

Updated On	2018/11/19																														
Curricular Year / Period	2018/19 / S1																														
Course	Educação Pré-Escolar																														
Curricular Unit	Emergência da Leitura e da Escrita em Educação Pré-Escolar																														
Language(s) of Instruction	Português Inglês																														
ECTS/tempo de trabalho (horas)	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th>3</th><th>75</th><th>T</th><th>TP</th><th>PL</th><th>S</th><th>TC</th><th>E</th><th>O</th><th>OT</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td>35</td><td></td><td></td><td></td><td></td><td></td><td>10</td></tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral								3	75	T	TP	PL	S	TC	E	O	OT				35						10
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Prerequisites [Curricular Units that must precede and specific entry competences]	Not applicable																														
Learning outcomes [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	<p>- To deepen and expand scientific-pedagogical knowledge about the emergence of reading and writing in Childhood Education, acquired along the academic course during the first cycle of studies, in Basic Education.</p> <p>- To mobilize theoretical knowledge that helps to conceive, in a sustained and critical way, didactic projects and sequences in the field of approach to reading and writing, which can be implemented in the context of kindergarten.</p>																														
Syllabus	<p>1. The Emergence of Reading in Childhood Education</p> <p>1.1. Children's conceptions about reading</p> <p>1.2. Involvement with pre-school reading</p> <p>1.3. Motivation and attitudes towards pre-school reading: the personal project of reader</p> <p>1.4. Typology of books and reading modalities in pre-school context: enjoyment and reading comprehension</p> <p>1.5. Learning environments that promote reading involvement - the role of the educator as a learning facilitator</p> <p>2. The emergence of writing in Childhood Education</p> <p>2.1. Conceptions of children on writing - figurative and conceptual aspects</p> <p>2.2. Involvement with writing at preschool age</p> <p>2.3. Motivation and attitudes towards pre-school writing</p> <p>2.4. Levels of writing and process of appropriation of written code</p> <p>2.5. Learning environments that promote writing involvement - the role of the educator as a learning facilitator</p>																														
Teaching methodologies (including assessment) [Specify the types of assessment and the weights and evaluation criteria]	<p>1 - Teaching methodologies</p> <p>- Sessions of theoretical and practical nature, contemplating moments of theoretical exposition by the teacher as well as reflection-debate on the program contents and individual and / or group activities resulting from the development of the program and also use of online resources and the platform and web</p> <p>2 - Period assessment</p> <p>One paper (written part - 60%, oral presentation - 40%)</p> <p>3 - Examination assesement</p>																														
Bibliography	1 - Main Bibliography																														

	<p>Mata, L. (2008). A descoberta da escrita: textos de apoio para educadores de infância. Lisboa: ME/DGIDC.</p> <p>Silva, I. et al (2016). Orientações curriculares para a educação pré-escolar. Lisboa: MEC/DGE.</p> <p>Sim-Sim, I. (2008). Linguagem e comunicação no jardim de infância: textos de apoio para educadores de infância. Lisboa: ME/DGIDC.</p> <p>2 - Complementary Bibliography</p> <p>Albuquerque, F. (2000). A hora do conto. Lisboa: Ed. Teorema.</p> <p>Azevedo, F. (coord.) (2007). Formar leitores das teorias às práticas. Lisboa: Lidel</p> <p>Azevedo, F. (coord.). Formar leitores das teorias às práticas. Lisboa: Lidel.</p> <p>Poslaniec, C. (2001). Incentivar o gosto pela leitura. Porto: Asa.</p> <p>Sim-Sim, I. et al. (2001). A formação para o ensino da língua portuguesa na educação pré-escolar e no 1º ciclo do ensino básico. Porto: Porto Editora.</p>
<p>Special Situations</p> <p>[Students with special status]</p>	<p>1 - Period assessment - Students with special status</p> <p>2 - Examination assesement - Students with special status</p>