



Universidad de Oviedo

**Facultad de Formación del Profesorado y
Educación**

**Trabajo Fin del Máster en Enseñanza
Integrada de la Lengua Inglesa y Contenidos:
Educación Infantil y Primaria**

Phonemic Awareness: Integrating Jolly Phonics
into a Project Based Learning for Spanish
preschoolers

Sandra Sánchez Pérez

Tutora: Ana Isabel Álvarez González

Junio 2023

Universidad de Oviedo.

Facultad de Formación del Profesorado y Educación.

Trabajo Fin del Máster en:

Enseñanza Integrada de la Lengua Inglesa y Contenidos: Educación Infantil y
Primaria

*Phonemic Awareness: Integrating Jolly Phonics into a Project Based Learning for
Spanish preschoolers*

Sandra Sánchez Pérez

Tutora: Ana Isabel Álvarez González

Junio 2023

INDEX

1.	Introduction	3
2.	Development of children’s communication skills	5
3.	Literacy	9
3.1.	Literacy teaching methods	11
3.1.1.	Analytic methods	11
3.1.2.	Synthetic methods	12
3.1.3.	Mixed methods	13
3.2.	Literacy in the legal framework in Asturias	14
3.2.1.	Writing	16
3.2.2.	Reading	17
4.	Focusing our proposal on Jolly Phonics: a synthetic method.....	18
5.	Project Based Learning as a main teaching methodology in the early years	24
6.	Coordination of teachers and methods	27
7.	Integration of Jolly Phonics inside a PBL at a Spanish preschool with English as a second language: a proposal.....	28
7.1.	Age group and its characteristics	29
7.2.	Role of the families in the project.....	30
7.3.	Choice of topic.....	30
7.4.	Conceptual map	31
7.5.	Key competences	32
7.6.	Specific skills.....	32
7.6.1.	Stage skills.....	32
7.6.2.	Skills from the different areas	33
7.7.	Basic knowledge	34
7.8.	Assessment criteria and tools.....	37
7.9.	Activities (English area only)	43
7.10.	Methodology	49
7.11.	Attention to the individual needs	52
7.12.	Organization of the setting and timing of the project.....	54
8.	Conclusions	56
9.	References	59
10.	Annexes	63

1. Introduction

In order to delve into the synthetic method for developing decodable skills in preschool, it is essential to explore its background while considering the different approaches to literacy instruction. Furthermore, a comprehensive understanding of children's communication skill development is crucial for that matter. This paper aims to observe three different literacy teaching methods and subsequently focus on the synthetic approach, particularly Jolly Phonics, which is widely distinguished for its success in practical application.

It is worth noting that Jolly Phonics was originally designed for native English speakers before being adopted in foreign countries as a means of teaching English as a second language. As such, it is important to recognize that English literacy instruction may lack significance for Spanish preschoolers without proper contextualization and an effective teaching strategy. Thus, this dissertation seeks to get us familiar with the Jolly Phonics method and explore ways to implement it in a Spanish preschool setting in a meaningful and substantial manner.

For that, the Project Based Learning (PBL) approach will be explored, since we intend to use it as a tool for the lack of meaningful context of teaching English as a second language. Since English is not the native language of the students, integrating English literacy skills into the PBL method, which is widely applied in preschool settings, becomes imperative. By doing so, we can provide children with an integrated and comprehensive learning experience, in which all content and abilities are addressed within a unified topic. To accomplish this, we will first review the legal framework concerning literacy teaching and language instruction in our specific region, Asturias, so we can work understanding our curriculum and create a valid proposal for the matter.

Integrating English into the project-based curriculum is not a common practice. Therefore, this study will propose a unique approach that includes English as part of the project content. Within this context, we are underscoring the importance of teacher coordination for the successful implementation of both languages' teaching methods.

Given that Project Based Learning is one of the most widely used methodologies in Spanish preschools, and Jolly Phonics is recognized as a highly effective method for

teaching English at a young age, the main objective of this paper is to present a developed project integrating Jolly Phonics within the PBL framework. The proposed model aims to provide a comprehensive and holistic learning experience for children, enabling them to engage meaningfully with the second language through phonemic awareness.

The objectives this paper seeks are the followings:

- 1) To investigate the development of children's communication skills and their significance in the context of literacy instruction.
- 2) To compare and analyse different literacy teaching methods, with a specific focus on Jolly Phonics and its practical application.
- 3) To explore the multisensory approach employed by Jolly Phonics, emphasizing its impact on phonics instruction, sound-symbol relationships, and overall language acquisition.
- 4) To review the legal framework pertaining to literacy instruction and language acquisition in the region of Asturias, Spain, with the intention of developing a proposal that aligns with regional guidelines and recommendations.
- 5) To examine the potential of Project Based Learning (PBL) as a pedagogical tool for integrating English literacy skills into preschool curricula, promoting meaningful and significant language learning experiences for young learners.
- 6) To analyse the coordination and collaboration between teachers during project-based activities, highlighting its significance in facilitating language acquisition and achieving shared instructional objectives.
- 7) To emphasize the importance of phonemic awareness in the early years and its role in developing competence in a second language, particularly in relation to reading skills and closer engagement with the English language.
- 8) To design a comprehensive set of activities that integrate Jolly Phonics within the Project Based Learning framework, aimed at fostering phonemic awareness, second language acquisition, and a holistic learning experience for preschool learners.
- 9) To provide a valuable resource for educators and professionals in the field of education, offering practical examples and guidelines for implementing the integrated approach of Jolly Phonics within Project Based Learning, considering the unique contexts and needs of different classrooms and regions.

2. Development of children's communication skills

Language is understood as a code or combination of codes that are shared by a group of people, that is subjective and which we use to represent knowledges, ideas and thoughts, and which uses symbols regulated by rules. (Owens, 2003).

Reading and writing were the consequence after a necessity: the need of communication among human beings. (Mora, 2020). Reading is to perceive, to feel, to understand and to know the world through decodable symbols, from the stone to the paper. It goes beyond cultural aspects, and so it does beyond languages. Reading is a skill with the same purpose in every language, but it also has plenty of differences from one language to another, starting up with the alphabet in some cases, and the sounds.

No one was born with the innate ability to read, just the opposite that occurs with oral skills, which come genetically programmed, and it is acquired spontaneously just by hearing others speaking. Reading requires a learning process, attention, memory and training that lasts years. Reading does change the brain's plasticity according to Dr Mark McLaughlin (2019). That is the reason behind many changes over the years while finding the best literacy teaching methods that we are going to see through this paper.

Before literacy skills, oral abilities need to be developed and strengthened in order to start with reading and writing and succeed at it. Oral communication is key to have a good basis and later learning how to write the sounds, words and sentences children hear and reproduce, no matter which language the infants are learning. Another relevant requirement is to have acquired some pre-writing skills, such as experiencing the graphs through the touch and sight and develop fine motor skills through various activities.

In order to teach, we need first to know how a child develops those skills naturally and enhance them. It is true that, as Professor Carles Monereo Font (2007) from the Barcelona University said, children, as humans, have a kind of "software" from birth that, from an educational purpose, must be developed. This software implies the ability to speak and communicate, which is developed either from the social-familiar environment and the school environment.

The first 5-6 years of life are essential in this development. What is key during the first moments of a child's life is the interaction with adults. They consist of gesture exchanges, short sounds, onomatopoeia...that will last for some time until sense aware communicative exchanges happen.

Piaget (1983) himself pointed the differences between the intentional use of the language and the unintentional chatting. This last one is known as *Prelinguistic Stage*, which goes until 18-24 months old. That is the time for children to use the crying to satisfy their needs and when the first smile occurs, which is a relevant moment in every child's life since it implies and establishes a relation of any kind with others (mostly family members).

At this stage, at the age of 2 months old approximately, the baby starts to babble, which is the basis of talking. Imitation of sounds and echolalia, repetition of phrases, words or part of words start from 6 months old. As we approach the year, the first (loose and unconnected) intentional words emerge. Words that are usually monosyllables, repeated syllables, or onomatopoeia.

From 12 to 18 months there is a characteristic of children's vocabulary, it is called words-phrase, is the so-called holophrastic period. They use language primarily to ask for something to meet their needs or to claim adult attention. Until entering the *Linguistic Stage*.

In the *Linguistic Stage*, all progressive changes through repetitions and experimentations of the previous period are based on a period of total language development, and not only from an oral vision. It is time for the first intentional steps in body language and graphic language, where the expansion of the drawing has a special relevance.

From 2 to 4 years old there is a development, children are able to finish some sentences. Logical pronunciation problems at 2 years old are concluded by the age of 4, approximately. Between the ages of 4 and 6, children not only explain but also express emotions and feelings. In an unstoppable ascent where the school and the family will strengthen this vital growth.

Language is made up of 4 dimensions or basic aspects of language:

I. Phonological

II. Semantic

III. Syntactic

IV. Pragmatic

The teaching-learning process must consider these aspects and develop from them, therefore, we must explain the teaching and learning of the language in early childhood education from the educational process in each of those 4 aspects.

In this paper we are going to review a synthetic method that focuses on the phonological level, aiming at a better phonemic awareness of the language. When we talk about **phonemes**, we must take note of Peter Roach, who stated that a phoneme is:

“The fundamental unit of phonology, which has been defined and used in many different ways. Virtually all theories of phonology hold that spoken language can be broken down into **a string of sound units** (phonemes), and that each language has a small, relatively fixed set of these phonemes. Most phonemes can be put into groups; for example, in English we can identify a group of plosive phonemes p, t, k, b, d, g, a group of voiceless fricatives f, θ, s, ʃ, h, and so on” Roach, P. 2011.

A phoneme (/a/, /s/, /g/...) has no meaning in itself, but they can be combined to create morphemes, lexemes and words. The issue in non-English-speaking communities comes when they notice the difference in those phonemes, as different languages not only have different words, but also different sounds. Spanish has 22 phonemes, while English has 44, and that is a problem on the English learning process if it is not approached as early as possible, while children are still acquiring and learning their mother tongue sounds. When you already have fixed your native sounds, learning different ones in any other language will be harder.

To understand the phonological process in the infant stage, it must be understood that goes through three phases: at first the child perceives sounds, then they are able to emit them and finally puts them to proper use.

These three moments can provide us with specific work proposals, at first the child must get used to hearing short words, syllables, but also sounds of all kinds that the infant

should identify. These are the first moments in which the support in audio-visual media can be interesting.

Oral emission work can be accompanied by respiratory work such as blowing. These activities accompany the emission of syllables, words, considering that some phonemes can take time in the settling stage. Games related to onomatopoeia, imitations of animals, objects of daily life are forming a path towards more intentional uses of the word.

Semantics refers to the meaning of words. Beyond the emission, seen in the paragraphs above, here is an understanding of what we are saying. They are moments that overlap based on the complexity of the words used, although it is generally understood that the former (phonetics) is the basis for the latter. The words will be selected by the teachers based on their use, that is, day to day words from their surroundings. will determine what words you use for interaction. In the first instance, monosyllables or onomatopoeia, with clear reference to “no”. Gradually nouns and verbs appear conjugated without sense. Finally, the qualifiers appear and the sentences close.

Some educational actions in this process could be based on:

- ✓ Activities to associate words with images.
- ✓ Activities to associate words.
- ✓ Activities to associate words by their semantic characteristics.
- ✓ Activities to complete sentences giving the words to associate.
- ✓ Activities to complete sentences without giving the words to associate.
- ✓ Activities to create families of words.
- ✓ Activities to play with words: puzzles to complete, word searches, etc.

After those two skills, the syntactic (organization of words with a sense and intention) and pragmatic (the correct use of the language) aspects are developed. Communication skills are built since the very basis (phonological), being it a very important aspect within the language structure (both spoken and written), and we should have this in mind in every language we teach or learn.

As stated in the previous page, this paper focuses on the phonological level, so we will have to take into consideration that the English language is phonologically different

from Spanish, so we should include phonemic awareness as soon as the second language is included in the children's learning process. And, for that, this paper recognises the importance of the phonological dimension of the language (especially in a second one) and its incorporation into the learning process of the students as early as possible while acquiring literacy skills.

3. Literacy

Literacy is commonly known as the ability to read and write, but in a more specific definition, according to the UNESCO Institute for Statistics:

“Literacy is the ability to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. Generally, literacy also encompasses numeracy, the ability to make simple arithmetic calculations. The concept of literacy can be distinguished from measures to quantify it, such as the literacy rate and functional literacy.” UNESCO.

However, within education, literacy is considered a process of learning, to which teachers will put great emphasis. This occurs from 4 to 6 years old, assigning children various tasks that involve literacy activities. In the previous years, from 0 to 3 years old, what they take into practice are booster activities for the pre-requirements to be able to read and write (fine motor skills, laterality, coordination...). On the other hand, literacy means the union of two processes that are totally connected: reading and writing. Also, reading and writing might be challenging for some children even in their own mother tongue, not to mention with a second language. Still, they result fundamental, and the fact that children are keen on these skills will determine their further learning for the rest of their lives and areas.

Writing is the graphic representation of a language that uses conventional symbols. In the case of the two languages that concern us in this dissertation (Spanish and English), they happen to share the same or a very similar alphabet, but with a difference on the sounds (phonemes). In Spanish, our symbols are connected to a sound, so we have a correlation among phoneme-grapheme, though exceptionally there are symbols that are related to two sounds (y, g, c, r) or to no sound at all (h, u between /g/ and /i/ /e/). And sometimes one sound is connected to various graphemes (sound /k/ can be represented as

c, k, q). Still, Spanish will be considered as a transparent code in this paper since it is in its majority, and the hues in grammar and spelling will be seen in Primary Education, not the stage that concern us. Meanwhile the English alphabet is known as an opaque code due to the ambiguous correlation phoneme-grapheme. English has more phonemes than graphemes, being those 44 sounds to 26 letters. That implies that some sounds will be represented by two letters (digraphs) or even more. Even those digraphs can represent various sounds and vice versa. For that, there are many alternative ways to represent English sounds and, therefore, this alphabet must be introduced slowly.

We already stated the periods that explain how we acquire a language, but it is also relevant to include that there are different stages when it comes to writing acquisition too.

Different models and theories agree on the matter that during the learning process of writing there exist different stages. First, with no allusion to the alphabet since children are not aware of the alphabetic code of their own language. Second, some correspondence phoneme-grapheme are shown but they are not integrated enough. And later, because of a better knowledge of the alphabet, the association grapheme-phoneme increases, so children are more aware now of how this units form words. Finally, they understand the rules of correspondence of the sounds and the different letters or group of letters.

Portilla and Teberosky (2007) stated four levels in the process of writing acquisition:

- Presyllabic writing: in which the different words do not receive different graphics and there is no correspondence between graphemes and phonemes.
- Syllabic writing: in which the number of syllables is included in the children's writing, making a correspondence of syllables and sounds.
- Syllabic-alphabetic writing: at this level children can write one letter for each syllable, and they also include different phonemes.
- Alphabetic writing: at this stage the productions already show a full correspondence between graphemes and phonemes, though the orthography is not conventional.

There is a general tendency to see reading and writing as two related skills, following with Anatolievna (2014). This can be due to the similarities they share, since

while reading we decode a message that comes from oral language and while writing we code a message from the same oral language. In spite of this undeniable relation of functionality, we cannot ignore the fact that there are some students that are good readers but are not keen on writing and vice versa. The common is finding children that read properly but have some issues when it comes to writing (Jiménez and Muñetón, 2002). From an evolutive perspective of language learning there is not agreement on whether writing and reading are processed as complementary skills or are processed independently. So, in one hand we have advocates of this learning as a unit: Ehri (1997) and Treiman (1994), and on the other hand the ones that claim reading and writing as separated mechanisms: Bryant and Bradley (1998). Where we indeed have an agreement is that writing is more difficult than reading, since writing requires higher decisions of correspondence and we need to have more memory to write a word that to read it, as stated by Peñafiel (2009) and Anatolievna (2014).

As an answer to all those needs, we have different kinds of methods on how to teach literacy: synthetic methods, analytic methods, and mixed methods. Analytic methods, meaning from the whole to the analysis of its parts, and synthetic methods, meaning from the parts to the whole word.

3.1. Literacy teaching methods

We already mentioned in the previous chapters that it is convenient to start teaching literacy in the early years, as well as to boost pre-skills for the matter. As for the question of how we should teach literacy, there are more than one method on hand, so we are going to review and make a classification out of some of them in the further sections. To highlight, there are three types of methods for teaching literacy, being those the following ones:

3.1.1. Analytic methods

Analytic methods are the global ones, which are based on a direct route. With them, we approach literacy by presenting words, sentences, or an entire text to the infants to end up making smaller units of them with less meaning, like syllables and phonemes. They are called analytics for a reason, and it is due to the analysis of elements inside a “whole”.

The analytic method is how English is mostly taught in Spain, showing words and its meaning. Spanish children learn vocabulary this way and know how to write the words because they remember them as a unit, not because they know how to segment it in graphemes. This is the main reason the reading skill in English in those children is lower than the ones that learn through synthetics first, because they do not know how these words they see written are spelled due to the difference between sounds in both languages. On the other hand, this learning process leads to lower cases of misspelling of the words, being these children better in orthography.

3.1.2. Synthetic methods

Synthetic methods are based on going from the smallest part of the word to the whole word. They start from the phonemes to later be grouped together to form syllables, words and finally a complete text. It is the opposite process to the analytical or global method, where we start from the whole to get to the parts. Synthetic methods use the concept of 'synthesising', which means 'putting together' or 'blending'. Simply put, the sounds prompted by the letters are synthesised (put together or blended) to pronounce the word.

According to Ruth Aramburu (2012), we can find in this method a few subcategories:

- Alphabetic method: they associate the grapheme with its name.
- Onomatopoeic method: associates the grapheme with its sound.
- Kinaesthetic method: variant of the previous one, adding a gesture to the sound.
- Syllabic method: uses the syllable as the beginning of reading and writing.
- Photo syllabic method: variant of the previous one, supported by images.

This would be the method that most coincides with the development of phonological awareness and, although as it develops within the reading and writing process, if a good previous enhancement is established, the result will be more successful in the learning of reading and writing (De la Torre et. al., 2002).

Opposite to the analytic methods, the students that learn English as a second language through this method, are commonly better readers and have more fluency and superior pronunciation due to the blending skills a synthetic method provides. With this method, children can make spelling mistakes when it comes to writing/segmenting since sometimes two sounds can be confused and this leads to write the wrong grapheme, especially as a second language. Nevertheless, orthography is usually taught in higher levels of the education system, focusing on reading fluency on the lower stages.

3.1.3. Mixed methods

The mixed methods combine all the benefits of the previous methods in order to deal with its respective flaws and take advantage of their perks, so is basically a combination of both methods. They tend to one or another, being those, following with Aramburu, R. (2012):

- Mixed methods with synthetic tendency: if they start with the small parts to arrive to words and sentences faster.
- Mixed methods with analytic tendency: if they start with significative texts to quickly analyse the small parts.

Also, it is stated that with the first group, the learning process is focused on comprehension and understanding of the texts, which implies a slower rhythm when it comes to reading acquirement. The second group focuses its attention on the mechanic of the reading, so the learners acquire better fluency but get lost in comprehension of what they read. That is why a third group appeared.

Mixed methods tend to be the most used in Spain since they offer a variety of advantages from the other two methods. However, in this paper we are going to focus on one of the many synthetic methods available to teach English as a second language. Specifically, we will approach a very popular one: Jolly Phonics, to see how it is used and how it will be useful for our proposal in the following chapters. The reason why we chose to focus on a synthetic method, such as Jolly Phonics, is due to the acclaimed effectiveness of its praxis either in native schools or foreign countries.

Before going deeper in the method of Jolly Phonics (*see chapter 4*), we should give a brief legal framework regarding language in preschool education in the curriculum of Asturias, since it is the region in which we located our further proposal that is related to literacy teaching.

3.2. Literacy in the legal framework in Asturias

Since within this paper it is important to know how to program and we endeavor to boost communication skills in two languages, it is convenient to review the legal framework that concern us in our region. It is now time to complete this section on language development with a brief mention of specific development in the preschool stage and how it is treated in the curriculum of Asturias in the second cycle of childhood education. We chose to follow the Decree 56/2022, that is the developed version for our region (Asturias) of the Royal Decree 95/2022 that establishes the organization and minimum teaching of Early Childhood Education because we are going to develop a project for children within the Asturian region.

A vital moment in the development of children where the school must ***“attend to language development”***, as one of the goals of our stage marks (art. 6), being, in addition, this development one of the objectives of the stage (f).

As we know, of the three areas in which the curriculum is developed, language development has its specific framework in one of them -*Communication and representation of reality*- although it will be a constant vehicle (with the different forms of communication and representation) as a link between the external and internal world, where verbal language takes on special importance. Along the second cycle of this stage, infants are introduced systematically to the acquisition of the language in varied and new contexts beyond the familiar.

Language and communication at school implies working, as we have seen, on the reception and interpretation of messages, and those aimed at emitting or producing them, always from a global vision between the areas.

Oral language is especially relevant at this stage, according to the Decree it is an excellent tool for learning, regulation of behavior and manifestation of experiences,

feelings, ideas, emotions, etc. Language enhances affectivity towards the people who surround and, in general, towards their sociocultural context and their social uses.

As for the English language, oral and written, the Decree 56/2022 remarks:

“During the second cycle of early childhood education, children will carry out activities that imply a first approach to the foreign language, respecting the globalizer character of the activities in such a way that they integrate educational content from the different areas. Also, there will be globalized activities that involve a first approach to reading and writing, as well as experiences of early initiation in basic numerical skills, in the information and communication technologies, in visual and musical expression...” (Decree 56/2022)

Inside the already cited area of Communication and representation of reality, English is also mentioned, saying that it is necessary to develop an awakening sensitivity and curiosity to know other languages in different communication contexts, especially in the so known routines.

The Counseling can establish the use of different content and language integrated learning methodologies, without this implying a modification in the basic aspects regulated in the Royal Decree 95/2022, 1st of February. In this case, professionals will ensure that, during this stage, children develop their competences in the different languages equally.

We speak of languages in contact to refer to the coexistence of two or more languages in a same place for social or cultural reasons. In a bilingual school or a school that uses English as a second language, two languages coexist together working the same contents at the same time and sometimes each language is used for different subjects or areas, as in CLIL methodology is done. This coexistence can cause some conflictive situations in the language (due to displacement or substitution of languages or parts thereof with mixtures of words, structures, etc.). But, on the other hand, bilingualism or multilingualism in the case of regions with two languages that already coexist (diglossia cases, not English involved) is a social and learning opportunity. As Duverger (1996) said, with the use of two languages the student compares both languages and thus leads him to dig deeper into the operation of both.

A relevant aspect that must be included in this language development, as mentioned by our normative framework, is that of reading and writing, to which we will dedicate the following section although, before, it should be remembered that the school is not

unfamiliar to other types of languages, such as the artistic (both corporal, plastic and musical), audiovisual (including a first approach to ICT) and logic-mathematics, which will enhance communicative competence.

3.2.1. Writing

School is challenged to implement the discovery and use of writing. From there it is possible to approach reading, with a clear nod to children's literature. Both the Royal Decree 1630/2006 that regulates the minimum teachings and the Asturian itself define the need for establish a first approach to writing.

It is a stage of discovery, of testing, of adapting writing to the possibilities of the students because it is difficult to establish defined guidelines for each level.

It should start with the knowledge of some of the properties of the written text, linearity, orientation and organization of space, and a taste for producing messages with increasingly more accurate and legible. It is a stage of predominance of the copied text through the reproduction of models. It begins with the most basic: vertical, horizontal, inclined, curved line...to go advancing towards more complex models, such as copying letters, numbers, syllables or words in a very repetitive methodology in which the models do not settle easily, and the same letters and names must be repeated since they are usually done without criteria.

Poems, songs, stories, texts from the immediate environment...are different resources to go working this required writing, many times from the comprehensive questions, so that it goes understanding how it is written or why such a word is written there. However, we should not forget about the tactile experimentation of the letter. Tracing letters with their own fingers in different materials (sand, rough and soft surfaces, chalk in the blackboard...) can improve the internalization of the letter in the infants' fine motor skills and, of course, boost those mentioned skills that are required in the writing learning process.

Some final didactic approaches could be:

- ✓ Start by using capital letters in the first moments and access to a standard letter by the age of 5.

- ✓ Avoid abusing an **analytical** teaching approach in which letters are added one after the other and with the child as a passive recipient.
- ✓ Starting from significant learning, from what children know how to do to establish new developments.
- ✓ Use writing of close issues: name, familiar objects, etc. And of the usual in the school setting: date, routines of the day...
- ✓ Combine oral and written language in activities.

3.2.2. Reading

In the same way as regarding writing, reading must be **started** at this stage. One of our pedagogical principles (art. 7) establishes that globalized activities will be carried out that suppose a first approximation to the reading from a functional and significant use.

Beyond the use of stories, poems... in the classroom by the teacher, it would be interesting to consider what is the age for active reading by the child. Cohen alleged that not taking advantage of the approach in the early stage was a mistake, saying that at 6 years old it is already too late (Cohen, 1989). For the psychologist Coks Feenstra (2004) depends on maturity, which is variable in each child. Some are prepared to learn to read: they are the ones who by themselves begin to ask for the letters they see in the posters, those who copy them and form their own "words". However, there are other children who are not interested in reading and, even if they are taught to read at school, do not assimilate the information yet.

In the stage that concern us, following with the ideas that Decroly left us in a book edited in 2006, reading has a more global approach, the word is always seen as a whole: words are taught to children associated with images, similarities are observed between words (the letter they begin with, what they mean...) and already in primary education (from 6 years old ahead), an analysis of the segments of the words begins: the syllable, the letters that make up, etc.

Some teaching ideas about reading could be:

- ✓ Always from a playful way and without any pressure. Learn from the game through songs and fun activities, manipulating them with plasticine and with other materials.
- ✓ Promote readings, by the teacher in the classroom, of stories.
- ✓ Participate in these coordinated readings with families so that there is work at home.
- ✓ Promote library corners or visits to the center.

4. Focusing our proposal on Jolly Phonics: a synthetic method

Today the term phonics is widely embraced. It is in the National Curriculum and the National Literacy Strategy in the UK, it is mandated in Californian schools, and it is increasingly accepted around the world whether to teach English as a first or second language. (Journal of the Simplified Spelling Society, pp 16-18). In the UK it started to become popular in the 1980-90s, and it was brought to Spain with the British Council / MEC Bilingual project.

“One of the most effective strategies for enhancing children’s early reading and literacy skill is through Jolly Phonics. Despite the popularity and its effectiveness, there is still factor to the absence of the strategy, namely lack of teacher knowledge.” (Ariati, NPB, et. al. 2018).

Exposing children from a very young age to audio-visual stimuli should have a positive impact on phonemic awareness acquisition according to Hazan (2005). Noam Chomsky (2006) suggests that early childhood is the best stage to acquire a foreign language. His theory claims that humans have an innate capacity to learn and assimilate communicative and linguistic structures, regardless of the language. Yet, acquiring phonemic awareness can be challenging for some children—native or not—because in English, 44 phonemes are represented by 26 letters (Cassano, 2019).

This approach would combine different subcategories of the synthetic method: **onomatopoeic** (the letters are known by its sounds), **kinaesthetic** (adding a gesture to each sound), and also the use of a supporting image as happens with the **photo syllabic** (except JP does not use syllables). Since all the given possibilities and approach to all

different styles of learning, Jolly Phonics is chosen as one of the most successful synthetic methods to teach literacy skills in English native speaking countries and in non-native ones to teach English as a foreign language as well due to their so claimed effectiveness and fame. Jolly Phonics contains different resources and materials that could be useful to acquire phonemic awareness either to native or non-native learners, such as visual aids, gestures, and songs. Following with Sarah Forsey (2016), instead of symbols, pictures are used to teach the main phonemes of the English language. These pictures are supported by a story, a song, and an action. Given those aspects, this can be considered a multisensory approach that caters for different learning styles and multiple intelligences.

As there is a lack of teacher knowledge on this area, this section will serve to clarify the method of Jolly Phonics, its history and how it is used nowadays to boost phonemic awareness and literacy skills on children.

Sue Lloyd was a primary school teacher in the United Kingdom where she had taught for some time. She had a particular interest in preventing reading failure and thought children would improve their reading skills if they listened all the sounds in words before they started reading and writing.

“Before this point, reading was learnt through the understanding of words without the separation of the letters, what caused that some children struggled remembering words to read or to write. So, they decide to split the words up, and teach first the sounds separately, what proved to be much successful in the pupils, and even the ones who couldn’t do it well, their problems became smaller”. (Blanco, 2017).

For instance, they should know that *cat* is made up of c-a-t instead of memorizing how the words are written, because if memory fails sometimes to remember how a word is written, they will have a tool they could use to write anything according to how it sounds. This exercise helped the children considerably, particularly the weaker ones.

Back in 1990, Lloyd met Christopher Jolly, an editor who was interested in her method after seeing the good results the school obtained. And by publishing *The Phonics Handbook*, is how Jolly Phonics was born; a book that offers teachers a step-by-step guidance of the method and different resources (photocopiable resources and worksheets, practical ideas and activities, and different lesson plans) to apply and use in their classrooms. Lloyd and Jolly were both passionate about teaching phonics, and they believed that a multisensory approach would be the most effective way to help children

learn to read and write. They developed Jolly Phonics as a systematic, step-by-step program that introduced children to the sounds of the English language through a combination of visual, auditory, and kinaesthetic activities. For example, children are taught to associate each letter sound with an action or a gesture, such as patting their heads for the sound "p" or rubbing their tummy for the sound "t". This approach helps children to remember the sounds of the letters and to associate them with something tangible for them.

One of the key innovations of Jolly Phonics was its use of a set of 42 letter sounds, which were introduced to children in a specific order based on how frequently they occurred in English words. This approach was designed to help children build their phonemic awareness and develop a solid foundation in phonics that they could use to read and write a wide range of words. Jolly Phonics also emphasized the importance of learning through play and fun activities. The method includes games, songs, and stories that were designed to engage children and make learning phonics enjoyable. This approach was based on the belief that children are more motivated to learn when they are having fun and when they feel like active participants in their own education. Over the years, Jolly Phonics has become increasingly popular around the world, and, today, remains one of the most widely recognized and respected phonics teaching programs in the world.

Jolly Phonics is a very playful approach to teaching literacy through synthetic phonics, and for that it is easy for children to adapt to it and quickly get and integrate all the sounds in their repertoire. It is a method for teaching English reading and writing skills in which first, the letter sounds (phonemes) are taught together with the corresponding letter (grapheme). Not only do children learn this, but also a song, gesture, and picture for each sound, making the learning process more enjoyable for them and easier to remember since it follows their interests and different ways of learning. After the sound is integrated, they build up to blending (reading) these sounds together to get a full pronunciation of whole words. "With actions for each of the 42 letter sounds, the multi-sensory method, which involves or uses more than one of the senses, is very motivating for children and teachers, who can see their students' achievement." Quintana, 2019). The letter sounds are split into seven groups, but uncommonly, they are not taught in alphabetical order:

- 1 . s, a, t, i, p, n
- 2 . c k, e, h, r, m, d
- 3 . g, o, u, l, f, b
- 4 . ai, j, oa, ie, ee, or
- 5 . z, w, ng, v, oo, oo
- 6 . y, x, ch, sh, th, th
- 7 . qu, ou, oi, ue, er, ar

Figure 1. Letter sound order within Jolly Phonics using Sassoon Infant typeface. Jolly Learning. <https://www.jollylearning.co.uk/jolly-phonics/>

Following with Quintana, 2019, there is a reason behind this very specific order. This is how the sounds are introduced to children through this method, and the first group is introduced like that because as a first approach to reading, it is better to start with three letters words, and with this group, it is easier to do so: *ant, sit, tip, pin, sat, nap, tap...*

Also, *p, d* and *b* are separated in different groups to avoid the so frequent and possible confusion these three letters cause to children when writing them. Digraphs and more tricky sounds are left to the end, when children are more confident with reading the previous groups and can understand them better.

According to the Jolly Phonics method, modified in 2019, five skills must be acquired following the subsequent order:

1. Learning the letter sounds: Children are taught the 42 letter sounds. This includes alphabet sounds as well as digraphs or sounds in two letters (*sh, th, ai, ue...*). There are two digraphs (*oo, th*) that can make two different sounds, for this reason, they are represented in two forms, as shown in figures 1 and 2. Each sound has an associated action, image and song which helps children remember the letter(s) that represent it.

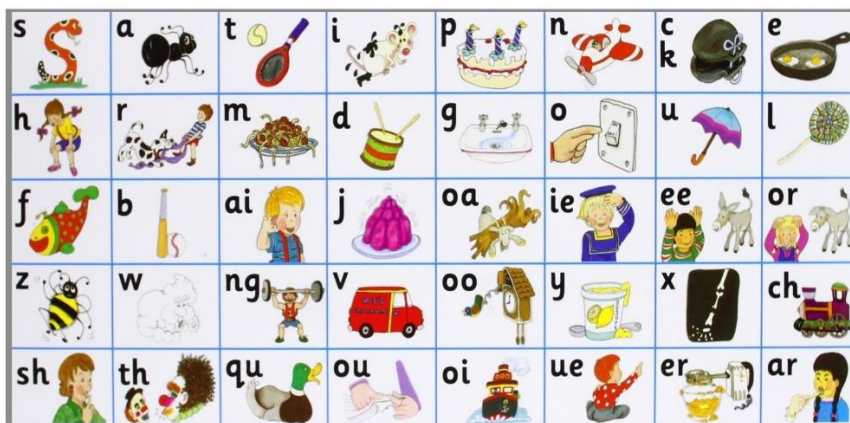


Figure 2. Jolly Phonics sound chart. Forsey, S. (2016). *Synthetic Phonics for CLIL Teachers*. Centro Aragonés de Lenguas Extranjeras para la Educación.

When it comes to teaching, only one letter sound can be taught each day. And, as children become more confident, the actions are no longer necessary. A very important statement of this method is that they must learn each letter by its sound, not its name. This pedagogical change should help in blending when the time comes. This does not mean that their names are not taught at all, but they are not either the focus or the most important feature of letters in this synthetic method. Letter names can come later in time.

2. Learning letter formation: Using different multi-sensory methods (meaning involving more than one sense in the learning process), children learn how to form and write the letters. Also, Jolly Phonics uses the Sassoon Infant typeface (Figure 1) which is designed for children learning to read and write. In order to be able to write and learn to form letters correctly, we need to work on pre-writing skills. It is worthwhile to practice for the necessary time and work on fine motor skills so that they can write correctly later on. Surely, there will be children in the classroom who have already mastered this topic, but other children may not have yet developed this skill sufficiently. For this reason, the formation of letters and calligraphy is a very important subject, but it is necessary to know how to work it with other previous activities.

3. Blending: According to Jolly Phonics, is the process to look at the letters, say the sounds and hear the word, also known as ‘synthesising’. It is a phonic skill that children need to be taught. Children are taught how to blend the sounds together to read and write new words. Blending is the process of saying the individual sounds in a word and then saying them together to make the word. It is important to have in mind that digraphs make

one sound despite of being two letters. First, we will start with the so-called auditory blending. The little ones listen to the individual sounds and blend the sounds mentally to make the word. Certainly, they will have to know some previous sounds to be able to blend them. For example, once we teach them the first group (s-a-t-i-p-n) we can form words like:

Group 1 words

sit	it	spat
pan	tap	pit
tip	pip	sip
sat	at	tin
in	spin	pant
ant	nap	tan
pat	an	spit
snip	pin	nip
sap	its	span
snap	sin	stint

Figure 3. First group of sounds' words. Creative Classrooms.

<https://www.creativeclassrooms.co.nz/jolly-phonics-word-book.html>

4. Segmenting: The ability to identify the sounds in words. This concept is considered to be the main skill used by children when they try to spell a word, therefore it is key to writing. Listening for the sounds in words gives children the best start for improving spelling. Segmenting is the opposite skill of blending, while blending you say “f” “o” “x” fox! while segmenting you see or think in the word fox and split it up in sounds fox= “f” “o” “x”.

5. Tricky words: Tricky words have irregular spellings and children learn these separately. Some of these words are simply irregular, such as the word "said" (they would know the digraph /ai/ and would be able to use it), but “said” is irregular and is pronounced /sed/. Others are words that they cannot read because they do not yet know the phonetics they present, such as "here". Jolly Phonics features 72 Tricky Words that are divided into color-coded groups, each group contains 12 of these words. During the first year, 60 of them will be presented, which can be found in the Teacher's Book, and

the other 12 are left for when we teach Jolly Grammar. The 72 Tricky Words are ordered from most frequent to least frequent.

In this paper we intend to integrate Jolly Phonics inside a Project Based Learning, so that is why we are dedicating the next pages to approach the stated methodology showing its relevance in the early childhood education.

5. Project Based Learning as a main teaching methodology in the early years

The interest in splitting with the out-dated methodologies has been incremented in the last years, and that has given the chance to active methodologies to grow. Cooperative learning, flipped classroom, interest focused work, or project-based learning are the most used proposals in school centres when it comes to Primary and Early Childhood Education, as the Teacher's Training Electronic Magazine states. Following with this, Project Based Learning (PBL from now on) carries a high weight in the early years inside schools, being this the most chosen methodology by a great number of teachers of this stage nowadays. At the same time, this is reflected in the augmentation of permanent training courses about this pedagogical model, as the magazine states, since it is a very ambiguous methodology that not everyone is able to design and take to practice. (2018, p.11)

PBL implies a change in the traditional teaching-learning experience. The traditional models, inherited from old times where the psych evolutive features, the different rhythms of learning, individuality, social environment, or background of the students were not taken in mind, turned the lessons into monotonous and homogeneous lectures in which the contents were learnt passively. Students were seen as empty recipients that were filled with knowledge without taking part in their own learning by being active. (Cascales & Carrillo, 2018)

Nevertheless, PBL as nowadays is known, is not a completely brand-new methodology, since it is known that working by projects was already a thing many years before, being William Heard Kilpatrick in 1918 who gives it a name and describes its details in his essay *The Project Method*, that had a great international influence.

“The project method is not only a way of organizing the teaching-learning process, but also has the purpose that students can develop independence and responsibility and practice modes of social and democratic behaviour.” (Knoll, 1997)

Following with Vergara (2016), it is a model that teaches and commits with the real necessities of the students, that also connects the curriculum with their interests and trains thinking skills without excluding cooperative learning, information exchange or being aware of the real context in where they live of children. The strategy is to create learning experiences and not a contents transmission, since learning is meaningful as long as it allows to connect with reality. Moreover, knowing that learning is an intentional act, we must pay attention to the interests that provokes it.

PBL is a methodology that tries to bring about every content in Early Childhood Education around one same topic while having in mind the interests of the students, and which aims to obtain a result. Following with Trujillo (2012) and Pozuelos and Rodríguez (2008, pp.11-13), PBL can be described as a teaching process based on the student, in which their interests are having in mind while they are actively involved. Moreover, PBL encourages the integration of the curriculum in a globalised way, learning as an investigation result, development and teachers’ training, inclusion to diversity and denial to monotonous lessons.

“The objective is that students learn by doing, in action. It is about learning to face the work style that they will need in their future professional practice and personal lives. Learn to learn is the main purpose” (Imaz, 2015, p.682)

This methodology has grown so much that even publishing houses sell “PBL” through textbooks. These projects are given by the publishers, which means that students are not the main characters of their choice nor development. In fact, these activities are not planned by teachers or the same students, so they exclude their own ideas in those called projects, denying the main objective of this methodology.

For that, this results in some gaps in terms of design and practice of this methodology. Helm and Katz (2011), in their pursue of using PBL in early years, review how to start, develop, and conclude a project. They ensure that this methodology approach boosts curiosity towards learning and the new contents and also adapts to different learning rhythms and styles, favouring attention to diversity and inclusion of all the students.

Following with the authors in the chart below, 10 phases to follow while developing a project under this approach has been elaborated to clarify how PBL works and show what are we doing in this paper. The phases shown are related to PBL taken to practice in a real context, so they will be slightly different from the phases on paper because we must adjust the process to the curriculum.

PROJECT PHASES			
Kilpatrick (1921)	Chicharro-López (2004)	Vizcaíno (2008)	Own elaboration
1.Purpose	1.Topic choosing	1.Topic choosing	1.Topic choosing with student-teacher feedback
2.Planning	2.Brainstorming about previous ideas	2.Brainstorming about previous ideas	2.Questions to its development: What do we know? What do we want to know?
3.Ejecution	3.Creation of a conceptual map	3.Development of ideas	3. Creation of a conceptual map with previous ideas
4.Assessment	4. Proposals	4.Organization and proposals	4.Organization and activities proposal: How are we going to do it?
	5.Searching of information and classification	5.Space organization	5.Notes to the families: What are we going to do, why, how and for what is their collaboration needed?
	6.Working script	6.Timing organization	6.Activities development
	7.Creation of profolio, book, video...	7.Information searching	7.Final product
	8.Assessment	8.Activities elaboration	8.Students assessment: What did we learn?
		9.Assessment	9.Project and teachers' evaluation: improvement proposals

Chart 1. *Propuesta de intervención para el periodo de adaptación a través de la metodología Aprendizaje Basado en Proyectos. Sánchez, S. 2020.*

6. Coordination of teachers and methods

Following with the article 6 of the Decree 56/2022, pedagogical principles, a first approach to the English language will be enhanced in all the three grades of the second cycle of infant education, opposite to the previous Decree 85/2008, where in the first grade (3 years-old) the English approach was not a compulsory matter.

In Spanish schools there is the figure of the main teacher in preschool education. This teacher oversees most of the daily activities that occur among this stage of education, but she is not the one who carries the specialities such as psychomotricity and the one that concerns us in this paper: English. There exists a teacher that is specialised in this matter. He or she will teach English language and its contents accordingly to the current law.

Following with the Decree 56/2022, the tutor must be present during the English lessons, which is called shared teaching, so she knows what and how their pupils are learning every time, even when it is not her subject matter. That is, the tutor and the specialist will be together in the classroom. Needless to say, while having more than one teacher at this very significant stage of children's lives, their coordination is crucial when it comes to their learning and necessities. The Article 5, general principles, states that infant education is a crucial teaching-learning stage in which it will be essential that the pedagogical teams do their functions under the principle of collaboration and teamwork for an adequate curriculum development and with the aim of guarantee a great educational action. Both teachers must be involved in their education at the same level, and they should communicate in order to have as much information of each child as possible to know how to approach their individual needs.

Their educational approaches should not differ a lot, in order for the students to have similar opportunities in all of the areas. So, if our aim is working under a PBL methodology, the specialist would have to do the same with their teaching, so this area is significantly included in the children's learning process. Normally, a PBL is developed just during the "tutor time", leaving outside the other matters (psychomotricity, ICT's, English...), so our purpose for this paper will be to show a developed PBL focusing on including English teaching inside the project and not as something apart. Also, the English

teacher will use Jolly Phonics, a synthetic method for literacy learning, so the tutor should use a synthetic method in the mother tongue as well, focusing on acquiring phonemic awareness in both languages at the same time and under the same topic.

7. Integration of Jolly Phonics inside a PBL at a Spanish preschool with English as a second language: a proposal

In these lines, a proposal will be made by combining both, PBL methodology and Jolly Phonics in a Spanish preschool classroom. This proposal will be focused on the English phonemic awareness and its respective activities, so it will serve as a guide for the English specialists and not the tutors, who will have their own activities in their mother tongue. The main topic that will be followed during the project is supposed to be the same in both languages and for that, similar objectives and contents will be approached in both, making children's learning very more significative. We already stated both methodologies (JP and PBL) and the coordination needed in the previous paragraphs. Global learning in both languages means a great step for children, especially if this second language is just used academically. For that, we try to make both languages something significative in their daily lives and routines, so they can *learn through* both languages simultaneously instead of *learning a* foreign language separately. While using English to learn a topic, the language itself becomes a tool instead of a result, so the English learning would be developed more naturally and fluently. This, of course, must be stated pedagogically and properly organised by both teachers, the tutor of the group and the one specialised in English teaching. Not to forget that the main purpose of this combination of methodologies is to develop phonemic awareness in both languages in a natural way, so a similar method should be used to learn them. Both family and school are responsible when it comes to a proper development of a project and its success, so we will also take awareness of relevance of the family-school relationship during the proposal's design.

7.1. Age group and its characteristics

This proposal is designed for five-year-old students who are in the last grade of preschool. That means the third grade of the second cycle of Infant Education according to the Spanish curriculum. According to the 73rd article of the Spanish LO 2/2006, 3rd of May, generally there is not any child who is considered to have special needs within the target group as they are not diagnosed until they are six years old. Other personal characteristics such as down syndrome, maturational delay...will have to be considered while developing the proposal according to your own context.

The general characteristics of this age group are the following ones:

- a) **Motor skills:** at the age of 5 years old, children are able to walk, run, climb, jump and recognise their own body and the others in the space. They start to acquire laterality, recognising things left and right, and developing a dominant side for writing and other movements with their hands and feet. Since they recognise their own body, they can draw themselves including particular aspects they are aware of (hair colour, glasses, a mole...). They can write capital letters and they start with lower case letters. Their writing has direction and starts to have a size proportion to the space they are writing on.
- b) **Linguistics development:** 5-year-olders can have a fluent conversation among equals and with adults, they understand abstract concepts and start questioning the things that surround them with more frequency. They can make up stories and re-tell stories they have recently heard; they can tell the things they did the day before or the things they are planning to do on a specific day.
- c) **Cognitive development:** they can relate numbers to quantity, and they can add and subtract. They understand the concept of time (before, now, after) and they remember the parts of a story. They understand the concept of equal/different and the contraries.
- d) **Socio-emotional development:** they now play in groups with other children, play role/symbolic games and daydream with the reality around. They are more mature and independent in their daily routines. They can understand and express their emotions and understand others' feelings.

7.2. Role of the families in the project

As previously mentioned, the role of the families during PBL methodology is crucial. They are relevant inside a project's development since school and families should share a similar approach on their child's education. Moreover, families should be aware at every moment what is happening at school, what are they learning and how.

For a proper collaboration, teachers should specify what they expect for the families to do and in which aspects they will take part. To know: they should exchange information and be involved directly. For this to happen successfully, it is necessary to set a meeting or elaborate a letter to the families saying what the project is about, why are we doing it, and how is their collaboration needed. During this project, as in every other project, families will take part at school in different programmed activities, and at home, creating materials for the project with their children. Concerning to the English area, we must consider families that speak English and families that are not familiar with the language at all. For that, we will create an online website where we as teachers can share relevant videos, articles, or any other source we find of interest, so the families become all familiar to Jolly Phonics and know how to boost phonemic awareness in the second language at home. Besides that, they will be allowed to come to a lesson as in an open day to see what we do in the classroom and how their children learn. This will make the families more involved in their children's learning process, bring them closer to the school environment, and make their infants' learning more significative as they will be present during the school journey, which is, along with their homes, one of the main environments of the children while growing up.

7.3. Choice of topic

The choice of the topic, following with the PBL theory, should be made by children, so for this paper the topic is going to be "bugs" since it is a theme children tend to be keen on usually. In this way, we will get to touch several contents, from natural science (kinds of insects, how do they reproduce, where do they live...) to maths (counting legs, wings, approach to addition and subtraction, classification in types or sizes...). With this topic they will get to know more about bugs, but they will also be using both languages under

a matter of their interest and boosting phonemic awareness, which is the main objective of the proposal.

7.4. Conceptual map

The conceptual map emerges from the students’ brainstorm with the teacher, being her who motivates some of their interests, since they can be unknown by the students. Next, the initial conceptual map of this project will be shown, without the final branch: “what have we learnt?”, since this last question should be answered when the project is over. The further conceptual map shows off the common frame for the project, so it is general for both teachers (English specialist and Spanish tutor), and they should base their ideas on this map, elaborating different activities that make sense with it.

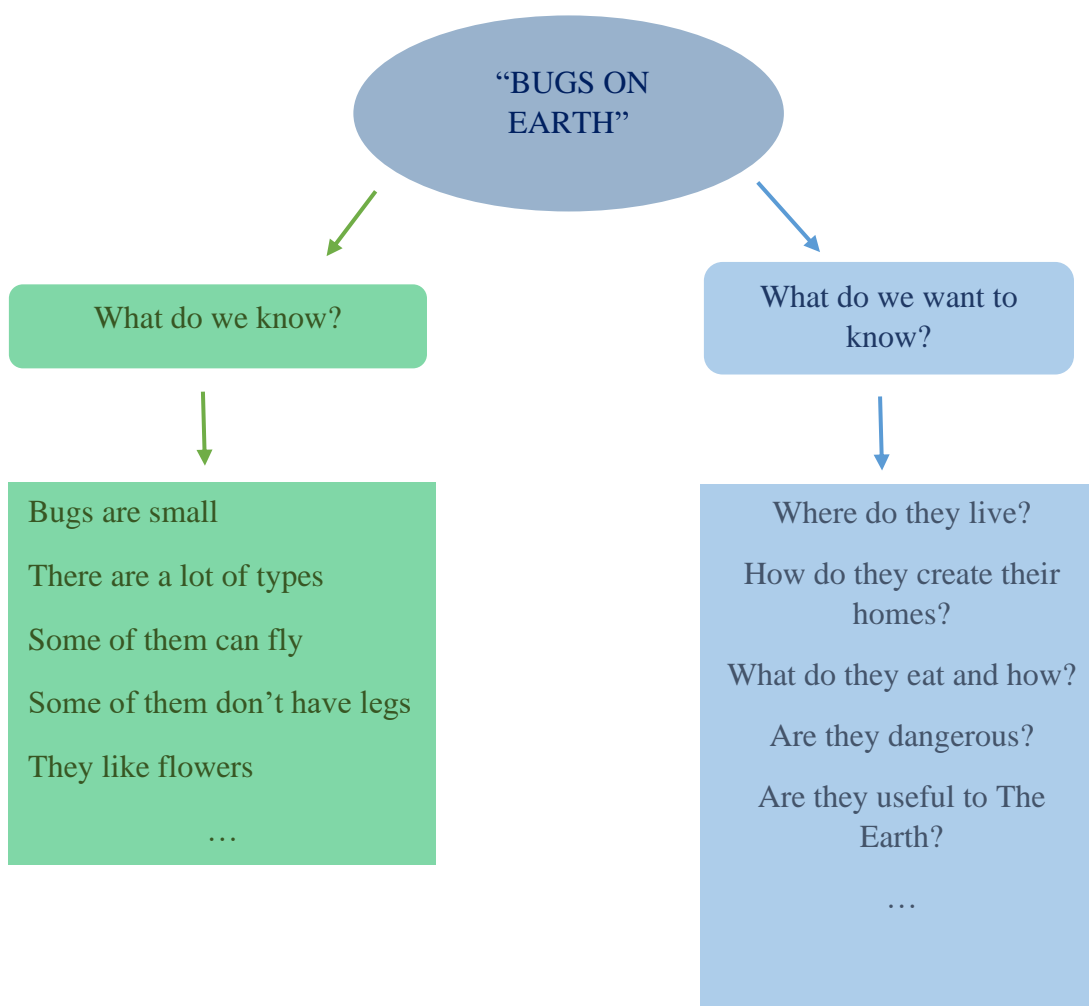


Figure 4. Conceptual map of the project.
Own elaboration.

7.5. Key competences

These are the skills that will be approached within this project, which follow the recommendations of the European Union Council stated the 22nd of May of 2018. It is expected that the acquisition of these skills throughout their schooling will prepare students to successfully meet the major challenges of the 21st century.

- ✓ Competence in linguistic communication
- ✓ Multilingual competence
- ✓ STEAM competence
- ✓ Personal, social and learning to learn competence

7.6. Specific skills

The following objectives that are stated below belong to the project as a whole, meaning that they are the objectives that both teachers (tutor and English specialist) should take into consideration when it comes to create activities. In the Early Childhood Education curriculum there is not a division of subjects that makes clear what should be achieved in the second language apart from the very few articles or points that mention a bit about approaching and respecting other languages and cultures. Nevertheless, the specific objectives of each activity (that will be done in the English classroom) will be stated throughout this paper.

7.6.1. Stage skills

Following with the Art 7. D56/2022, the general skills of the stage that we are trying to achieve or approach with this project are:

- a) To know their own body and that of others, as well as their possibilities of action and learn to respect differences.
- b) To observe and explore their family, natural and social environment.
- c) To progressively acquire autonomy in their daily activities.
- d) To develop communication skills in different languages and forms of expression.

e) To be initiated in logical-mathematical skills, reading and writing, movement, gesture, and rhythm.

7.6.2. Skills from the different areas

- **Area 1: Growth in harmony**

1- To progress in the knowledge and control of their body and in the acquisition of different strategies, adapting their actions to the reality of the environment and in a safe way, to build an adjusted and positive self-image.

2- To adopt models, norms, and habits, developing confidence in their possibilities and feelings of achievement, to promote a healthy and eco-socially responsible lifestyle.

- **Area 2: Discovery and exploration of the environment**

1- To identify the characteristics of materials, objects and collections and establish relationships between them, through exploration, sensory manipulation, the use of simple tools and the development of logical-mathematical skills to discover and create an increasingly complex idea of the world.

2- To develop, in a progressive way, the procedures of the scientific method and the skills of computational thinking, through processes of observation and manipulation of objects, to initiate in the interpretation of the environment and respond creatively to the situations and challenges that arise.

3- To recognize elements and phenomena of nature, showing interest in the habits that affect it, to appreciate the importance of sustainable use, care and conservation of the environment in people's lives.

- **Area 3: Communication and representation of reality**

1- To show interest in interacting in everyday situations through the exploration and use of their communicative repertoire, to express their needs and intentions and respond to the demands of the environment.

- 2- To interpret and understand messages and representations based on knowledge and resources from their own experience to respond to the demands of the environment and build new learning.
- 3- To participate on their own initiative in activities related to written texts, showing interest and curiosity, in order to understand their functionality and some of their characteristics.
- 4- To value the linguistic diversity present in their environment, as well as other cultural manifestations, in order to enrich their communicative strategies and their cultural background.

7.7. Basic knowledge

The following basic knowledge come from the D56/2022, and, the same as with the specific skills, these will be related to the project in common and not only the English activities. The aim of the paper is to include English inside the PBL, so the specialist should stick to the same basic knowledge as the tutor or at least use some of them in order to achieve the goals of the project in a coordinated way with the tutor.

Area 1: Growth in harmony

- ❖ Block A: The body and its progressive control.
 - The senses and their functions. The body and the environment.
 - Movement: progressive control of coordination, tone, balance and movement.
 - Play as a pleasurable activity and source of learning. Rules of play.
 - Progressive autonomy in performing tasks.
- ❖ Block B: Affective development and balance.
 - Appreciation of a job well done: initial development of habits and attitudes of effort, perseverance, organization, attention and initiative.
- ❖ Block C: Healthy life habits for self-care and care of the environment.
 - Sustainable and eco-socially responsible habits and practices related to food, hygiene, rest, self-care and care of the environment.

- Structured physical activity with varying degrees of intensity.
- ❖ Block D: Socioemotional interaction in the environment. Life with others
 - Symbolic play. Observation, imitation and representation of people, characters and situations. Stereotypes and prejudices.

Area 2: Discovery and exploration of the environment

- ❖ Block A: Body dialogue with the environment. Creative exploration of objects, materials and spaces.
 - Qualities or attributes of objects and materials. Relations of order, correspondence, classification and comparison.
 - Contextualized basic quantifiers.
 - Functionality of numbers in daily life.
 - Situations in which it is necessary to measure.
- ❖ Block B: Experimentation in the environment. Curiosity, scientific thinking and creativity.
 - Guidelines for inquiry in the environment: interest, respect, curiosity, wonder, questioning and desire for knowledge.
 - Processes and results. Findings, verification and conclusions.
- ❖ Block C: Inquiry in the physical and natural environment. Care, appreciation and respect.
 - Influence of people's actions on the physical environment and on the natural and cultural heritage. Climate change.
 - Respect and protection of the natural environment.
 - - Empathy, care and protection of animals. Respect for their rights.

Area 3: Communication and representation of reality

- ❖ Block A: Communicative intention and interaction.
 - Communicative repertoire and elements of non-verbal communication.
- ❖ Block B: Languages and their speakers.
 - The linguistic reality of the environment. Formulas or expressions that respond to their needs or interests.
 - Approach to the foreign language. Elements for basic functional communication.
- ❖ Block C: Verbal communication: expression, comprehension, and dialogue.
 - Oral language in everyday situations: conversations, social interaction games and expression of experiences.
 - Communicative intention of messages.
 - Auditory discrimination and phonological awareness.
 - Accuracy, intonation and pronunciation of varied vocabulary.
- ❖ Block D: Approach to written language.
 - Communicative intention and approach to the main textual and paratextual characteristics. First hypotheses for interpretation and comprehension.
 - Other graphic representation codes free of stereotypes: images, symbols, numbers, etc.
 - Initiation to information search, elaboration and communication strategies.
- ❖ Block E: Approach to literary education.
 - Poetry, rhymes, riddles, legends, traditional and contemporary stories.
- ❖ Block F: Music language and expression
 - Sound, expressive and creative possibilities of the voice, the body, everyday objects in their environment and instruments.
 - Musical listening as enjoyment.
- ❖ Block G: Plastic and visual language and expression.

- Specific and unspecific materials, elements, techniques and plastic procedures.
- ❖ Block H: Musical language and expression.
 - Games of corporal and dramatic expression, free of sexist stereotypes.
- ❖ Block I: Digital literacy
 - Reading and critical interpretation of images and information received through digital media.

7.8. Assessment criteria and tools

To establish the assessment criteria for the project, as well as for the elaboration of the evaluation tables with their respective indicators, we will take into account the criteria established by the Decree 56/2022 and the learning objectives that have been previously defined.

After mentioning the assessment criteria established by the law, we will elaborate three types of evaluation according to the mentioned criteria: student evaluation, project evaluation and student self-evaluation.

Following the Decree 56/2022, we will follow the following assessment criteria:

- Area I:
 - Participate in spontaneous and directed games, adjusting to their own personal possibilities.
 - Manage different objects and tools in different situations, showing a progressive control and coordination of fine motor skills.
 - Do activities related with selfcare and environmental care with a respectfully attitude, showing confidence and initiative.
- Area II:
 - Establish different relationships between objects based on their qualities or attributes, showing curiosity or interest.

- Identify everyday situations in which it is necessary to measure, using the body or other materials and tools to make measurements.
- Propose hypotheses about the behaviour of certain elements or materials, verifying them by manipulating and acting on them.
- Participate in projects using cooperative dynamics, sharing and valuing own and others' opinions, and expressing personal conclusions from them.
- Show an attitude of respect, care and protection towards the natural environment and animals, identifying the positive or negative impact that some human actions exert on them.
- Identify common and different features between living and inert beings.
 - Area III:
 - Participate in situations of use of different languages, showing interest, curiosity, and respect for the diversity of linguistic profiles.
 - Effectively Interpret the messages and communicative intentions of others.
 - Show interest in communicating through written codes, conventional or not, valuing their communicative function.
 - Use the library as a source of information and enjoyment, respecting its rules of use.
 - Relate in a respectful way in the linguistic and cultural plurality of their environment, showing interest in other languages, ethnicities and cultures.
 - Participate in communicative interactions in a foreign language related to daily routines and situations.

Following the basic knowledge and the specific skills, we developed the following evaluation indicators to create the student's assessment of this project:

- Recognizes bugs as part of Nature.
- Knows the name of different bugs in different languages.
- Understands the importance of the bugs in the environment.
- Differentiates bugs from other types of animals.
- Knows different characteristics and features of the bugs.
- Identifies significant words of the project (both in Spanish and English).

- Works and communicates in a team.
- Progresses in the use of in fine motor skills through writing.
- Expresses him/herself using songs and gestures.
- Uses oral expression to communicate.
- Differentiates and expresses different sounds through phonics (both in Spanish and English).
- Matches phonemes with their respective graphemes.
- Approaches the scientific method.
- Participates in decision making.
- Is attentive to storytelling and movies.
- Uses numbers as a tool to count, add, and subtract.
- Understands the terms of comparison: longer/shorter, bigger/smaller, and same/different.
- Begins to observe his/her own evolution.
- Collaborates in the elaboration of materials through recycled material.

The tools we are going to use for the assessment of the students are direct observation and a checklist (*see chart 2*) where the indicators that have been established for this project can be found. In this checklist the box "Achieved" will be marked if the student has passed that indicator or the box "In process" if some difficulties have been encountered to meet that indicator or has not yet achieved it. The evaluation will always be positive because we consider that the evolution of the students does not always have to happen at the same time, considering the individual learning rhythms.

INDICATORS	ACHIEVED	IN PROCESS
Recognizes bugs as part of Nature		
Knows the name of different bugs in different languages		
Understands the importance of the bugs in the environment		
Differentiates bugs from other types of animals		
Knows different characteristics and features of the bugs		
Identifies significant words of the project (both in Spanish and English)		
Works and communicates in a team		
Progresses in the use of in fine motor skills through writing		
Expresses himself using songs and gestures		
Uses oral expression to communicate		
Differentiates and expresses different sounds through phonics (both in Spanish and English)		
Matches phonemes with their respective graphemes		
Approaches the scientific method		
Participates in decision making		
Is attentive to storytelling and movies		
Uses numbers as a tool to count, add, and subtract		
Understands the terms of comparison: longer/shorter, bigger/smaller, and same/different		
Begins to observe their own evolution		
Collaborates in the elaboration of materials through recycled material		

Chart 2. Assessment of the students based on the evaluation criteria and the objectives.

Own elaboration.

At the end of the project, both teachers will carry out an evaluation to check if the project worked as expected, and if not, to be able to reflect on it and improve it in the future. A checklist (*see chart 3*) will be used with items that the teacher expects to accomplish during the project and the box "Achieved" will be checked if it was done adequately or "Needs improvement" if it was not accomplished.

ITEMS	ACHIEVED	NEEDS IMPROVEMENT
Simple and concise explanations of the activities are provided so that all students can understand them		
Communication between tutor and specialist has been excellent		
The activities of tutor and specialist have been complementary and have followed the proposed objectives		
Strategies have been adopted and activities have been programmed according to the didactic different types of content and the characteristics of the students		
The teachers have adapted to the different rhythms of the students, making all of them feel integrated in the activities		
There is frequent contact with families		
The project schedule has been followed as planned		
The materials used have been the appropriate ones		
Collaboration with families has been successful		
The activities of the project have been adjusted to the different types of learning of the students		
The theme of the project has been of interest to students and families		
The timing of the project has been correctly adjusted and has been adequate		

Chart 3. Teachers' self-assessment and evaluation of the project. Own elaboration.

For the students' self-assessment, we will use a simple table (*see chart 4*) with images on which they will have to stick a sticker with a thumb up as "I am doing very well" and a sticker with a strong arm as "We are still working". The teacher will explain to the students what each image is about in order for them to understand and do it correctly.

THE THINGS I'VE LEARNT	I'M GREAT 	KEEP WORKING 
<p>I KNOW DIFFERENT BUGS</p> 		
<p>I TAKE CARE OF THE ENVIRONMENT</p> 		
<p>I STARTED WRITING</p> 		
<p>I STARTED READING IN TWO LANGUAGES</p> 		
<p>I CAN COUNT, ADD AND SUBTRACT</p> 		
<p>I WORK GOOD IN A TEAM</p> 		
<p>I KNOW HOW TO BE A SCIENTIST</p> 		

Chart 4. Self-assessment of the students. Own elaboration.

7.9. Activities (English area only)

For the following activities we are going to focus on the English area since this proposal aims to include English into a PBL (that is normally left outside), so we believe it is important to show off how we could do it using Jolly Phonics while approaching the same topic as in the other areas. Of course, inside a PBL there are several activities that come from other areas of the curriculum, but English is what concern us here, and we can figure out many other activities for the first language (Spanish in our case) through these specific ones in case we want to take this paper to the practice. It is important to remember that both teachers (English specialist and tutor) will be working together, so the activities in the different areas will be discussed and programmed beforehand. We only need to stick to the given topic and develop our creativity depending on what we want to boost in our children; and for the following activities it will be phonemic awareness in a second language. Considering that English is taught by a different teacher, that makes sense, since this specific teacher will design their own activities for their subject and the main tutor will design their own activities for their matter, always having in mind each other and the common project, so they can design complementing activities in the different languages with communication and cooperation.

Note: we are going to approach the Jolly Phonics method using its songs, pictures, and gestures in the English Corner before we do the following activities, so while doing them they will be familiarised with the phonics method, plus the gestures and other visual aids that the method offers will serve us as a guide to help the children with the phonemic acquisition. Also, since it is an approach to JP we will not follow the same sound introduction order as the method recommends, because in this context we will have different needs and interests to properly develop our project. Of course, we are not going to jump to complicated digraphs and tricky sounds, but the simple ones, mainly the first three groups, will be presented in different times as we need them. This is not a proposal to show how to implement JP from scratch nor an example of the method as it is (there are plenty on the Internet and books), but we are going to adapt it to our goals, that are to develop phonemic awareness in a second language inside a specific context and to teach English in a significative way to non-native children.

ACTIVITY 1: HONEY JAR

DEVELOPMENT	<p>Children will have a DIY bee that needs to grab some honey from different flowers. In the blackboard, there will be some flowers with different letter sounds from the first 3 groups. The teacher will say a sound with its respective gesture, so children will have to stamp their bees onto the right flower/letter. Once everyone has made this a few rounds, the teacher will say a short CVC word (divided into sounds) to each child so they will have to go with their bees from the first flower to the last saying the sounds and blending them. (E.G. Teacher: /b/ /u/ g/ Child (touching each flower and tracing the letter with their finger): /b/ /u/ /g/ bug! Finally, they will have to write the word in a paper and put it inside a “word honey jar”.</p> <p><i>*For this specific activity we must introduce the only digraph we need for the project: /ee/*</i></p>
OBJECTIVES	To recognise phonemes, to link phoneme-grapheme, to blend, to segment.
SETTING	Assembly
RESOURCES	Crafted bee, crafted flowers with letters, honey jar.

ACTIVITY 2: GRASSHOPPERS

DEVELOPMENT	<p>There will be some letters in green flashcards (shaped as leaves) on the floor. The teacher will do a sound with its gesture and the children will have to hop onto the right flashcard as if they were grasshoppers. Once they are on the top of the flashcard, they will have to say the sound and do the gesture as well. After that, they will play the role of the teacher and they will make the sound and gesture to their classmates. We will increase the difficulty of the game after a few rounds. Now, the students will have “antenna headbands” with the sounds/letters. They cannot see it, but their classmates can. In pairs, one child will have to make the sound or gesture they see on the other child’s head to their partner and the second one will have to hop onto the flashcard. Finally, they can check themselves if they are on the same flashcard as their headbands by taking them off.</p>
OBJECTIVES	To associate grapheme-phoneme, to produce phonemes, to relate JP gestures to sounds.
SETTING	Assembly

RESOURCES	Flashcards shaped as leaves, antenna headbands.
------------------	---

ACTIVITY 3: SPIDER NET

DEVELOPMENT	We will tape out a web on the floor with masking tape. Children will walk along the web, being careful not to fall off, to collect word or letter cards. While they are walking, they will find small papers with drawings of insects that are “trapped” on the web. They will have to turn them to see words or letters on the back. If they have a word (the CVC words from the “honey jar” they already know) they will try to read it. If they have just a letter sound they will have to make its gesture and shout: song time! So, then we will play the corresponding song to the letter sound.
OBJECTIVES	To associate a grapheme to its phoneme, to review the songs of JP.
SETTING	Assembly
RESOURCES	Masking tape, printed copies of bugs, interactive whiteboard.

ACTIVITY 4: ANTS ON MY ARM

DEVELOPMENT	The children will have cardboard ants stuck to their bodies and they have to remove them. They can only get rid of the ants by finding out what sound the letters on the ants' backs represent. When everyone has managed to get rid of the ants, it will be time to classify them by families, each one to its own anthill. The teacher will say a sound helped with its gesture and everyone has to find out which anthill it is (each anthill will be marked with a letter) and then introduce all the ants that carry the same sound that the anthill represents.
OBJECTIVES	To recognise the correspondence grapheme-phoneme.
SETTING	Assembly
RESOURCES	Cardboard ants, anthills or a few glass recipients and blue tack.

ACTIVITY 5: LADYBUGS

DEVELOPMENT	For this activity we will have created laminated ladybugs with Velcro dots with different letters on it. The children will have to create short CVC words on the head of the ladybug and, finally, they will have to read it and write it on the individual mini blackboard or on the same laminated sheet.
OBJECTIVES	To segment, to blend.
SETTING	Table time
RESOURCES	Crafted ladybugs, Velcro, mini-blackboards, whiteboard marker.

ACTIVITY 6: CATERPILLARS

DEVELOPMENT	Let's make caterpillars. Each caterpillar will have on its head the JP image corresponding to each phoneme, the children will have to thread the beads with the corresponding letter to form a caterpillar, for instance: the caterpillar with the picture of the plane will have the "N" beads. Once they have the caterpillars they will produce the sound of the spelling. The second caterpillar will have a CVC word written on it, and they will have to thread the beads with the corresponding images, thus segmenting the word into different sounds they will have to pronounce.
OBJECTIVES	To segment, to associate JP images with sounds, to pronounce different phonemes.
SETTING	Table time
RESOURCES	Thread, beads, printed JP images.

ACTIVITY 7: BEE BOT

DEVELOPMENT	For this activity we will use the Bee Bot over a mat with different letters written on it. The mat will be the garden the Bee has to explore, but children have to help it programming it. Here we will include simple commands like forward, backward, turn left, and turn right. The teacher will say the Bee wants to go to "sssss" while doing its corresponding gesture with her hands, so the students will have to program the Bee to help her arrive to that grapheme. After a few rounds, the teacher will be the one using
--------------------	--

	the bot making it “travel” over CVC words, so the children will have to blend all the sounds and say the word the Bee is “saying”.
OBJECTIVES	To recognise sounds, to associate gesture with written code and sound, to blend.
SETTING	Assembly
RESOURCES	Bee Bot, mat, pens.

ACTIVITY 8: EXPLORERS

DEVELOPMENT	<p>In the classroom there will be a few cardboard ant trails that lead to somewhere...We don't know where, so we have to be explorers for a day. With a magnifying lens each we will have to follow the ants and see where they go. There will be 9 trails of 3 different colours and each of the trails will lead to some fruit with a letter written on it. At the end we will have 9 letters that we have to divide into colours: yellow, red and blue. With these letters we will have 3 groups of sounds, children will have to make the sound and its gesture and try to put them in order to write 3 words in the blackboard. Finally, we will have the sentence: BUGS ARE FUN.</p> <p><i>*For this activity we will have introduced previously the word ARE as it is a tricky one but is very common to find*</i></p>
OBJECTIVES	To identify grapheme-phoneme correspondence, to blend.
SETTING	Assembly
RESOURCES	Cardboard ants of different colours, magnifying lenses, blackboard, chalk.

ACTIVITY 9: DANCING WITH THE BUTTERFLIES

DEVELOPMENT	The teacher will hang some paper butterflies around the classroom. Each butterfly will have a letter the students already know. The teacher will play a musical instrument and the children will have to dance through the classroom. When the teacher pronounces a phoneme, the children will have to find the corresponding butterfly and dance under it with the specific JP gesture related with that phoneme.
--------------------	--

OBJECTIVES	To listen and to associate phoneme-grapheme and JP gesture.
SETTING	Assembly
RESOURCES	Paper butterflies, musical instrument.

The last activity will serve as the union point of both languages (L1 and L2) and as a closure activity of the project. Also, they will learn vocabulary and phonemic awareness at the same time in the two languages, which will serve as a useful tool to create a motivational and significative learning process. In their native language they will be doing posters of the different insects the have learnt through the project and its main characteristics to show to the families in their own “museum” or bugs exhibition, but they will also have to include the name of the bugs in English in those posters. This is how we are going to do it:

ACTIVITY 10: BUG HUNT	
DEVELOPMENT	The teacher will hide different toy bugs all over the playground for the children to find them. She will say she is looking for the /a/ /n/ /t/ ant! /b/ /ee/ bee!... and they will have to run around the playground to find them. Once they have collected every bug, they will take a picture to each of the toys with the school’s tablet. The teacher will print them, and they will have to write the names of the different bugs underneath each picture as the teacher dictates the phonics. After that, they will stick all the pictures on the original L1 posters so they will have both languages together.
OBJECTIVES	To segment, to blend, to acquire vocabulary.
SETTING	Assembly + Table Time
RESOURCES	Toy bugs, magnifying lens, tablet, printer, pencils.

*This one and the previous and following (see chapter 7.11.) charts describing activities are own elaboration. *

7.10. Methodology

As mentioned before, for this proposal we are going to follow the pedagogical aspects of the Project Based Learning methodology and the Jolly Phonics method to learn phonemic awareness in a significant context.

It is a methodology based on experimentation, joy, learn while playing... Thanks to this methodology we achieve children to have fun while learning at the same time they build their own new knowledges outside the traditional method based on repetition and memorisation. With this methodology they will develop their skills in all the different areas of the curriculum under the same topic, including English phonemic awareness.

Moreover, during the Project the different individual aspects will be minded, with the aim of give an answer to the different capacities, rhythms, and mature levels of the students.

To develop this project, we will have in mind and follow the methodological orientations of the Decree 56/2022, so some methodological actions will be developed, such as:

❖ Climate of well-being

It is essential to create a warm, safe and welcoming environment that provides the child with the security and balance necessary for their relationships with the environment and with other people. Therefore, the necessary time must be provided so that every moment is experienced as something pleasant.

❖ Organization of the learning environment

The environment is made up of spaces, materials and times, and is seen as an educational agent of the first order. An adequate design of these aspects must meet the following criteria: facilitate action and research; allow experimentation and expression; invite play and recreation; favour contact and communication among the people who make up the community; activate learning processes; promote autonomy and make students responsible for specific tasks of daily life; cover individual needs as well as those of the group; promote safety and well-being; establish contact with nature and their

immediate environment; and respect gender equality by working against sexist stereotypes.

❖ Making the organization of space and time more flexible

Space and time, as adaptable elements, favour the development of varied experiences and promote the autonomy of girls and boys. Flexibility to adapt to personal rhythms of activity and rest provides them with security and allows them to anticipate. In the first cycle, the temporary unit of programming will revolve around the backbone of food, hygiene and rest.

❖ Globalizing approach

The approach to the knowledge of reality has to be carried out with a totalizing intention regarding the elements that compose it. According to this, the child acts as a functional unit in which all his or her individual characteristics intervene and perceives the environment as an undifferentiated reality. Learning is the product of the establishment of multiple connections between what is new and what has already been learned. So we believe that the PBL is one of the best ways to ensure this action to be developed properly.

❖ Spontaneous motor activity and play

Spontaneous motor activity is the privileged medium that allows children to express their sensations, emotions, perceptions and representations, as well as to learn about the world and relate to other people. Their action manifests their capacity to undertake an activity, to organize it and to carry it out, therefore it will be taken care of and respected.

Play is the most effective and widespread means of achieving the goals of early childhood education, and will address the intellectual, emotional, social and psychomotor dimensions. Through play, the girl and the boy, adjust the external world to the internal world of their mental structures, it must be done without sexist stereotypes.

❖ Classroom diversity

Ethnic and cultural diversity makes it possible for boys and girls to have access to the different social uses and customs from an open and integrating perspective that allows them to learn about the different cultural and linguistic manifestations present in society

and thus generate attitudes of acceptance, respect and appreciation. In order to adapt the intervention to the different levels of learning and development, the educational staff will take into account the necessary information about the students and their socio-familial context, in order to know and understand their personal history. Educating in diversity implies conceiving education in a broad, open, egalitarian and flexible way and means attending to the linguistic, social, cultural and personal differences that occur in the classroom.

For all these reasons, and in order to provide clear and direct attention, the Universal Design for Learning (UDL) will be considered as a model that responds to the needs of each person, based on equity, inclusion and diversity.

❖ The role of educational personnel

The establishment of quality emotional bonds with the significant people around them will enhance children's interaction and curiosity to know and understand reality. For schooling to become an exciting and satisfying first life experience, it must take place in a rich, safe and stimulating environment.

The attitude of the educational staff must enable experiences that foster autonomy, relationships, trust, enthusiasm for learning and respect for the child. The children's emotions will be welcomed with an attitude of listening, acceptance, and respect for their person.

Empathetic relationships with an appropriate tone of voice and gestural language, attention to the basic needs related to their physical and emotional security, a welcoming atmosphere, respect and stimulating dialogue will contribute to the quality of the teaching-learning process.

The educational staff will provide good treatment, protection, comfort and limits, taking into account the physiological and psychological needs of the students; they will accompany them by offering spaces, materials and contexts that encourage the development of their attitude towards active, lively, meaningful and egalitarian learning.

❖ Cooperation with families

Fathers, mothers or persons exercising guardianship over the children are the ones who are primarily responsible for their health, well-being and development; therefore, it is essential to facilitate their participation in the creation of a secure attachment in the educational environment. This participation may include their presence in the classroom, especially during adaptation periods. It is necessary for the centre to share the educational work with the family, completing and extending the formative experiences of development. For this to be possible, there must be sufficient communication and coordination between both parties.

❖ Daily life

The axis that must favour the global and harmonious development of the children must be the daily life, understood as the framework in which the day-to-day experiences are developed. It will be planned in a conscious and rigorous way, starting from the children's knowledge.

Daily life, considered as a set of experiences, experiences and sensations, will provide a scenario for the life of an organized social group, allowing the construction of the common history of that group, as well as the satisfaction of the individual needs of each child.

7.11. Attention to the individual needs

For the purposes of the provisions of Decree 56/2022, the diversity of students must be taken into account and responded to: different abilities, learning rhythms and styles, motivations, social, cultural, linguistic and health situations.

The educational intervention must contemplate this diversity prior to its execution, having prepared adaptations for both expansion and reinforcement. Through observation, these adaptations will be put into practice if necessary.

Following the measures of attention to diversity of article 14 of the same Decree, diversity will be addressed in a way that encompasses all students "through general measures based on criteria of organizational flexibility and inclusive attention, in order to

promote self-esteem and positive expectations in students and their family environment" and thus obtain the achievement of the objectives of the project.

Likewise, we must indicate that the special educational needs of the students would be considered in case there are any, which cannot be considered as such without a previous diagnosis as mentioned in chapter 7.1 page 29. In year 3, the diagnoses are not usually given unless they are cases such as, for example: Down Syndrome, maturational delays, paralysis, etc. being at 5/6 years old when they begin to diagnose cases of more specific SEN (Special Educational Needs) such as dyslexia, high abilities, or ADHD. However, we must know how to deal with students with specific characteristics, different learning rhythms or a particular symptomatology with appropriate tools.

To show an example of how this would be carried out with this project, the strengthening and extension adaptations of some of the proposed activities will be shown below. It is important to note that Jolly Phonics is a very rich method that already includes different visual aids, songs, stories, and gestures in order to cope with all the different styles of learning. However, we are supplying a few examples of how an activity of this project could be modified in order to match with lower or higher rhythms than the expected for this age group.

1. HONEY JAR	
EXTENSION	Instead of spelling the CVC word, the teacher will say it as a whole: "BUG" and the child will have to try to segment what he heard in three phonemes /b/ /u/ /g/.
STRENGTHENING	For children that find this tricky, the teacher will help these children pointing to the JP chart where the image of the letter (not the letter itself) she is making is (for instance, for the sound "nnnn" she will point to the image of the plane), so they can associate phoneme-grapheme easier.

7. BEE BOT	
EXTENSION	For children who do not find a challenge in this activity, we are only going to say the phoneme they have to look for, without the JP gesture that is mentioned above. When they arrive to the letter with the bot, they can try to think of a word that starts with that sound.
STRENGTHENING	For children who find this activity very challenging we are going to add the image of the JP chart next to the written letter on the mat, so it is easier for them to find it, together with the gesture that is already done.

8. BUG HUNT	
EXTENSION	In this version the children that need an extra challenge will also “write” the words with printed images of the JP chart apart from writing them normally. This will serve as the aid for the children with a lower rhythm of learning for the same activity.
STRENGTHENING	As an adaptation of this activity the children with an extended version will be the guides for children that need an extra help to accomplish the objective. In this version of the activity children will have the visual aid of the word written with the JP images so its easier for them to know which letter they must write.

7.12. Organization of the setting and timing of the project

This project will be carried out during the spring trimester: from the last week of March to May. At this point, children will already be aware of the Jolly Phonics method that they will have learnt during the previous trimesters. We will carry the project out every school day of the week, understanding that through PBL we will pursue objectives

and contents of all the areas of the curriculum of the stage that concerns us. It is necessary to clarify that English is not taught every day according to our curriculum, so the project in this language will be done two days a week, while in their mother tongue it will be done every day on a specific time of the day according to the schedule.

The timing will be governed by the principle of flexibility, but maintaining a routine of activities that allows students to create stable habits. When planning the distribution of activities throughout the daily day, the need to maintain adequate rhythms of alternation between:

- ✓ Rest periods and periods of activity.
- ✓ Activities that require attention and concentration and activities that do not require them.
- ✓ Dedication time for students who need individualized attention.

The organization of the environment or setting will be through different spaces or corners, one of these being the Jolly Phonics corner. In addition, the project will also be extended to the outside (playground, garden, field trips) for specific activities to work on this project in a global way making the school a significant place and using it as an educational resource.

In the hours of English, we will make individual and group activities, divided into table time and assembly respectively. For the individual activities they will be seated in the tables and the teacher will be explaining the activity to everyone at the same time, later, they will work alone with the teachers' supervision. The specialist teacher will call the students by order of list or according to her criteria (who is at that stage of learning or who needs strengthening, extension, etc.) to assess their learning and ensure that they understand and achieve the marked objectives of each individual activity. On the other hand, group activities will be carried out during assembly time all together, they will do the activities as a group thinking and acting together. The normal timing of the English lesson will consist in assembly (working on calendar and weather, vocabulary, greetings), Jolly Phonics corner (doing the previous detailed activities and de usual JP procedure with its songs and stories), and review of the day to conclude.

8. Conclusions

We have seen how children develop their abilities to read and write, and following with the natural stage of life in which normally they acquire literacy skills, we have chosen to teach them through one of the synthetic methods, Jolly Phonics, to integrate into Project Based Learning.

We can conclude that Jolly Phonics benefits the acquiring of literacy skills in a second language as it is a very rich methodology and includes very useful tools such as visual aids (images, gestures) and songs. The multisensory approach employed by Jolly Phonics, with its focus on phonics instruction and sound-symbol relationships, is known to be effective in promoting language acquisition and literacy skills. By engaging students in interactive and dynamic activities, Jolly Phonics nurtures their phonemic awareness and lays a solid foundation for their language development for the future stages. Also, it is really convenient for its use in non-native users, since it is an engaging method for young learners that provides different tool to adapt to different learning styles.

Through this paper we have also reviewed the legal framework of Asturias regarding literacy acquisition because we tried to develop a proposal for this region of Spain. Following with its statements and recommendations, we believe that using a methodology such as Project Based Learning could be useful to make the learning process of a second language (specifically phonemic awareness) something significative and engaging. Not to mention that this same paper could be adapted to different curriculums in other regions of the country.

In this dissertation we have explored the effectiveness of incorporating English as a second language (ESL) through Jolly Phonics, emphasizing the importance of Project Based Learning (PBL) as a useful tool in this process to make it more significative and motivational for the learners. Through the development of the topic, it has become evident that the coordination between teachers during project-based activities plays a crucial role in facilitating the language acquisition process for young learners and in achieving the objectives together. Additionally, this paper has highlighted the significance of phonemic awareness in developing competence in a second language during the early years, as this

way they will become better readers in English in the further stages of their education as well as closer to the language.

Moreover, with this paper we have emphasized the value of PBL as an instructional strategy in ESL classrooms. PBL not only fosters student engagement and motivation, but also facilitates the application of language skills in real-world contexts. Through collaborative and project-based activities, students have the opportunity to apply their English language knowledge and skills in meaningful ways, enhancing their language proficiency and communicative competence.

The activities that were developed for this proposal can serve as a valuable tool for other teachers and professionals on the field of education. They were designed to engage students and promote active and significative learning of a second language in the classroom, within a meaningful context for them. Not only do we believe that applying these combined methods will enhance better learning processes, but also boost the interest and motivation towards a foreign language. All the proposed activities are an idea of what can be done if we want to integrate Jolly Phonics into PBL, so they can serve as the start or shed light to new ideas to do the same thing considering the different contexts of the interested readers. The main idea that this activities offer is to foster phonemic awareness and acquisition of a second language by using gestures, movement, creativity, music, science, logics...in another language having in mind the same thing: the sound of a foreign language.

The coordination between teachers during project-based activities emerges as a crucial factor in maximizing the benefits of ESL instruction. Effective collaboration among teachers ensures consistent integration of language learning objectives into the project design and facilitates the reinforcement of language skills across various subject areas. This coordination allows for a cohesive and comprehensive learning experience, enabling students to develop language skills while exploring diverse content areas.

Lastly, this paper has highlighted the significance of phonemic awareness in second language acquisition, particularly during the early years. Building phonemic awareness in the second language enables young learners to recognize and manipulate the distinct sounds and phonemes, strengthening their overall language proficiency. By integrating phonemic awareness activities within ESL instruction, teachers can help students develop

a solid foundation for effective language learning. We also have seen that Jolly Phonics could be useful not only as it is (following the method according to the books) but modifying it as we need and integrating its meaningful tools and materials in our own teaching style within a context. It is about using the main idea, which is very exhaustive and well developed, but taking your context and students into account.

In conclusion, this dissertation has shed light on the importance of incorporating English as a second language through Jolly Phonics, using Project Based Learning as an effective tool, fostering coordination between teachers, and emphasizing the significance of phonemic awareness in the early years. By implementing these strategies in ESL classrooms, educators can create a dynamic and enriching learning environment that supports students' language acquisition and overall linguistic development.

9. References

- Anatolievna, E. (2014). La enseñanza de la escritura y lectura de textos académicos a los futuros investigadores educativos. *Innovación educativa*, 14 (65), 99-113.
- Aramburu, R. (2012). *Análisis de los métodos de lectoescritura en español desde la perspectiva de la conciencia fonológica*. Universidad Internacional de La Rioja.
- Ariati, NPB, Padmadewi, NN & Suarnajaya, IW (2018). Jolly phonics: effective strategy for enhancing children English literacy. *SHS Web of Conferences* 42,00032 (2018) <https://doi.org/10.1051/shsconf/20184200032> GC-TALE 2017.
- Blanco, M. (2017). *Learning through Jolly Phonics in early years in a bilingual setting*. Universidad de Valladolid.
- Bryant, P., & Bradley, L. (1998). *Problemas infantiles de lectura*. Madrid: Alianza.
- Cassano, C. M. (2019). Phonological awareness in early childhood literacy development. *International Literacy Association*. Newark.
- Cascales, A.& Carrillo M. E. (2018). Aprendizaje basado en proyectos en educación infantil: cambio pedagógico y social. *Revista Iberoamericana de Educación*. Vol. 76, 79-98.
- Chicharro-López, J. (2004). Escuela Infantil y ciencia: el método científico para entender la realidad circundante. Retrieved from: www.colaboraeducacion30.juntadeandalucia.es
- Chomsky, N. (2006). *Language and mind*. Cambridge: Cambridge University Press.
- Cohen, R. (1989): *Aprendizaje precoz de la lectura, ¿a los 6 años es demasiado tarde?* Madrid: Cincel.
- Decreto 56/2022, de 5 de agosto, por el que se regula la ordenación y se establece el currículo de Educación Infantil en el Principado de Asturias.
- Decroly, O. (2006). *La función de la globalización y la enseñanza*. Madrid: Biblioteca Nueva.

- De la Torre, M., Guerrero, M., Conde, M. & Carlos, R. (2002). *Komunica. Programa para el desarrollo del conocimiento fonológico*. Málaga: Aljibe.
- Duverger, M. (1996). *Métodos de ciencias sociales*. Madrid: Ariel.
- Ehri, L. C. (1997). Learning to read and learning to spell are one and the same, almost. Learning to spell: Research, theory, and practice (237-269). Mahwah, NJ: Erlbaum.
- Feenstra, C. (2004). *El niño superdotado*. Barcelona: Medici.
- Forsey, S. (2016). *Synthetic Phonics for CLIL Teachers*. Centro Aragonés de Lenguas Extranjeras para la Educación. Extracted from: <https://centrolenguasaragon.files.wordpress.com/2016/10/synthetic-phonics-course-session-1.pdf>
- Hazan, V. (2005). Effect of audio-visual perceptual training on the perception and production of consonants by Japanese learners of English. 47, 360-378.
- Helm, J. H. & Katz, L. G. (2011). *Young investigators: The Project approach in the early years*. New York: Teachers College Press.
- Imaz, J. I. (2015). Aprendizaje Basado en Proyectos en los grados de Pedagogía y Educación Social: “¿Cómo ha cambiado tu ciudad?”. *Revista Complutense de Educación*, 26(3), 679-696.
- Jiménez, J. E., & Muñetón, M. (2002). *Dificultades de aprendizaje de la escritura: aplicaciones de la psicolingüística y de las nuevas tecnologías*. Madrid: Trotta.
- Jolly Phonics. 2019. Copyright © 2019 Jolly Learning Ltd. All Rights Reserved. Last Modified June 24, 2019. <http://jollylearning.co.uk/overview-about-jolly-phonics>.
- Journal of the Simplified Spelling Society, 28, 2000/2 pp 16-18.
- Kilpatrick, W. H. (1918). *The Project Method*. New York: Techers College Record, 19(4), 319- 335.
- Knoll, M. (1997). The Project Method: Its vocational education origin and international development. *Journal of Industrial Teacher Education*, 34 (3), 59-80.

- Ley Orgánica 2/2006, de 3 de mayo, de Educación. Boletín Oficial del Estado, 106, de 4 de mayo de 2006.
- McLaughlin, M. (2019). Reading changes your brain and life for the better. *Business Insider*. Extracted from: <https://www.businessinsider.com/neurosurgeon-reading-changes-your-brain-and-life-for-the-better-2018-10>.
- Monereo, C. (2007). L'aprenentatge estratègic: F.A.Q. *Perspectiva escolar*. 2007, n. 312, febrero; p. 2-10.
- Mora, F. (2020). *Neuroeducación y lectura*. Madrid: Alianza.
- Owens, R. E. (2003). *Desarrollo del lenguaje*. Madrid: Prentice Hall.
- Parejo, J. L & Pascual, C. (2014). La pedagogía por proyectos: Clarificación conceptual e implicaciones prácticas. *3rd Multidisciplinary International Conference on Educational Research*, 1-11. Segovia.
- Peñafiel, M. (2009). *Guía de intervención logopédica en la disgrafía*. Madrid: Síntesis.
- Piaget, J. (1983). *Seis estudios de psicología*. Madrid: Ariel.
- Portilla, C., & Teberosky, A. (2007). La influencia de la escritura en la comprensión del significado y la forma en variaciones lexicales del español en niños preescolares. *Forma y Función*, 20, 79-93.
- Pozuelos, F. J. & Rodríguez, F. (2008). Trabajando por proyectos en el aula. Aportaciones de una investigación colaborativa. *Investigación en la escuela*, 66, 5-27.
- Quintana, I. (2019). *Jolly Phonics, a method to acquire L2 pronunciation by young learners*. Universidad de las Islas Baleares.
- Real Decreto 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil.
- Roach, P. (2011). Glossary: A little encyclopaedia of phonetics.
- Sánchez, S. (2020). *Propuesta de intervención para el periodo de adaptación a través de la metodología de Aprendizaje Basado en Proyectos*. Universidad de Oviedo.

- Torrego, L. & Martínez, S. (2018). Sentido del método de proyectos en una maestra militante en los Movimientos de Renovación Pedagógica. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 21(2), 1-12. DOI: <http://dx.doi.org/10.6018/reifop.21.2.323181>
- Treiman, R. (1994). Use of consonant letter names in beginning spelling. *Developmental Psychology*, 30, 567-580.
- Trujillo, F. (2012). Enseñanza basada en proyectos: una propuesta eficaz para el aprendizaje y el desarrollo de las competencias básicas. *Eufonía – Didáctica de la Educación Musical*, 55, 7-15.
- United Nations Educational, Scientific and Cultural Organization. Institute for Statistics. Glossary. <https://uis.unesco.org/node/3079547>
- Vergara, J. (2016). *Aprendo porque quiero: el Aprendizaje Basado en Proyectos (ABP) paso a paso*. Madrid: SM.
- Vizcaíno, I. M. (2008). *Guía fácil para programar en Educación Infantil (0-6 años). Trabajar por proyectos*. Madrid: Wolters Kluwer.

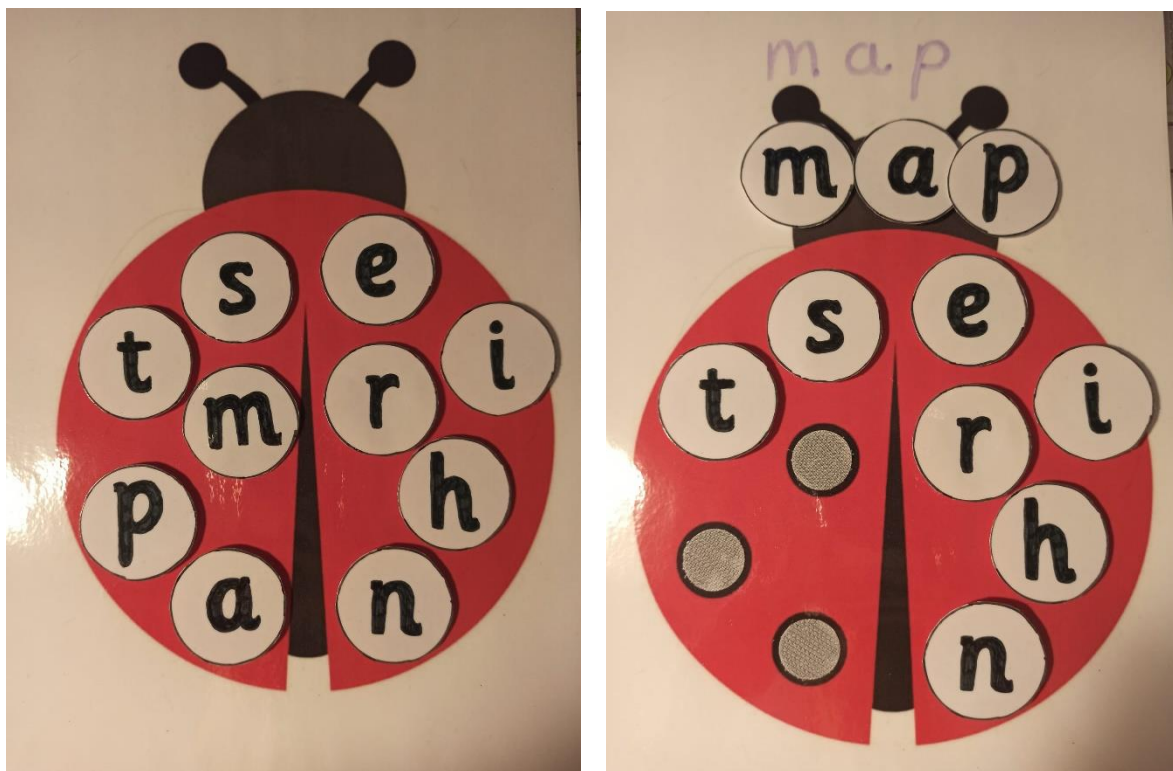
10. Annexes

Annex 1: Materials for activity 1. *Honey Jar*: bee, flowers, honey jar.



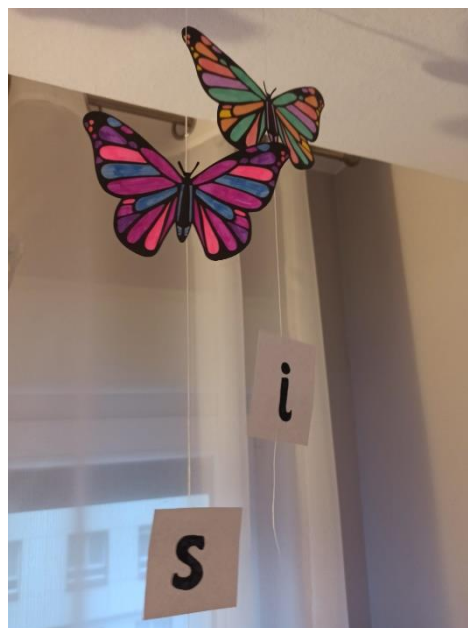
Own elaboration.

Annex 2: Materials for activity 5. *Ladybug*: laminated ladybug with Velcro dots and letters.



Own elaboration.

Annex 3: Materials for activity 9. *Dancing with the butterflies*: hanging butterflies and letters.



Own elaboration.