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Topic 14: Methods and techniques aimed at the acquisition of communicative competences. Methodological foundations specific to the teaching of English

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1. Introduction

The teaching of English in Primary Education must be understood as an educational process aimed at enabling children to participate progressively, confidently and critically in communicative situations. Learning a foreign language is not restricted to memorising isolated words, reproducing grammatical patterns or completing decontextualised exercises. It involves developing the capacity to understand, express, negotiate meaning, collaborate, mediate information and interact appropriately in diverse social, cultural and digital contexts.

This communicative conception is fully aligned with the educational approach established by **Organic Law 3/2020, of 29 December, amending Organic Law 2/2006 on Education (LOMLOE)**. The law promotes competence-based learning, inclusion, equity, personalised support, active participation and the development of learners who can use their knowledge to respond to real-life challenges. Consequently, English lessons should contribute not only to linguistic development but also to the achievement of the Key Competences and the Primary Education Leaving Profile.

The current curriculum requires teachers to make coherent methodological decisions. These decisions must be grounded in sound theories of language acquisition, adapted to pupils' developmental characteristics and linked to assessment criteria, specific competences and basic knowledge. The teacher is therefore expected to create meaningful communicative environments in which English becomes a tool for learning, social interaction, creativity and intercultural understanding.

This topic examines the concept of communicative competence, the principal methodological foundations underpinning the teaching and learning of English, and the most relevant approaches, methods and classroom techniques. It also addresses assessment procedures and the specific regulatory framework governing Primary Education in the Community of Madrid. Particular attention is paid to the development of pupils' communicative abilities through meaningful, purposeful and learner-centred language experiences. Finally, the topic considers the need to provide an inclusive educational response to pupils with specific educational support needs, ensuring that all children are given equitable opportunities to access, participate in and make sustained progress in foreign language learning.

2. Communicative competence in Primary English education

2.1 The concept and components of communicative competence

Communicative competence refers to the ability to use language effectively, appropriately and strategically in meaningful contexts. It goes beyond formal linguistic accuracy because a pupil may know a considerable number of words or rules and still be unable to participate in a simple conversation, understand a short message or adapt a response to an interlocutor.

The communicative view of language is particularly relevant in Primary Education because children learn languages through participation, repetition with purpose, imitation, play, physical movement, emotional engagement and social interaction. For this reason, English teaching should provide frequent opportunities to listen, observe, speak, read, write, cooperate and reflect on language in contexts that make sense to pupils.

The Common European Framework of Reference presents language learning as action-oriented. Learners are considered social agents who mobilise linguistic, cultural, cognitive and strategic resources to perform tasks. The **Council of Europe (2020)** emphasises that communication includes reception, production, interaction and mediation. This broader perspective is highly valuable in Primary Education because children often communicate by combining gestures, images, prior knowledge, key words, visual support and emerging linguistic resources.

Communicative competence includes several interconnected dimensions:

- **Linguistic competence** involves knowledge and use of vocabulary, grammar, pronunciation, spelling and discourse patterns. In Primary classrooms, this competence should be developed through comprehensible and repeated exposure to language in context. For instance, when pupils prepare a class weather report, they can repeatedly use structures such as “It is sunny”, “It is windy” or “You need a jacket”, while grammar and vocabulary are embedded in a communicative purpose.

- **Sociolinguistic competence** concerns the ability to select language that is appropriate for the situation, the relationship between speakers and the communicative intention. Young learners need to understand that asking a friend for a pencil, greeting a visitor, making a request or apologising require different expressions and degrees of politeness. A classroom routine in which pupils welcome a new classmate, ask “Can I help you?” and offer support can develop such awareness naturally.

- **Pragmatic and discourse competence** refers to organising messages coherently and understanding how texts work. Pupils gradually learn to sequence ideas, use connectors, identify the purpose of a message and recognise different genres. A Year 5 class creating instructions for a playground game, for example, needs to use an appropriate title, imperative forms, ordered steps and clear visual layout. The communicative success of the text depends on its organisation as much as on isolated grammatical accuracy.

- **Strategic competence** enables learners to overcome communication difficulties. Children can use gestures, point to an image, ask for repetition, paraphrase with simpler language or rely on a known word to explain an unknown one. Teaching expressions such as "Can you repeat, please?", "I do not understand", "How do you say. . . ?" and "It is like. . . " makes pupils more autonomous and reduces anxiety when they encounter a gap in their linguistic repertoire.

- **Intercultural competence** involves curiosity, respect and the ability to recognise linguistic and cultural diversity. English should not be presented as belonging exclusively to one country or one standard variety. It is a global means of communication used by people with diverse identities, accents and cultural references. Comparing school routines, celebrations, food habits or environmental initiatives from different English-speaking communities can foster respect without reducing cultures to stereotypes.

- **Mediation competence** consists of making information accessible to others. At Primary level, mediation may involve explaining the rules of a game to a classmate, using a drawing to clarify a short English message, summarising the key idea of a poster or helping a peer understand classroom instructions. This competence promotes collaboration and acknowledges that communication is often a shared construction rather than an individual performance.

These dimensions should be taught in an integrated manner. A lesson based only on verb conjugation may help pupils practise form, but it does not necessarily develop their capacity to communicate. Conversely, purely spontaneous interaction without linguistic scaffolding may lead to fossilised errors and limited progress. Effective teaching balances meaningful communication with explicit, age-appropriate attention to language.

2.2 The curricular framework for communicative competence

The communicative orientation of English teaching is established in **Royal Decree 157/2022, of 1 March, establishing the organisation and minimum teaching requirements for Primary Education**. The Foreign Language area contributes directly to the development of multilingual competence, communicative competence, personal and social competence, citizenship competence, digital competence and cultural awareness and expression.

The curriculum understands language as a tool for communication, learning and social participation. Its specific competences require pupils to comprehend oral, written and multimodal texts; produce understandable messages; interact with increasing autonomy; mediate simple information; reflect on linguistic functioning; and value linguistic and cultural diversity. These competences are connected to assessment criteria which focus on observable performance in communicative situations rather than exclusively on the recall of vocabulary or grammatical terminology.

The basic knowledge established by **Royal Decree 157/2022** includes communicative functions, text types, vocabulary, grammatical patterns, sound-spelling relationships, learning strategies, intercultural content and digital communication. These elements must not be treated as separate blocks. They should be selected and organised according to the communicative needs of a learning situation. Thus, when a class designs a digital guide to healthy habits, pupils can work simultaneously on food vocabulary, frequency adverbs, persuasive expressions, reading short infographics, oral interaction and responsible use of digital tools.

The Primary Education Leaving Profile envisaged in **Organic Law 3/2020** and **Royal Decree 157/2022** requires learners to communicate appropriately in different contexts, respect diversity, cooperate with others and use digital technologies safely and critically. English teaching can contribute decisively to this profile when it promotes authentic purposes, intercultural dialogue, collaborative learning and critical reflection on information.

3. Methodological foundations for the teaching of English

3.1 Learner-centred, inclusive and competence-based learning

A sound methodology begins with an understanding of the learner. Primary school children differ in cognitive development, linguistic background, interests, prior experiences, attention span, memory, confidence and sensory preferences. Therefore, English teaching must be flexible, emotionally safe and responsive to diversity.

A learner-centred approach means that planning starts from pupils' needs and potential rather than from the textbook sequence alone. The teacher identifies what pupils already know, what they need to learn and what support will enable them to participate successfully. This does not imply abandoning curricular rigour. On the contrary, it involves selecting clear learning goals and designing accessible pathways towards them.

Competence-based learning requires pupils to mobilise knowledge, skills, attitudes and strategies in meaningful situations. The educational value of an activity does not lie merely in its entertainment potential but in whether it enables learners to use English purposefully. For example, a matching worksheet on animals may help consolidate vocabulary, but its communicative value increases when pupils use the information to create and present a simple "Save the Animals" campaign, deciding which animals need protection and explaining why.

The principles of Universal Design for Learning are particularly useful in this area. Teachers should provide multiple means of engagement, representation and action or expression. A story can be presented through oral narration, images, gestures, printed text and audio. Pupils can show understanding by pointing, sequencing pictures, answering orally, recording a voice message or producing a short written caption. Such variety benefits all learners and is especially important for pupils with specific educational support needs.

The inclusive perspective is reinforced by **Decree 23/2023, of 22 March, regulating educational provision for students' individual differences in the Community of Madrid**. This regulation establishes the need to identify barriers to learning and participation, provide preventive and personalised measures, coordinate educational responses and ensure that pupils receive the support needed to attain the objectives of their educational stage. In English lessons, inclusion means more than simplifying tasks. It requires preserving meaningful participation while adapting access, scaffolding, pacing, grouping, resources and expected output.

A pupil with hearing difficulties may benefit from visual instructions, preferential seating, written keywords and access to captioned audiovisual material. A pupil with dyslexia may need accessible fonts, reduced copying demands, audio support and assessment formats that do not overestimate spelling difficulties. A pupil with autism spectrum condition may participate more successfully when communicative routines are predictable, role cards are explicit and group tasks include clearly defined responsibilities. These measures should be normalised as part of classroom design rather than presented as exceptional interventions.

3.2 Meaningful input, interaction and purposeful output

Language acquisition requires exposure to comprehensible, rich and recurrent input. Teachers should use English as the normal language of classroom communication to the greatest extent possible, adjusting their speech through gestures, facial expression, visuals, repetition, modelling and contextual clues. The objective is not to create an artificial English-only environment in which pupils feel lost, but to ensure that English is meaningful, understandable and increasingly functional.

Classroom language is a powerful source of daily input. Routines such as greeting, taking attendance, organising materials, checking the date, giving instructions, asking for help and closing the lesson provide repeated communicative opportunities. A teacher who says "Take out your notebook", points to the notebook and waits for pupils to respond is simultaneously teaching vocabulary, listening strategies and classroom autonomy.

Input must be followed by interaction. Children acquire communicative confidence when they use language with peers, not only when they respond individually to the teacher. Pair and group work increase the amount of meaningful talk and reduce the pressure associated with public performance. However, interaction must be carefully structured. Simply placing pupils in groups does not guarantee collaboration or language use.

Information-gap activities are especially useful because each participant holds information that another person needs. In a "Find someone who. . . " activity, pupils may ask classmates questions such as "Do you like strawberries?" or "Can you ride a bike?" in order to complete a grid. The task has a clear reason for communication, repeated oral practice and a social dimension. The teacher can provide sentence stems and visual prompts so that all pupils can take part.

Output is equally essential. Speaking and writing oblige learners to select language, test hypotheses and notice gaps in their own knowledge. Nevertheless, pupils need preparation before producing language. A sequence may begin with a model text, continue with guided analysis and rehearsal, and culminate in more independent performance. Before recording a short podcast about an endangered animal, pupils can listen to a model, identify useful phrases, organise ideas with a planning frame, rehearse in pairs and receive feedback on pronunciation and clarity.

Meaningful communication does not mean that errors should be ignored. Errors are evidence of active learning and should be addressed in a constructive way. During a fluency-oriented interaction, the teacher may take notes and provide delayed feedback afterwards, selecting recurring patterns that impede understanding. During a focused language activity, more immediate cor-

rection may be appropriate. The key principle is proportionality: correction should support communication, not inhibit participation.

4. Methods aimed at communicative language development

4.1 Communicative Language Teaching

Communicative Language Teaching places meaning, interaction and communicative purpose at the centre of classroom practice. It emerged as a response to methods that prioritised the mechanical repetition of grammatical structures without enabling learners to use language spontaneously.

Within this approach, language forms are taught in relation to functions. Pupils do not learn the present simple merely as an abstract grammatical item; they use it to describe routines, express likes and dislikes, talk about hobbies or ask others about their habits. A Year 4 lesson on daily routines may include listening to a child describe a typical morning, sequencing picture cards, interviewing a partner and presenting similarities and differences between routines. Grammar is present, but it serves a communicative objective.

The teacher's role shifts from transmitter of knowledge to designer of learning environments, language model, facilitator, observer and provider of feedback. Pupils assume an active role as participants, collaborators and reflective learners. This redistribution of roles is consistent with the pedagogical principles of **Organic Law 3/2020**, which stress active methodologies, cooperation and the adaptation of teaching to learners' diverse needs.

Communicative Language Teaching values authentic or realistic materials. Songs, menus, maps, invitations, comics, simple websites, labels, videos and classroom notices expose pupils to different text types and purposes. Authenticity should be adapted to age and linguistic level. A genuine museum leaflet may be too demanding in its original form, but selected sections can be transformed into an accessible scavenger hunt in which pupils locate opening times, prices and rules.

A critical limitation must nevertheless be recognised. If communicative teaching is interpreted as unrestricted conversation, pupils may receive insufficient support to acquire precise grammar, pronunciation and vocabulary. Therefore, communicative work should incorporate planned focus on form. After pupils have listened to descriptions of superheroes, the teacher can draw attention to the position of adjectives, model pronunciation and guide pupils to notice the difference

between “He has got” and “He is”. Explicit teaching becomes meaningful because it responds to a real communicative need.

4.2 Task-Based Language Teaching and project-based learning

Task-Based Language Teaching organises learning around tasks that resemble real communicative actions. A task has a clear goal, requires learners to use language to achieve that goal and results in an outcome that can be shared, evaluated or improved. The focus is primarily on meaning, although language forms are subsequently analysed and practised.

A typical task cycle includes preparation, task performance, planning, reporting and language focus. For example, pupils may receive a school map and work in pairs to design an accessible route for a new pupil. First, they review prepositions of place and directions through movement and visual prompts. Next, they negotiate the route using expressions such as “Go straight”, “Turn left” and “The library is next to the hall”. Finally, they present their route to another pair, who test whether the instructions are clear.

Tasks promote agency because pupils make decisions, solve problems and use language as a resource. They also facilitate differentiation. Some children may use sentence frames and labelled maps, whereas others can add reasons, alternatives or safety advice. The shared objective remains the same, but levels of linguistic complexity vary.

Project-based learning extends this logic over a longer period. It integrates several communicative skills around a relevant question, challenge or product. A project entitled “Our Eco-Friendly School” could involve reading short environmental messages, conducting a classroom survey, interpreting simple data, writing suggestions, creating posters and presenting an action plan to another class. English becomes a means of inquiry and social participation rather than an isolated subject.

This methodology supports the interdisciplinary orientation encouraged by **Royal Decree 157/2022** and **Decree 61/2022, of 13 July, establishing the organisation and curriculum of Primary Education in the Community of Madrid**. Nevertheless, projects must not become decorative activities with little linguistic depth. Teachers should identify the specific language pupils need, provide models, plan repeated rehearsal and assess both the final product and the communicative process.

4.3 Content and Language Integrated Learning

Content and Language Integrated Learning, commonly known as CLIL, involves using a foreign language to learn curricular content while developing language competence. In Primary Education, CLIL can be implemented through coordinated bilingual programmes or through smaller cross-curricular sequences within English lessons.

The approach is based on the integration of content, communication, cognition and culture. Children learn language more effectively when it is connected to meaningful knowledge and cognitive activity. A science-based sequence about the water cycle can provide opportunities to understand a process, classify vocabulary, interpret diagrams, use sequencing language and explain cause-and-effect relationships.

CLIL requires careful scaffolding because learning content through an additional language can increase cognitive demands. Teachers should not assume that exposure alone leads to acquisition. Visual organisers, labelled diagrams, gestures, sentence starters, word banks, cooperative roles and repeated oral modelling are necessary. In a lesson about plant growth, pupils may first observe real seeds, match images and key vocabulary, sequence picture cards, rehearse a short explanation and then create a labelled mini-book. This progression enables them to access both the scientific content and the English needed to communicate it.

The cultural dimension of CLIL should avoid superficial comparisons. Rather than presenting isolated facts about countries, teachers can invite pupils to investigate how communities around the world respond to shared issues, such as recycling, water conservation or healthy lifestyles. This perspective supports global citizenship and aligns with the values of equity, sustainability and democratic participation promoted by **Organic Law 3/2020**.

4.4 Cooperative, multisensory and action-oriented approaches

Cooperative learning is highly compatible with communicative language teaching because language is inherently social. Structured cooperation develops both communicative competence and personal, social and learning-to-learn competence. Positive interdependence, individual accountability, explicit social skills and group reflection are necessary for cooperation to be effective.

In a "jigsaw" reading activity, each member of a group reads or listens to different information about a city. Pupils then share their information so that the group can complete a tourist itinerary. Each child's contribution is necessary, and language is used to ask, clarify, explain and

negotiate. Assigning roles such as reader, timekeeper, language helper and reporter can facilitate participation, particularly for pupils who find open-ended group interaction challenging.

Multisensory approaches are particularly appropriate in Primary Education. Children benefit from learning through movement, rhythm, manipulation, images, music and play. Total Physical Response is useful for introducing or consolidating action language. When pupils respond physically to instructions such as "Touch something blue", "Walk to the window" or "Put the pencil under the chair", they connect meaning with action before being expected to produce the language orally.

Songs, chants and rhymes contribute to pronunciation, rhythm, memory and emotional involvement. A chant about months or classroom objects is pedagogically valuable when it is followed by meaningful use. After singing a weather chant, pupils might prepare a short forecast for different regions on a classroom map. This ensures that repetition leads to purposeful communication rather than remaining a purely performative activity.

Storytelling is another powerful multisensory method. Stories provide repetition, emotional connection, contextualised vocabulary and narrative structure. Through a picture book about friendship, pupils can predict events, identify emotions, retell scenes with puppets and create an alternative ending. The teacher can support comprehension through pauses, gestures, visual clues and repeated phrases. Story-based teaching is especially inclusive because it allows multiple forms of participation.

5. Techniques for the development of communicative competences

5.1 Oral communication and interaction

Listening and speaking should be integrated from the earliest stages. Listening activities need a clear purpose. Pupils should know whether they are listening to identify a character, follow instructions, choose a picture, order events or decide whether information is true or false. Passive exposure without a defined task often results in limited attention and does not provide reliable evidence of comprehension.

Before listening, teachers can activate prior knowledge using images, objects or key words. During listening, pupils may complete a visual organiser, raise a card or place images in sequence. After listening, they can react personally, compare answers or use the model as a basis for speaking. For instance, after hearing a short dialogue in a café, pupils may identify what each

customer orders and subsequently role-play their own café interaction using menus and polite expressions.

Oral production requires a progression from controlled to increasingly independent use. Choral repetition can be useful for practising stress and intonation, but it must be complemented by individual and interactive speaking opportunities. Dialogues, role-plays, surveys, guessing games, interviews and mini-presentations are effective when their communicative aim is clear.

Pronunciation should focus on intelligibility rather than imitation of an unattainable native model. Children need to hear and practise sounds, word stress, rhythm and intonation that affect comprehensibility. Minimal pairs can be introduced through playful discrimination activities. Pupils might listen to “ship” and “sheep”, hold up the corresponding picture and then use each word in a simple sentence. The aim is not technical phonetic analysis but clearer communication.

Teachers should establish a supportive oral culture in which mistakes are normal and risk-taking is valued. Wait time, rehearsal with a partner and visual language scaffolds enable less confident learners to contribute. The teacher can celebrate communication strategies, not only accuracy, by praising a pupil who asks for clarification or uses gestures effectively.

5.2 Reading, writing and mediation

Reading in English should develop enjoyment, comprehension strategies and awareness of written language. Young learners need access to varied, visually attractive and level-appropriate texts. Picture books, comics, labels, captions, simple non-fiction texts, poems and short digital texts can all contribute to literacy development.

Reading comprehension should move beyond translating every word. Pupils can predict content from titles and pictures, identify familiar words, infer meaning from context, locate specific information and recognise the general idea of a text. When reading a simple zoo leaflet, pupils might first identify which animals appear, then find ticket prices and finally decide which animal they would most like to visit. These tasks show that successful reading involves strategic understanding.

Writing should be presented as a process of communication. Pupils benefit from models, shared writing, planning tools, vocabulary support, drafting, feedback and publication. A final written product should have a real or simulated audience. For example, after studying descriptions of fictional monsters, pupils can create a “Monster Museum” card with a name, physical description, abilities and habitat. The cards can be displayed for classmates to read and vote on, giving writing a social function.

Accuracy should be addressed through manageable objectives. In a short postcard, the teacher may focus feedback on greeting and closing formulas, capital letters, a small set of target words and one grammatical structure. Correcting every error can overwhelm young learners and obscure the communicative achievement of the text.

Mediation is increasingly relevant in the curriculum. At Primary level, it can be developed through simple activities such as explaining a board game to a partner, transforming information from a timetable into an oral announcement, or summarising the main points of a poster. A pupil who reads a short notice about a school event and tells a classmate the date, place and necessary materials is mediating meaning. Such tasks develop empathy, collaboration and the capacity to adapt a message to another person's needs.

5.3 Grammar, vocabulary, pronunciation and digital resources

Grammar is necessary because it helps learners construct accurate and comprehensible messages. However, grammar teaching should be functional, contextualised and adapted to pupils' developmental stage. Rules should emerge from meaningful language whenever possible.

An inductive approach may begin with a story, dialogue or classroom task. After hearing several characters say "I have got a pet" and "She has got a rabbit", pupils can classify examples, notice patterns and formulate a simple rule with teacher guidance. A brief controlled practice can follow, but pupils should then use the structure in a personal communicative activity, such as conducting a class pet survey.

Vocabulary learning is more effective when words are presented in semantic networks, recurring contexts and multimodal formats. A word should be encountered through listening, speaking, reading and writing. It should also be retrieved repeatedly over time. A classroom "word wall" can display useful language for an ongoing project, while games such as taboo-style descriptions or vocabulary bingo provide retrieval practice. However, vocabulary activities should avoid treating words as disconnected translation equivalents. Learning "recycle", "reuse" and "reduce" becomes more meaningful when pupils use them to classify classroom waste and propose environmental actions.

Digital resources can enrich communication when they serve pedagogical aims. Audio recording tools allow pupils to rehearse and improve oral production. Collaborative presentation tools can support group writing. Child-safe digital stories can provide accessible input. A class video message to another group may create an authentic audience. At the same time, digital

competence requires critical guidance. Pupils must learn to protect personal information, respect authorship, communicate respectfully and evaluate the reliability of simple online content.

The development of digital competence is explicitly connected to the curricular framework in **Royal Decree 157/2022** and **Decree 61/2022**. Technology should not replace interaction between pupils; instead, it should expand opportunities for creation, feedback, accessibility and communication.

6. Assessment for communicative learning

Assessment must be coherent with a communicative and competence-based methodology. If teaching promotes interaction, mediation and meaningful language use but assessment consists only of isolated grammar tests, there is a clear methodological contradiction. Assessment should gather evidence of what pupils can understand and do with English in realistic situations.

According to **Royal Decree 157/2022**, assessment in Primary Education is continuous, formative and integrative. This principle is developed in the regional context through **Order 130/2023, of 23 January, regulating aspects of the organisation and functioning, assessment, and pedagogical autonomy of Primary Education in the Community of Madrid**. Assessment should therefore inform teaching decisions, provide pupils with feedback and support improvement throughout the learning process.

Observation is especially valuable in language lessons. Teachers can use checklists or anecdotal records to document whether pupils follow classroom instructions, participate in pair work, use communication strategies, understand key information or collaborate respectfully. A speaking rubric may assess intelligibility, relevance of content, interaction, use of support and willingness to communicate. It should use clear, age-appropriate descriptors that pupils can understand.

Performance-based assessment is appropriate for specific competences. A short presentation, a recorded dialogue, an information-gap task, a poster explanation, a story retelling or a mediated message can provide evidence of communicative learning. When pupils prepare a tourist guide to their town, assessment can include the clarity of oral explanations, the appropriateness of vocabulary, the organisation of information, interaction with the audience and use of cultural references.

Self-assessment and peer assessment foster learner autonomy. A simple traffic-light tool can help pupils reflect on statements such as “I can ask for directions”, “I can understand the main idea of a short story” or “I can help a partner understand the task”. Peer feedback should be

carefully scaffolded and focused on constructive criteria. After a pair dialogue, pupils might say "I understood you because you spoke clearly" and "Next time, you can use one more question".

Assessment must be inclusive. **Decree 23/2023** requires educational measures to take account of pupils' individual differences and barriers to learning. This means that assessment instruments, conditions and modes of response may need adaptation without lowering the essential learning expectations. A pupil with expressive language difficulties may demonstrate understanding through visual sequencing, recorded responses or supported interaction. A pupil with attention difficulties may complete an oral task in shorter stages with clear visual prompts. Fair assessment does not mean identical assessment; it means obtaining valid evidence of each pupil's learning.

7. The Community of Madrid: curricular and inclusive implications

The teaching of English in the Community of Madrid is framed by national legislation and regional curricular development. **Decree 61/2022, of 13 July, establishing the organisation and curriculum of Primary Education in the Community of Madrid** contextualises the national curriculum and establishes the educational framework that schools must implement through their pedagogical autonomy, curricular proposals and teaching plans.

The regional curriculum confirms the competence-based nature of learning and the role of assessment criteria as references for evaluating pupils' progress in relation to specific competences. English teaching must therefore be planned through learning situations that connect basic knowledge with relevant communicative actions. Teachers should avoid reducing curricular planning to lists of lexical fields or grammar units. Instead, they should formulate learning goals such as understanding a short multimodal text, interacting to solve a problem, producing a simple text for a purpose or mediating information for a peer.

The Community of Madrid also highlights the responsibility of schools to organise teaching coherently, coordinate educational action and use assessment to improve learning. **Order 130/2023** reinforces the formative character of assessment and the importance of pedagogical autonomy. This enables schools to design language plans, bilingual projects, reading initiatives and interdisciplinary proposals that respond to their particular social and educational contexts.

Attention to diversity is an essential aspect of this framework. **Decree 23/2023** establishes that educational provision must be based on equity, inclusion, prevention, early identification

and personalised support. In English, teachers should anticipate diversity from the planning stage by providing accessible materials, flexible grouping, visual supports, guided practice and multiple ways for pupils to demonstrate learning.

For pupils with specific educational support needs, the response may include ordinary measures such as reinforcement activities, adapted instructions, peer support, enriched tasks, differentiated materials or coordination with specialist staff. When necessary, more specific measures should be planned in accordance with the pupil's educational needs and the decisions of the school's guidance services. Communication between the English teacher, class tutor, special educational needs teacher, speech and language specialist and families is essential.

The regional framework also calls for educational practices that promote coexistence, equality and respect for diversity. English lessons can contribute to these goals by selecting inclusive materials, representing diverse families and communities, challenging stereotypes and ensuring that every pupil has a meaningful voice in communicative tasks.

8. Application to teaching practice

A suitable learning situation for Year 5 could be entitled "Welcome to Our School". Its final challenge would consist of creating and presenting a bilingual, accessible welcome guide for pupils who have recently joined the school. The communicative purpose is realistic: pupils use English to help others understand spaces, routines, people and basic rules within the school environment.

The sequence could begin with a school walk and the use of photographs of key places. Pupils would listen to short descriptions, match them with images and practise prepositions and directions through physical movement. In cooperative groups, they would read simplified school notices, identify essential information and decide what a new pupil needs to know. Language scaffolds would include maps, picture dictionaries, sentence starters such as "This is the...", "You can... here" and "Go straight and turn...", as well as audio models for pupils who need additional pronunciation support.

The final product could combine a paper map, QR-linked audio messages and short oral presentations. Assessment would be based on observation, a communicative rubric and pupil self-assessment. The teacher would assess whether pupils understand and give directions, select relevant information, interact cooperatively and adapt their message to a new pupil's needs. Inclusive measures could include visual route cards, assigned cooperative roles, alternative recording formats and reduced language demands while maintaining the same meaningful objective.

This situation integrates reception, production, interaction, mediation, digital competence, intercultural awareness and attention to diversity in accordance with **Royal Decree 157/2022**, **Decree 61/2022** and **Decree 23/2023**.

9. Conclusion

The acquisition of communicative competence is the central purpose of English teaching in Primary Education. It entails enabling pupils to understand, produce, interact and mediate meaning through language, while developing linguistic knowledge, strategic awareness, intercultural sensitivity and confidence as learners.

Effective methodology combines meaningful input, purposeful interaction, guided output, explicit attention to language and formative assessment. Communicative Language Teaching, task-based work, projects, CLIL, cooperative learning, storytelling and multisensory techniques are valuable when they are selected according to clear curricular intentions and adapted to pupils' developmental and individual characteristics.

The current legal framework established by **Organic Law 3/2020**, **Royal Decree 157/2022**, **Decree 61/2022**, **Decree 23/2023** and **Order 130/2023** requires English teachers to design inclusive, competence-based and assessable learning experiences. The teacher's professional role is therefore to create accessible communicative environments in which every pupil can participate, make progress and discover that English is a practical instrument for learning, cooperation and social engagement.

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