to the personal and professional development.

2. PROGRAMME

1. Learning and teaching the mother tongue. To form educators and teachers of didactics of Portuguese Language.
2. Curricular Guidelines for the Pre-school Education. New programs of Portuguese in the Basic level and other legal documents. The new spelling agreement.
3. Language, communication perception and reception.
4. Language and communication in the kindergarten.
5. Portuguese Language: fundamental characteristics.
6. The knowledge of the language: developing the linguistic awareness.
7. The knowledge of the language: developing the phonological awareness.
8. Teaching reading: decoding. The problem of learning methods.
9. Teaching reading: text comprehension. Reading assessment.
10. Teaching writing: the text dimension.
11. Assumptions of learning reading and writing: reading problems. Writing problems.
12. The explicit knowledge of language. Reflection on language. Processes of correction and pedagogical management of the mistakes.

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3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The contents converge in the materialisation of the proposed objectives, since they are intended to mobilize the future teachers' concepts and process in their future Professional activity.

In this way, students may recognise the complexity of the learning and teaching process of the mother tongue, analyse, conceive and assess paths of linguistic-communicative developments, including their own.

4. MAIN BIBLIOGRAPHY

BARBEIRO, L. F. (2007). *Aprendizagem da ortografia*. Porto: ASA.

FERRAZ, M. J. (2007). *Ensino da Língua Materna*. Lisboa: Caminho.

MARTINS, M. A., & NIZA, I. (2005). *Psicologia da aprendizagem da linguagem escrita*. Lisboa: Universidade Aberta.

PEREIRA, M. L. A. (2000). *Escrever em Português: didáticas e práticas*. Porto: Asa.

TAVARES, C. F. (2007). *Didáctica do Português - língua materna e não materna - no ensino básico*. Porto: Porto Editora.

LOPES, J. A. (2005). *Dificuldades de aprendizagem da leitura e da escrita. Perspectivas de avaliação e intervenção*. Porto: Asa.

MATA, L. (2008). *A descoberta da escrita: textos de apoio para educadores de infância*. Lisboa: Ministério da Educação – Direcção-Geral de Inovação e Desenvolvimento Curricular.

SÁ, C. M. (2004). *Leitura e compreensão escrita no 1º ciclo do ensino básico: algumas sugestões didáticas*. Cadernos Didácticos – Série Línguas, nº 4, Aveiro: Universidade de Aveiro Edições.

SIM-SIM, I. (coord.) (2006). *Ler e ensinar a ler*. Porto: Asa.

5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

The methodological procedures and correspondent strategies are directed to the stimulus of co responsibility of the student in the work to the internalization of the contents worked in class and its application in the Professional area.

It is intended to privilege the active participation of the students, based on research Works, presentation, analysis and directed study of texts and documents (legislation, curricular guidelines, plans...)

To an ongoing assessment, the following items will be considered:

<p>POLI ESCOLA SUPERIOR EDUCAÇÃO COMUNICAÇÃO DESPORTO</p> <p>TÉCNICO GUARDA</p>	<h2>SUBJECT DESCRIPTION</h2>	<p>MODELO PED.012.03</p>
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1. Requested participation - 10%; 2) Written work – 50%; 3) Oral presentation of the work – 40%.

The final exam will be a written test. In case the teacher decides to, the student may make an oral examination; in this case the final mark will be the average of written and oral exams.

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

The methodologies converge in the materialisation of the proposed objectives, as the students will develop a work leading to the internalization of the contents worked in class and a reflection about its applicability in their Professional area.

The tutorial sessions will clarify the students in doubts and will guide the students in the preparation of their Works.

7. ATTENDANCE

8. CONTACTS AND OFFICE HOURS

José Filipe Nunes Pereira Saraiva: fsaraiva@ipg.pt.

Office. nº 2.2. Tuesday – 13:00h - 14:30h; 16:00h – 18:30h.

DATE

19_2_2024

SIGNATURES

Professor(s), Area/Group Coordinator or Head of Department signatures

Professor

(signature)

Area/Group Coordinator

(signature)