

Teacher Guide

English as a Second Language

Cambridge
Primary



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Section 1: Introduction

Welcome to the Cambridge Primary Teacher Guide for English as a Second Language (E2L).

This guide is designed to provide a suggested approach to the implementation and management of Cambridge Primary in your school.

It offers:

- The educational philosophy of the Cambridge programme
- An introduction to the Cambridge Primary E2L curriculum framework
- Step-by-step guidance on the planning process, with exemplification at each point and helpful teacher training activities with resources
- Advice on differentiation and how to integrate this into your teaching
- Suggested techniques for implementing formative assessment and integrating this into your lesson planning
- Two sample lesson plans per stage with activities and resources to help get you started
- Advice on record keeping and monitoring
- Advice on classroom practice
- Advice on resources
- Information on progression test reports
- Guidance on administration

A Comprehensive Scheme of Work

In addition to extracts provided in this guide, a full scheme of work covering the entire programme is available online. Full coverage is provided in this way to accommodate new schools starting at any stage in the programme. As we will explain, a scheme of work is a process rather than a rigid structure and these plans should be constantly amended in response to your own observations as a classroom teacher and other local considerations including the resources you may already have available at your school. These schemes of work are therefore in no way compulsory but simply offer a suggested starting point for covering the content of the curriculum within a suggested year of three terms of 12 weeks duration. These can be expanded to suit the number of weeks available in your own terms and the holiday arrangements at your school.

Also provided are sample lesson plans, complete with activities and resources to help get you started immediately at whichever point you begin delivering the programme.

1.1 How to Use this Teacher Guide

This guide provides guidance and advice on the essential processes of implementing Cambridge Primary and it is designed to cater for:

- Schools that are teaching a Cambridge programme for the first time and that need to move from a completely different system of planning
- Schools that already deliver one or more Cambridge programmes but are new to Cambridge Primary, and are now introducing the new English as a Second Language programme
- Schools that have already been delivering Cambridge Primary but are now introducing the new English as a Second Language programme

Schools new to Cambridge will find all sections of the Teacher Guide will be relevant to them. It provides a step by step guide through the process of implementing Cambridge Primary, offering a suggested breakdown of the curriculum across the available teaching time, sample lesson plans and sample lessons to get you started.

Existing Cambridge schools may be more familiar with certain aspects covered in this book, especially if they already deliver the lower secondary phase of the Cambridge programme (now called Cambridge Secondary 1). This guide is written so that schools new to primary can make use of the sections most relevant to them (e.g. Section 2: Planning or Section 3: Teaching Approaches).

1.2 Cambridge Primary

Cambridge Primary is an education programme for young learners. It combines a world-class curriculum, high-quality support for teachers and integrated assessment. The programme has been developed by Cambridge International Examinations and Cambridge English and is used in primary schools around the world. Cambridge Primary helps schools develop learners who are confident, responsible, innovative and engaged.

Cambridge Primary covers

- English
- English as a Second Language
- Mathematics
- Science

for learners aged 5–11. It provides curriculum frameworks with integrated assessment for each subject.

Cambridge Primary provides a solid foundation for later stages of education.

It starts learners on an educational journey, focusing on what they should be able to do at each stage of a primary education. It develops skills, knowledge and understanding that will prepare them for a smooth transition to Cambridge Secondary 1 and beyond.

Cambridge Primary offers optional, integrated assessment.

The assessment structure tracks learner progression through primary education.

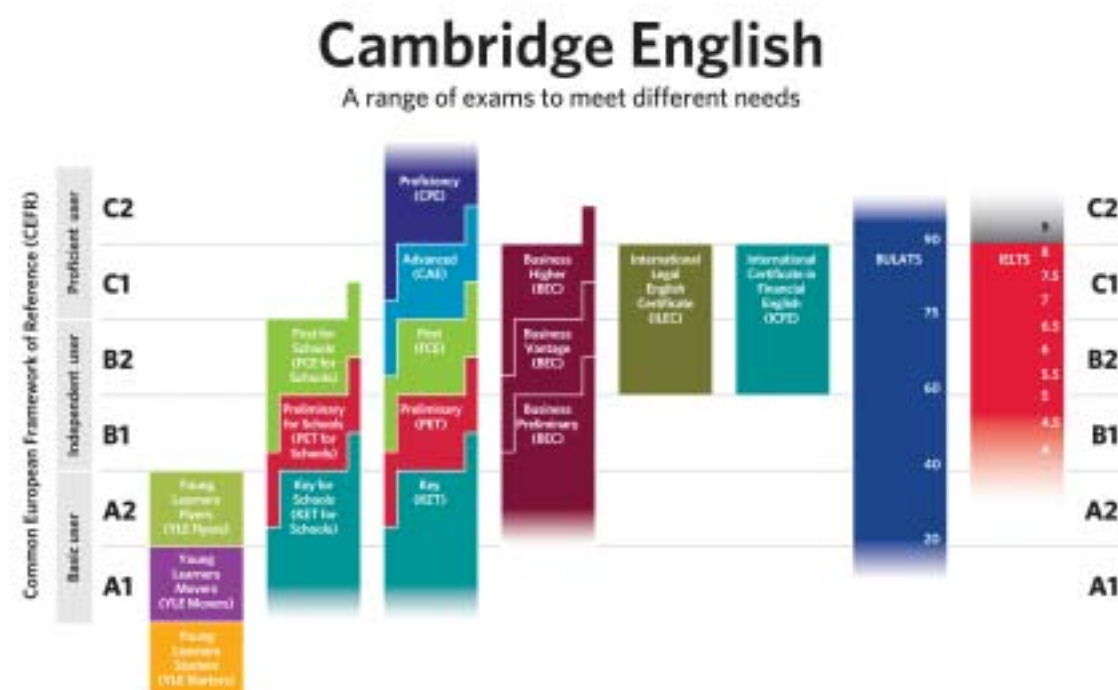
Cambridge Primary supports teachers in providing the best teaching and learning.

Schools adopting Cambridge Primary gain access to first-class support for teachers through publications, online resources, training and professional development.

Cambridge Primary is practical and flexible.

No part of the Cambridge Primary curriculum is compulsory, giving schools the flexibility to choose the elements that are right for their learners. This means that they can use Cambridge Primary while following their school or national curriculum, or offer the entire programme.

Cambridge English offers the world's leading range of qualifications for learners and teachers of English. Over 3.3 million people take Cambridge English exams each year in 130 countries.

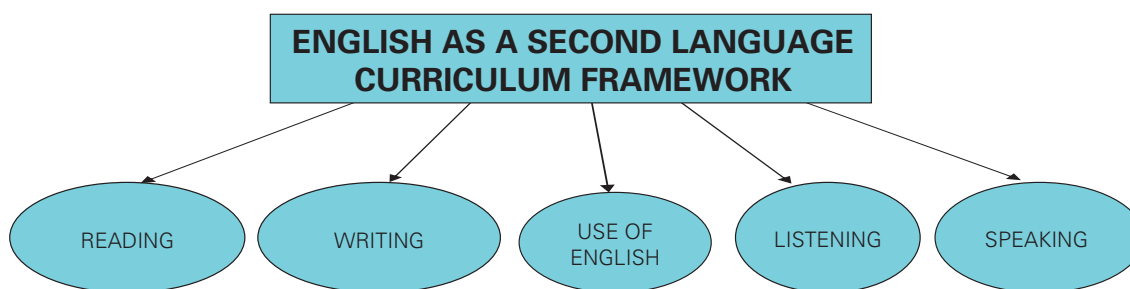


1.3 The Curriculum Framework

The Cambridge Primary English as a Second Language Curriculum Framework provides a comprehensive set of learning objectives for E2L. The objectives deal with what the learner should know and what they should be able to do in each year of primary education and are mapped to the Common European Framework of Reference for Languages (CEFR). The learning objectives provide a structure for teaching and learning and a reference against which learners' ability and understanding can be checked.

There are six stages. Each stage reflects the teaching targets for a year group. Broadly speaking, Stage 1 covers the first year of primary teaching, when learners are approximately five years old. Stage six covers the final year of primary teaching, when learners are approximately eleven years old. It may be appropriate to introduce this framework at slightly different ages to suit your own particular circumstances.

Strands in the Curriculum Framework



Continuity, progression and balance

The framework allows for continuity and progression both within and between the stages. You can pick any objective and trace its pathway clearly through the stages of the framework. This continuity allows the curriculum to be consistent and 'uninterrupted' between stages, whilst progression ensures that learners move forward steadily. The table below shows how knowledge and skills can be traced through the framework.

Examples of progression in the curriculum framework.

Stage 1	Stage 6
<p>Reading:</p> <p>Recognise, identify, sound and name the letters of the alphabet.</p> <p>Writing:</p> <p>Hold a pen/pencil in a comfortable and efficient grip.</p> <p>Use of English:</p> <p>Use common present forms to give basic personal information.</p> <p>Listening:</p> <p>Understand very short supported narratives on a linked range of general and curricular topics.</p> <p>Speaking:</p> <p>Make and respond to basic statements relating to personal information.</p>	<p>Reading:</p> <p>Recognise, identify and sound independently a wide range of language at text level.</p> <p>Writing:</p> <p>Plan, write, edit and proofread work at text level with some support on a range of general and curricular topics.</p> <p>Use of English:</p> <p>Use a range of active and passive simple present and past forms, and use <i>used to/ didn't use to</i> for past habits/states on a range of general and curricular topics.</p> <p>Listening:</p> <p>Recognise the attitude or opinion of the speaker(s) in both short and extended talk, on a range of general and curricular topics, with little or no support.</p> <p>Speaking:</p> <p>Provide detailed information about themselves and others at discourse levels on a wide range of general topics.</p>

The strands of the curriculum framework have been selected in order to provide balanced coverage of the fundamental skills and knowledge of the subject at this level, and they have also been designed to provide a sound foundation for Stages 7–9. Learners should be prepared at the end of Stage six to move on smoothly to Stage seven.

The selection of topics in the framework at each level has been chosen to ensure a coherent progression for the learner. The curriculum framework has been designed to allow sufficient time for each learner to develop a true understanding of the skills and knowledge required. Teachers themselves are best placed to know the capabilities of their learners and can of course choose to supplement the framework as appropriate. What is within the curriculum framework is the content that will be assessed and analysed using the Cambridge Progression Tests on the Cambridge Primary support site.

Section 2: Planning

2.1 Getting Started

This next section will look at the process of planning, ensuring that you cover all of the content of the curriculum for Stages 1–6, given the teaching time you have available within each year.

Let's start with identifying exactly what you need to plan:

- Complete coverage of the E2L content for all of the stages, or those that you teach
- Progression and continuity
- Detailed lessons, led by clear learning objectives that the learners will understand.

And why you need to plan:

- To ensure appropriate timings are given to the different aspects of the curriculum
- To be clear about what can be assessed as a result of a lesson/unit of work
- To ensure a mix of teaching and learning styles in delivery – according to your learners' needs
- To ensure that all resources are available to deliver a successful lesson.

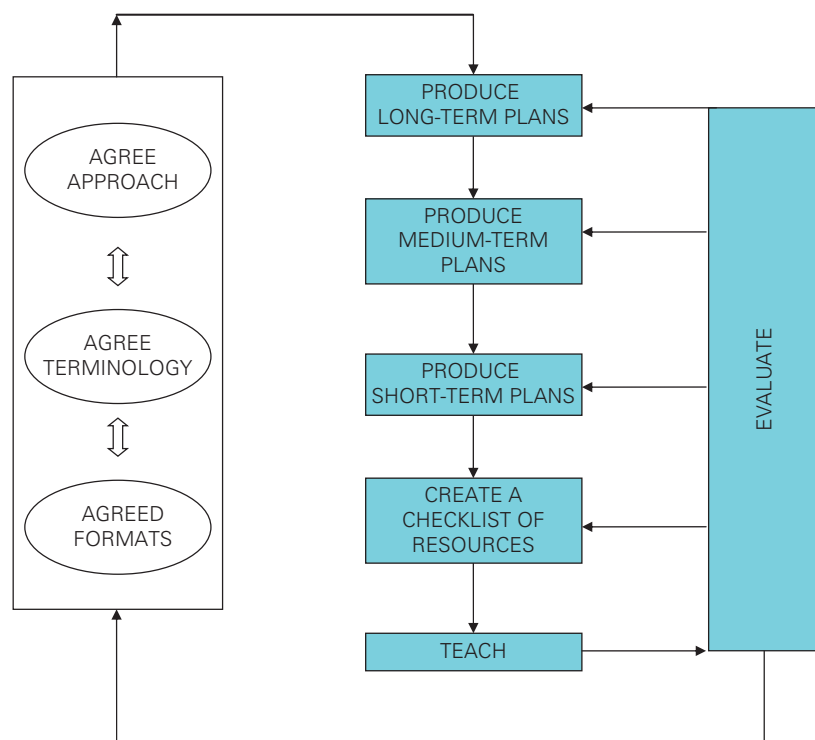
The following section lays out a step-by-step guide to the planning process including how you can build in flexibility to allow you to adapt coverage, delivery style and timing to suit your needs.

2.2 A Consistent Approach

Download the curriculum framework for E2L from <http://cambridgeprimary.cie.org.uk/> and familiarise yourself with the coverage and structure of the programme. Next we are going to consider how to begin breaking this work down. We can do this in three clear stages but first it is worth getting all the primary teachers together to coordinate a consistent approach.

Look at the diagram below. Start by thinking about the white box: approach, formats and terminology.

A Pathway to Implementation



Approach: The general approach will largely be decided by colleagues in management. This, for example, may concern the whole curriculum and not just E2L. Some schools merge subjects across the curriculum. For the purpose of this guide we assume that E2L is going to be taught as a separate subject.

Terminology: Everyone involved needs to understand the terminology used so that, for example, 'long-term' plan means the same to all. This is true whatever the overall approach within a school.

Training Activity: Agreeing Terminology (Appendix A1)

In the appendices of this guide you will find an exercise that may be carried out by groups of teachers to reach an understanding of the planning terms:

Long-term [overview],

Medium-term: [scheme of work] and

Short-term [lesson plan].

It also includes other relevant terms. When the terminology has been agreed, planning can begin. A photocopyable sheet is included.

Formats: It is not vital to all use the same documentation for planning, but it is very helpful for obvious reasons (communication and common understanding). They may vary from subject to subject if considered necessary, but it is particularly helpful if the formats used for planning are the same for each stage. Templates for all stages are provided at the back of the guide. Here it is suggested that formats for each stage of planning are used by all teachers who deliver E2L. These will be discussed in more detail later.

Evaluation: Perhaps the most important box is the 'Evaluation' box. It is always a good idea to check how well something works. The diagram shows that this can be for any stage. If there is a problem delivering a lesson, it is often assumed that there is something wrong with the lesson plan. This can be true but sometimes it may be because the medium- or long-term plan that is being used needs changing in some way. The **white box** issues may also need to be revisited.

2.3 Descriptions of the Planning Stages

Long-term planning involves considering the whole E2L curriculum for a particular stage and planning coverage of the curriculum throughout the year. This includes taking account of seasons, school events and possible visits to enhance the learning process.

It also requires pre-planning in terms of required resources, whether these are shared, limited or need buying in. When delivering a new unit, the most important consideration is timing, and making sure there is the correct balance of skills throughout the year.

New Teacher's Tip: *If you are new to teaching and unsure about the length of time it takes to deliver a particular unit then we have provided a comprehensive plan for all stages from which you can make a start. Do not expect your plan to be perfect first time. Start with an estimate of how long you think a subject will take and adjust your long-, medium- and short-term plans as you go along so that next time you are delivering it you will be able to fine tune it a bit more each time. You are the best judge of the capabilities of your learners and how long it will take them to understand each topic given their existing knowledge.*

Medium-term planning usually covers a term or unit of work. The schemes of work provided in this guide have worked on the premise of six units per term and assume that each year has three terms of 12 weeks. Term length varies around the world so we have chosen a relatively compact approach so that you should be able to add further time as necessary.

The units of work can be arranged in various ways to provide a varied and interesting approach to delivering and ensuring coverage of the E2L curriculum at each stage.

At this point in the process, planning generally considers specific units and the best order in which they can be taught, building on previous learning and developing knowledge and understanding throughout the year. This permits units to be taught in isolation, or in a cross-curricular way, particular to each school's policies. Alternatives will be provided for your consideration as a starting point. Over time you will be able to adapt these plans according to resources and available teaching time, and in the light of your own particular teaching expertise and confidence.

At this point in the process, planning generally considers specific units and the **best order** in which they can be taught, building on previous learning and developing knowledge and understanding throughout the year. Depending on what you decide, this permits units to be taught in isolation, or in a cross-curricular way, particular to each school's policies. Alternatives will be provided for your consideration as a starting point. Over time, you will be able to adapt these plans according to resources and available teaching time, and in the light of your own particular teaching expertise and confidence.

Short-term planning is a lesson plan for a particular lesson, most commonly this evolves into a weekly plan. This is a detailed, working document and is led by the learning objective for that session.

It provides:

- essential information for all adults involved in the learning and considers the learning needs of all learners, including those with special educational needs (SEN) and/or the gifted and talented
- continuity in the absence of regular teaching staff, e.g. in times of absence
- an outline of resources, timings, working groups and assessment

The real value of a short-term plan is that it influences the next steps in the light of the learner's response to the learning opportunities presented. Detailed examples and templates are provided in the appendices.

The following sections provide a step-by-step guide to the planning process including some advice about meeting the training needs of colleagues.

2.4 Phase 1 – Creating a Long-term Plan (steps 1–3)

2.5 Phase 2 – Creating a Medium-term Plan (steps 4–5)

2.6 Phase 3 – Creating a Short-term Plan (steps 6–7)

The seven steps of the process are dealt with in each related sub-section as shown above.

The Planning Process

2.4 Phase 1 Creating a Long-term Plan

Step 1. Teaching time
Find out:

- how many hours there are to teach the subject?
- how the teaching time is divided?
- how many units you will be able to comfortably fit into a term.

Step 2. Approach
Think about:

- how you want to structure the teaching of the subject?

Step 3. Learning objectives by term

- Look at the curriculum framework.
- Decide which learning objectives will be covered in each part of the year, e.g. each term within a stage.
- Decide which learning objectives will be covered on an ongoing basis throughout the year. You can mark up the curriculum framework (e.g. use a colour code) to show the results.

Look at Long-Term Planning 2
You can use this to record your decisions on when each learning objective should be introduced in the year.

Look at Long-Term Planning 3
You can use this to show the results of your decisions in Long-Term Planning 2 term by term.



2.5 Phase 2 Creating a Medium-term Plan

Step 4. Creating Units

- Group ongoing and other learning objectives to create a logical, progressive sequence of learning.
- Rearrange for challenge, balance, timing, pace and appeal.
- Organise the number of units to match the estimated time available from step 1.

Print and cut out the individual learning objectives so you can try different arrangements on a separate sheet before finalising if it is helpful.

Step 5. Creating Medium-Term Plans
Identify suitable activities and resources to deliver the learning objectives in each unit. Indicate how the lesson is to be taught.

Look at Medium-Term Planning 1
You can record your decisions with comments and timings on this template alongside the other information. **Medium-Term Planning 2** does not have these additional columns.



2.6 Phase 3 Creating a Short-term Plan

Step 6. Creating Lesson Plans
Identify what you are going to teach and how you are going to teach it.

Look at Short-Term Planning
Instructions are printed on the template on Page 33 of the Planning section.

Step 7. Evaluate the lesson and the planning
Amend your scheme of work and lesson plans to best suit the needs of your learners.

2.4 Phase 1 – Creating a Long-Term Plan

Step 1. Teaching Time

First you will need to establish the number of terms available, the length of the terms and the number of units you will roughly be able to fit into each term. In this guide we will follow a structure of three modules per term and three terms per stage.

Step 2. Approach

Next you will need to decide the overall approach you want to take to the teaching structure of the subject. Here are a few helpful prompts to get you thinking along the right lines.

- Do I have a preferred way of working?
- Do I prefer to teach a mixture of strands or concentrate on particular areas?
- What is the availability of English resources in your school (are they shared)?
- How can I ensure that I cover the whole curriculum for the stage during the year?
- How can I sensibly group learning objectives from the curriculum framework to incorporate them into meaningful units of study?

Step 3. Ordering the learning objectives

Next you need to work through all the learning objectives in the order in which they appear in the curriculum framework, writing alongside each one which Term or Terms (Term 1 (**T1**), Term 2 (**T2**) or Term 3 (**T3**)) you think each one should be delivered in. An objective may need to be revisited in subsequent terms so could appear in T1 and T3 for example. You will need to think about the order of learning difficulty in allocating the objectives. The template **Long-term planning – 2** has been produced to help you record term allocations.

A completed example of Long-Term Planning – 1

The example below is from Stage 4 Module 1A, Unit 1 and is based on a 12-week term, with each module being covered in four weeks. Each unit should, therefore, be covered in two weeks based on the provision of five to six hours of classroom English per week.

Term 1	Term 2	Term 3
Module 1A Me and Others Unit 1 Family and Friends Unit 2 Routines	Module 2A Public Places Unit 7 Around Town Unit 8 Landmarks and Museums	Module 3A Far Away Unit 13 Food around the World Unit 14 Australia
Module 1B For Fun Unit 3 Cartoons and Comics Unit 4 Only a Game	Module 2B Getting there Unit 9 Going Places Unit 10 Finding your Way	Module 3B Physical World Unit 15 Body and Movement Unit 16 All about Animals
Module 1C Different Times Unit 5 All in a Week Unit 6 Day and Night	Module 2C Stuff Unit 11 At the shops Unit 12 What are Things Made of?	Module 3C Another Year Unit 17 In or Out Unit 18 End of our Year

Notes:

- The current model of nine units per stage is recommended – three per term. Fewer would give too large a group of objectives to address in one unit. More would be too fragmented to give coherence to the overall scheme.
- Terminology can vary although consistency is recommended within a school.
- An audit of the learning objectives for the whole stage is recommended to ensure coverage
- Each objective may be revisited in different ways in different units to continue to develop new skills in different contexts.
- Some learning objectives will be ongoing throughout the stage – a grid to show this is recommended.
- Detail of the ongoing objectives may be given in an outline plan.

A completed example of Long-Term Planning – 2

This example is for Stage 4. All the learning objectives are listed with a reference to the terms in which they appear. A blank version of the template is available in Appendix E.

Framework Code	Learning Objective	Ongoing (O) Term ref (T1, T2, T3)
Reading [low A2]		
4Rd1	Recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics	T1, T2
4Rd2	Understand, with little or no support, specific information and detail in short, simple texts on an increasing range of general and curricular topics	T1, T2, T3
4Rd3	Use, with some support, familiar paper and digital reference resources to check meaning and extend understanding	T1, T3
4Rf1	Read and follow, with limited support, familiar instructions for classroom activities	T1, T2, T3
4Rg1	Recognise, identify and sound, with some support, a range of language at text level	T1, T2, T3
4Rg2	Read, with some support, an increasing range of short simple fiction and non-fiction texts with confidence and enjoyment	T1, T2, T3
4Rg3	Recognise the attitude or opinion of the writer in short texts on an increasing range of general and curricular topics	T1, T3
4Rm1	Understand the main points of an increasing range of short, simple texts on general and curricular topics by using contextual clues	T1, T2, T3
Writing [low A2]		
4Wa1	Plan, write, edit and proofread work at text level, with support, on a limited range of general and curricular topics	T1, T3
4Wa2	Write, with support, a sequence of short sentences in a paragraph on a limited range of general and curricular topics	T1, T2, T3
4Wa3	Use joined-up handwriting in range of written work across the curriculum with some speed and fluency	T1, T2

Framework Code	Learning Objective	Ongoing (O) Term ref (T1, T2, T3)
4Wc1	Write, with support, factual and imaginative descriptions at text level which describe people, places and objects	T1, T2, T3
4Wo1	Link, with some support, sentences into a coherent paragraph using a variety of basic connectors on a limited range of general and curricular topics	T1, T2, T3
4Wo2	Punctuate written work at text level on a limited range of general and curricular topics with some accuracy when writing independently	T1, T3
4Wo3	Use, with some support, appropriate layout at text level for a limited range of written genres on familiar general and curricular topics	T1, T2
Use of English [low A2]		
4Uf1	Use quantifiers <i>many, much, a lot of, a few</i> on a limited range of general and curricular topics	T1, T2, T3
4Uf2	Use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of general and curricular topics	T1, T2, T3
4Uf3	Use adverbs of indefinite time <i>yet, ever, already, always</i> on a limited range of general and curricular topics	T2
4Uf4	Use future forms <i>will</i> for predictions and <i>be going to</i> to talk about already decided plans on a limited range of general and curricular topics	T1, T2, T3
4Uf5	Use simple present forms and simple past regular and irregular forms to describe routines, habits and states on a limited range of general and curricular topics	T1, T2, T3
4Uf6	Use adverbs of definite time, <i>last week, yesterday</i> , on a limited range of general and curricular topics	T2
4Uf7	Use present continuous forms to talk about present activities and with future meaning on a limited range of general and curricular topics	T3
4Uf8	Use past continuous forms for background actions on a limited range of general and curricular topics	T1
4Uf9	Use <i>might, may, could</i> to express possibility on a limited range of general and curricular topics	T2, T3
4Uf10	Use <i>shall</i> [for suggestions] on a limited range of general and curricular topics	T2, T3
4Uf11	Use <i>if</i> clauses [in zero conditionals] on a limited range of general and curricular topics	T1, T2
4Ug1	Use a growing range of countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of general and curricular topics	T1, T2
4Ug2	Use a growing range of adjectives and comparative and superlative adjectives [both regular and irregular] on a limited range of general and curricular topics	T1, T2, T3

Framework Code	Learning Objective	Ongoing (O) Term ref (T1, T2, T3)
4Ug3	Use <i>be/look/sound/feel/taste/smell</i> like on a limited range of general and curricular topics	T1, T2, T3
4Ug4	Use <i>be made of</i> on a limited range of general and curricular topics	T2
4Ug5	Use <i>be make somebody/something</i> + adjective on a limited range of general and curricular topics	T1, T3
4Ug6	Use a growing range of common adverbs [both regular and irregular], simple and comparative forms and adverbs of frequency on a limited range of general and curricular topics	O
4Ug7	Use a limited range of prepositions to talk about time and location on a limited range of general and curricular topics	O
4Ug8	Use prepositions <i>like</i> to describe things and <i>about</i> to denote topic on a limited range of general and curricular topics	T1
4Ug9	Use prepositions of direction <i>to, into, out, of, from, towards</i> on a limited range of general and curricular topics	T2, T3
4Ug10	Spell most high-frequency words accurately for a limited range of familiar general and curricular topics when writing independently	T1, T2, T3
4Ut1	Use questions <i>What time/What else/next?</i> on a limited range of general and curricular topics	T1, T2
4Ut2	Use determiners including <i>any, no, each, every</i> on a limited range of general and curricular topics	T1, T2
4Ut3	Use questions, including tag questions, to seek agreement and clarify on a limited range of general and curricular topics	T1
4Ut4	Use basic personal and demonstrative pronouns and quantitative pronouns <i>some, any, something, nothing, anything</i> on a limited range of general and curricular topics	T1, T2
4Ut5	Use common verbs followed by infinitive verb/verb + <i>ing</i> patterns on a limited range of general and curricular topics	T1
4Ut6	Use infinitive of purpose on a limited range of general and curricular topics	T2
4Ut7	Use conjunctions <i>so, if, when, where, before, after</i> to link parts of sentences on a limited range of general and curricular topics	T1, T2, T3
4Ut8	Use <i>where</i> clauses on a limited range of general and curricular topics	O
4Ut9	Use <i>before/after</i> clauses [with past reference] on a limited range of general and curricular topics	O
4Ut10	Use defining relative clauses with <i>which, who, that, where</i> to give details on a limited range of general and curricular topics	T1, T2
Listening [mid A2]		
4Ld1	Understand most specific information and detail of short, supported talk on a wide range of familiar topics	T1, T2, T3

Framework Code	Learning Objective	Ongoing (O) Term ref (T1, T2, T3)
4Ld2	Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	T1, T2, T3
4Ld3	Understand an increasing range of unsupported basic questions which ask for personal information	T1, T2, T3
4Ld4	Understand a sequence of supported classroom instructions	T1, T2, T3
4Ld5	Understand an increasing range of unsupported basic questions on general and curricular topics	T1, T3
4Lg1	Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics	T1, T2, T3
4Lg2	Identify rhymes and repetition	T1, T3
4Lm1	Understand the main points of supported extended talk on a range of general and curricular topics	T1, T2
4Lo1	Recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics	T1, T2, T3
Speaking [mid A2]		
4S1	Provide basic information about themselves and others at sentence level on an increasing range of general topics.	T1, T2, T3
4S2	Ask questions to find out general information on an increasing range of general and curricular topics.	T1, T2, T3
4S3	Give an opinion at sentence level on an increasing range of general and curricular topics.	T1, T2, T3
4S4	Respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics.	T1, T2, T3
4S5	Organise talk at sentence level using connectors on an increasing range of general and curricular topics.	T1, T2
4S6	Communicate meaning clearly at sentence level during pair, group and whole class exchanges.	T1, T2, T3
4S7	Keep interaction going in basic exchanges on a growing range of general and curricular topics.	T1, T2, T3
4S8	Relate basic stories and events on a range of general and curricular topics.	T1, T2, T3

The long-term plan is the only place where the entire coverage for a stage is shown at once. It is an important starting point from which teachers go on to decide the details of the medium-term plan through to the differentiated lesson (short-term) plans. (You can find more on differentiation in Section 3: Teaching Approaches.)

Three blank templates to assist with long-term planning are provided in Appendix E at the back of this guide.

- The first is a grid listing unit titles against the three terms [Long-term Planning 1].
- The second is an audit of all learning objectives [Long-term Planning 2]

- The third is a checklist of all learning objectives [Long-term Planning 3], which shows the frequency with which an objective may be visited.

A completed example of each of these follows:

- A comprehensive set of suggested long-term plans are provided by Cambridge for each stage as part of the scheme of work you can find at the end of this document.
- Extracts from the full scheme of work are provided in Appendix B at the back of this guide.
- The following table is a completed example of long-term planning – one for each stage.
- Each group of objectives will become a unit of work.

A completed example of Long Term Planning – 3.

The example below is a list of objectives from Stage 1 that can be colour-coded to gain an overview of when they are first introduced.

Ongoing

Introduced in term 1

Introduced in term 2

Introduced in term 3

Framework Code	Learning Objective
Reading	
1Rd1	Understand the meaning of very simple familiar phrases or sentences on familiar general and curricular topics by rereading them
1Rg1	Recognise, identify, sound and name the letters of the alphabet
1Rg2	Recognise, identify, sound, segment and blend phonemes in individual words
1Rg3	Identify and remember high-frequency sound and letter patterns
1Rg4	Recognise, identify and sound, with support, familiar words and sentences
Writing	
1Wa1	Hold a pen/pencil in a comfortable and efficient grip
1Wa2	Form higher and lower case letters of regular size and shape
1Wa3	Write letters and words in a straight line from left to right with regular spaces between letters and words
1Wa4	Copy letters and familiar high frequency words and phrases correctly
1Wa5	Copy upper and lower case letters accurately when writing names and places
1Wa6	Write familiar words to identify people, places and objects
1Wo1	Include a full stop when copying very high-frequency short sentences
Use of English	
1Uf1	Use imperative forms of common verbs for basic commands and instructions
1Uf2	Use common present simple forms [positive, negative, question] to give basic personal information

Framework Code	Learning Objective
1Uf3	Use common present continuous forms [positive, negative, question] to talk about what is happening now
1Uf4	Use <i>have got</i> + noun to describe and ask about possessions
1Uf5	Use <i>can/can't</i> to describe ability
1Uf6	Use <i>have got</i> to describe possession
1Ug1	Use common singular nouns, plural nouns [plural 's'] and proper names to say what things are
1Ug2	Use numbers 1–10 to count
1Ug3	Use basic adjectives and colours to say what someone/something is or has
1Ug4	Use possessive adjectives to describe objects
1Ug5	Use basic adverbs of place <i>here, there</i> , to say where things are
1Ug6	Use basic prepositions of location and position, <i>at, in, near, next to, on</i> to describe where people and things are
1Ug7	Use prepositions of time: <i>on, in</i> to talk about days and time
1Ug8	Use <i>with</i> to indicate accompaniment
1Ug9	Use <i>for</i> to indicate recipient
1Ug10	Use <i>Would you like ...</i> + noun to enquire
1Ug11	Use <i>let's</i> + verb
1Ug12	Use <i>like</i> + verb + <i>-ing</i> to express likes and dislikes
1Ug13	Spell some familiar high-frequency words accurately during guided writing activities
1Ug14	Use, with support, a simple picture dictionary
1Ug15	Sight read high-frequency words
1Ug16	Recognise that some sounds have more than one spelling
1Ug17	Write familiar words to identify people, places and objects
1Ut1	Use the questions <i>What colour is it? What now?</i>
1Ut2	Use determiners <i>a, the, this, these</i> to indicate what/where something is
1Ut3	Use interrogative pronouns <i>which, what, where</i> to ask basic questions
1Ut4	Use demonstrative pronouns <i>this, these</i> to indicate things
1Ut5	Use personal subject and object pronouns to give basic personal information
1Ut6	Use conjunction <i>and</i> to link words and phrases
1Ut7	Use <i>me too</i> to give short answers

Framework Code	Learning Objective
Listening	
1Ld1	Understand some specific information and detail of short, supported talk on a limited range of general and curricular topics
1Ld2	Use contextual clues to predict content in short supported talk on a limited range of general and curricular topics
1Ld3	Understand a limited range of short, supported questions which ask for personal information
1Ld4	Understand a limited range of short, basic supported classroom instructions
1Ld5	Understand a limited range of short supported questions on general and curricular topics
1Lg1	Understand very short supported narratives on a limited range of general and curricular topics
1Lg2	Recognise the sounds of phonemes and phoneme blends
1Lg3	Recognise the names of letters of the alphabet
1Lm1	Understand the main points of short, supported talk on a limited range of general and curricular topics
Speaking	
1S1	Make and respond to basic statements related to personal information.
1S2	Ask questions in order to find out about a limited range of personal information and classroom routines.
1S3	Use a limited range of basic words, phrases and sentences related to classroom objects, activities and routines.
1S4	Respond to basic questions on classroom and daily routines.
1S5	Use words and phrases to describe people and objects.
1S6	Contribute suitable words and phrases to pair, group and whole class exchanges.
1S7	Take turns when speaking with others in a limited range of short, basic exchanges.
1S8	Express basic likes and dislikes.

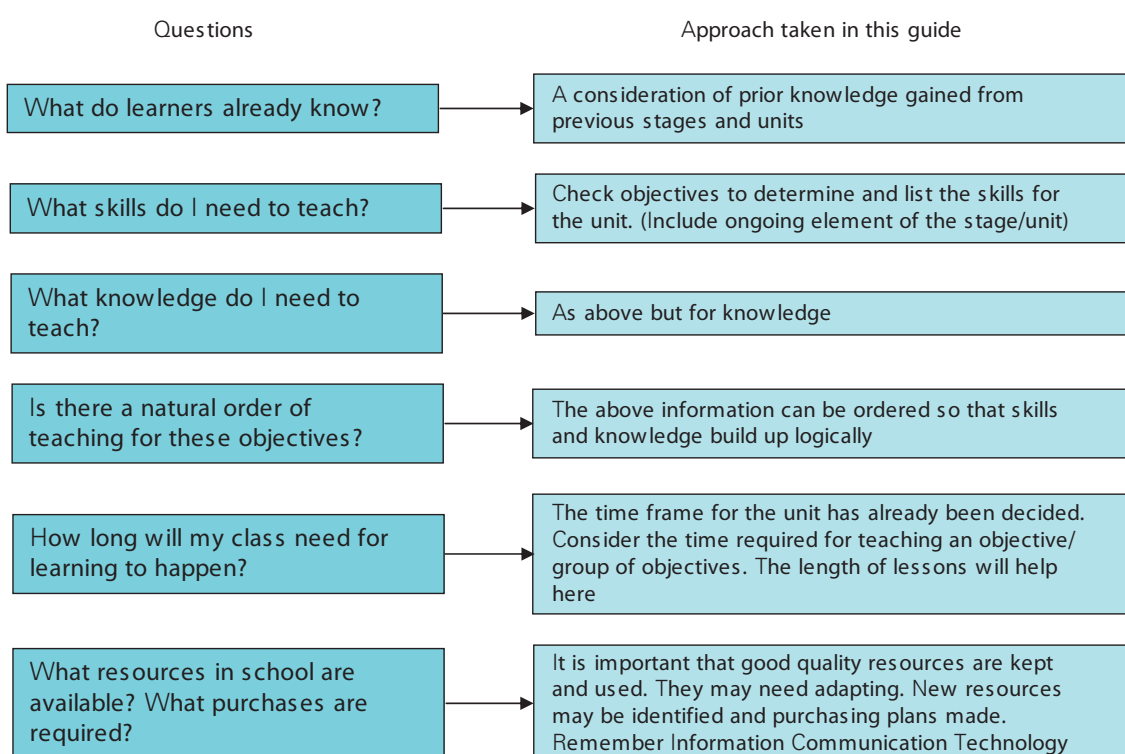
2.5 Phase 2 – Creating a Medium-Term Plan

Medium-term plans provide a teaching programme for a unit of work. You will have decided how much time will be spent on the unit – maybe two weeks, maybe four.

Step 4: Creating units and Step 5: Medium-term plans

The starting point for creating a medium-term plan is the list of objectives that you have decided matches the theme of the unit. Each unit or medium-term plan shows clear objectives and an overview of the activities and resources.

A set of questions can help to organise ideas. The diagram shows some possibilities. The information (possible answers) given in the right-hand column shows what decisions have been made for the suggested scheme of work published as part of this guide.

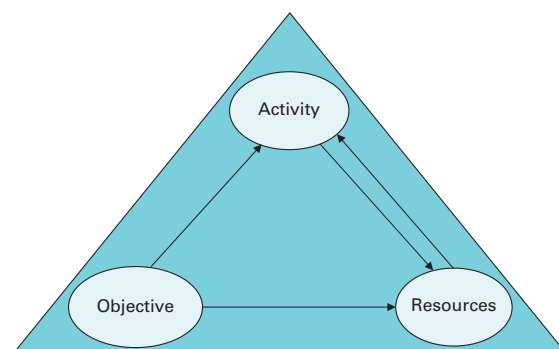


You will need to make decisions, so that you have:

- A logical teaching sequence with obvious progression that takes into account prior learning
- Good timing so that the pace of learning is challenging and realistic for all learners
- Identified activities to deliver the objectives and resources
- Identified opportunities for ICT
- A variety of enjoyable and appealing learning opportunities for your learners.

The diagram below shows how the objectives, activities and resources are linked. The direction of the arrows shows how the objectives determine both the activities **and** the resources and NOT the other way round. The link between activities and resources is clear.

An activity-led or resource-led approach can lack a proper structure that risks repetition in terms of coverage of objective and/or omission of some objectives.



Decisions about units, activities and resources should be recorded as a medium term plan. Two blank templates are available in Appendix E for you to write your own medium-term plans.

Medium-Term Planning – 1 has additional columns for comments and time allocation.

Medium-Term Planning – 2 is without these columns.

A comprehensive set of medium-term plans is provided within the scheme of work at the end of this guide.

A completed example of Medium-Term Planning – 2

Stage 4

MODULE 1A, UNIT: 1 FAMILY AND FRIENDS

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
4S1	provide basic information about themselves and others at sentence level on an increasing range of general topics	Talking about people in your family circle and circle of friends. Students complete diagram with names of people and then answer questions from another student.	Diagram with widening circles <i>me / my close family, / my relatives / special people</i>	pre-teach/ elicit words for relatives	80–100 minutes
4S2	ask questions to find out general information on an increasing range of general and curricular topics		worksheets : questions prompts : <i>.... old person you know?</i> <i>.... good friend you have?</i> <i>.... are you like?</i> <i>lives far distance from you?</i>		
4Ug2	use a growing range of superlative adjectives [both regular and irregular] on a limited range of general and curricular topics	Focusing on the superlative form of adjectives			

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
4Lm1	understand the main points of supported extended talk on a range of general and curricular topics	Listening to young people talking about who they are most like	worksheet: <i>multiple-choice task</i> <i>images of three people each</i> <i>speaker describes</i>		
4Ug3	use <i>be/look/sound/feel/taste/smell/like</i> on a limited range of general and curricular topics	Focusing on verb + like structure	worksheet: <i>rewriting sentences</i> . e.g. <i>My mum and I have the same voice. / She sounds...</i>	display opportunity [possibly with photos]	
4Ug8	use preposition <i>like</i> to describe things				
4Ug10	spell most high-frequency words accurately for a limited range of general and curricular topics when writing independently	Completing a 'Just like me' poem	poem template to complete I look _____ just like me. I sound _____ just like me. etc.		
4S6	communicate meaning clearly at sentence level during, pair, group and whole class exchanges	Talking about when you send cards and messages to family and special friends.	worksheet : Have you ever sent [tick / X]		100–200 minutes
4Rm1	understand the main points of an increasing range of short simple texts on general and curricular topics by using contextual clues	Reading different cards and messages	multiple-matching tasks		
4Ut5	use basic quantitative pronouns <i>some, any, something, nothing, anything</i> on a limited range of general and curricular topics	Focusing on use of quantitative pronouns	worksheet: completing missing pronouns in message extracts e.g. <i>I have lots of comics. Do you want ____?</i>		

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
4S4	respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics	Talking about short greetings and responses	worksheet matching/finding responses to what others say		
4W63	use with some support appropriate layout at text level for a limited range of written genres on familiar general and curricular topics	Writing and replying to short cards messages / notes	guided writing prompts for different scenarios		
4Ld2	deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	Listening to the problems that different friends are having	multiple matching Which friend needs - to see a friendly face - to rest - someone to help etc.		100–200 minutes
4Ut6	use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of general and curricular topics	Focusing on verb + infinitive and verb + ing patterns e.g. like, enjoy, prefer, I'd like	worksheet completion, matching and dialogue building tasks		
4S1	provide basic information about themselves and others at sentence level on an increasing range of general topics	Talking about what you enjoy doing with friends	worksheet: activity ranking enjoydon't like so much		
4S2	ask questions to find out general information on an increasing range of general and curricular topics	Asking about the best place to go – students mingle and exchange information	worksheet name best place to go swimming / for an ice-cream to eat out etc.		

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
4S4	respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics	Guessing what someone is doing in a game of 'charades'	Individual student charade cards : e.g. skateboarding in the park, eating in Macdonald's	divide class into teams and keep scores	
4Rd2	understand with little or no support specific information and detail in short, simple texts	Reading short texts about what young people are good at	multiple-matching and yes not doesn't say task		100–200 minutes
4Rg3	recognise the attitude or opinion of the writer in short texts on an increasing range of general and curricular topics				
4Ut3	use questions, including tag questions, to seek agreement, and clarify on a limited range of general and curricular topics	Focusing on asking tag questions	worksheet : matching, completing tasks		
4S2	ask questions to find out general information on an increasing range of general and curricular topics	Asking about students' talents <i>You're a good musician, aren't you ?</i> around the class	worksheet : put the name of the person in the class who you think can break dance is a good skateboarder is a musician etc.		
4Wc1	write with support factual and imaginative descriptions at text level which describe people, places and objects	Writing an e-mail to a friend introducing another member of class	guided writing template		

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
4Ld4	understand a sequence of supported classroom instructions	Listening to instructions on how to make a hand puppet of themselves		bring puppet making materials display opportunity and opportunity to use puppets in future communication tasks	40–60 minutes
4S1	provide basic information about themselves and others at sentence level on an increasing range of general topics	Sharing information about themselves in a mingling activity using the puppets	worksheet completion <i>My full name is ...</i> <i>I look ...</i> <i>I'm good at ...</i>		

2.6 Phase 3 – Creating a Lesson Plan (Short-Term Plan)

Short-term plans are for teachers to use in the classroom when delivering their lessons.

A blank template for a lesson plan is provided in Appendix E. This is particularly useful when first introducing the framework. However, when teachers have become confident in their teaching, have a sound knowledge of the subject matter and know the best way to deliver it in the classroom, daily plans can become weekly.

The guidance that follows assumes that, with the new framework, teachers will need to plan in some detail at first.

Step 6: Creating Lesson Plans and Step 7: Evaluate the lesson and the planning

The content of short-term plans needs to be worked out carefully.

Training activity: Producing a Lesson Plan Format (Appendix A2)

Short term planning (lesson plans)

This activity describes an exercise that may be carried out by groups of teachers to explore what a short term plan (for a single lesson) should contain. They can then experiment with a format to include all that they decide would be useful. Photocopiable sheets are included.

Here is a list of some of the more important points to consider when creating short-term plans:

- Teachers need to keep in touch with children's needs and ensure learning is of good quality and secure.
- 'Over-planning' of a whole week's work can also lead to inflexibility.
- Sometimes lessons need to speed up, on other occasions it may be necessary to revisit an aspect of learning.
- Teachers must be prepared to amend plans from lesson to lesson.
- If the learners' work is poor or they have struggled during the lesson, it might be sensible to revisit the work and not rush on to the next objective.
- Plans need to be helpful to teachers and they need to be used.
- Plans should not just 'sit' in a neat folder. A good set of plans may have notes written all over them to show what went well and what might need adjustment for next time.

There is a need to try and keep 'on track' or keep up with planned work but teachers should not stick so firmly to their plans that they cannot follow an idea that is unplanned. Quite often, excellent lessons result when something happens to stop the planned lesson – a local or national event, a child brings something into school – and the learners are interested. Teachers should feel that they can use these stimuli to develop talk, reading or writing. Learning takes place when learners are motivated and enthusiastic.

Whilst it is true that 'unplanned' activities should not lead the teaching, it may be possible for teachers to revisit both short- and medium-term plans to see if any objectives can be met. In this way, a certain amount of flexibility can be allowed. At the same time it should be remembered that the time allowed for a term's units is 12 weeks – therefore an unplanned activity could happen AND the intended planning be followed as well.

The following table shows the different components of a short-term plan that you will need to complete.

The template is like a recipe. When all of the items are there, it can work to create a good product – good planning can lead to good teaching. Later sub-sections describe other methods for strengthening teaching. (Section 4: Assessment and Section 6)

Make sure that your lesson plans describe what is to be taught and how it is to be taught.

A blank template for creating a lesson plan is provided in Appendix E to assist you.

After the instructions on the next page there is a worked example for a specific E2L lesson. Further examples of lesson plans can be found in Appendix C and alongside the scheme of work at the end of this document.

Short-Term Plan Instructions

Week beginning: gives a date reference; daily plans should add the day				UNIT: The title of the unit of work		CLASS: The class to be taught	
Timing	Framework	Learning Objectives	Success Criteria (Details provided in sub-section 3.1)	Activities (see notes below re: differentiation details, etc.)		Resources	Evidence of Achievement
				Description	W/G/I		
Shows the total lesson time down, how long is to be spent on each activity	This is the code taken from the medium term plan which is from the framework document	These are selected for each lesson, there is often more than one	These are questions or statements that will be used to measure achievement (success) – See Section 4 on Assessment	Description of the activity	W=whole class; G=group; I=individual or independent work	Materials that will be needed for the activity	A code shows what kind of evidence the teacher will use to decide if the success criteria have been met and the objective has been achieved. (See Section 4: Assessment)
<p>Organisation: Details of differentiation / groups / adult role (linked to activities)</p> <p>How the class will be organised; this may be just for certain activities; it should include details of differentiation / groups / adult role (linked to activities)</p>				<p>Notes / extension opportunities / homework</p> <p>This where any comments should be made about how the lesson has been and whether the next session plans need to be amended. Before the lesson, as part of the planning, extension activities and homework can be listed here</p>		<p>Q&A: question/ answer</p> <p>D: discussion</p> <p>O: observation</p> <p>M: marked work</p>	

A completed example of a Short-Term Plan for Stage 4

The example below is from Stage 4, Unit 2B

Week beginning:		UNIT: 2B: reading, analysing then planning and writing newspaper style reports			CLASS: stage 4			
Timing	Framework Ref:	Learning Objectives	Success Criteria	Activities (see notes below re: differentiation details, etc.) W: whole class; G: group; I: individual		Resources	Evidence of achievement	
				Description	W/G/I			
15–20	4S2	ask questions to find out general information on an increasing range of general and curricular topics	students ask and answer questions correctly with support	Students ask each other in pairs in which parts of the supermarket you find different things	G	diagram of supermarket matching worksheet	D	
15–20	4S3	give an opinion at sentence level on an increasing range of general and curricular topics	students successfully match most items	Students speculate about what type of packaging/ container things come in in a matching exercise	G	matching worksheet	Q/A	
20–25	4Ld2	deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	students identify most parts of supermarket correctly	Students listen twice to conversations which take place in different sections of a supermarket	I	diagram of supermarket	Q/A	
20–25	4Uf10	spell most high-frequency words accurately for a limited range of general and curricular topics when writing independently	students spell most words in their shopping list correctly other students able to guess what they are planning to do/,make	Students make a short shopping list in response to a prompt card	G	prompt cards	O	
Organisation:		details of differentiation / groups / adult role (linked to activities)			Notes / extension opportunities / homework			D: discussion
Possibly give more support to weaker groups by modifying first two worksheets e.g. by giving answers as anagrams.					Possible extension of all elements in this lesson would be completing short supermarket dialogues.			O: observation M: marked work

Section 3: Teaching Approaches

This section considers some of the different ways that you may choose to deliver particular activities throughout the year.

There are as many ways to teach as there are teachers! We all have our own preferences and ways in which we feel most comfortable teaching. However, it is important to remember that learners have different learning styles and we need to appeal to all of them in our teaching.

Training Activity: Planning and Delivering a Lesson (Appendix A3)

In the appendices you will find a useful training exercise that helps to draw out just how many of these approaches teaching staff already practise and simply do not notice from familiarity.

3.1 Sharing the Learning Intention

Making objectives clear to learners is an essential part of giving them power over (and responsibility for) their own learning. Knowing how the objectives link together over time as an articulated whole in the medium and long term provides a kind of learning landscape, a route along which learners are travelling. The short-term plan will have selected objectives for the lesson. When delivering the lesson, the objectives need to be shared with the learners. It is at this stage that a further breakdown of the objective is needed.

First of all, the word 'objective' itself may need to be made easier to understand. 'Learning Intention' is an easier term. Learners need to be told what it is they are going to learn.

When objectives, or learning intentions, are shared, learners become more involved, have a better understanding of what they have to do and can comment on their own learning.

- Knowing what it is you are meant to be learning is vital for learners
- It takes very little time and is said at the same time as learners are told what to do and how to do it – usually at the end of the instructions
- This can be displayed and read together
- It needs to be made clear – conversion to 'child speak' may be necessary

Training Activity: Sharing Learning Intentions (Appendix A4)

In the appendices you will find a suggested training activity that has some details about how this might be done with different groups of learners.

The framework makes the objectives clear to teachers at each stage.

To make objectives clear to learners, the words need to be changed.

The table below gives examples of verbs that could be used when re-wording objectives. Please note that they are *only* examples with some alternatives listed too.

'knowledge' = to know. . .	'concepts' = to understand. . .
<ul style="list-style-type: none"> • to know – to spell – to recall – to recognise – to identify 	<ul style="list-style-type: none"> • to understand – to explain – to realise
'skills' = to be able to. . .	'attitude' = to be aware of. . .
<ul style="list-style-type: none"> • to be able to – to explore – to use – to talk about – to discuss – to know how to 	<ul style="list-style-type: none"> • to be aware of – to identify – to know about

Example of rewording an objective

Objective: To be able to use initial letter sounds as an aid to decoding unfamiliar words.

Words used: 'If you can't read a word can you say the beginning sound? This will help you guess or find the word.'

Explaining the learning intention takes very little time. Finding the right words will improve with practice and need not be written in the lesson plan. A sheet of notes may be useful though. It is easier provided the learning intentions in the medium term plan are clear. The words used will also relate closely to the 'success criteria'. (See Section 4: Assessment)

Making the wording of the objectives accessible to learners will need to be done by individual teachers as they know their learners best.

Creating Success Criteria

The learners' understanding of the learning intention is developed much more fully if it is followed by an invitation to them to create '**success criteria**'. These success criteria provide a way for teachers and learners to know at what point a learning objective has been achieved.

There are many ways that this can be done.

- Whole class discussion
- Group discussion followed by feedback to whole class
- Group discussion where the task is differentiated and learners work with an adult on their own task
- Using talk partners

One of the best ways to generate the success criteria with learners is to use samples of work from, for example, the previous year.

- Select two pieces of work – one that has most, if not all of the requirements, and one that does not quite include all of them
- Ask learners to discuss with, for example, their talk partners what they like about the work and what could be improved
- Feedback comments can be collected and the learners can decide which are the most important things to think about when doing the task. In this way ‘success criteria’ are produced

The learning intention and the success criteria should be displayed throughout the lesson. The criteria may be in the form of ‘steps’ so that learners can check their ‘success’ by following the pathway created by the ‘steps’.

Learners work independently on the lesson task. Before finishing they can be asked to say how far they have met the criteria and record this on their work. This could also be a shared activity with their talk partner.

Once learners are used to the routine of producing success criteria, it can happen often – not necessarily for all tasks. You may be concerned that there will not be enough time in lessons to do this. However, you will quickly discover that time is no longer wasted on repeating the task instructions because the learners now all understand what they have to do and are keen to get on and complete the task.

Giving success criteria a central role in lessons and allowing learners to produce them:

- Helps learners to gain a deeper understanding of what to do
- Gives learners ownership of the criteria so that they can create a successful ‘product’
- Gives learners a basis for self-evaluation and peer evaluation
- Enables learners to become active learners

See the section on Assessment for how the creation of Success Criteria fits into formative assessment techniques.

Training Activity: Creating Success Criteria with Learners (Appendix A5)

In the appendices you will find a training activity on how to create success criteria with your learners. Teachers will find their own ways of doing this as their expertise develops.

Talk Partners

Using talk partners can create a very positive atmosphere in the classroom as learners find themselves working with different people – people who they do not know that well. Teachers can decide how to organise talk partners in either a structured or a random way. Partners can be changed around at certain intervals to vary the experience.

Talk partners:

- Are all-inclusive
- Result in increased tolerance and respect
- Are excited by new partners
- Result in improved behaviour
- Have benefits for learners with special educational needs
- Result in increased self-esteem

3.2 Active Learning

Active learning recognises that the focus in teaching is getting learners to 'do' rather than 'listen'. This emphasises the practical nature of teaching at the primary phase. Learning by doing attaches real meaning to whatever related knowledge is being taught. Being told how to swim is after all not the same as being able to do it and as thought is an action too, we need to put it into a context, connect it to our emotions as we discover its applications. Understanding requires belief and these three simple points are a neat reminder of how that deeper learning is accessed through activity.

- I listen – I forget
- I see – I believe
- I do – I understand

It is clear that a range of different teaching strategies will be needed to provide the correct environment in which learners can develop their skills, knowledge and understanding. Included in these are methods that encourage active learning, thinking skills and independent work. The role of the teacher in planning, providing and adapting learning experiences to cover a range of learning abilities (differentiation) is central to promoting skills and knowledge development. Good differentiation is the key.

3.3 Differentiation

Differentiation is when a teacher reflects on learners' needs and matches the teaching methods, learning tasks, resources or environment to individual learners or groups of learners. There is a variety of reasons for the range in learners' needs, but the key principle is that through differentiation all learners can become successful learners.

The main reasons for the need for differentiation in the primary classroom are:

- **the learners' level of ability**, this is both for supporting the less able as well as challenging the most able
- **personal styles of learning** or pace of work.

How to differentiate

There are many ways in which teachers can create or adapt teaching methods or materials to give every child the opportunity for challenge and success. Some ways of differentiating are:

- **By using ability groups.** The most common way of differentiation is where learners are placed in high, average or low ability groups for some subjects. This can be the most effective way to help the teacher match the work to the different levels, but it sometimes causes the less able learners to develop a poor self-image, especially if groupings are rarely reviewed.
- **By using mixed-ability groups.** An alternative to this method might be to group learners according to gender, age, friendship, or other criteria. This prevents stigmatisation and research has shown that less able learners work better in mixed-ability groups. However, more able learners may not reach their potential and will not necessarily be as challenged as they are in same ability groups.
- **By varying the task.** This is when learners cover the same work or meet the same objectives but in different ways. For example, when learners are working on 'clauses', some might use sets of 'clause cards' to create sentences to identify different kinds of clauses whilst others might be able to work directly from a book activity or worksheet. The most able might work on manipulating clauses to create different effects.

- **By varying the outcome.** This is when learners are expected to reach different standards by learning through adapted learning styles or resources. For example, if the class task is to write a short story about an animal, some learners whose written language is weak might record the story onto tape; some learners with developing writing skills might draw pictures with captions; others, whose writing skills are good, might write a longer story or include dialogue.
- **By varying learner support.** This is when learners receive additional adult help from the teacher, a classroom assistant or even a more able learner. For example, when a class is undertaking a group reading activity, the teacher might work with the less able group and lead the discussion but allow the most able learners to work in an unsupported group with a summary sheet of questions / challenges to focus their discussion.

In summary, there are several ways in which the needs of learners can be met. Planning needs to include opportunities for:

- Differentiated group work
- Differentiated open-ended tasks
- Differentiated questioning. This is particularly important when using 'closed' questions (see Section 4: Assessment)
- Open questions. These allow all learners to take part. Encourage learners to discuss their answers either in pairs or small groups before giving a response
- Targeted questions. This is when pairs or small groups are asked specific questions related to the main learning outcome

It is important that all learners have the opportunity to take part in a discussion, and can respond orally or through specially adapted or specialised resources or with the support of an adult.

Some learners may need extension activities. These can be based on the same learning objective as the rest of the class and need to be very high but with realistic expectations.

Challenge learners to take responsibility and be independent and active and to question and evaluate their learning. At the end of the lesson they can be asked to share experiences and ideas, so that all of the class can see and hear higher level work. In some cases these able learners may be able to use their experiences with active learning to set their own success criteria.

Written work or homework can be adapted to suit particular needs if a learner needs more help with understanding the written word. Enlarged print, illustrations which provide clues to the meaning of the words or an audio tape can be used. Simplifying the vocabulary or breaking the task down into simpler steps, with more guidance can also help. Appropriate resources, which are manageable, should be provided. Learners who need extra support can be encouraged to choose their own support materials.

Differentiation does not set out to enable all learners to achieve the same standard. It aims to promote learning so that all reach their potential – the best that they as individuals are able to achieve. Your skills as a teacher will be to encourage learners on their journey to reach their own personal goals through carefully planned provision of exciting and stimulating learning experiences.

Section 4: Assessment

4.1 What is Assessment?

As with planning, it is useful to think of assessment as three connected levels: short-term assessments which are an informal part of every lesson; medium term assessments which are used to review and record the progress learners are making over time in relation to the key outcomes; and long-term assessments which are used at the end of the school year in order to track progress and attainment against school and external targets.

Types of assessment

Formative: to establish whether learners have met the learning outcome or are on track to do so. (These are both short and medium term.)

Summative: to 'sum up' what learners have achieved. (These are long term.)

Functions

Formative Diagnosis: to identify why learners do not understand or have difficulty with some topic or idea and to use this information to take appropriate action to correct mistakes or misconceptions.

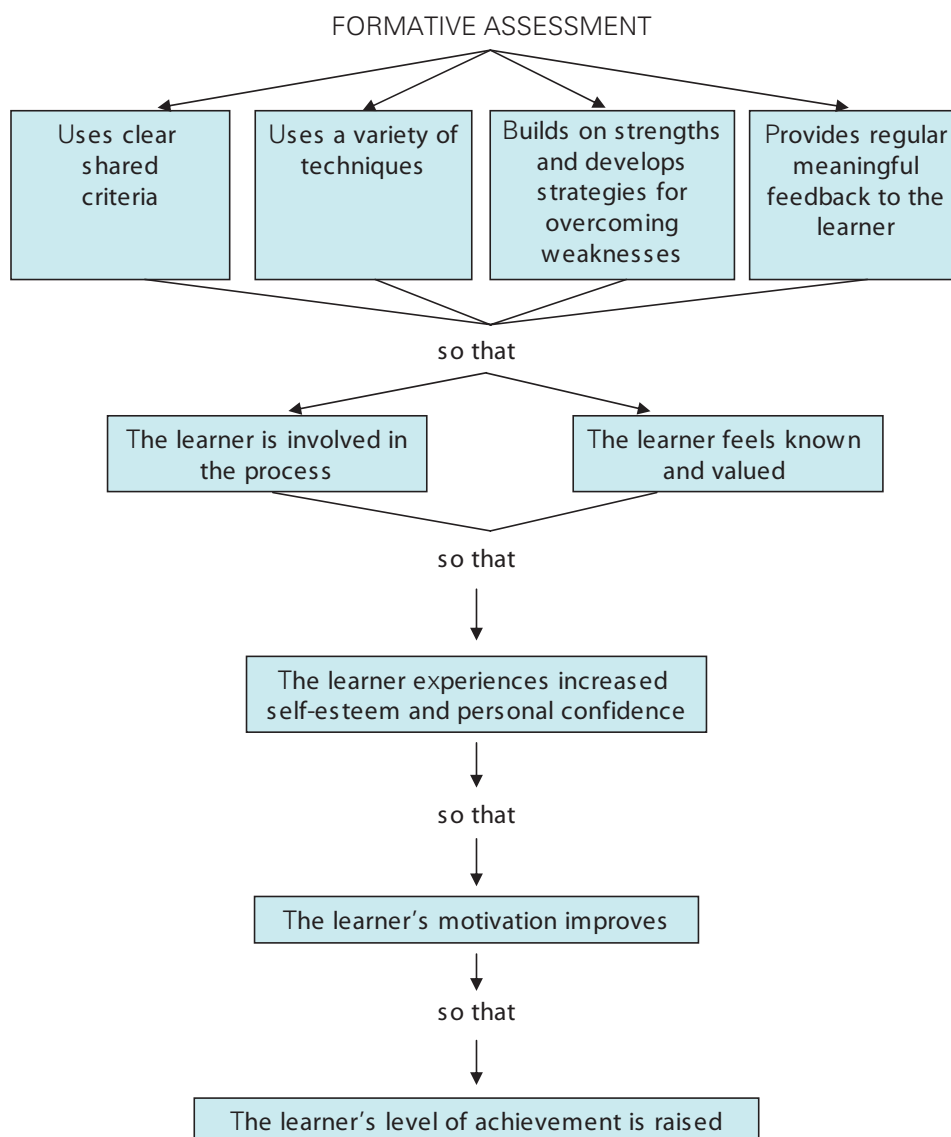
Formative Evaluation: to determine whether the action following the diagnosis has resolved the learner's difficulties.

Summative Evaluation: to establish what general level of ability the learner has attained in terms of understanding, selecting, applying and manipulating the knowledge and skills they have been taught. This kind of assessment is used as a means of reporting to other establishments and to parents on the actual attainments of learners.

Formative assessment is the process by which we analyse and review what a learner has learned and how they have learned it. For most teachers this process is inseparable from the actual teaching process in which every day observations in the classroom can help build up a fully rounded picture of an individual's progress over time. Effective formative assessment involves evaluating learners' progress and making decisions about the next steps that will be required to address their development needs.

4.2 Using Formative Assessment to Raise Achievement

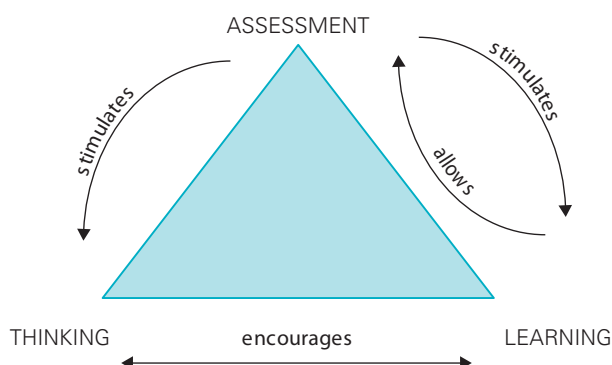
A summary of what has been said so far about formative assessment.



Assessment makes a difference to learning. Furthermore, it can make a positive difference when learners are *actively* involved with their learning.

The influence of assessment

In E2L, thinking, learning and assessment can be linked together in a creative and integrated way. The figure below attempts to show this relationship.



Thinking encourages learning which allows assessment to take place. In turn, assessment motivates both thinking and learning.

Think back to the earlier sections of this guide and consider how some of the things we have talked about, such as involving learners in their own learning, sharing learning intentions and creating success criteria, making use of learner-centred learning, etc. can be combined with the general and informal kinds of assessment you use in the classroom.

The purpose of assessment is to provide information for a variety of audiences.

Below is a summary of when and how assessment can take place.

- During a lesson: direct questioning
interaction/discussion
observation
- End of lesson: quick revision test (yes/no, etc.)
- After lesson: marking work
homework task
- End of unit: test or focused task (homework)
- End of year: progress tests/achievement tests

Formative assessment is therefore an integral part of teaching and learning and should not be 'bolted on' to activities. It helps to give the curriculum meaning for each learner. Furthermore, it enables each learner's learning to progress at the optimum rate.

Assessment results, whether in the short, medium or long-term view, should give direct information about learners' achievements in relation to objectives. Whether you are considering the steps required to reach a single objective or achievement of objectives over time, they should be criterion referenced (an agreed measurement or standard that needs to be reached – such as the 'success criteria' discussed earlier).

Such criteria should be clear and well established. The ways in which criteria are set up and used should reflect traceable routes of educational development which offer continuity to a learner's assessment at different ages: assessments should relate to progression. At the informal level, for example, you might want to measure how well individuals have grasped the content of a unit or lesson.

At a larger scale, say end of year tests, assessment results should be capable of comparison between classes and schools so that colleagues may share a common language and agree standards: assessments should be **moderated**.

Perhaps most importantly, learners should have a role in their own assessment. They should know exactly what is expected of them and also be able to offer a personal view of their performance. This involvement of learners is described fully in sub-section 3.2 Learner-Centred Learning and further in sub-section 4.2 Using Formative Assessment to Raise Achievement.

Learners need to know:

- Where they are in their learning
- Where they are going
- How to get there

Core principles of formative assessment:

- Share learning goals and success criteria, both long term and short term
- Activities must match the learning intentions
- Develop success criteria with learners
- Make the focus of the success criteria *how* they will achieve the learning intention
- Effective questioning needs to fit the purpose, giving learners thinking time
- Learners should be actively involved in self-evaluation

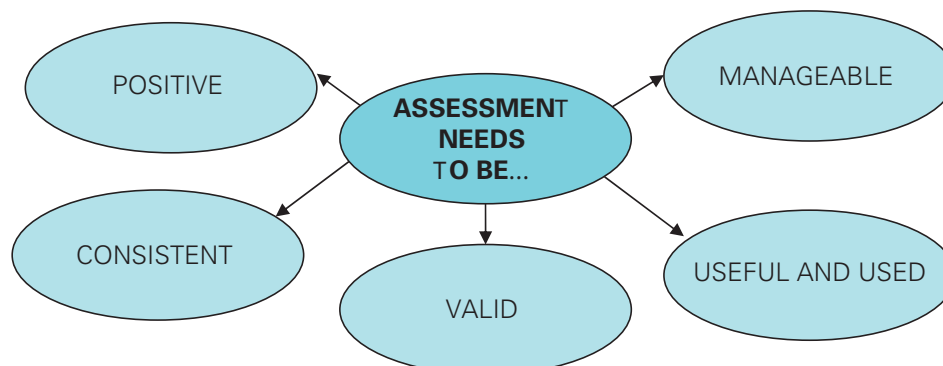
Assessment for Learning

'Assessment for learning' brings all of the ideas above together as a conceptual approach. A good working outline of the concept was provided by England's Qualifications and Curriculum Authority. It has become widely accepted and runs as follows:

1. The provision of effective feedback to learners.
2. The active involvement of learners in their own learning
3. Adjustment of teaching to take account of the results of assessment
4. Recognition of the profound influence assessment has on the motivation and self-esteem of learners, both of which are critical influences on learning
5. The need for learners to be able to assess themselves and understand how to improve

4.3 Developing Assessment in the Classroom

So how might we go about developing strategies for assessment in the classroom? The diagram below shows the essential properties of a functioning classroom assessment.



To support development of assessment in the classroom, teachers need to build their own skills and knowledge so that it becomes an integral part of classroom practice. The following training activity enables you to identify the extent to which formative assessment is already being practised in your school.

Training Activity: Taking Stock of Formative Assessment Skills (Appendix A6)

- Take stock of what formative assessment skills already exist amongst staff – this gives everyone a chance to consider the elements of formative assessment. It is a valuable audit tool
- You can then complete a summary sheet to show which areas you feel you need to support. (At the same time the audit also provides an opportunity for you to celebrate the skills that staff have developed already.)
- Finally, school managers can use the resulting information from the audit of skills to plan training needs for the whole school – some of these may be met by expertise already in school (shown on the individual summary sheets) or by the provision of an external trainer

4.4 Assessment Techniques

There are many ways to approach formative assessment. You can identify the most appropriate ways at the planning stage and indicate them on your plans.

The amount of assessment that can realistically be carried out will be partially dependent upon the **assessment techniques** chosen and the suitability of the task for assessment. You will need to know that key aspects of the learning have been grasped in order to move on to the next lesson or unit and you will have to decide on the best techniques for assessing these. Here are some pointers.

Assessment techniques generally fall into two broad categories:

- Product – The learner must work alone for *effective* assessment to be made and the assessment is made after the task has been completed.
- Process – The learner works alone but the **process** of learning is assessed and therefore the assessments must be done at the time that learning is taking place.
- or The learner works in a collaborative group. Issues arise concerning how to identify the contribution of one learner, especially when the exercise depends on a co-operative effort by all.

We shall look at assessing the *Process* first.

1 Question and Answer

Open and closed questions

(a) OPEN

e.g: discussion where the learner is encouraged to talk freely:

“Tell me about. . .”

“How do you feel about. . .?”

(b) CLOSED

e.g: questions requiring short specific answers.

In considering questions, the following points must be addressed:

- Is the wording clear?
- Do they get the desired information?
- Do they flow from easy to difficult?
- How are the responses used?

2. Observation

Think about what we have said concerning active learning and how it gives meaning to knowledge by placing it in the context of a rounded experience. Think also about how this experience and knowledge can be linked to a wider continuum of knowledge by allowing learners to understand where they are on their learning journey.

Learners have different learning styles and active/experiential learning gives you, as the teacher, the opportunity to approach a topic in many different ways at once. It also gives you the opportunity to observe how individual learners learn, which topics they learn best and in what particular way they learn best. This can inform your planning in terms of their development and also in terms of improving your own delivery over time.

Think what makes an impact on a young learner’s mind:

seeing? * thinking? * hearing? * feeling? *

These might translate approximately into:

- practical activity
- investigation
- problem solving
- game
- drama/role play

You will need to consider *how* any observation is to take place such as:

The physical location of the teacher

- The teacher sitting with a group of learners where any participatory role is ‘outside’ the assessment to be made
- The teacher sitting with a group of learners where the role is passive and understood by the learners – should any intervention be necessary to extend explanations etc., then it must take place because assessment is NOT about creating a threatening situation that may prove intimidating for a young mind. It is about being a part of a positive learning experience. (The assessment may continue even if adjustments have to be made to the main objective and anticipated outcomes.)
- The teacher sitting away from the learners but in a situation that can fulfil the requirements of the assessment

The learners being assessed

- Learners must be involved, as with all assessments, with the relevant criteria at the outset of the activity
- Issues concerning collaboration must be addressed positively. As a means of promoting learning, learners need to interact and this should not be dismissed in terms of making valid assessments. Attention may be focused so that these issues are not perceived as a problem but as a positive contribution to the learning process. In this respect, the professional judgement of the teacher plays a crucial role in determining what each learner has achieved

Techniques 1 and 2 (open and closed questions, and observation) are of the PROCESS type where concentration on a single learner or small group is required for a short time. The number of assessment decisions is restricted to one or a small number of objectives.

Technique 3 below is of the PRODUCT type. Much of it can take place outside the classroom. This allows recording of decisions away from the restrictions of the classroom. A larger number of objectives may be tackled. At the same time it must be emphasised that marking work **with** the learner can be an example of excellent practice.

3. Giving Feedback

Feedback may be oral or written. All feedback should be positive and meaningful to learners. We are constantly giving our learners feedback. Our response to their contributions in questioning sessions or discussions may be oral but it can also be non-verbal – a smile or a gesture. There are countless examples of when we do this – a smile at the beginning of a lesson, a nod of the head. Below are listed a number of different techniques of giving feedback.

a. Oral feedback

Oral feedback is potentially the most effective form of feedback. Getting learners to talk together before answering questions increases their achievement. It is the most natural and frequent feedback experience for learners. The language of the classroom has an enormous impact on the learners, and should create an ethos where speaking freely about learning is positive. Teachers’ oral feedback needs to be focused mainly around the learning outcome of the lesson, and is therefore focused. Feedback can be given to an individual, to a group or to the whole class. Where verbal feedback has been used to give a response to written work the task could be annotated V.F. (verbal feedback) and initialled by the marker.

b. Distance marking

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and learners, and the outcomes need to be fed back into planning (formative assessment). Most effective marking occurs when the work is marked together face-to-face, but if this does not occur and the work is marked away from the learner, the following should be considered:

- Can the learners read your comments?
- Can the learners understand your comments?
- Do you allow them time to read your marking?
- Do you allow time for some improvement on the work to be made before moving on to the next activity, or do you expect the learner to be able to transfer your improvement suggestions to another piece of work in a new context?

c. Acknowledgement marking

This is a courtesy look at the work, and may include a tick or an initial. It implies that some dialogue took place during the lesson, which will have had an impact on the learner's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting.

d. Closed exercise marking

This is where the work is marked together, and therefore fewer examples of the work have been given. Learning is the priority, and misconceptions or errors are shared, and not reinforced. Answer cards may be given to the learners to mark their own work, if it has been differentiated. Where this method has been used in class time the learner marking the work will annotate and initial.

e. Motivational marking

Some learners seek confirmation from the teacher that they are achieving. We need to encourage intrinsic motivation where the learner can identify their own successes first, then celebrate them. As a general rule this marking should be as positive as possible.

f. Response partners

This is when two learners discuss their findings, thoughts, ideas or answers together before giving a response to the class or the teacher. They can be paired, in mixed ability or same ability groups. It engages all learners in the lesson, develops collaborative and active learning, clarifies thoughts, and it makes it a 'safe to talk' environment. It can occur in the introduction, independent work and plenary. A response partner helps you with your work, offers you a reflection on your work and helps you to make your work better.

g. Quality marking

This is when success and improvement needs are highlighted against the learning outcome. Asking for some small improvement is rich in its impact on a learner's work and their attitude to improvement and learning. This would not take place for every piece of work, and with training and modelling by the teacher, learners can be encouraged to mark their own, and each other's work using this approach. This approach can be done orally, especially with younger learners, as well as written.

h. Self and peer assessment

Learners should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage learners to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning.

Peer assessment and self assessment is much more than learners marking their own or each other's work. To improve learning, it must be an activity that engages learners with the quality of their work and helps

them reflect on how to improve it. Peer assessment enables learners to give each other valuable feedback so they learn from and support each other. It adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge each other enables learners to achieve beyond what they can learn unaided. Peer assessment helps develop self assessment, which promotes independent learning, helping learners to take increasing responsibility for their own progress.

Self assessment and monitoring can involve learners directly if they have a homework journal. Teachers can add comments providing an informal feedback to parents at the same time. The same is true for a reading journal which keeps track of a learner's reading experience both at school and at home. Spelling logs are useful as a means of tracking learning with different headings for known words and for new words to be learnt.

Further advice on marking

Time spent marking must lead to improving learners' work. Sometimes a frustrating aspect can be when learners keep repeating the same errors all the time. Marking strategies need to make marking quicker and more effective.

Marking has other key functions.

- It can show what needs to be taught next. Often, the same error may be identified – perhaps this can form the basis of a whole class discussion. Feedback from marking should be planned into the next session. Learners need to become used to feedback as a way of learning. They can often make improvements straight away to their work
- It also shows teachers how successful their teaching has been – it is easy to identify when a lesson or activity has not contributed to the learning
- A positive outcome is the way that plans for the next lesson will be amended

When marking writing:

- A highlighter pen can show where the writing has been particularly successful
- If the learning intention has been written, pages of work can become more meaningful both for the learner and for the teacher when reviewing the work at a later date. A brief comment can be written against the learning intention to say whether it has been *very well achieved* or *achieved*. Not achieved is a very negative comment. *Needs more help* or *partly achieved* sound much better. A system of codes could work just as well. At the same time, a comment directed to the learner is important, for example, *This is a very entertaining story, Anna, I have enjoyed reading it. Thank you*
- Where the learning intention is not written down, a marking comment at the end of the work needs to be written that includes the wording of the learning intention, for example, *You have managed to use full stops very well*. If sticky labels are used for learners who are not fluent writers, the words suggested above may be used
- To save time-consuming record-keeping, a triangular corner of the page may be folded and coloured to show that the piece of work shows achievement of the particular objective. (The word version can be written at the beginning by older learners. For younger learners a code, for example, 2PSV3, could be written by the teacher when marking the work.) Schools and teachers will have their own systems of record keeping – it is worth remembering that marking the learners' work as suggested saves a lot of paperwork!

All of this leads to the next sub-section in an appropriate way as many of the strategies described above, especially in self and peer assessment, are examples of where active learning and assessment can happen.

Self evaluation:

Thinking about what happens when we are learning

(Choose one and add the words of the learning intention)

- **What really made you think while you were learning to?**
- **What helped you (e.g. a friend, the teacher, equipment, a book, your own thinking) when something got tricky about learning to?**
- **What do you need more help with about learning to?**
- **What are you most pleased with about learning to?**
- **What have you learnt that is new about? (quote learning intention)**

4.5 Assessment Available from Cambridge

As part of Cambridge Primary, end of stage tests (Progression Tests) are provided for Stages 3–6. These are available from the Cambridge Primary support site.

Progression Tests

These are for use within the classroom to measure the *progress* of the learners and identify *strengths and weaknesses*.

The tests are designed to be flexible and can be used to:

Assess the performance of the learners against the learning objectives in the curriculum framework. The Progression Tests are produced to precise specifications to ensure a representative coverage of skills and knowledge. The tests assess learning objectives from the entire stage and so should be used when teaching is complete. However, it is preferable that they are used when there is still time left in the term to provide learners with feedback and help them reflect on their achievements and consolidate the year's work.

Diagnose strengths and weaknesses. The results of the tests should be fed back to the learners. It is important that they know their strengths as well as being aware of the areas where they are weak. Feedback should always be constructive and should include practical advice on how to improve areas of weakness.

Examine progress from one year to the next. The Progression Tests can help you see whether learners are progressing at a steady rate or better, or worse, than expected. The comparison against an external standard means that even the weakest learners can show progress, which may have been overlooked if these learners were always compared with their stronger peers. Similarly, lower than expected performance in an able learner can be identified and investigated.

Inform planning. The results of the tests can be used to reflect on their teaching over the year and prompt changes for subsequent years. If there are areas where the entire class appears to be strong or weak, the teacher should consider the strategies used for those areas and adapt them as necessary. The data from the tests will also be of value to the following year's teachers to provide them with information about prior knowledge of the learners entering their classes. Alternatively, it is possible to give the test for the previous stage at the beginning of the next stage to determine the 'starting point' of the learners and identify any areas of weakness that need to be addressed.

Aid reporting to parents. The results of the progression tests can be combined with the teacher's own observations to produce informative reports to parents. Parents want to know how their child is doing and the results of the tests provide quantitative evidence of this. Reports should include areas of strength as well as areas where improvement is needed.

Administering the Progression Tests

You can administer the Progression Tests through the Cambridge Primary support site (<https://cambridgeprimary.cie.org.uk>). The site allows you to:

- organise your learners into groups, making it easier to administer the tests and run reports for each group
- access the Progression Tests and store learners' marks
- use the reports to track learners' progress by comparing individual results against the rest of the class, the school or other schools around the world
- compare results on a year-by-year basis
- analyse the reports to reflect on your teaching and then focus your efforts where they are needed most
- download, print or email your reports to share with other staff and parents
- access your account on different devices.

Making use of the reports

These are useful analyses to gain an overview of the strengths and weaknesses in the whole group. They enable teachers to consider factors that might affect this. It is always a good idea to begin by reviewing the planning for the objectives where the weakness was shown, for example:

- Was a reasonable amount of time allowed for delivering the objectives?
- What do the notes say on the planning following the lessons?
- Was a balance achieved between whole class and differentiated tasks?
- Were there any activities which could be described as favouring either boys or girls (gender bias)?

It may be that the planning check alone does not directly reveal the possible reasons for any weaknesses shown in the reports. If this is the case, we need to consider the response of the learners and their performance in class. This still could lead back to planning.

It is possible that the content of a lesson was too difficult for some learners. If so, some amendments should be made to the original plans. Doing this does increase pressure on 'finishing' the set of lessons for the objectives in question. However, time spent revising materials can save time when new objectives are introduced because they will be delivered on a firmer base of understanding.

It is also important to check the areas that were strengths because some 'extra' time could be gained by reducing the input for these areas. This has to be carefully judged as you do not want to reduce the standard in those areas.

A content review for areas of weakness may show that the chosen activities were not as stimulating as others. This will affect learners' responses quite significantly.

All of this analysis will provide information that can help you improve the planning and teaching for the following year. Although groups of learners will vary from year to year – the review needs to be ongoing to allow learners to gain a firm grasp of concepts and methods and should not be seen as a procedure that simply follows the tests.

The tests assess learning objectives from the entire stage and so should be used when teaching is near completion. Lessons following the test period will need careful planning so that learners can target the particular weaknesses identified in the reports. Differentiation is the key to the success of these lessons. The reports may show similar problems for groups of learners which will help with organisation – groupings created for this may change from lesson to lesson. Using adult support is essential.

More able learners can have a set of lessons prepared that extend their skills and understanding whilst ensuring that their areas of weakness are picked up as well.

Learners can have their own set of targets. These should be set up as part of regular practice in class. Setting up success criteria will support this as well as other self-assessment tools so that learners are involved at all times.

For target-setting to be successful targets should be **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime-related (i.e. SMART). They also need to focus upon key priorities.

Cambridge Primary Checkpoint

Cambridge Primary Checkpoint are additional (end of Primary) tests available to Cambridge Primary schools.

These are intended for learners at the end of their final year of primary education, when they are around 11 years old. They provide an assessment for learning objectives from Stages 4-6 of the curriculum framework.

They provide a form of detailed, diagnostic feedback that is a central feature of Cambridge Primary Checkpoint.

Feedback is provided at the level of individual learners, teaching groups and whole school.

Details about Cambridge Primary Checkpoint (including past papers) are available from <http://cambridgeprimary.cie.org.uk> and specimen papers can be found on the Cambridge International Examinations website www.cie.org.uk/

Section 5: Information Communication Technology (ICT) and E2L

ICT is a valuable resource which should be used appropriately to help develop learners' knowledge and understanding in their study of E2L. It is important however to consider where ICT may add value to the learning over other non-ICT resources.

Planning

As with all planning, start with the objectives. Do not ask the question, 'Where can I use ICT in the curriculum?'

Questions about ICT linked to the objective might follow:

- Will using ICT develop the activity?
- What software is available that can be matched to the objective?
- Is it age-appropriate?
- How will using ICT affect the pace of learning?
- Will I use it for the whole class?
- What about differentiation?
- Will it be better for groups or individuals to work on differentiated tasks?
- Do I need to be involved with a group working on an activity on the computer?

These are just examples of the questions you may think of. The answer to the final one is an interesting one as learners need support with all assignments – careful planning should show how your movements during the lesson can include this for some or all of the participants just like any non-ICT activity.

Your answers will reflect what is available in terms of hardware – one computer per class? An interactive whiteboard (IWB)? A computer suite?

5.1 ICT and Digital Technology

Since they are increasingly part of children's everyday experience, digital technology and ICT texts need to be included in the framework in order to make the most of children's potential for literacy and learning.

Learners bring a wide experience of texts to their school work, expecting to read images as well as print and, increasingly, expecting to use computers in seeking information and composing their own texts.

The increasing number of texts which include words, images and sound are often categorised according to the method (or mode) of communication, for example:

- The computer – internet information and PowerPoint™ presentations
- On paper – picture books, magazines, novels, information books
- Sound and visual media – radio, television, videos and DVDs

When children come to express ideas in the classroom they readily draw on their experience to create texts using more than one mode using words, diagrams, pictures, sound and layout. The texts children read on screen influence their writing, acting as models and examples of possible ways to express ideas and information. The digital texts that young people are familiar with – including computer games and hypertext – often follow a different structure from familiar (to teachers) narrative, instruction or explanation.

Presentational software and databases extend possibilities for composition. Mixed-mode texts can be constructed on paper, but digital technology, with its facility for importing pictures and manipulating text, means that presentation of writing can be more varied, involving design features which paper-based writing does not allow.

[For the remainder of this section ICT is used to mean all kinds of digital technology.]

Speaking

ICT offers greater opportunities for sustained forms of talk, asking and answering questions. Software such as PowerPoint™ means greater classroom emphasis on presentation, explanation and discussion. The use of webcams extends interactivity, allowing for instant feedback and time to reflect on the processes of talk – both in groups and individually. Interactive whiteboard (IWB) technology puts greater emphasis on shared and public talk.

Listening

It is now much easier to use transportable sound recording equipment. At the same time, since gesture, posture and facial expression are integral elements of spoken expression, digital cameras are likely to develop the ability to reflect and comment on language use.

Discussion

IWBs, presentational software, digital video cameras and sound-recording equipment increase opportunities for pupils to present ideas in groups. Smaller group sessions make it more possible for learners to take an active part in group work as well as in teacher-learner and learner-learner dialogue.

Reading

Basic skills and strategies

Digital technology can support the development of early reading skills. IWB technology allows programmes to be imported which identify and highlight phonic elements. The essential discussion of sentence and word structure is greatly enhanced by the flexible uses of the IWB. Not only can texts be highlighted and marked, created and amended, they can be saved and returned to as learning is built from session to session.

Read and respond to texts

Reading on the computer is now part of children's regular independent reading experience. Imaginative response may include making computer-based texts to present reading preferences to the rest of the class.

DVD and video texts are increasingly being seen as part of the reading repertoire and offer good opportunities for evaluating purposes and viewpoints. Discussion of the ways that film texts are put together, for example decisions made by the director about camera angles, etc. can help the evaluation of the effect of a text on the reader or viewer. DVDs can be easily paused and re-viewed to see how directors (and so writers) construct narratives. Discussions like these, based on film, transfer very easily to discussions about authors' intentions and points of view.

Writing

Creating and shaping texts

On-screen writing is now an essential part of the writing curriculum. The composing, editing and revising process helps pupils see themselves as authors, with the responsibility to proofread and craft their writing. Word banks can be easily stored – either as part of whole class work or individually – to support stylistic choices. Completed work is more likely to include image, digitally produced and imported from the internet, and variations in font, colour and design as part of composing effective texts.

Text structure and organisation

Reorganising texts on screen, moving sections, sentences and paragraphs, is becoming an everyday part of classroom writing experience. Drafts can be saved and returned to as part of the writing process. Planning and sequencing narrative and non-narrative can be even more effectively learned through IWB software which allows for quick and easy changes in structure. Sentence structure and punctuation can be edited quickly and easily.

Small, handheld digital video cameras can be used to create short film narratives developing understanding about narrative structure, setting and characterisation. Adding sound means understanding how to create atmosphere or use dialogue to move a story forward.

Word structure and spelling

Spell checkers and grammar checkers mean that accuracy can be part of the drafting process. Web-based dictionaries and thesauruses allow the extension of vocabulary. Personal word banks and dictionaries can be made.

Presentation

Typing on a keyboard needs to be balanced with the development of fluent handwriting as there will continue to be times when handwriting is more appropriate.

It is essential to remember that ICT should only be used for specific purposes. Speaking and listening, reading and writing can be supported and extended through the use of ICT, but there will always be occasions where more traditional forms of literacy are appropriate. The teacher's role is vital in planning ICT opportunities into their lessons.

Section 6: Creating A Positive Learning Environment

6.1 Classroom Organisation

There are many different ways of organising the classroom when teaching E2L. Over time, a mix of all the approaches outlined below will prove suitable – depending on the nature of the work being undertaken, available resources (including time), the abilities of the learners, and the teacher’s personal preference.

Strategies for the Effective Management of Learning

Classroom Organisation	Advantages	Limitations
<p>Whole Class Teaching</p> <p>Discussion</p> <p>Demonstration</p> <p>Watching DVD/TV</p>	<p>Easy to organise.</p> <p>Economical in terms of resources required.</p>	<p>No opportunities for first-hand experience.</p> <p>Not matched to the learners’ abilities.</p> <p>Difficult to involve the whole class.</p>
<p>Developmental Work</p> <p>Learners work in small groups doing similar tasks.</p> <p>Resource demands are known.</p>	<p>Easy to plan ahead.</p> <p>Provides opportunities for first-hand experiences.</p> <p>Can be matched to the learners’ abilities.</p> <p>Easy to compare observations between groups.</p> <p>Facilitates easy record-keeping.</p>	<p>Follow-up may prove difficult.</p>
<p>Circus of Activities</p> <p>Small groups of learners rotate around classroom during the lesson, trying out a variety of activities.</p>	<p>Easy to plan ahead.</p> <p>Offers range of differentiated activities.</p> <p>Less demanding in terms of resources.</p>	<p>Activities cannot be sequential.</p> <p>Assumes equal time for all activities and all groups.</p> <p>Makes record-keeping more difficult.</p>
<p>Thematic Approach</p> <p>Small groups work independently to contribute to the whole theme or topic.</p>	<p>Learners work at their own pace.</p> <p>Provides opportunities for first-hand experience.</p> <p>Leads to good communication.</p>	<p>Difficult to arrange a balanced experience of English.</p> <p>Difficult to ensure coherence.</p> <p>Difficult to ensure that the rest of the class understand.</p>
<p>Individual Topics</p> <p>Individuals or small groups work on items selected by themselves.</p>	<p>High motivation.</p> <p>First-hand experience.</p> <p>Learners work to own potential..</p>	<p>Demanding on teacher.</p> <p>Structured framework necessary.</p>

It is at the teacher's discretion to choose which of the above approaches will best suit the learning situation for the lesson planned. This will enable the classroom to be managed, with learning opportunities facilitated in different ways – according to desired outcome. It gives useful organisational ideas.

Once the organisational method has been chosen, it is important for the teacher to then decide how they will support, guide and assess during the session and to identify this in the lesson plan for each session.

How can I support learners during an activity?

This needs to form the basis of your lesson plan.

Here is a list of things to think about when planning

Can I support and guide by:

- Working 1:1 with an individual
- Working with a small ability group and asking relevant questions to scaffold their thinking
- Differentiating work by giving different groups different outcomes to work to
- Organising them to work in mixed ability groups, where more able learners help less able learners
- Providing appropriate worksheets/recording sheets to facilitate easier recording
- Giving them different activities
- Using any other available adults to work alongside particular individuals/groups
- Moving between groups and acting as facilitator
- Challenging more able learners to extend their thinking

Can I assess by:

- Observing and recording individual responses
- Questioning a particular group, e.g. boys, middle ability learners
- Giving immediate verbal feedback
- Giving written feedback on their work
- Setting questions in the same context and asking them to apply what they have learned in a new situation
- Giving a formal test

These decisions need to be included in your lesson plan so that any other adult who needs to be involved in the lesson can be included and is made aware of their role.

6.2 Creating a Positive Atmosphere

All of the above should set the classroom scene. The role of the teacher in creating the atmosphere in the classroom is central to everything that happens to promote teaching and learning.

Teaching approaches should be consistent. Learners will struggle to engage in active learning where they work with talk partners and groups if they are usually discouraged from talking. Creative thinking would be difficult in a classroom where this is not encouraged. Working in a group is not easy if learners are used to working individually.

Excellent active learning activities resulting in such positive assessment practices will not take place in a 'non-productive' atmosphere.

The best assessment for learning will happen where the teacher creates an environment where everyone is comfortable and familiar with routines. Learners will respond to all kinds of activities if the atmosphere is one that encourages them to participate fully in developing their learning.

The role of the teacher will be to:

- Ensure that learners take an active role in the learning process
- Show appreciation of everyone's ideas
- Encourage learners to give good reasons for their ideas
- Involve everyone in discussions
- Inspire confidence in learners to test their own ideas
- Make sure learners have enough time to explore ideas properly
- Help learners to work together and share their ideas with others and to appreciate the ideas of others
- Encourage learners to make their own decisions
- Use varied questioning techniques and encourage learners to think of their own questions
- Make learning English enjoyable and fun

Section 7: Support and Resources

7.1 Resources from Cambridge

Cambridge Primary centres receive access to a range of resources when they register through the Cambridge Primary support site. Included on this website are:

- Curriculum Framework
- Progression Tests and analysis tools (see Section 4)
- Schemes of Work – these give a recommended course outline where teaching objectives are organised into a recommended teaching order. A brief outline of activities to achieve these objectives is provided. Some resources are recommended here
- Editable versions of the planning templates (see Appendix E)

7.2 Training available from Cambridge Assessment

Online training opportunities

An online introductory course is available free to Cambridge Primary centres. Details including the enrolment key and instructions on how to access the course are sent to the main Cambridge Primary Co-ordinator at your centre upon registration and are also available from the Cambridge support site. The course is self-study and as such can be completed at any time when you first register for Cambridge Primary. It provides an introduction to Cambridge Primary, its educational philosophy and the services and resources available to Cambridge Primary centres.

Additional online tutor-led courses are also available. These courses will be advertised on the events page of the Cambridge public website at www.cie.org.uk as they become available through the year.

Face-to-face training opportunities

Face-to-face training is available in the form of workshops and lectures covering structure, planning and teaching strategies. To see what training courses are currently available in your region go to www.cie.org.uk/events.

You can email Customer Services via info@cie.org.uk or call us on +44 1223 553554 or on 01223 553554 if you are in the UK.

If you would like to discuss bespoke training please contact our Training Services Team at trainingservices@cie.org.uk. Face-to-face training can be arranged to meet your individual school's requirements. This bespoke training will be tailored to the particular training needs of your staff.

7.3 Support with administration for Primary Checkpoint

There are three key documents that will be sent to your Cambridge Primary Administrator on an annual basis:

- Handbook for Centres
- Cambridge Primary Checkpoint Admin Guide
- Procedures for the Submission of Entries booklet.

These documents are made available on CIE Direct.

CIE Direct <https://direct.cie.org.uk> is the online tool for Cambridge Exams Officers and Administrators and can be used to submit and amend Cambridge Primary Checkpoint entries.

7.4 Enquiries

Ask CIE

Ask CIE is an online bank of answers to frequently asked questions about Cambridge examinations and services. The next time you have a question about administering Cambridge examinations, just go to Ask CIE. Simply type your question into the search box, or use the menu to guide you. There is also a 'Noticeboard' on the Ask CIE homepage to alert you to important announcements. You can find Ask CIE on our website at www.cie.org.uk, or go direct to ask.cie.org.uk.

Customer Services

You can also email us via info@cie.org.uk or call us on +44 1223 553554 or on 01223 553554 if you are in the UK.

7.5 Resources Recommended by Cambridge

The following titles are suitable as course material for Cambridge Primary E2L and are all available from Cambridge University Press.

7–10 year olds:

- Kid's Box
- Hippo and Friends
- Join Us for English
- Primary Colours
- Playway to English
- Cambridge English for the World
- Cambridge English for Schools

Further information about materials suitable for Cambridge Primary E2L can be found on the CUP website: www.cambridge.org

Appendix A: Teacher Training Activities

The following pages include training activities referred to throughout the guide.

- A1 Agreeing Terminology
- A2 Producing a Lesson Plan Format
- A3 Preparing and Delivering a Lesson
- A4 Sharing Learning Intentions
- A5 Creating Success Criteria with Learners
- A6 Taking Stock of Formative Assessment Skills

Training Activity A1: Agreeing Terminology

A workshop session to agree terminology.

This is a very short activity which should lead towards a discussion that reaches an understanding of the different levels of planning.

Objectives:

To identify different levels of planning

To identify their purpose

To obtain an oversight of different terminology

Instructions:

Explain activity using Training Activity A1: Handout sheet (photocopiable overleaf)

- Consider all of the terms used in planning and display them
 - e.g. long term
 - medium term
 - short term
 - scheme of work
 - unit of work
 - framework
 - lesson plan
- Individuals or groups use the sheet to make notes identifying different planning levels and terminology and what they mean
- Discuss at end to reach agreement

The value of this activity is in working through the task and not so much the outcome. The discussion will make the levels of planning clearer.

At the end, leaders of the activity may wish to share the definitions as given in this guide. A shared understanding will make the guide easier to follow.

Training Activity A1: Handout

Objectives:

- To identify different levels of planning
- To identify their purpose
- To obtain an oversight of different terminology

Long Term Planning

Medium Term Planning

Short Term Planning

Training Activity A2: Producing a Lesson Plan Format

Objective:

To produce a format for lesson plans.

Instructions:

- Handout 1: invite colleagues to list as many of the areas they think should be included on a lesson plan as possible
- Collate ideas on flip chart to gain some kind of consensus
- On A4 paper, work out a possible format to include all of vital material
- Distribute Handout 2 with more details either during activity or as part of plenary
- Distribute Handout 3 as a sample format following discussion

Possible inclusions that may be suggested:

Objective(s)

Success criteria – statements that support assessment (whether or not an objective has been achieved – see section on Assessment)

Activity (ies)

Organisation

Any special arrangements/groups

Roles of different adults (including teacher)

Resources etc.

Training Activity A2: Handout 1

Objective:

To produce a format for lesson plans.

LESSON PLAN FORMAT

WHAT SHOULD IT INCLUDE?
<ul style="list-style-type: none">•••••••••••

What could it look like?

Design a format for lesson plans. Include all of the appropriate headings and spaces for completion.

Training Activity A2: Handout 2

Information for formatting short term plans

Activity/lesson plans (for a single lesson or related lessons in a subject, taught over the course of a week) should show:

- detail of the planned activity, including points to be covered by the teacher in introducing tasks and supporting the learners' learning during and after each lesson
- key questions to be covered/addressed during each activity
- a breakdown of specific tasks in detail (steps the learners need to go through, rather than the overall activity)
- differentiation and grouping of the learners, and any relevant staffing details
- details showing how the lesson(s) will link to existing provision for special educational needs, such as learning support assistants or individual education plans
- information about hours needed for the activity
- resources needed for the activity
- learning objectives
- expected learning outcomes
- success criteria – descriptions/statements to measure whether the learning objective has been achieved?
- assessment opportunities
- space for notes about specific group or individual performances.

Annotating the short-term plan should also support the teacher in preparing subsequent activities in the medium term plan, in response to the learners' performances or the outcomes of the task.

Training Activity A2: Handout 3

Week beginning:		UNIT:		CLASS:		
Timing	Frame-work Ref:	Learning Objectives	Success Criteria	Activities (see notes below re: differentiation details, etc.) W: whole class; G: group; I: individual Description	Resources	Evidence of Achievement
Organisation: details of differentiation / groups / adult role (linked to activities)				Notes / extension opportunities / homework		Q&A: question/answer D: discussion O: observation M: marked work

Training Activity A3: Preparing and Delivering a Lesson

Objective:

This is a motivational exercise to share experience and build confidence.

Instructions:

Distribute sticky labels or 'Post It' notes. Ask colleagues to think of all of the different things they do when preparing and delivering a lesson. Invite them to write each one on a separate label or note and stick it on a large sheet of paper displayed for all to see. The following discussion can be very entertaining but it has a serious side too in recognising all of the skills that a teacher has to practise in the classroom.

The list below is just a sample that might come from Activity 3.

They are **not** presented in order of importance:

- Prepare lessons / resources
- Instructing a class
- Letting learners talk
- Make tasks accessible to all
- Sharing achievements
- Giving praise and rewards
- Asking questions
- Setting tasks
- Marking work
- Leading discussions
- Sharing learning intentions (objectives)
- Setting homework
- Setting targets
- Letting learners take the lead
- Observing learners
- Discussing with groups
- Discussing with individuals
- Helping an individual
- Explaining things
- Answering questions
- Offering reassurance

The list can go on and on.

It is possible that all of the above could occur during one lesson. Good management of time, resources and, most important of all, the learners can make it all happen!

Training Activity A4: Sharing Learning Intentions

Objectives:

- To learn how to convert a range of learning objectives into learner-friendly language
- To learn how to write appropriate success criteria
- To be made aware of the many ways in which learning intentions can be presented to learners

Instructions:

1. Refer back to Section 3: Teaching Approaches. Select a range of learning objectives from the curriculum framework that clearly represent the following categories of activity:
 - To know
 - To understand
 - To be able to
 - To be aware of
2. Ask teachers to re-word these objectives using learner-friendly terms.
3. Refer back to Section 3: Teaching Approaches and ask teachers to suggest appropriate success criteria for each objective.
4. Give out Handouts 1 and 2. Ask teachers to suggest a range of methods in which learning intentions can be presented to a whole class, differentiated groups, younger and older learners, etc. A list of possible methods can be found below.
 - Verbally – not always as successful as a visual method which remains available throughout the session
 - Writing on a black/whiteboard/flipchart – the simplest way (older learners may copy this into their books/working sheets)
 - Completing a chart and displaying for all to see
 - Saving it on a computer for display on an interactive whiteboard
 - Having a set of pre-printed sticky labels for each learner's book – useful for younger learners
 - Write on an individual or group sheet to display on the desk (good where tasks are differentiated and objectives are different)

Charts or posters might look like something like those suggested in Handouts 1 and 2.

Training Activity A4: Handout 1

Today we are learning to

write learning intention here

We'll know we've done this because



list success criteria here

Training Activity A4: Handout 2

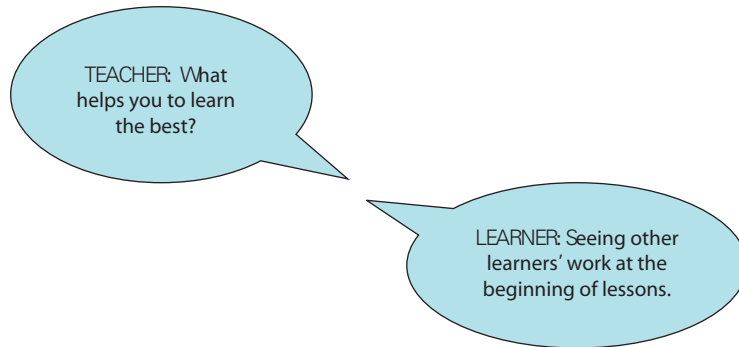
Learning intention

*A more formal approach may appeal
to older learners*

We will know we have achieved this because ...

Success criteria

Training Activity A5: Creating Success Criteria with Learners



Objective:

To plan and deliver a lesson in which learners write their own success criteria.

Instructions:

Stage 1: Planning

- Learning objectives selected
- Create own estimation of success criteria
- Prepare samples of previous work – good and not so good
e.g. writing; artwork; photographs; 3D objects; video clips of P.E., games, drama
- Plan good (open) questions that will get learners (in talk partners) thinking and discussing the subject matter of the learning intention. (Responses may reveal some misconceptions)

Stage 2: Lesson Delivery

- Introduce lesson
- Give task instructions
- Share learning intention
- Ask questions to promote discussion – record success criteria
- Share work samples: what can you see? Compare and check against list . . . this may add or subtract items
- Display the agreed list in ways already described
- Learners work on task referring to criteria as they work
- Invite learners to share work with class/talk partner
- Learners make improvements
- . . .and finally:
Plan a discussion at the end that:
 - Summarises the learning
 - Selects examples where improvements have been made
 - Refers to the next step/learning focus

Training Activity A6: Taking Stock of Formative Assessment Skills

- Take stock of what formative assessment skills already exist amongst staff – this gives everyone a chance to consider the elements of formative assessment. It is a valuable audit tool. You will find the elements listed helpfully in a document below
- You can then complete a summary sheet to show which areas you feel you need to support. (At the same time the audit also provides an opportunity for you to celebrate the skills that staff have developed already.)
- Finally, school managers can use the resulting information from the audit of skills to plan training needs for the whole school – some of these may be met by expertise already in school (shown on the individual summary sheets) or some of these may be met by the provision of an external trainer

Notes on the survey form.

- This form is to enable teachers and schools to consider which elements of formative assessment they feel most comfortable with and also to help identify where further training would be helpful
- The prompts are generic to suit teachers of all year groups and some may not be relevant to the Foundation Stage, for example. If this is the case, please put “not applicable” in the comments box

Desirable Outcomes	Always	Sometimes	Never	Comments
I write clear learning intentions in my medium term planning.				
I write clear learning intentions for each English lesson on my weekly plans.				
I write clear learning intentions for every lesson or activity I plan to do.				
I share my learning intentions with the learners both verbally and in writing.				
My learning intentions are put into “learner speak” so they can be understood.				
I identify the success criteria for the lesson and share them with the learners.				
The learners identify the success criteria when the learning intentions have been shared.				

Desirable Outcomes	Always	Sometimes	Never	Comments
Learning intentions and success criteria are clearly displayed.				
Sharing learning intentions has become an expectation for the learners in the class.				
I tell the class the reason for doing the activity (the aside).				
Learners write the learning intentions in their books (where appropriate).				
Learners are able to say the learning intention to each other or the teacher.				
I am using the learning intentions and success criteria as part of my feedback strategy.				
I take time to teach learners to be self-evaluative.				
Learners are involved regularly in evaluating their own success.				
I give oral feedback during the lesson based specifically on the learning intention.				
In my marking, I indicate where the learner has met the success criteria.				
I show where some improvement can be made.				
I write a 'closing the gap' prompt to help learners make the improvement.				
Learners are given time to identify their own improvement.				

Desirable Outcomes	Always	Sometimes	Never	Comments
I give learners specific time to read my written feedback and respond to it.				
All the learners in my class have E2L targets.				
The learners are involved in setting and discussing their own targets.				
Targets are visual, e.g. using target cards, on display or in books.				
Targets are SMART so that learners know when they have met them.				
Targets are shared with parents.				

Your View	Yes	No	Unsure	Comments
I think that sharing learning intentions has had a positive impact on learning.				
I think that giving oral and written feedback based on success criteria has had a positive impact on learning.				
I think the use of individual writing targets has had a positive impact on learners' learning.				
I think that parents understand our approach to providing feedback and marking.				

TEACHER SUMMARY SHEET

Your name

School

Stage taught

I feel really confident about these aspects of using formative assessment:

- ✓
- ✓
- ✓

I'd like further support with these aspects:

- ✓
- ✓
- ✓

Support to be given by -

SCHOOL SUMMARY SHEET: to be completed from the teacher summary sheets.

School Name:

Staff at this school feel really confident about –

- ✓
- ✓
- ✓

We would like further support with –

- ✓
- ✓
- ✓

We can offer expertise to other schools in ...

- ✓
- ✓
- ✓
- ✓

Agreed action points following discussion:

Appendix B: Sample Schemes of Work

The following pages contain extracts from the comprehensive scheme of work provided on the Cambridge Primary support site.

They include:

- Stage 1: Module 1C: Unit 5: Things I like
- Stage 3: Module 2B: Unit 9: Same or different
- Stage 6: Module 2B: Unit 10: Communicating

Stage 1: Overview Page

Scheme of work – an overview

Stage 1

This scheme of work is based on a 12-week term, with each Module being covered in four weeks. Each unit should, therefore, be covered in two weeks, based on the provision of five to six hours of classroom English per week.

TERM 1	TERM 2	TERM 3
Module 1A English Time Unit 1 Hello Unit 2 Colours and numbers	Module 2A People and animals Unit 7 Look! Unit 8 On the farm	Module 3A Useful things Unit 13 Our classroom Unit 14 Things and Stuff
Module 1B Hear, see, touch Unit 3 Hands and Head Unit 4 Sounds English	Module 2B Me and my friends Unit 9 This is the way Unit 10 Friends	Module 3B Getting it right Unit 15 Questions and Answers Unit 16 Clothes
Module 1C Likes and Letters Unit 5 Things I like Unit 6 ABC	Module 2C Nice times Unit 11 Let's play Unit 12 At the seaside	Module 3C Having Fun Unit 17 Move it Unit 18 Party Time

Stage 1: Module 1C: Unit 5: Things I Like

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
1Uf2	use common present simple forms [positive, negative, question] to give basic personal information	Focusing on the structure <i>I like / I don't like</i>	worksheet: pictures of pizza, chips, ice-cream, carrots, fish, burgers, eggs, chocolate, bananas, etc.		100–120 minutes
1S8	express basic likes and dislikes	Ask students to draw happy / sad face by foods according to preferences	set of food pictures for each student / some cards with happy / sad faces on / some cards with + sign on		
1Ug8	use <i>with</i> to indicate accompaniment				
1S8	express basic likes and dislikes	Students say <i>I don't like pizza / like this / these</i> .			
1Ld1	understand some specific information and detail of short, supported talk on a limited range of general and curricular topics	Students arrange pictures and say what they like / don't like with another student		T indicates which student responds	
1Ut7	use <i>me too</i> to give short answers	Listening to other students say what they like and responding <i>me too / I don't</i>	projected: colour chart		
1Ld5	understand a limited range of short supported questions on general and curricular topics		worksheet: food words with pictures to overwrite.		

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
1Wa2	form upper and lower case letters of regular size and shape	Listening to 'What colour' food questions and copying answers from a colour chart e.g. What colour are bananas?			
1Wa2	form upper and lower case letters of regular size and shape.	Writing new food words using an overwrite letter worksheet.			
1Ug12	use like + verb +ing to express likes and dislikes	Focusing on like + verb + ing structure	worksheet: images of activities: swim, read, ride, bike, sing, dance, play football, write, skate, fish, draw		100–120 minutes
1S8	express basic likes and dislikes	Students tick / cross activities they like doing and tell another student			
1Ut7	use me too to give short answers	Focusing on me too / I don't short answers	worksheet above		
1Uf2	use common present simple forms [positive, negative, question] to give basic personal information	Focusing on 3rd person form he / she likes / doesn't like T asks question: Does .. like fishing? etc.	images of Ben and Pipa enjoying / not enjoying activities		
1S6	contribute suitable words and phrases to pair, group and whole class exchanges	Mingling activity in which all students walk around the class miming the action on a card	cards with image of activities: swim, read, ride bike, sing, dance, play football, write, skate, fish, draw [one per student]		

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
1S5	use words and phrases to describe people and objects	Students sit down and T asks 'What does Tom like doing?' First student to answer correctly [He likes [imimed action] wins the card	flashcards: does likes		
1Ug15	sight read high-frequency words	Sight reading words related to new grammar	reading like do you singing doesn't me too don't		
1Ug3	use basic adjectives and colours to say what someone / something is or has	Focusing on adjectives that express likes/dislikes			100–120 minutes
1Ug4	use possessive adjectives to describe objects	Students copy/write 'nice' or 'nasty' next to each animal and tell another student.	worksheet: images of animals cats bears spiders dolphins dogs bees penguins sharks mice flies	pre-teach <i>nice nasty</i>	
1S7	take turns when speaking with others in a limited range of short, basic exchanges	Other student agrees 'yes they are / no they're not – they are nasty etc...			
1S6	contribute suitable words and phrases to pair, group and whole class exchanges	Responding to T 'Is it nice or nasty?' 'What is it?' as T slowly reveals picture of an animal. Talking about activities students like / dislike.	worksheet: images of activities	pre-teach <i>fun boring</i>	
1S3	use a limited range of basic words, phrases and sentences related to classroom objects, activities and routines				

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
1Wa4	copy letters and familiar high frequency words and phrases correctly	Students write fun / boring next to each activity and tell another student.	skating / playing football / flying kites / riding bikes / playing computer games / reading etc.	pre-teach favourite	
1Wa4	copy letters and familiar high frequency words and phrases correctly	Students write/copy their favourite things onto an image for display	image of child holding balloons [one for boys/one for girls] student write the initial on T-shirt	students write the initial first name on T-shirt to represent themselves	
1Ld3	understand a limited range short supported questions which ask for personal information	Teacher asks: what's your favourite food / animal / team / colour / game / ice-cream etc. Students write answer in one of the balloons		display opportunity	
1S2	ask questions in order to find out about a limited range of personal information and classroom routines	Students ask and answer: <i>What's your favourite ... ?</i> to each other.			
1Ld1	understand some specific information and detail of short, supported talk on a limited range of general and curricular topics	Listening to short conversations between Ben and Pippa and drawing lines to what they like	worksheet: images of Ben and Pippa and meele of things.		100–120 minutes
1S5	use words and phrases to describe people and objects	Responding to T questions about who likes what. e.g. Does Pippa like cats? Yes she does, no she doesn't			
1Lg2	recognise the sounds of phonemes and phoneme blends				

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
1Ld1	understand some specific information and detail of short, supported talk on a limited range of general and curricular topics	Listening to what animals like (like to eat) and writing initial consonant letter [sound]	worksheet: matching images monkeys_ebras cats _ones lions like _ish penguins _ice dogs _ananas b z m f b		
1Rg2	recognise, identify, sound, segment and blend phonemes in individual words	Focusing on initial consonant blends	worksheet : What are these? [images] _ _ogs _ _ies _ _iders Can you [images] _ _im _ _ate _ _ay sp fr pl sw fl sk etc.		
1Lg2	recognise the sounds of phonemes and phoneme blends	Listening and completing with word beginning with a blend.	worksheet: images That's a nice _ _ess I like your _ _irt r s k d etc.		
1Rg2	recognise, identify, sound, segment and blend phonemes in individual words	Making words / matching initial sounds [single and blends] to word endings.	cards: -ed [image of red] r - -im [image of swim] sw- etc.		

Stage 3: Overview

Scheme of work – an overview

Stage 3

This scheme of work is based on a 12-week term, with each Module being covered in four weeks. Each unit should, therefore, be covered in two weeks based on the provision of five to six hours of classroom English per week.

1	2	3
Module 1A Helping hands Unit 1 Welcome Unit 2 Nice ideas	Module 2A Past Times Unit 7 Long, long ago Unit 8 Pirates	Module 3A The Answer is Unit 13 Questions and riddles Unit 14 Numbers and shapes
Module 1B What's it like? Unit 3 Shapes and sizes Unit 4 Animal Kingdom	Module 2B What and When Unit 9 Same or different Unit 10 It's Time	Module 3B Having fun Unit 15 Games Unit 16 Enjoying yourself
Module 1C Sights and Sounds Unit 5 Tastes, sounds and smells Unit 6 Colours and patterns	Module 2C Near or Far Unit 11 Close to Home Unit 12 All about Africa	Module 3C Classmates Unit 17 Being Together Unit 18 Our English Class

Stage 3: Module 2B: Unit 9: Same or Different

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
3Rm1	understand the main points of short simple texts on a limited range of general and curricular topics by using contextual clues	Reading different pairs of signs, notices and sentences and deciding whether the meaning is the same or different	worksheet: pairs of items, e.g. six fifteen , a quarter past six / when's your birthday, what's your date of birth.		100–120 minutes
3Lo1	recognise the opinion of the speaker(s) in basic, supported talk on a limited range of general and curricular topics	Listening to short conversations and deciding whether the second speaker feels the same or different	worksheet: speaker 1 circle correct answer : same or different.		
3Ut8	begin to use infinitive of purpose	Focusing on language of reasons in explain differences	worksheet: What's the difference: e.g. cushion / pillow		
3Ut9	use conjunction <i>because</i> to give reasons on a limited range of general and curricular topics		worksheet: Why are they not the same: e.g. 11 o'clock / 23.00		
3Ut3	use <i>why</i> to ask for explanations		pictures of e.g. clock / watch / compass		
3S7	keep interaction going in short, basic exchanges on a limited range of general and curricular topics	Talking about which signs / objects / situations are the odd-one-out and saying why			

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
3Uf3	Use common comparative and superlative adjectives to give personal information and on a limited range of general and curricular topics	Focusing on comparative forms of adjectives	worksheet; sentence-matching and completion tasks		120-140 minutes
3S6	communicate meaning clearly using phrases and simple sentences during pair, group and whole class exchanges	Talking about what someone will say in comparing things in pictures. Students note down their answers	worksheet: pairs / set of pictures, e.g. thermometer showing 15 °c [Sat] and 18 °c [Sun]		
3Ld1	understand most specific information and detail of short, supported talk on a range of general and curricular topic	Listening to people talking about pictures above and students decide if what was predicted is said.	students use answers from previous task and tick or cross if the same.		
3Rd2	understand with support some specific information and detail in short, simple texts on a limited range of general and curricular topics	Reading short texts posted around room and deciding whether something is 'a bit / a lot' longer / taller / bigger etc.	worksheet: compare River Amazon / River Nile [length] Australia / Canada [size]		
3Wa2	write with support longer sentences on a limited range of general and curricular topics	Students write down what they find out as sentences to be read out.			

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
3S3	give an opinion at sentence level on a limited range of general and curricular topics	Talking [speculating] about the world's longest, fastest, tallest, oldest, biggest, etc.	Worksheet: questions e.g. How old is the world's oldest person?		100–120 minutes
3Uf2	use common superlative adjectives to give personal information and on a limited range of general and curricular topics				
3Rd1	recognise the difference between fact and opinion in short, simple texts on a limited range of general and curricular topics	Reading short texts about world's oldest, etc.	fact or opinion task		
3Rg4	find with support books, worksheets and other print materials in a class or school library according to classification	Researching online and completing a fact-file	fact file to complete: record: important date next oldest / biggest etc.	guide to primary friendly sites / library section	
3Wo1	link with some support sentences using basic coordinating connectors	Writing a short description of world's tallest, highest, fastest, etc. based on internet research	guided writing template	display opportunity	

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
3Ld2	deduce meaning from context in short, supported talk on a limited range of general and curricular topics	Listening to what is said / asked and predicting an emphatic response in agreement, e.g. Are you really sure?	worksheet: emphatic adjectives which students match to what they hear e.g. Beautiful Much better Lovely Ancient Plenty Positive Terrible Delicious	pre-teach any unknown emphatic words and model one or two short dialogues	100–120 minutes
3Wa1	plan, write and check sentences with support on a limited range of general and curricular topics	Writing short dialogues based on above with another set of emphatic adjectives.			
3S6	communicate meaning clearly using phrases and simple sentences during pair, group and whole class exchanges	Students act out dialogues for class. Talking about where student and partner would place themselves on a 'tastometer'	worksheet: emphatic adjectives: fine, impossible, fantastic, exhausting, freezing, the best, etc.		
3S7	keep interaction going in short, basic exchanges on a limited range of general and curricular topics	Students hide their 'tastometer' and predict where partner is on 'tastometer' e.g. I like spicy food but I think you like spicier food than me.	worksheet music : quiet _____ loud food : plain _____ spicy weather : hot _____ cold hair, short _____ long clothes : dark _____ bright etc.	display opportunity	
3Wc1	write with support short sentences which describe people, places and objects	Writing a short comparative poem about your partner, e.g. John likes his food spicy Delicious He Spicier than me He likes the weather cold Freezing	guided writing template		

Stage 6: Overview

Scheme of work – an overview

Stage 6

This scheme of work is based on a 12-week term, with each Module being covered in four weeks. Each unit should, therefore, be covered in two weeks based on the provision of five to six hours of classroom English per week.

1	2	3
Module 1A My world Unit 1 All about me Unit 2 At school	Module 2A Great Discoveries Unit 7 Inventions Unit 8 Famous Explorers	Module 3A Making Decisions Unit 13 Going shopping Unit 14 Calculating
Module 1B Entertainment Unit 3 Sports and Fitness Unit 4 Films	Module 2B Different People Unit 9 Work and jobs Unit 10 Communicating	Module 3B Adventures Unit 15 Holidays and Travels Unit 16 Survivors' tales
Module 1C Past and Present Unit 5 Clothes Unit 6 Time and Special Days	Module 2C Living Things Unit 11 Character and Behaviour Unit 12 Animal Habits	Module 3C Our Class Unit 17 Making plans Unit 18 A year of English

Stage 6: Module 2B: Unit 10: Communicating

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
6S1	provide detailed information about themselves and others at discourse level on a wide range of general topics	Talking about when and how you can leave messages. Students ask each other questions about leaving messages	worksheet text message / written note / voice message / answer machine / instant message what's the difference when do you use them		80–100 minutes
6S2	ask questions to clarify meaning on a range of general and curricular topics				
6Wa1	plan, write, edit and proofread work at text level with some support on a range of general and curricular topics	Writing text messages [least number of letters]	worksheet : sentences that students have to reduce to text messages		
6Wo3	use independently appropriate layout at text level for a growing range of written genres on familiar general and curricular topics	Writing messages to leave at particular locations around a house. [Students read messages out for others to guess where it was left]	image of different rooms with typical furniture/ fittings around a house		

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
6S3	give an opinion at discourse level on a range of general and curricular topics	Talking about gestures / making sounds and when they have to be used	worksheet : Find a gesture say yes .. no .. thank you.. stop ... don't, etc. worksheet when do people – whistle – clap – hug etc. fact or opinion tasks		80–100 minutes
6Rd1	recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics	Reading about the use of gestures in different countries and cultures	matching task images of aircraft taxiing signals		
6Ld1	understand specific information and detail in both short and extended talk on a range of general and curricular topics with little or no support	Listening to someone describing different gestures			
6Uf7	begin to use simple forms of reported speech to report statements and commands on a range of general and curricular topics.	Focusing on reported speech	worksheet: rewriting direct speech as reported speech / matching tasks	model a few gestures and suggest interpretations	70–90 minutes
6S5	summarise what others have said on a range of general and curricular topics	Talking in groups about different gestures you can make and what they mean	worksheet: gestures to show you like / dislike / don't care / don't believe etc.		
6Ug7	spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics when writing independently	Making gestures and others in class report/write down what you said	students write down in notebooks what they think was said/ they were told		

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
6Lo1	recognise the attitude or opinion of the speaker(s) in both short and extended talk on a range of general and curricular topics with little or no support	Listening to voice/recorded messages	multiple-matching tasks		60–80 minutes
6Uf6	use present continuous forms with present and future meaning on a range of general and curricular topics	Focusing on phone language and talking about arrangements	worksheet : completion / matching tasks		
6S4	respond with increasing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics	Replying to voice messages and leaving a message in reply	tape scripts of messages in previous listening task	you might like to record students leaving messages and ask other students to listen and say which message they are responding to	
6Uf8	use a growing range of modal forms including <i>would</i> [polite requests] <i>could</i> [polite requests] <i>needn't</i> [lack of necessity] <i>should</i> , <i>ought to</i> [obligation]	Focusing on modal forms Focusing on functional [modal forms] language in phone calls	worksheet: sentence rewriting / completion tasks worksheet: matching phone questions/ statements to short		60–80 minutes
6Wa2	use joined-up handwriting in all written work across the curriculum with appropriate speed and fluency	Writing [completing] short phone dialogues and acting these out in front of class	modal responses		

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
6Ld4	understand longer sequences of classroom instructions with little or no support		<i>show screen on board and explain / answer questions about they have to do</i>	set up students through skype or some other forum	60–80 minutes
6S2	ask questions to clarify meaning on a range of general and curricular topics	Talking about and explaining an instant message forum	<i>worksheets A / B giving students different things to communicate to each other</i>	ICT link	
6Rf1	read and follow independently familiar instructions for classroom activities	Reading instructions for instant messaging task			
6Wc2	write with some support about personal feelings and opinions on a limited range of general and curricular topics	Writing to each other in an instant messaging forum			

Module Review

Listening, Reading, Use of English, Speaking and Writing tasks on a range and blend of topics and themes relating to jobs and working situations, means of communication and modern technology and a range of module learning objectives.	use a range of multiple-matching, multiple-choice, yes/no/doesn't say, sentence and text completion and guided speaking and writing tasks	use tasks to assess core module learning objectives and monitor progress	90–120 hours
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Appendix C: Sample Lesson Plans

These are followed by suggested resources.

- Stage 2: Module 1C: Unit 5 That's mine
- Stage 4: Module 2C: Unit 11 At the shops
- Stage 6: Module 2A: Unit 8 Famous explorers

Stage 2: Module 1C: Unit 5: Lesson Plan

Week beginning:		UNIT: 5: Module 1C			CLASS: P2	
Timing	Framework Ref:	Learning Objectives	Success Criteria	Activities (see notes below re: differentiation details, etc.)	Resources	Evidence of achievement
				Description		
20–25 mins	2Ut5	use personal subject and object pronouns, including possessive pronouns <i>mine, yours</i> to give basic personal information and describe things	students can describe some differences using personal pronouns	Focusing on personal pronouns. Students stand in a line, T says: / Pete your hair is brown. [T points] S: Hers is black. / Yours is grey.	worksheet: Find a difference. person next to you. / person behind you / person in the picture, etc e.g. My socks are brown, hers are white.	O
20–25 mins	2S5 2Ut4	give short, basic descriptions of people and objects use demonstrative pronouns <i>this, these, that, those</i> and object pronoun <i>one</i> in short statements and responses	students ask and answer some questions using possessive adjectives and demonstrative pronouns	Asking questions about pens. Students stand around table and have to collect as many pens as possible by identifying owner e.g. Is this your pen, John? No, mine's blue. [next student] Is this your pen, John? Yes, that's it.	strips of card / paper for drawing pen/pencils / strips for writing sentences	O
	2S2	ask questions to find out about an increasing range of personal information				

Week beginning:		UNIT: 5: Module 1C			CLASS: P2		
Timing	Framework Ref:	Learning Objectives	Success Criteria	Activities (see notes below re: differentiation details, etc.)		Resources	Evidence of achievement
				W: whole class; G: group; I: individual	W/G/I		
15 mins	2S1	make basic statements which provide personal information on a limited range of general topics		Students draw and colour picture of their pens / pencils	G	feely bag	D
25–30 mins	2S2	ask questions to find out about an increasing range of personal information	students ask some questions which can be understood	Students then ask other students about their pens / pencils. and write sentences about them for the display, e.g. This is Kim's pencil. It's new..	G I		Q&A M
20–25 mins	2S6	plan, write and check short sentences with support on familiar topics	students write some correct sentences	Students try to pull their pen from a feely bag in a team game, / e.g. Yes. This is mine or This is Kim's	W		O
Organisation: details of differentiation / groups / adult role (linked to activities)		details of differentiation / groups / adult role		Notes / extension opportunities / homework			
Target differentiated Qs in line activity at weaker / stronger students and ensure balance of student abilities between teams in final activity		use pen drawings and sentences students make in display				Q&A: question/answer D: discussion O: observation M: marked work	

Stage 4: Module 2C: Unit 11: Lesson Plan

Week beginning:		UNIT: 11: Module 2C		CLASS: P4			
Timing	Framework Ref:	Learning Objectives	Success Criteria	Activities (see notes below re: differentiation details, etc.) W: whole class; G: group; I: individual		Resources	Evidence of achievement
				Description	W/G/I		
15–20	4S2	ask questions to find out general information on an increasing range of general and curricular topics	students ask and answer questions correctly with support	Students ask each other in pairs in which parts of the supermarket you find different things	G	diagram of supermarket	D
15–20	4S3	give an opinion at sentence level on an increasing range of general and curricular topics	students successfully match most items	Students speculate about what type of packaging/ container things come in a matching exercise	G	matching worksheet	Q&A
20–25	4Ld2	deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	students identify most parts of supermarket correctly	Students listen twice to conversations which take place in different sections of a supermarket	I	matching worksheet	Q&A
20–25	4Ug10	spell most high-frequency words accurately for a limited range of general and curricular topics when writing independently	students spell most words in their shopping list correctly other students able to guess what they are planning to do/make	Students make a short shopping list in response to a prompt card	G	diagram of supermarket prompt cards	O
Organisation: details of differentiation / groups / adult role (linked to activities)				Notes / extension opportunities / homework			
possibly give more support to weaker groups by modifying first two worksheets, e.g. by giving answers as anagrams				<i>possible extension of all elements in this lesson would be completing short supermarket dialogues</i>			
						Q&A: question/answer D: discussion O: observation M: marked work	

Stage 6: Module 2A: Unit 8: Lesson Plan

Week beginning:		UNIT: 11: Module 2C		CLASS: P4			
Timing	Framework Ref:	Learning Objectives	Success Criteria	Activities (see notes below re: differentiation details, etc.)		Resources	Evidence of achievement
				Description	W/G/I		
5–10				Pre-teach key vocabulary			D
15–20	6S7	keep interaction going in longer exchanges on a wide range of general and curricular topics	Students negotiate towards an outcome	Students complete worksheet by discussing which things they think explorers discovered in China. Feedback in plenary	G	worksheet	Q&A
25–30	6Rd2	understand independently specific information and detail in short, simple texts on a range of general and curricular topics	Students find and plot most dates correctly and find majority of multiple matching answers	Students scan [focusing on dates] text in first reading to complete timeline activity and then do multiple-matching task which involves detailed understanding	W	text and worksheet	D
25–30	6Uf1	use a growing range of quantifiers and cardinal, ordinal numbers and fractions on a range of general and curricular topics	Students work out some patterns and can drill dates correctly	Ask students to practise saying dates to each other and trying to spot patterns in how they are said	I	worksheet	O
25–30	6Ld1	understand specific information and detail in both short and extended talk on a range of general and curricular topics with little or no support	Students can find most dates and can give reasons for T/F answers	Plenary feedback and teacher modelling and drilling Students listen twice to text	G	worksheet and tape script	Q&A
Organisation: details of differentiation / groups / adult role (linked to activities)		details of differentiation / groups / adult role (linked to activities)		Notes / extension opportunities / homework		Q&A: question/answer D: discussion O: observation M: marked work	
less able groups focus on different reading/listening tasks in different phases of reading / listening		focus on different reading/listening tasks in different phases of reading / listening		Possible extension relating to key dates in their own country's history			

Appendix D: Opportunities for ICT in the Primary E2L Framework

ICT is a valuable resource which should be used appropriately to help develop learners' knowledge, skills and understanding.

The following suggestions are not exhaustive. They are designed to be illustrative and demonstrate a range of opportunities where ICT can be utilised in the teaching of E2L.

General

There is potential for the use of ICT throughout the E2L curriculum and the ideas presented in this section can be applied to most areas. In addition, where an approach is particularly relevant to the aspect being studied, it is listed against that aspect.

Online activities and resources: There is a wealth of relevant materials designed to target different aspects of the curriculum. Not all are free, but most subscription sites have free resources. These are given on the resources sheet, categorised by area of learning.

IWB hardware and software: This resource is available in many educational settings and has huge potential, which is not always tapped. The software can be installed on learners' computers and used away from the board to support teaching and learning. Even where the physical board is not available, there are often "lite" or open source versions of the software, which can be installed and used:

1. The IWB provides a very useful way of displaying ideas. The tools can be used to highlight elements, as well as to drag and drop text, etc. This supports the creation of simple activities to support learning.
2. Most IWB software has banks of resources, ranging from still images and text, to animations, flash-based activities and sound files. These are a useful support in teaching, but could also be used by learners working independently. Teachers are strongly advised to explore these before looking elsewhere.
3. All IWB software has the potential to combine text, graphics and sound in a simple way, allowing pupils to match words to pictures and/or sounds by dragging and dropping. Such activities can be used to support teaching of varied topics as well as being used independently by learners to consolidate their understanding.
4. As the software allows hyperlinks to be included, this can be used to guide pupils to a specific website or resource for an activity or further study. Learners can also use simple tools within the software to capture any resources they have been using online.
5. As IWB software is very simple to use, learners can develop their own games and activities to support an area of learning and then use these with their peers. As learners have to understand the teaching point to develop the activity, this can be an excellent approach to help consolidate learning.
6. Sound files (normally MP3) can easily be attached to writing or an image using IWB software. This can be used to support learners in understanding concepts.
7. As the IWB software is effective as a word processor and multimedia tool, it can be used by learners to develop class books, and complex text and presentations targeted to different audiences. Music and sound files, images and film can be easily included.

Handheld devices/tablets: There are an increasing number of handheld devices and tablets on the market that either have their own bespoke software or can run apps, which can be downloaded for free, or for a small charge from the internet. There is a huge quantity of such apps, some of which provide excellent support for learners and their learning, although there are many which are not so appropriate and time needs to be taken to ensure quality. The management of handheld devices in a classroom would also need to be considered carefully, with potential issues around charging and syncing the devices.

Class response systems: If the educational setting has such hardware, it will normally be linked to the IWB and the software can be used by teachers and learners to assess understanding around a certain topic. There are now software options some of which use the learners' own handheld devices, which could provide an alternative to dedicated hardware.

Visualisers: Where these are available, they can be used to share work and capture still and moving images in the class during discussion and investigations.

Word processing/publishing software: Most word processors have potential for learners use of ICT, especially in cases where the organisation has no IWB hardware or software. Possible uses include:

1. Letters, sounds, words and texts can be produced and learners can use highlighting and formatting tools to select and work with elements of the text as in 1. above
2. Find and replace can be used to locate elements within a text and correct/improve them (for example to correct regular mistakes, change punctuation, detect use of less interesting words, etc.)
3. Dictionary, grammar and thesaurus tools can be used to improve texts and can provide potential for exploring and discussing vocabulary and grammar.
4. The software can be used to create texts and publications for stated purposes or targeted to specific audiences.

Organisational tools: Table tools within word-processing software, spreadsheet worksheets and IWB software can be used to organise information and comment on texts. Mind-mapping software can be used to develop ideas and plan for the creation of texts. (Some mind-mapping software allows the mind map to be used as a word bank to support the writing process.)

Databases: This software can be used to organise information, so that it can be searched and sorted. It can be used to support the creation of information texts and to create databases around certain topics.

Cartoons: Creating cartoons can help learners explore language, providing an engaging way for them to record their thinking and understanding.

Sound recording: Use of sound can be both motivational and supportive for learners of English. Much standard software has the capability to record sound direct to a computer. Alternatively mp3 players/recorders able to capture and playback sound, as well as download to the computer, are generally available.

Digital still and film capture: There are many digital film cameras on the market with simple film-editing software, and most computer-operating software includes a free utility to edit film.

Image-animation software: Animating images, avatars and voki and writing and recording scripts for them provides good opportunities for learners to practise their English. (Bespoke software is normally needed for this.)

Other multimedia software: Generic and or open-source resources exist to combine pictures into slide shows, and/or to animate the picture and graphic elements. These can be used to support learners in presenting their learning or sharing ideas as well as being used by both teachers and learners to create resources to support learning.

Online spaces: There are many generally available online spaces for saving, sharing and commenting on materials. The educational setting may have its own learning platform or VLE. If this is not the case, teachers will need to ensure that the space is safe and reliable before encouraging pupils to use it. Learners should also be taught to respect others work online, understanding the rules for copyright, ownership and safe and responsible use. Learners' activity on the site(s) should be monitored to ensure the rules for safe and responsible use are being applied.

1. Learners can be encouraged to save and share work online, providing the opportunity to discuss, review and improve their work.
2. Learners and teachers can create blogs to explore and develop ideas around a topic or theme.
3. Groups of learners can create wikis around an area of learning or to support an investigation or problem-solving activity.
4. Learners can engage in online discussion around a topic or idea, or use a discussion board to develop an investigation.

Opportunities for ICT in STAGE 1

READING: Opportunities for ICT:	
	Learners should
Stage 1	<p><u>Recognise, identify, sound and name the letters of the alphabet</u></p> <p>Use IWB software to drag and drop pictures of common objects to match their initial letters – b for bread, c for cat, etc.</p>
Stage 1	<p><u>Sight read high-frequency words</u></p> <p>Teacher emails three high-frequency words per day to each learner for one week; in class learners first read 'their' words from jumbled list on IWB, then practise reading other learners' words.</p>
Stage 1	<p><u>Understand the meaning of very simple familiar phrases or sentences on familiar, general and curricular topics by rereading them</u></p> <p>Learners read simple text on the IWB; teacher puts up pictures one by one to illustrate meanings and learners highlight in colour the appropriate phrases and sentences.</p>
Stage 1	<p><u>Use, with support, a simple picture dictionary</u></p> <p>Cut and paste onto screen categories of pictures (animals, colours, etc.) from an electronic picture dictionary but with incorrect spelling underneath / word with first letter missing; learners use electronic picture dictionary to find / check the correct spelling.</p>

WRITING: Opportunities for ICT:	
	Learners should
Stage 1	<p><u>Form upper and lower case letters of regular size and shape</u></p> <p>Learners copy teacher's handwriting to write words, including upper and lower case letters, on the interactive whiteboard; handwritten text is then converted to typewritten text using text-recognition tool and checked for accuracy.</p>
Stage 1	<p><u>Write familiar words to identify people, places and objects</u></p> <p>Learners upload digital photos of their family, friends, homes, etc. onto screen in class; in turn learner tells class the name / word and learners write it in their notebooks.</p>
Stage 1	<p><u>Spell some familiar high-frequency words accurately during guided writing activities</u></p> <p>Using bespoke software, learners write a simple story together using pictures and caption sentences; teacher highlights key words and learners check spelling in electronic dictionaries.</p>

USE OF ENGLISH: Opportunities for ICT:	
	Learners should
Stage 1	<p><u>Use common singular nouns, plural nouns (plural 's') and proper names to say what things are</u></p> <p>In pairs, learners are given list of nouns (e.g. countable food items, parts of house, etc) and search for pictures on internet to 'present' to class; other pairs of learners are given proper nouns (e.g countries, cities) and locate them on world map from internet and 'present' to class.</p>
Stage 1	<p><u>Use basic adjectives and colours to say what someone/something is or has</u></p> <p>Use bespoke software to do adjective quiz, spotting adjectives and colours in sentences.</p>
Stage 1	<p><u>Use basic prepositions of location and position to describe at, in, near, next to, on to describe where people and things are; use prepositions of time: on, in to talk about days and time; use with to indicate accompaniment; (use for to indicate recipient)</u></p> <p>On IWB learners place small, black ball in right place in relation to large square (place); listen to simple recorded story and mark where people and things on are a picture (place); on blank diary page on IWB, learners plan a week + weekend and annotate the diary page (days and time + accompaniment).</p>
Stage 1	<p><u>Use conjunction and to link words and phrases</u></p> <p>Learners review a series of short sentences on the interactive whiteboard and use editing tools to choose those which can be linked by 'and'.</p>

LISTENING: Opportunities for ICT:	
	Learners should
Stage 1	<p><u>Understand a limited range of short, supported questions which ask for personal information</u></p> <p>After review of questions, learners interview each other using simple recording device; playback to class and review.</p> <p>(Also relevant for first subskill of Speaking Stage 1)</p>
Stage 1	<p><u>Understand some specific information and detail of short, supported talk on a limited range of general and curricular topics</u></p> <p>Learners listen to short recorded talk and complete onscreen gap-fill exercise (factual information).</p>
Stage 1	<p><u>Recognise the names of letters of the alphabet</u></p> <p>On IWB learners are given choice of five pictures (jobs, places, food items etc) and decide which one begins with letter given by teacher.</p>
Stage 1	<p><u>Recognise the sounds of phonemes and phoneme blends</u></p> <p>Use simple recording device to record and play back sounds; learners match to phoneme 'cards' onscreen.</p>

SPEAKING: Opportunities for ICT:	
	Learners should
Stage 1	<p><u>Ask questions in order to find out about a limited range of personal information and classroom routines</u></p> <p>Each learner records a set of simple statements about themselves; each recording is played to class and learners ask questions to elicit further information.</p>
Stage 1	<p><u>Use words and phrases to describe people and objects</u></p> <p>Learners in pairs do mini-webquests to find information about someone famous from their country; a picture is uploaded for the class and learners talk about their choice.</p>
Stage 1	<p><u>Take turns when speaking with others in a limited range of short, basic exchanges</u></p> <p>Using a bespoke CD-Rom, learners read and record alternate lines in a dialogue; dialogues are played back and reviewed.</p> <p>(Very controlled practice because of level)</p>
Stage 1	<p><u>Express basic likes and dislikes</u></p> <p>In small groups, learners each play part of a song they like on their MP3 players and say why they like it; learners in the group say whether they like the song or not.</p>

Opportunities for ICT in STAGE 2

READING: Opportunities for ICT:	
	Learners should
Stage 2	<p><u>Recognise, identify and sound, with support, a limited range of language at text level.</u></p> <p>Learners read an onscreen text and identify the beginnings / ends of sentences; teacher changes the line length do full stops are in different position and learners identify sentence boundaries again.</p>
Stage 2	<p><u>Begin to read, with support, very short simple fiction and non-fiction texts with confidence and enjoyment.</u></p> <p>Teacher scans picture of character / location from short fictional text; learners call out words to describe and annotate the picture before reading the text.</p>
Stage 2	<p><u>Understand the main points of very short, simple texts on familiar general and curricular topics by using contextual clues.</u></p> <p>Learners are given a short e-text with key words listed underneath; learners work together to write a sentence summarising the main point(s) of the text.</p>
Stage 2	<p><u>Use, with more infrequent support, a simple picture dictionary.</u></p> <p>Teacher puts pictures illustrating new words on interactive whiteboard one by one; learners look up the word in either paper-based or electronic picture dictionaries and call out the word – prize for the winner!</p>

WRITING: Opportunities for ICT:	
	Learners should
Stage 2	<p><u>Plan, write and check, with support, short sentences on familiar topics.</u></p> <p>Using digital photographs of learners in class / breaks / arriving and leaving, learners write short sentences; pairs swap sentences and read them aloud.</p>
Stage 2	<p><u>Begin to use joined-up handwriting in a limited range of written work.</u></p> <p>Teacher models joined-up writing of short phrases recorded on video; video is shown on loop with multiple small windows on screen so learners can copy and work at own pace through the different phrases. (Teacher monitors and supports).</p>
Stage 2	<p><u>Link, with support, words or phrases using basic coordinating connectors.</u></p> <p>Learners work onscreen with short e-texts with connectors listed alongside; they drag and drop connectors into text.</p>
Stage 2	<p><u>Include a full stop and question mark during guided writing of short, familiar sentences.</u></p> <p>Learners are given a short simple e-text with no punctuation and use editing tool to insert punctuation.</p>

USE OF ENGLISH: Opportunities for ICT:	
	Learners should
Stage 2	<p><u>Use numbers 1-50 to count.</u></p> <p>Learners work with a grid on the interactive whiteboard containing numbers 1-50 and take turns to name and highlight odd/even numbers in different colours; they add together sets of numbers highlighted by the teacher and read out the calculation (30 minus 10 equals 20 etc).</p>
Stage 2	<p><u>Use adjectives, including possessive adjectives, on familiar topics to give personal information and describe things.</u></p> <p>For homework learners email sentences to the teacher describing their favourite things; on the interactive whiteboard teacher highlights the adjectives and asks learners to suggest more for each text.</p>
Stage 2	<p><u>Use imperative forms (positive and negative) to give short instructions.</u></p> <p>Using google street maps (or similar) learners practise telling each other how to reach places.</p>
Stage 2	<p><u>Use common present continuous forms, including short answers and contractions, to talk about what is happening now on personal and familiar topics; use –ing forms swimming, spelling as nouns to describe familiar and classroom activities.</u></p> <p>Learners watch short video extracts from YouTube / BBC Motion Gallery (or similar) of familiar activities (sport, cooking, singing, playing music etc) and write one sentence to describe each activity.</p>

LISTENING: Opportunities for ICT:	
	Learners should
Stage 2	<p><u>Use contextual clues to predict content and meaning in short supported talk on an increasing range of general and curricular topics.</u></p> <p>Teacher uses Google Earth to introduce topic and main points of short recorded talk on a foreign country; learners listen and answer T/F questions onscreen.</p>
Stage 2	<p><u>Understand short, supported narratives on an increasing range of general and curricular topics.</u></p> <p>Learners listen to short recorded narratives of simple journeys in their country or neighbouring countries; they mark the places mentioned on maps uploaded from the internet and make brief notes of what happened there.</p>
Stage 2	<p><u>Recognise words that are spelled out in a limited range of general and curricular topics.</u></p> <p>Learners listen to recorded dialogues of people buying things by telephone in which they spell their names/addresses/product type etc; learners complete a database form onscreen for each person.</p>
Stage 2	Phonemes – as in Stage 1.

SPEAKING: Opportunities for ICT:	
	Learners should
Stage 2	<p><u>Make basic statements which provide personal information on a limited range of general topics.</u></p> <p>Learners each plan a short 'presentation' giving personal information and saying why they would like to visit a particular country; talks are recorded and played back for review.</p>
Stage 2	<p><u>Describe basic present and past actions on a limited range of general and curricular topics.</u></p> <p>Teacher uploads digital photographs of someone doing everyday things (taking train, buying coffee, reading newspaper etc); learners describe what the person did yesterday and record their sentences to go with each photograph.</p>
Stage 2	<p><u>Relate very short, basic stories and events on a limited range of general and curricular topics.</u></p> <p>Teacher puts sequence of pictures for story on board and plays recording of one sentence per picture; learners listen and then retell the story to each other in pairs.</p>

Opportunities for ICT in STAGE 3

READING: Opportunities for ICT:	
	Learners should
Stage 3	<p><u>Recognise the difference between fact and opinion in short, simple texts on a range of general and curricular topics</u></p> <p>Learners read advertisements online on the IWB; they use colour to highlight fact and opinion (and 'not sure') and then move text into Word document to discuss with teacher.</p>
Stage 3	<p><u>Recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics</u></p> <p>Learners use highlighting tools on short e-texts to identify opinion words/phrases and consider impact of taking them out of the text (e.g. I think it is .. vs It is ..).</p>
Stage 3	<p><u>Find, with support, books, worksheets and other printed materials in a class or school library according to classification</u></p> <p>On the IWB teacher generates lists of words for learners to arrange in alphabetical order; also a further list of materials' classifications (e.g. grammar points, topics, etc).</p>

WRITING: Opportunities for ICT:	
	Learners should
Stage 3	<p><u>Write, with support, longer sentences on a limited range of general and curricular topics</u></p> <p>Learners look at examples of long sentences on IWB and use editing tool to reduce them to simple sentences; learners build up list of basic connectors that can be used to build complex sentences.</p>
Stage 3	<p><u>Write, with support, short sentences which describe people, places and objects</u></p> <p>Using Google Earth, learners choose places they would like to visit; for each place they write three sentences to describe what they see onscreen.</p>
Stage 3	<p><u>Use full stops, commas, question marks and speech marks at sentence level with some accuracy when writing independently</u></p> <p>Learners work with short e-texts with all punctuation replaced by asterisks; they re-insert the correct forms of punctuation and review.</p>

USE OF ENGLISH: Opportunities for ICT:	
	Learners should
Stage 3	<p><u>Use common comparative and superlative adjectives to give personal information and on a limited range of general and curricular topics</u></p> <p>Learners draw up a list of positive adjectives to describe singers (actors/sports stars, etc) they like, together with their superlative forms; they type their sentence with superlative into Google and note the language samples in the first five sites that come up.</p>
Stage 3	<p><u>Use I think .. I know .. to express basic opinions on a limited range of general and curricular topics; use a limited range of simple perfect forms (regular and irregular) to talk about experiences</u></p> <p>Learners visit website of online department store and choose product (MP3 player, coffee machine, sports shoes, etc); they read the descriptions of choices on offer and then write simple sentences expressing their opinion on which is the best to buy.</p>
Stage 3	<p><u>Use conjunction because to give reasons on a limited range of general and curricular topics</u></p> <p>Teacher uses IWB software to create several half sentences, which have occurrence/action in one half and the reason for it in the other; learners join the sentences together.</p>
Stage 3	<p><u>Use defining relative clauses with which, who, where to give personal information</u></p> <p>Learners use cut and paste tool on screen to 'drop' clauses into simple sentences about themselves; they highlight each clause in colour and compare with sentences of other learners.</p>

LISTENING: Opportunities for ICT:	
	Learners should
Stage 3	<p><u>Understand a limited range of unsupported basic questions on general and curricular topics</u></p> <p>Learners produce series of sentences giving information about their hopes and ambitions; they record themselves reading these to class and fellow learners asking further related questions.</p>
Stage 3	<p><u>Recognise the opinion of the speaker(s) in basic, supported talk on a limited range of general and curricular topics</u></p> <p>Learners listen to short recorded extracts of speakers giving opinions about films / books / music, etc.; working with a grid on screen they complete electronic feedback form on the film, etc. by ticking happy/unhappy faces to reflect the speakers' opinions.</p>
Stage 3	<p><u>Identify rhyming words</u></p> <p>Learners work with internet-sourced software containing audio-visual games based on guessing which words rhyme with which.</p>

SPEAKING: Opportunities for ICT:	
	Learners should
Stage 3	<p><u>Ask questions to find out general information on a limited range of general and curricular topics</u></p> <p>Learners role-play interviews for college/jobs and record themselves; play and review range of questions asked.</p>
Stage 3	<p><u>Give an opinion at sentence level on a limited range of general and curricular topics</u></p> <p>Use mind-mapping on screen to prepare opinions on topics given by teacher.</p>
Stage 3	<p><u>Organise talk at sentence level using basic connectors on a limited range of general and curricular topics.</u></p> <p>Learners prepare short talks on topics agreed with teacher using list of connectors; they record themselves at home and email file to teacher who prepares feedback to give in class.</p>
Stage 3	<p><u>Relate basic stories and events on a growing range of general and curricular topics</u></p> <p>Teacher starts storyline on a class wiki and leaves main character with three choices; each learner clicks on one option and continues story on new page, and when story is finished each learner reads their version to the class.</p> <p>(idea adapted from Blended Learning MacMillan)</p>

Opportunities for ICT in STAGE 4

READING: Opportunities for ICT:	
	Learners should
Stage 4	<p><u>Read and follow, with limited support, familiar instructions for classroom activities.</u></p> <p>Learners are sent instructions via the VLE for a role play in class with role cards to help them prepare.</p>
Stage 4	<p><u>Understand, with little or no support, specific information and detail in short, simple texts on an increasing range of general and curricular topics.</u></p> <p>Learners use highlighting tool to highlight information in an e-text which may be useful for answering questions.</p>
Stage 4	<p><u>Use, with some support, familiar paper and digital reference resources to check meaning and extend understanding.</u></p> <p>Learners are given list of 'new' words (e.g. cloud computing, bling, agritourism) and look them up in electronic dictionaries; they check paper dictionaries to see how many of the new words are included.</p>

WRITING: Opportunities for ICT:	
	Learners should
Stage 4	<p><u>Write, with support, factual and imaginative descriptions at text level which describe people, places and objects.</u></p> <p>Learners find photographs on the internet of people expressing emotions; they draw up list of adjectives they know to describe feelings and then use word banks to find alternatives to extend their vocabulary, checking any differences in meaning in electronic dictionaries.</p>
Stage 4	<p><u>Link, with some support, sentences into a coherent paragraph using a variety of basic connectors on a limited range of general and curricular topics.</u></p> <p>Learners work on interactive whiteboard with jumbled sentences, some simple and some complex, to order them into coherent paragraphs; they then highlight the connectors.</p>
Stage 4	<p><u>Use, with some support, appropriate layout at text level for a limited range of written genres on familiar general and curricular topics.</u></p> <p>Learners use web research to collect facts about wildlife or geographical locations they are interested in; they use word banks to help them write a simple organised non-fiction text.</p>

USE OF ENGLISH: Opportunities for ICT:	
	Learners should
Stage 4	<p><u>Use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing, anything on a limited range of general and curricular topics.</u></p> <p>Learners work together with short e-texts containing pronouns; they highlight the pronouns and draw linking lines to join the pronouns to their noun or noun phrase.</p>
Stage 4	<p><u>Use future forms will for predictions and be going to talk about already decided plans on a limited range of general and curricular topics.</u></p> <p>Learners use electronic dictionaries and word banks to draw up list of new technology words/ concepts; they then discuss what they think will happen on the technology front with reference to the new words/concepts.</p>
Stage 4	<p><u>Use a growing range of common adverbs (both regular and irregular) simple and comparative forms and adverbs of frequency; use adverbs of indefinite time : yet, ever, already, always; use adverbs of definite time: last week, yesterday.</u></p> <p>Learners create shared email stories within the class; each email ends with a time adverbial for the next learner to continue the story with.</p>

LISTENING: Opportunities for ICT:	
	Learners should
Stage 4	<p><u>Understand an increasing range of unsupported basic questions on general and curricular topics.</u></p> <p>Learners post topics they are interested in on the VLE with hyperlinks to relevant websites; learners read about the topics and prepare questions which they ask each other in class to find out more.</p>
Stage 4	<p><u>Understand the main points of supported extended talk on a range of general and curricular topics.</u></p> <p>Learners listen to video recordings of speakers and make notes of main points using structured template; at the end they compare their notes with each other and identify any linking words the speakers used.</p>
Stage 4	<p><u>Identify rhymes and repetition.</u></p> <p>Learners go online and watch a poet reading a poem, and a singer singing a song; they listen for rhyming words and repetition.</p>

SPEAKING: Opportunities for ICT:	
	Learners should
Stage 4	<p><u>Ask questions to find out general information on an increasing range of general and curricular topics.</u></p> <p>Learners watch English news online and choose one story to research further in pairs; they present their story to the class using visuals from the news website but no text, and the class then ask further questions.</p>
Stage 4	<p><u>Give an opinion at sentence level on an increasing range of general and curricular topics.</u></p> <p>Learners use a bespoke website which has audio and video film clips; learners choose a film they know, show the clip to the other learners and explain why they liked/disliked the film.</p>
Stage 4	<p><u>Communicate meaning clearly at sentence level during pair, group and whole class exchanges.</u></p> <p>Learners use mind-mapping programme to note down key words and phrases they plan to use in a class discussion; they use the notes to support their contributions.</p>

Opportunities for ICT in STAGE 5

READING: Opportunities for ICT:	
	Learners should
Stage 5	<p><u>Read, with little or no support, a range of short, simple fiction and non-fiction texts with confidence and enjoyment</u></p> <p>Learners use word-processing software to create a table of characters from books they have read; they record descriptions, actions, and what role they play as well as identifying any common themes across books.</p>
Stage 5	<p><u>Understand, with little or no support, specific information and detail in short, simple texts on a range of general and curricular topics</u></p> <p>Learners create a table / chart on screen to record information found in a text.</p>
Stage 5	<p><u>Use, with little or no support, familiar paper and digital reference resources to check meaning and extend understanding</u></p> <p>Learners are given a key word to work with, e.g. 'mistake'; they Google the word to find definition(s), collocation(s), a song with the word in and a news story with the word in. They record their findings on a wiki page for other learners to refer to and add to.</p>

WRITING: Opportunities for ICT:	
	Learners should
Stage 5	<p><u>Write, with support, about factual and imaginary past events, activities and experiences in a paragraph on a limited range of general and curricular topics</u></p> <p>Learners take a well-known fairy story and change its setting (e.g. set it in 2011 or 2050); they download pictures of characters / new location and write the story on screen, changing aspects as required by the new setting.</p>
Stage 5	<p><u>Use, with little or no support, appropriate layout at text level for a limited range of written genres on familiar general and curricular topics.</u></p> <p>Teacher sets up virtual learning environment (VLE) for class and provides model of semi-formal letter; learners listen to recorded telephone complaint and write reply, sending it to teacher via VLE for feedback</p>
Stage 5	<p><u>Spell most high-frequency words accurately for a growing range of general and curricular topics when writing independently</u></p> <p>Learners play online scrabble and hangman, and do online crossword puzzles to check spelling.</p>
Stage 5	<p><u>Punctuate written work at text level on an increasing range of general and curricular topics with some accuracy when writing independently</u></p> <p>Learners produce short texts; they exchange texts and record themselves reading them aloud to check whether punctuation is correct and helpful.</p>

USE OF ENGLISH: Opportunities for ICT:	
	Learners should
Stage 5	<p><u>Begin to use basic abstract nouns and compound nouns; use a growing range of noun phrases describing times and location; on a growing range of general and curricular topics</u></p> <p>On the IWB learners do a matching exercise to form compound nouns and then use them in sentences; they do an exercise with a 'box of feelings' turning adjectives (happy) into abstract nouns (happiness).</p> <p>Idea adapted from www.community.TES.co.uk</p>
Stage 5	<p><u>Use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of general and curricular topics</u></p> <p>Using mind-mapping software, learners brainstorm adjectives to describe people and objects; they drag and drop the adjectives into the correct order in front of the nouns.</p>
Stage 5	<p><u>Use a growing range of present and past simple active and some passive forms on a growing range of general and curricular topics</u></p> <p>Learners look at newspaper websites (selected by teacher) and use highlighting tool to identify passive forms; they cut and paste the text and change to active forms, then discuss the impact of doing this.</p>
Stage 5	<p><u>Use modal forms including mustn't (prohibition), need (necessity), should (for advice) on a growing range of general and curricular topics</u></p> <p>Learners search web for visuals illustrating things which are not allowed (traffic signs, no smoking signs, etc); they write sentences on the IWB with 'mustn't' including consequences (You mustn't overtake here – it's too dangerous.). The teacher splits the sentences up to make a matching exercise.</p>

LISTENING: Opportunities for ICT:	
	Learners should
Stage 5	<p><u>Understand, with limited support, the main points of extended talk on a range of general and curricular topics</u></p> <p>Learners upload a podcast (selected by teacher) onto their MP3 players and listen to it at home; in class they list the main points on the IWB, compare their notes, and listen to the podcast again together.</p>
Stage 5	<p><u>Deduce meaning from context in supported, extended talk on a range of general and curricular topics</u></p> <p>On the IWB learners work with headlines and book titles, predicting what the content is likely to be; they use hyperlinks to the articles / online bookstore to check whether they were right.</p>
Stage 5	<p><u>Identify rhymes, repetition and alliteration</u></p> <p>Learners use websites with poems using alliteration and listen to recordings.</p>

SPEAKING: Opportunities for ICT:	
	Learners should
Stage 5	<p><u>Provide basic information about themselves and others at discourse level on a range of general topics</u></p> <p>Learners, in pairs, choose a favourite famous person and produce a short biography, downloading from the web pictures and/or video and/or music; they present this to the class, giving oral information about the person.</p>
Stage 5	<p><u>Give an opinion at discourse level on an increasing range of general and curricular topics</u></p> <p>Teacher sets up chat room for class and asks them to discuss a TV programme they saw the previous evening; in class, learners report on whether they agreed with each other or not.</p>
Stage 5	<p><u>Relate some extended stories and events on a limited range of general and curricular topics</u></p> <p>Learners interview each other about their families and hometown and each learner marks where they come from on a world (or national) map; learners report back on what they learnt and the map is printed off and copied for the class.</p>

Opportunities for ICT in STAGE 6

READING: Opportunities for ICT:	
	Learners should
Stage 6	<p><u>Read independently a range of short simple fiction and non-fiction texts with confidence and enjoyment.</u></p> <p>Learners write a reading diary in a blog, including their personal opinion of books and adding quotations in different colours; teacher facilitates sharing of blogs with classmates.</p>
Stage 6	<p><u>Understand independently specific information and detail in short, simple texts on a range of general and curricular topics.</u></p> <p>Learners select short news stories from website (e.g BBC Learning English News Stories), read them and add new words to their vocabulary lists.</p>
Stage 6	<p><u>Recognise the attitude or opinion of the writer in short texts on a wide range of general and curricular topics.</u></p> <p>Learners read texts in wiki set up by teacher, underlining and adding comments about whether they agree with the opinion of the writers; in class teacher organised learners into groups according to their comments before they work more closely on the text together.</p>

WRITING: Opportunities for ICT:	
	Learners should
Stage 6	<p><u>Write, with some support, about factual and imaginary past events, activities and experiences on a growing range of general and curricular topics.</u></p> <p>Learners download picture(s) and/or video clip of an historic moment in their country (e.g. independence, Olympic Games etc); they write a short text about this and post it on the class wiki for other learners to read and add to if they wish.</p>
Stage 6	<p><u>Link sentences into coherent text using a variety of basic connectors on a range of general and curricular topics when writing independently.</u></p> <p>When learners have finished writing texts, they use editing software to check / improve word choice and improve cohesion by using a range of cohesive devices; they build their own lists of connectors with sample sentences for reference.</p>
Stage 6	<p><u>Spell most high-frequency words accurately for a range of general and curricular topics when writing independently.</u></p> <p>Learners develop their own electronic file for storing vocabulary with hyperlinks to electronic dictionaries for fast checking of spelling of different forms of words and meaning.</p>

USE OF ENGLISH: Opportunities for ICT:	
	Learners should
Stage 6	<p><u>Use a range of active and passive simple present and past forms and used to/didn't use to for past habits/states on a range of general and curricular topics.</u></p> <p>Learners watch extract from action film they are familiar with and complete a list of what happens first, second etc; they retell the story using the past passive.</p>
Stage 6	<p><u>Begin to use simple forms of reported speech to report statements and commands on a range of general and curricular topics.</u></p> <p>On the IWB teacher puts up sequence of pictures / cartoons for a story and learners write direct speech in bubbles; speech bubbles are printed for learners, who then rewrite them in indirect speech on the board so the story is complete.</p>
Stage 6	<p><u>Use a growing range of prepositions preceding nouns and adjectives in prepositional phrases; begin to use dependent prepositions following adjectives; on a range of general and curricular topics.</u></p> <p>For practice learners do matching and drag and drop exercises on the interactive whiteboard to test their understanding of dependent prepositions following adjectives.</p>
Stage 6	<p><u>Use conjunctions while, until, as soon as, in relating narratives, if/unless in conditional sentences.</u></p> <p>Learners are given different short narrative texts on screen and in pairs they gap their text by deleting the conjunctions; they then complete the gapped texts prepared by other learners in the class.</p>

LISTENING: Opportunities for ICT:	
	Learners should
Stage 6	<p><u>Understand more complex unsupported questions which ask for personal information.</u></p> <p>Learners listen to recorded interviews from radio / web news sites and make notes of question words and word order; afterwards they draw up grid of simple and more complex question forms on the IWB.</p>
Stage 6	<p><u>Understand, with little or no support, the main points in both short and extended talk on a range of general and curricular topics.</u></p> <p>With the help of the teacher, learners choose from the internet short recorded talks on a topic they know little about and listen to it at home (e.g. BBC Learning English); in class they report on three new facts or opinions they learnt.</p>
Stage 6	<p><u>Identify rhymes, onomatopoeia and rhythm.</u></p> <p>Learners listen to and participate in jazz chants from an EFL website.</p>

SPEAKING: Opportunities for ICT:	
	Learners should
Stage 6	<p><u>Ask questions to clarify meaning on a range of general and curricular topics.</u></p> <p>Learners brainstorm, using mind-mapping programme, different ways of asking for clarification, categorising them into very polite / neutral / not so polite.</p>
Stage 6	<p><u>Summarise what others have said on a range of general and curricular topics.</u></p> <p>Learners listen to short recordings from an English language learning website and write three key words for each; on second listening they add small number of words to each key word, this providing the basis for an oral summary in class of what they heard.</p>
Stage 6	<p><u>Link comments to what others say at sentence and discourse level in pair, group and whole class exchanges.</u></p> <p>Learners do matching exercises on interactive whiteboard, matching responses which relate to each other, including question tags and simple reformulation.</p>

Appendix E: Planning Templates

This contains planning templates with accompanying notes as referred to in Section 2 of the guide.

- Long-term planning – 1
- Long-term planning – 2
- Long-term planning – 3
- Medium-term planning – 1
- Medium-term planning – 2
- Short-term planning

Long-Term Planning Template 1

Scheme of Work – An Overview

Stage X

TERM 1	TERM 2	TERM 3
Module 1A – Units 1 and 2 <i>title</i>	Module 2A – Units 7 and 8	Module 3A – Units 13 and 14
Module 1B – Units 3 and 4	Module 2B – Units 9 and 10	Module 3B – Units 15 and 16
Module 1C – Units 5 and 6	Module 2C – Units 11 and 12	Module 3C – Units 17 and 18

Notes:

- Terminology can vary although consistency is recommended within a school
- An audit of the learning objectives for the whole stage is recommended to ensure coverage¹
- Each objective may be revisited in different ways in different units to continue to develop new skills in different contexts
- Some learning objectives will be ongoing throughout the stage – a grid to show this is recommended²
- Detail of the ongoing objectives may be given in an outline plan³

¹ See audit tool.

² See table of ongoing objectives.

³ See table of ongoing work.

Notes for completing the audit (check) of objectives:

How to complete the sheets:

- *Syllabus codes will be entered in the order that they appear in the framework*
- *Learning objectives will appear in full*
- *The final column will give a clear overview of coverage. Where an objective is addressed in more than one unit, all of the relevant units will be listed. If it is an ongoing objective then it will appear as 'O'*

How to use the information collected on the sheets:

- *The right hand column will show how often an objective appears in the whole scheme*
- *For other objectives, how often each one appears in the whole scheme will be recorded. Some objectives will be taught more than once (but not as often as 'ongoing' ones!)*
- *The whole audit will help to achieve a balance, ensuring that coverage is sufficient and/or not too frequent at the expense of others*
- *A final adjustment may be required to make sure that all objectives are taught for, and at, an appropriate time*
- *Also, by doing this alongside the long term planning of units, the grouping of objectives can be changed before too much work has been done on medium-term plans*

Notes for completing the overview sheets:

How to complete the sheets:

- The number of lines in the table will match the total number of learning objectives for the stage. Several sheets may be required
- Objectives and framework codes will be entered in the order that they appear
- Learning objectives will appear in full
- The learning objectives can be colour coded:
 - Ongoing
 - A different colour for each term – once only when it is first introduced:
Term 1
Term 2
Term 3

How to use the information collected on the sheets:

- *The resulting overview is another kind of checklist to ensure coverage. It also shows whether too much is being introduced in the first term which may not be a balanced way of delivering the framework*
- *By doing this alongside the long term planning of units, the grouping of objectives can be changed before too much work has been done on medium-term plans*
- *The number of lines in the table will match the total number of learning objectives for the stage.*
- *Syllabus codes will be entered in the order that they appear.*

Medium-Term Planning Template 1

Stage

Unit: Title:

Framework Codes	Learning Objective	Activities	Resources	Comments	Time

Notes:

- *There may be more than one syllabus code in each block, e.g. if scheme considers weekly blocks within the whole unit. Objectives will be listed to match the first column*
- *The activities are given in outline only*
- *Main resource needs are required to enable strategic planning, e.g. spending*
- *This plan will require a statement in the opening rationale regarding prior knowledge*
- *Comments will highlight specific details:*
 - *where something requires advance preparation*
 - *where different assessment strategies may be in place, e.g opportunities for active assessment (details will be in short-term (lesson) plans)*

Medium-Term Planning Template 2

Stage

Unit: Title:

Framework Codes	Learning Objective	Activities	Resources

Notes:

- *There may be more than one framework code in each block. It may make sense to address certain objectives together*
- *The activities are given in outline only*
- *Main resource needs are required to enable strategic planning, e.g. spending*
- *No time budget is given for obvious reasons*
- *This plan will require a statement in the opening rationale regarding prior knowledge*

Short-Term Planning Template

Week beginning:		UNIT:			CLASS:	
Timing	Framework Ref:	Learning Objectives	Success Criteria	Activities (see notes below re: differentiation details, etc.) W: whole class; G: group; I: individual	Resources	Evidence of Achievement
				Description W/G/I		
	Organisation: details of differentiation / groups / adult role (linked to activities)			Notes / extension opportunities / homework		Q&A : question/answer D : discussion O : observation M : marked work

Notes:

- The plan can be formatted to view a week at a time and not every lesson – **this is important to support manageability**
- Most of the plan is self-explanatory. It seeks to include most of the desirable elements. It is possible to expand the format to A3 but this risks the planning process taking too long for the time frame – also sometimes the detail required will be brief
- Class organisation is crucial to the plan working properly including differentiation and the role of additional adults. Plans can be shared to make expectations clear

SUCCESS CRITERIA:

- These are an essential part of planning and should be clear and manageable
- These may be part of active assessment activities where students determine the criteria. In planning, teachers need to write a broad outline of anticipated suggestions

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